

Sam Sample

EXPERT

CAREERS BATTERY (O*NET) REPORT

CAREERS BATTERY (OIP+ & GRT2)



POWERED BY

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REPORT STRUCTURE

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DISCLAIMER

This is a strictly confidential assessment report on Sam which is to be used under the guidance of a trained professional. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sam.

This profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, personality preferences, values, motives, interests and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.



GUIDE TO USING THIS REPORT

INTRODUCTION

The Careers Assessment is a battery of tests developed for career guidance situations. It comprises of the Occupational Interest Profile Plus (OIP+) and the General Reasoning Test (GRT2).

The Occupational Interests Profile Plus (OIP+) is a test developed for career guidance situations. The OIP+ is partially based on the pioneering work of John Holland in the area of general career themes, though also includes personality characteristics, which assesses how well suited individuals are to different environments. Thus, Personal qualities and career interests are presented in this questionnaire.

The General Reasoning Test (GRT2) assesses the ability to reason using words, numbers and abstract concepts. It has been specifically designed to discriminate between candidates of average ability, whose aptitude is being assessed for general level employment and training. Tests such as the General Reasoning Test have consistently been found to be the best single predictor of both performance and trainability in roles that require a good level of general mental ability.



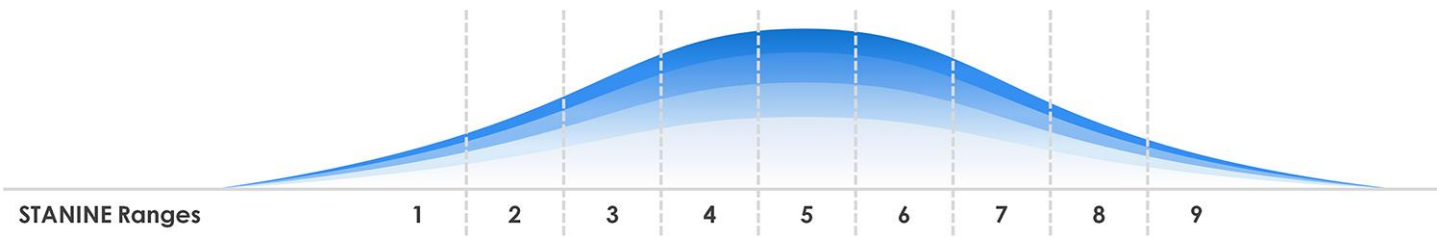
Career guidance requires advisors and respondents to investigate four areas which may affect career choices; these are work needs, career interests, motivation and skills.



This report provides career-relevant information for the respondent in five main areas: personal work needs, career interests, reasoning abilities, suggestions for vocational exploration career search tips.

REFERENCE GROUPS (NORMS) USED

A reference group is used to evaluate Sam's results. His results are presented as standardised STANINE scores with Mean=5 and SD=2 as demonstrated in the following chart.



The following norms were used to generate this report:

Test	Norm Used	Sample Size
Occupational Interests Profile Plus (OIP+)	Working Age Adults	1569
Verbal Reasoning	GCC & Expats	914
Numerical Reasoning	GCC & Expats	914
Abstract Reasoning	GCC & Expats	927

UNDERSTANDING THE CHARTS AND TABLES

Much of the information provided in this report is presented in the form of charts or tables, which is why it is important to be able to read them accurately and make use of the information contained within them. The following elements are used to present the data in the charts and tables:

Element	Description
Raw	The Raw score is simply the (un-scaled) sum of item scores in the 'keyed' direction.
STANINE Score	The STANINE score is a standardised scale used to compare respondent results. The score has a Mean of 5 and Standard Deviation of 2. This score is presented as a 9-point scale in the results chart.
Standard Error of Measurement (SEm)	The Standard Error of Measurement is a measure of the range within which an individual's hypothetical 'true' score is likely to fall within 68% probability. It is presented as blue error bar surrounding the respondent's obtained STEN score in the results chart.
Percentile Score (%ile)	A value which reflects the percentage of people in a sample who score below a given raw score. This score is presented as a numerical value between 0 and 100 in the results chart.



PERSONAL WORK NEEDS

Below is a chart of Sam's personal work needs. Most people will be about medium in their needs and Sam's high and low needs are those which set him apart from others around him. The meaning of the chart is explained in the Personal Qualities section of this report.

PERSONAL WORK NEEDS PROFILE CHART

Scale	Description	Raw	1	2	3	4	5	6	7	8	9	%ile
PE	EXTRAVERSION need for social contact, a dislike for being on their own.	15					5					33
ST	STABILITY ability to respond to situations in a calm and composed manner and accept criticism in a good-natured way.	17					5					38
OP	OPENNESS need for change, interest in intellectual pursuits and openness to possibilities.	17					5					35
AG	AGREEABLENESS need for trust, inclination to give people the benefit of the doubt.	15					5					34
CN	CONSCIENTIOUSNESS need for control, organisation and attention to detail.	19					5					35
RS	OPTIMISM ability to adopt an optimistic approach to set-backs, a belief that their actions shape outcomes.	16					4					26
EX	EXCITEMENT need for excitement, interest in seeking new and exciting activities.	15					4					20



PERSONAL QUALITIES

INTERPERSONAL STYLE

His score suggests that Sam should be as sociable and outgoing as most people and should be equally happy working with others as he is working on his own. While he may enjoy the opportunity to discuss a problem with colleagues, Sam may also appreciate some time to work without distraction. While he is not a particularly shy person, Sam may sometimes like to slip into the background at social events. Not actively seeking the limelight, he may feel uncomfortable if suddenly made the focus of attention. Viewing himself as no more or less effective than others when communicating, he should still feel sufficiently confident bringing other people around to his views. His score is typical of someone who is neither a loner nor particularly dependent upon others. While he may not enjoy a job which involves continually meeting new people, he should appreciate some social contact.

As trusting as most people, Sam is however aware that people cannot always be taken at face value. Consequently, he should recognise the need to be relatively circumspect when dealing with people he does not know well. Not unduly suspicious or sceptical, he should have a realistic view of human nature; being neither too cynical nor too trusting in his relations. While he may be initially willing to give people the benefit of the doubt, Sam may quickly withdraw this trust if people take advantage of his good nature. On the basis of these results, Sam may be suited to roles that require placing trust in others, while still retaining a degree of caution.

He views himself as being as assertive as most people and, while Sam should know his own mind, he is unlikely to force his views onto other people. He is likely to seek a balance between his desire to get things done and his wish to be sensitive to other people's feelings. In general, he will not want to upset people but can be direct and let people know his views when necessary. If people are being obstructive, Sam should be capable of standing his ground. While he may not be strongly interested in management as a career path in itself, he may be happy managing others if working in an area that interests him.

THINKING STYLE

Sam presents himself as someone who acknowledges the value of following systems and procedures while still being flexible and adaptable. In line with this, he should be no more or less likely than the average person to persist with tasks that are fairly boring and repetitive. He may, however, try to avoid tasks that require meticulous attention to fine detail. When making a decision Sam should be prepared to act with an element of spontaneity, while still appreciating the need to plan ahead and consider various contingencies. While not averse to jobs that involve working in a methodical and systematic way, he may still appreciate some flexibility in his work routine. He may wish to consider office work, accounting, or roles in the financial sector.

Being as pragmatic and down-to-earth in his approach to problems as most people, Sam should strive for a balance between attending to operational matters, while taking theoretical considerations into account. As interested in intellectual pursuits as most people, he is unlikely to reject abstract, theoretical ideas as being a waste of time. While recognising the value of an analytical approach to problem solving, Sam may still appreciate some focus on day to day reality.

He appears to be a little more cautious and safety-conscious than the average person and, as a result, Sam may avoid taking risks when the benefits are not clear. In addition, he may shy away from needlessly dangerous things and risk-taking. These preferences are likely to reflect a desire for stability and constancy in his daily life. When considering a career choice Sam may prefer a role that does not involve constantly making quick decisions nor working in an environment where the stakes are high. Obviously, however, if he has an interest in an area where risk-taking is valued, then this career option may still be considered.

COPING STYLE

Sam does not present himself as a particularly touchy or moody person although, like most people, he may feel stressed when under pressure. Being fairly secure and self-confident, he should be able to cope with the normal pressures and demands of life, but may not enjoy working under constant pressure. Like most people,



Sam may experience some apprehension when faced with major life decisions. However, once the stress has passed, he should be able to recover his composure and 'recharge his batteries'.

Not inclined to excessive pessimism, Sam's approach when faced with problems will generally be quite positive and constructive. However, repeated failure and setbacks may at times take their toll on his self-confidence. When everything is working well, he is likely to be as optimistic as most people. When things go repeatedly wrong, however, he is unlikely to persevere, considering it better to devote his energies elsewhere. Sam is likely to find roles in which he is required to persevere somewhat demotivating.



CAREER INTERESTS

Below is a chart of Sam's career interests. Most people have scores around the middle so it is the high and the low interests which tells us about how Sam differs from the 'average' person.

CAREER INTERESTS PROFILE CHART

Scale	Description	Raw	1	2	3	4	5	6	7	8	9	%ile
AR	ARTISTIC Activities involving creative/artistic skills.	19						6				69
PR	PRACTICAL Activities involving engineering, machine tools, the use of machinery.	15				4						31
SC	SCIENTIFIC Activities involving the understanding of natural and physical sciences.	17						6				65
AD	ADMINISTRATIVE Activities involving administration and well established procedures.	18							7			74
NR	NURTURING Activities centred on helping and caring for others.	17					5					52
LG	LOGICAL Activities involving problem solving and analytical skills.	17					5					34
PS	PERSUASIVE Activities involving persuasive skills and interaction with customers.	17					5					45
MG	MANAGERIAL Activities involving management and the control of others.	19					5					33



PRIMARY OCCUPATIONAL INTERESTS

The following list is based on Sam's top occupational interests.

ADMINISTRATIVE/CLERICAL

Activities involving administration and well established procedures.

Sam has expressed an interest in clerical and administrative work and as a result, might enjoy working in an office-based job. In particular, he might find considerable satisfaction in jobs that involve working in an organised, methodical way and following set procedures and systems. Potential work involves data-processing, filing, etc., and is likely to require some IT skills. Alternatively, he might be attracted to secretarial work, or at a higher level, work in office management.

Sam might also consider other roles that have a strong administrative component to them, such as working as a lawyer or paralegal. Given that many jobs in the modern workplace have a significant administrative component to them, there should be a wide range of roles available to him, in organisations ranging from the public sector, and small companies through to large multinational corporations. When choosing a job Sam might also find value in matching his interest in office-based work with other occupational interests. For example, if he has an interest in sales, he may be attracted to call centre work, real estate, etc., or other positions that combine a sales orientation with administrative tasks.

ARTISTIC/CREATIVE

Activities involving creative/artistic skills.

Being moderately interested in creative, artistic activities Sam might enjoy literature, music, drama, and other cultural pursuits. Having an aesthetic sense that is a little more developed than most, he should appreciate art and good design. While he might be motivated to seek a career that enables him to pursue these interests, Sam should remember that ability as well as interest is critical for success in creative/artistic occupations.

As a result, he might also consider careers that, while not directly related to design or the arts, will still provide the opportunity for creativity. Potential roles include positions in advertising, marketing, or the media, as well as architecture, landscape gardening, web design, and interior design. Sam might also consider roles that are less obviously creative, but still provide room for creative expression, such as office work involving desk top publishing, editing, etc. or work in more practical areas such as make-up artist, hairdresser etc.

SCIENTIFIC/INVESTIGATIVE

Activities involving the understanding of natural and physical sciences.

Sam shows a little more interest in science and technology than the average person. However, most people who are attracted to scientific and technical roles have a strong intrinsic interest in the natural sciences. As such, he might enjoy laboratory work, research, or other scientific roles. Sam might also consider jobs that have a less direct scientific or technical component to them if other aspects of the role has appeal (i.e., selling medical equipment, editing technical manuals).



FINANCIAL MOTIVATION

Financial motivation is an additional personal work need that moderates individuals' career choices. Below is a chart of Sam's financial motivation. Most people will be about medium in their needs and Sam's high and low needs are those which set him apart from others around him. The meaning of the chart is also explained in this section.

FINANCIAL MOTIVATION PROFILE CHART

Scale	Description	Raw	1	2	3	4	5	6	7	8	9	%ile
MO	VALUES MONEY Motivated by financial success, Aspirational by nature.	16				4						26

WHAT MOTIVATES SAM?

Placing a little less value on economic success than some people, money may not be the only motivating factor for Sam. While he should acknowledge that money cannot buy happiness, he should still appreciate some of the things that money can buy. As a result, he might need to balance the likely financial rewards of any career with the intrinsic value of his work.



REASONING ASSESSMENT

REASONING PROFILE

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
VR	Verbal Reasoning	7	33		2								40	8
NR	Numerical Reasoning	3	24		2								40	10
AR	Abstract Reasoning	3	24	1									30	2

Sam's scores on the ability tests put him in the 'below average' bracket when compared to the reference group. Personality and attitude to work are likely to be more important factors in his success in work than academic achievement and a search for a career should perhaps take this into account.

Norms Used:

Verbal Reasoning = 914 GCC & Expats

Numerical Reasoning = 914 GCC & Expats

Abstract General Reasoning = 927 GCC & Expats

VERBAL REASONING

The Verbal Reasoning Test assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary, class membership and the relationships between words, this test measures the ability to perceive and understand concepts and ideas expressed verbally. While this test is a measure of reasoning ability rather than educational achievement, it is nonetheless generally recognised that verbal reasoning test scores are sensitive to educational factors.

Compared to the chosen reference group, Sam Sample's performance on the verbal component of this test indicates that he has a well below average level of verbal reasoning ability. This suggests that his verbal reasoning ability is likely to be quite weak in comparison with that of most staff in general level employment. His performance on the verbal component of this test indicates a fairly low level of ability (in comparison with the chosen reference group) to understand verbal concepts, to be able to perceive the relationships between these and deduce their logical consequences.

Sam Sample would not be expected to have a very good command of language and is likely to experience difficulty fully appreciating subtle shades of meaning. As a result, he is likely to be less able than most staff to formulate well-reasoned arguments. He is likely to experience difficulty fully comprehending the logic underpinning more complicated arguments and, as a result, he may struggle somewhat if he is required to explain material he is not familiar with to others. Learning new verbal material, particularly if it is very complex, is unlikely to be a great strength of his, with it being likely that it will take him longer to do so than it would take most staff. As a result, he is likely to gain most benefit from training and development programmes that are skills focussed and well structured.



NUMERICAL REASONING

The Numerical Reasoning Test assesses a person's ability to use numbers in a logical and rational way. The test consists of items which assess the candidate's understanding of number series, numerical transformations, the relationships between numbers and their ability to perform numerical computations.

Sam Sample's performance on the numerical component of this test indicates that he has a below average level of numerical reasoning ability when compared to the chosen reference group. This indicates that he is likely to experience more difficulty than most people in general level employment in perceiving the logical patterns and relationships between numbers, in understanding the rules that govern these patterns and in deducing the consequences of them.

Sam Sample's scores therefore suggest that he is unlikely to be very proficient working with numbers, and is likely to experience some difficulty understanding numerical/mathematical concepts. While he should be able to carry out familiar numerical operations with a reasonable degree of accuracy, he is likely to have difficulty fully understanding the logic underpinning more complex numerical problems. While he should be able to cope with routine numerical work that he is familiar with, it is likely to take him rather longer to acquire new numerical skills than it would take most staff. While he should be able to gain some benefit from further training in this area, such training will need to be quite well structured and skills focussed. Moreover, he might be expected to have difficulty fully grasping the fundamental mathematical principles underpinning the skills he has acquired.

ABSTRACT REASONING

The Abstract Reasoning Test assesses the ability to understand complex concepts and assimilate new information outside of previous experience. The test consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning it is independent of educational attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information it is likely to predict how responsive to training the person will be.

Sam Sample's score on the abstract component of this test indicates that, with respect to the chosen reference group, he has a low level of natural (i.e., untutored) reasoning ability. This suggests that he is likely to experience significantly more difficulty than most staff (in general level employment) in correctly identifying logical patterns and relationships between novel material. He is similarly likely to experience more difficulty than most staff in being able to use pure logic (i.e., without calling upon other information such as his vocabulary, knowledge of mathematical operations, etc.) to deduce the consequences of such patterns.

As a consequence, he would be expected to have significant difficulty understanding abstract concepts which are outside of his routine experience. Sam Sample is unlikely to benefit from further training and development programmes unless they are skills focussed. Moreover, he would be expected to have difficulty grasping any abstract concepts or complex logic that underpins the skills he has acquired.



SUGGESTIONS FOR VOCATIONAL EXPLORATION

The following list is based on Sam's top occupational interests. He may wish to consider some of these jobs and find out more about them.

VOCATIONAL SUGGESTIONS FOR SAM'S HIGHEST CAREER INTEREST AREA: ADMINISTRATIVE/CLERICAL JOBS

Job Code	Job Title	
Jobs with a moderate high skill requirement		
43-6011.00	Executive Secretary and Administrative Assistant	79%
23-2092.00	Law Clerk	75%
43-6014.00	Secretary, Except Legal, Medical, and Executive	73%
23-2011.00	Paralegal and Legal Assistant	71%
13-2021.01	Assessor	70%
13-2021.02	Appraiser, Real Estate	64%
21-1093.00	Social and Human Service Assistant	62%
43-6012.00	Legal Secretary	61%
Jobs with a low high skill requirement		
25-4031.00	Library Technician	80%
43-4041.02	Credit Checker	79%
43-3071.00	Teller	71%
43-4151.00	Order Clerk	66%
43-5031.00	Police, Fire, and Ambulance Dispatcher	64%
41-2011.00	Cashier	64%
29-2071.00	Medical Records and Health Information Technician	64%
43-4171.00	Receptionist and Information Clerk	59%



VOCATIONAL SUGGESTIONS FOR SAM'S 2ND HIGHEST CAREER INTEREST AREA: ARTISTIC/CREATIVE JOBS

Job Code	Job Title	
Jobs with a moderate high skill requirement		
27-3043.05	Poet, Lyricist and Creative Writer	75%
27-1021.00	Commercial and Industrial Designer	73%
27-1024.00	Graphic Designer	71%
27-1014.00	Multi-Media Artist and Animator	70%
27-3042.00	Technical Writer	66%
27-4032.00	Film and Video Editor	61%
25-3021.00	Self-Enrichment Education Teacher	59%
27-2042.02	Musician, Instrumental	57%
Jobs with a low high skill requirement		
41-9012.00	Model	80%
27-1023.00	Floral Designer	68%
27-1026.00	Merchandise Displayers and Window Trimmer	66%
27-2011.00	Actor	62%
39-5012.00	Hairdresser, Hairstylist, and Cosmetologist	57%
27-2042.01	Singer	54%
27-4021.00	Photographer	54%
27-2031.00	Dancer	52%



VOCATIONAL SUGGESTIONS FOR SAM'S 3RD HIGHEST CAREER INTEREST AREA: SCIENTIFIC/INVESTIGATIVE JOBS

Job Code	Job Title	
Jobs with a moderate high skill requirement		
29-1125.00	Recreational Therapist	54%
29-2051.00	Dietetic Technician	54%
29-2081.00	Optician, Dispensing	54%
19-1031.03	Park Naturalist	54%
29-1111.00	Registered Nurse	52%
29-1126.00	Respiratory Therapist	50%
29-2052.00	Pharmacy Technician	46%
31-9094.00	Medical Transcriptionist	41%
Jobs with a low high skill requirement		
None Found.		



CAREER SEARCH TIPS: NEXT STEPS

In today's rapidly moving workforce, people must take responsibility for managing their own career. This next section is intended to help Sam's job or career search by outlining some useful activity to get him started.

STEP ONE: INFORMATION GATHERING

Guide Sam through the different careers that have been profiled in this report and decide whether or not they fit with his interests. To accomplish this, consider the following suggestions:

- Ask Sam to set up as many information-gathering interviews he can with people who currently work in the job areas of interest to him. What day-to-day tasks do they perform? What specific skills or training do they have? What other experience do they have?
- Encourage him to take some time to buddy-up with someone who works in an area of interest to him. This is one of the best ways to get a 'feel' for what a job might involve.
- Encourage Sam to develop a relationship with as many recruitment consultants who work in your area of interest as he can. Explore with him the opportunities exist for him and what employers typically are looking for in a candidate.
- Remind him to keep an eye on the employment section of local newspapers or job websites to gather information on job areas of interest to him. Ask him to keep a summary of the sorts of knowledge, skills, and abilities that employers seek. Many organisations now also have their own careers section on their website.
- Remind him to check the internet or employment section of newspapers for any upcoming job fairs. This is an excellent way of meeting organisational representatives and to learn more about any potential job openings.

An excellent online source for job information is O*NET which Sam can visit at <http://online.onetcenter.org>. O*NET is an excellent source of occupational information, including the skills, knowledge, and abilities required for literally hundreds of roles.

STEP TWO: DEVELOPING SKILLS

Work with Sam to take the time to list all the relevant skills he has, as well as those that he may need to develop further. Once the list is compiled, he might:

- Ask him to talk to his current manager about additional projects, committees or teams he could join to help develop his skills in specific areas.
- Have him consider any professional courses, training, or workshops he could do either through his current work, local College, or over the internet.
- Encourage him to volunteer his services for a community group in order to learn new skills.
- Encourage him to identify and work with a mentor or dedicated coach.



STEP THREE: KEEPING AHEAD OF JOB SEARCH ACTIVITY

- Remind Sam that he can expect to sometimes have negative emotions during a long job search and it may seem difficult to remain positive. In such situations it is important to keep his spirits up by setting time aside to relax, do exercise, spend time with friends, and enjoy hobbies.
- Ask him to list all the people in his personal and professional network who can help him with his job search activity and help 'open doors'. Have him be clear on what he is looking for and the various ways in which his network can help.
- Remind him to be open to the possibility that his next job might be two or three part-time jobs or contract work. He will need to accept that the world of work has changed and not to shut himself off from opportunities.
- One of the main reasons people don't achieve their career objective is that they give up too early. Remind him that job searching is hard work, and every 'no' does take him one step closer to a 'yes'.
- Encourage him to explore and pursue every job lead, but to focus his time and efforts on quality leads.
- Help him work out a job search routine and stick to it. It will help him to stay motivated and focused. If he is unemployed he may find it helpful to structure his day by: developing a schedule and sticking to it, setting his alarm clock to get up, dressing like he would for work and concluding each day by planning the next.
- Remind him to be consistent in the amount of time he spends each week looking for a job. Regular effort is more likely to bring positive rewards.



OCCUPATIONAL EXPLORATION GUIDE

This report aims to help Sam identify satisfying occupations, by providing an overview of his work preferences and occupational interests. The steps below will guide Sam through the occupational exploration process:

STEP ONE: EXPLORE PERSONAL WORK PREFERENCES

Consider Sam's personal work preferences, and list those which he may derive satisfaction from (e.g. working as part of a team, working outdoors)

Identify elements of previous roles that have been particularly satisfying for Sam



STEP TWO: IDENTIFY OCCUPATIONS OF INTEREST

List any occupations suggested within this report that appear to be in alignment with Sam's work preferences identified in Step 1. Also list any additional occupations that he may be interested in exploring further.

Occupation	Alignment with work preferences



STEP THREE: RESEARCH OCCUPATIONS OF INTEREST (PHOTOCOPY AS REQUIRED)

To make an informed career decision, research the occupations of interest using a range of resources, such as: O*NET (<http://online.onetcenter.org>), library, career centre, talk to people in the occupation, arrange a worksite visit, or explore industry websites.

Occupation

1. What are the key tasks, activities and responsibilities required?

2. What knowledge, resources, or specialised training is required to pursue this occupation? (e.g. qualifications, skills)

3. Consider the work environment. (e.g. shift work, travel)

4. Does the job fulfil your requirements? (e.g. salary, hours of work, location)

5. List the pros and cons of this occupation.

Pros	Cons



STEP FOUR: CREATE AN ACTION PLAN

Help Sam develop an action plan to achieve his identified career goals using the framework below:

Objectives What does he want to accomplish?	Resources How will he achieve the objective and what resources does he need?	Target Date When does he plan to achieve this objective?	Measurable Results How will his accomplishments be measured? (frequency and quality)

Example:

Objective: I want to be a school science teacher

Resources: Obtain a Diploma of Teaching by enrolling at teachers college

Target Date: January 2012

Measurable Results: I will have secured a job as a science teacher