PSYTECH
INTERNATIONAL

Sam Sample
04 Dec 2012

EXPERT

EXTENDED (O*NET) REPORT

OCCUPATIONAL INTERESTS PROFILE PLUS

PREFERENCES
OIP+

REPORT STRUCTURE

The Extended (O*NET) Report presents Sam Sample's profile results in the following sections:

1. Guide to Using This Report
- Introduction
- The Extended (O*NET) Report
- Further Considerations
- Reference Group (Norm) Used
- Understanding the Charts and Tables

2. Personal Work Needs
- Personal Work Needs Profile Chart

3. Personal Qualities
- Interpersonal Style
- Thinking Style
- Coping Style

4. Career Interests
- Career Interests Profile Chart

5. Primary Occupational Interests
- Scientific/Investigative
- Logical/Computational

6. Financial Motivation
- Financial Motivation Profile Chart
- What Motivates Sam Sample

7. Suggestions for Vocational Exploration
- Vocational suggestions for Sam Sample's highest career interest area
- Vocational suggestions for Sam Sample's 2nd highest career interest area

8. Career Search Tips: Next Steps
- Step One: Information Gathering
- Step Two: Developing skills
- Step Three: Keeping ahead of job search activity

9. Occupational Exploration Guide
- Step One: Explore personal work preferences
- Step Two: Identify occupations of interest
- Step Three: Research occupations of interest
- Step Four: Create an action plan

DISCLAIMER

This is a strictly confidential assessment report on Sam Sample 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 Sample.

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, abilities 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.

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GUIDE TO USING THIS REPORT

INTRODUCTION

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.

CAREER INTERESTS	WORK NEEDS (PERSONAL QUALITIES)
▪ **Persuasive** ▪ **Practical** ▪ **Artistic** ▪ **Scientific** ▪ **Administrative** ▪ **Logical** ▪ **Nurturing** ▪ **Managerial**	▪ **Excitement** ▪ **Optimism** ▪ **Stability** ▪ **Openness** ▪ **Conscientiousness** ▪ **Financial** ▪ **Agreeableness** ▪ **Extraversion**

Career guidance requires advisors and respondents to investigate four areas which may affect career choices; these are work needs, career interests, motivation and skills. The results of the OIP+ can be combined with some brief form of reasoning assessment such as the General Reasoning Test or the Technical Test Battery to provide an insight into the respondent's abilities.

THE EXTENDED (O*NET) REPORT

This report provides career-relevant information for the respondent in four main areas: personal work needs, career interests, career search tips and suggestions for vocational exploration. The job recommendations provided in this report are derived by comparing Sam Sample's profile to a database of jobs listed on the O*NET job resource centre.

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FURTHER CONSIDERATIONS

To provide a more comprehensive view of this individual you may wish to also look at the following assessment:

General Reasoning Test (GRT2)

The 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.

Technical Test Battery (TTB2)

The TTB2 measures the core skills that are required for selecting and assessing staff for engineering apprenticeships, craft apprenticeships or technical training. It comprises three separate tests, each designed to assess a different area of technical ability. These areas are the ability to reason with mechanical concepts, the ability to manipulate three dimensional spatial relationships and the ability to quickly and accurately find a path through a complex two dimensional maze.

Clerical Test Battery (CTB2)

The CTB2 consists of four tests assessing a range of clerical aptitudes and skills. These are Verbal Reasoning (VER), Numerical Ability (NA2), Clerical Checking (CC2) and Spelling (SP2). The Clerical Test Battery can be used to either assess a specific aptitude or as a whole battery to produce a candidate profile.

REFERENCE GROUP (NORM) 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.

STANINE Ranges   1   2   3   4   5   6   7   8   9
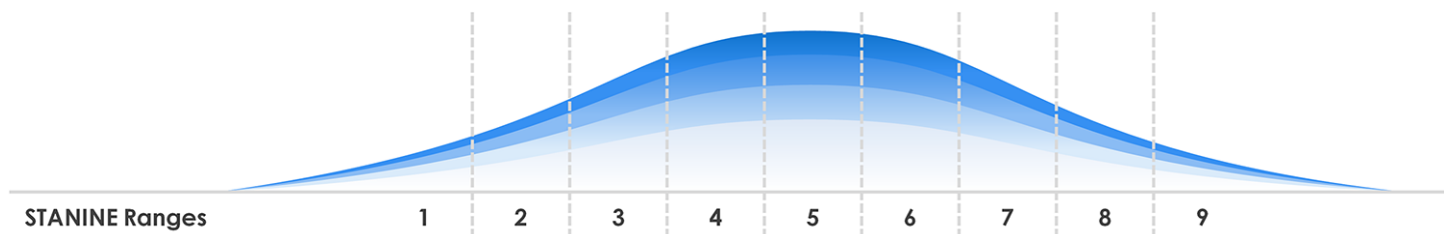
The following norm was used to generate this report:

Test	Norm Used	Sample Size
Occupational Interests Profile Plus (OIP+)	Adult Respondents	3904

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 (SE*m*)	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.

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PERSONAL WORK NEEDS

Below is a chart of Sam Sample's personal work needs. Most people will be about medium in their needs and Sam Sample'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.	11	3	9
ST	**STABILITY** ability to respond to situations in a calm and composed manner and accept criticism in a good natured way.	14	4	21
OP	**OPENNESS** need for change, interest in intellectual pursuits and openness to posibilities.	16	4	29
AG	**AGREEABLENESS** need for trust, inclination to give people the benefit of the doubt.	4	1	1
CN	**CONSCIENTIOUSNESS** need for control, organisation and attention to detail.	19	4	34
RS	**OPTIMISM** ability to adopt an optimistic approach to set-backs, a belief that their actions shape outcomes.	19	5	51
EX	**EXCITEMENT** need for excitement, interest in seeking new and exciting activities.	22	6	63

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PERSONAL QUALITIES

Sam Sample's Interpersonal Style

His responses suggest that Sam is a fairly quiet person and may prefer to keep to himself. Consequently, it may take him a while to get to know new people. In line with this, he is unlikely to have a strong need for continual contact with others, and may do his best work when he can concentrate without distractions. As such, he may prefer to work alone rather than work as part of a team and slip into the background during meetings and discussions. Being a little reserved, he is unlikely to make the first move when getting to know someone new, and as a result, may avoid jobs that involve meeting new people on a regular basis.

With a very questioning nature Sam is unlikely to take people at face value. Tending to believe that people are only motivated by self-interest, he should be cautious in his dealings with people he does not know, and only trust people whose honesty he has tested. Not inclined to charity or benevolence, he may prefer that people 'stand on their own two feet'. As a result Sam may be suited to roles that require the ability to question others' motives. Roles that require him to quickly build trusting relationships with colleagues, and on whom he must depend, may not come naturally to him.

Sam views himself as being a little more assertive than most people and, as such, should be capable of taking the lead in situations if he has to. While he should take care to balance his drive to get things done with an appreciation of other people's feelings, there may be times when he feels it is necessary to push for action. While Sam can be direct and to the point when necessary, others are unlikely to see him as being excessively confrontational or pushy. Going forward, Sam may wish to think about a career that provides management opportunities, although this is unlikely to be the most important motivator in his choice of job or career.

Sam Sample's Thinking Style

While he characterises himself as someone who has a slight preference for acting in a spontaneous and flexible way, Sam should not be averse to planning ahead. Although he may occasionally act on the spur of the moment, his actions are unlikely to be impulsive or ill-considered. Since Sam is a little less methodical than the average person, he may experience some difficulty seeing particularly boring, repetitive tasks through to the end. On occasion, people may consider him to be careless of fine detail. Nevertheless, he is likely to recognise the importance of doing things correctly. Given his interest in administrative work, he may be attracted to work that requires a methodical and systematic approach.

Slightly more realistic and down to earth than the average person, Sam should have his feet on the ground. He is likely to enjoy working with his hands; making, mending, or repairing things. While he is likely to approach problems in a fairly concrete, pragmatic way, he is unlikely to reject abstract, conceptual ideas as being a waste of time. Although Sam may not have a great deal of interest in intellectual pursuits, he should still acknowledge the importance of analytical thought when problem solving. This would suggest that he is more likely to be drawn to engineering and applied science than pure science careers.

Sam appears to be a little more prepared than some people to take a calculated risk, or do something where the outcome is uncertain. Despite this, it is unlikely that others will see him as an excessive risk-taker. Nevertheless, Sam should be happy to tolerate some risk, particularly if the odds of success are favourable. While stability and constancy may not greatly appeal, neither is his need for variety and excitement an overwhelming driver. A career which offers some flexibility and change is likely to appeal, particularly if the type of work is of interest.
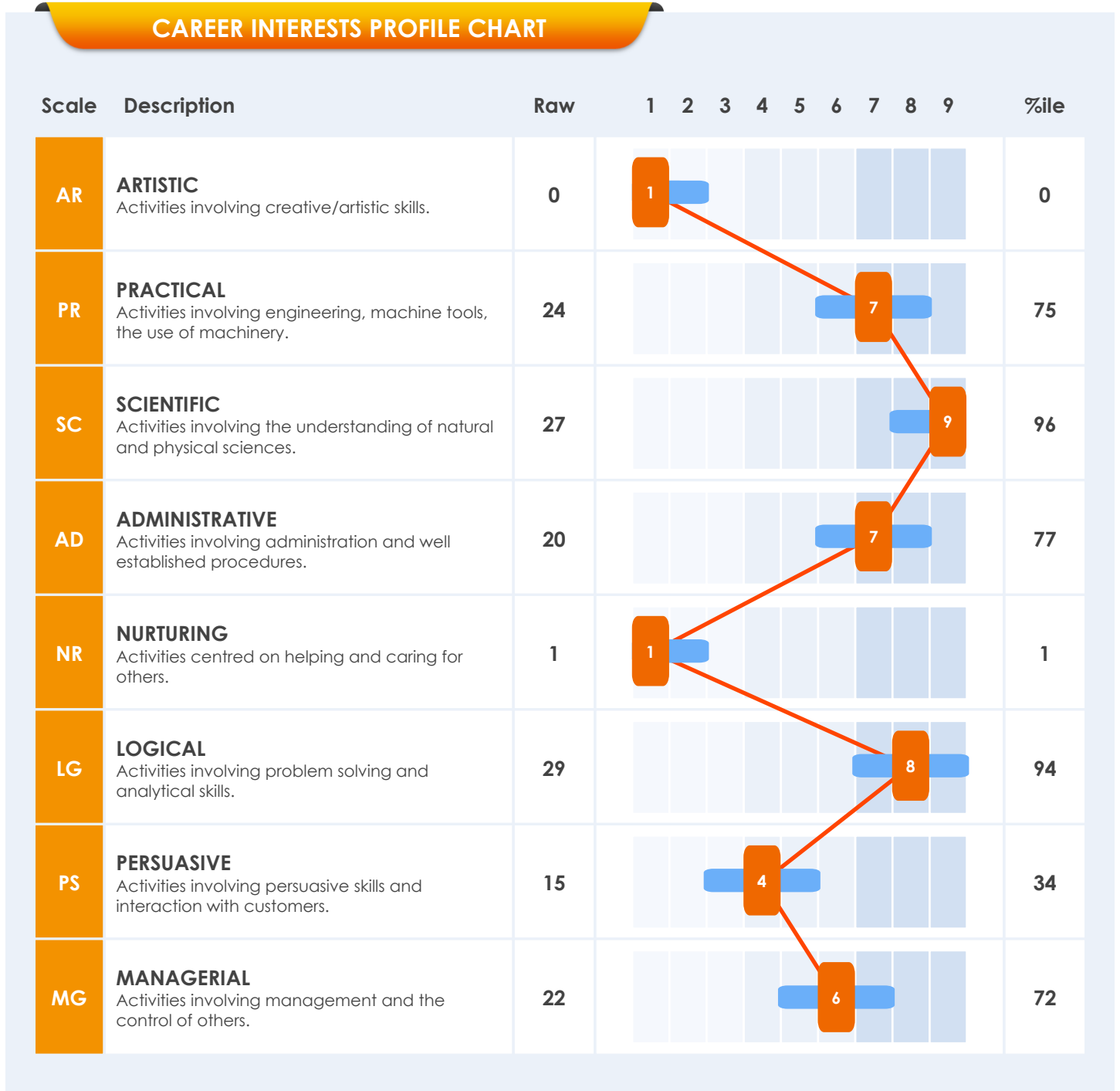
Sam Sample's Coping Style

He describes himself as being slightly more tense than the average person and may lack composure under pressure. In such situations, he could become slightly irritable and impatient. In addition, Sam may be more easily upset than some people and take others' crass or thoughtless comments to heart. As a result he may have some difficulty accepting criticism, even if it is well meant. Although able to cope with most challenges, Sam may not enjoy working in a stressful environment nor in a situation in which he is placed under constant pressure. His capacity to cope with pressure is likely to increase with age and experience.

As optimistic as most people, Sam should initially approach problems in a constructive and optimistic way; being as likely as the next person to anticipate success. Approaching setbacks in a fairly positive way, he should nevertheless know when to cut his losses and admit failure. In line with this, Sam is likely to enjoy working towards an attainable goal, since he may become disheartened when people set unrealistic goals that result in repeated failure.

CAREER INTERESTS

Below is a chart of Sam Sample'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 Sample 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.	0	1	0
PR	**PRACTICAL** Activities involving engineering, machine tools, the use of machinery.	24	7	75
SC	**SCIENTIFIC** Activities involving the understanding of natural and physical sciences.	27	9	96
AD	**ADMINISTRATIVE** Activities involving administration and well established procedures.	20	7	77
NR	**NURTURING** Activities centred on helping and caring for others.	1	1	1
LG	**LOGICAL** Activities involving problem solving and analytical skills.	29	8	94
PS	**PERSUASIVE** Activities involving persuasive skills and interaction with customers.	15	4	34
MG	**MANAGERIAL** Activities involving management and the control of others.	22	6	72

Sam Sample

PRIMARY OCCUPATIONAL INTERESTS

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

Scientific/Investigative

Activities involving the understanding of natural and physical sciences.

Sam has a very strong interest in science and technology, and as such, is likely to enjoy working in a scientific or technical role. Potential roles include laboratory work, pure or applied scientific research work (in a natural or life science), or any one of a number of roles that involve the application of scientific knowledge to solve day-to-day problems (e.g. geology, metallurgy, etc). However, he should be aware that most occupations in this field require a high level of technical skill and knowledge, with many requiring advanced academic study. Therefore, when considering scientific occupations it is worthwhile exploring the professional training that the role requires and the entry requirements for embarking on such training. However, even if Sam decides not to become a professional scientist, he might still enjoy working as a scientific technician, or in a support role, such as the selling or marketing of technical equipment, editing scientific books or journals, etc.

Logical/Computational

Activities involving problem solving and analytical skills.

Sam has a strong interest in working with numerical data and using logic to solve analytical problems. In line with this, he might enjoy mathematics or computer studies, and feel a natural affinity for these areas. He might also consider the wide range of roles that are available in information technology (IT) these days. Potential options include working in IT support, on a help desk, or at a higher level working as a computer programmer or systems analyst.
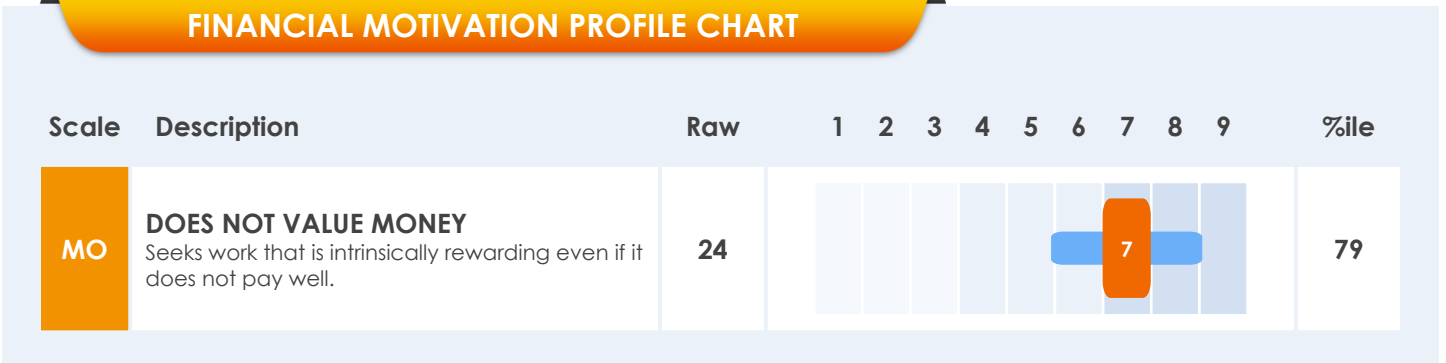
He might also consider linking his interest in computing and mathematics with other career interests. For example, if he has a strong interest in practical and mechanical areas of work he might consider the engineering application of IT, of if he has a strong interest in science, he might consider developing computer or statistical models of scientific processes. Expressing a strong interest in data analysis, roles in statistics, economics, or related areas could also hold appeal.

FINANCIAL MOTIVATION

Financial motivation is an additional personal work need that moderates individuals' career choices. Below is a chart of Sam Sample's financial motivation. Most people will be about medium in their needs and Sam Sample'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	**DOES NOT VALUE MONEY** Seeks work that is intrinsically rewarding even if it does not pay well.	24							7			79

What Motivates Sam Sample

Sam appears to place value on economic success and the trappings of material wealth, and should be motivated to accumulate money. Regarding his own financial position as one measure of status, he may not be totally satisfied by simply achieving financial comfort. When considering a career he should take into account the likely financial rewards before making a final decision.

SUGGESTIONS FOR VOCATIONAL EXPLORATION

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

Vocational suggestions for Sam Sample's highest career interest area: Scientific/Investigative Jobs

Job Code	Job Title	
Jobs with a high ability requirement		
17-2072.00	Electronics Engineer	75%
17-2031.00	Biomedical Engineer	73%
19-2012.00	Physicist	73%
17-2061.00	Computer Hardware Engineer	71%
17-2199.03	Energy Engineer	71%
17-2161.00	Nuclear Engineer	71%
17-2051.00	Civil Engineer	70%
17-2071.00	Electrical Engineer	70%
Jobs with a moderate ability requirement		
17-3023.01	Electronics Engineering Technician	61%
19-4021.00	Biological Technician	59%
19-4031.00	Chemical Technician	59%
19-4011.01	Agricultural Technician	54%
17-3023.03	Electrical Engineering Technician	54%
17-3025.00	Environmental Engineering Technician	52%
29-2012.00	Medical and Clinical Laboratory Technician	50%
19-4041.01	Geophysical Data Technician	48%
Jobs with a low ability requirement		
None Found.		

Vocational suggestions for Sam Sample's 2nd highest career interest area: Logical/Computational Jobs

Job Code	Job Title	
Jobs with a high ability requirement		
17-2072.00	Electronics Engineer	75%
19-2012.00	Physicist	73%
15-1031.00	Computer Software Engineer, Applications	71%
17-2061.00	Computer Hardware Engineer	71%
25-4011.00	Archivist	71%
17-2199.03	Energy Engineer	71%
15-1099.02	Computer Systems Engineer/Architect	70%
15-1099.06	Geospatial Information Scientist and Technologist	70%
Jobs with a moderate ability requirement		
15-1099.04	Web Developer	70%
15-1041.00	Computer Support Specialist	61%
17-3023.01	Electronics Engineering Technician	61%
49-2091.00	Avionics Technician	59%
15-1099.05	Web Administrator	59%
19-4031.00	Chemical Technician	59%
15-1081.00	Network Systems and Data Communications Analyst	57%
15-1099.01	Software Quality Assurance Engineer and Tester	54%
Jobs with a low ability requirement		
None Found.		

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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 Sample's job or career search by outlining some useful activity to get him started.

Step One: Information Gathering

Guide Sam Sample 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 Sample 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 Sample 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 Sample 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 Sample 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 Sample 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 Sample identify satisfying occupations, by providing an overview of his work preferences and occupational interests. The steps below will guide Sam Sample through the occupational exploration process:

Step One: Explore personal work preferences

Consider Sam Sample'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 Sample

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Step Two: Identify occupations of interest

List any occupations suggested within this report that appear to be in alignment with Sam Sample'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 Two: Identify occupations of interest

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 Sample 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