

**Sam Sample**  
**27 Mar 2013**

**EXPERT**

**CAREERS BATTERY (O\*NET)  
REPORT**

**CAREERS BATTERY (OIP+ & GRT2)**





# REPORT STRUCTURE

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

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## 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 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.

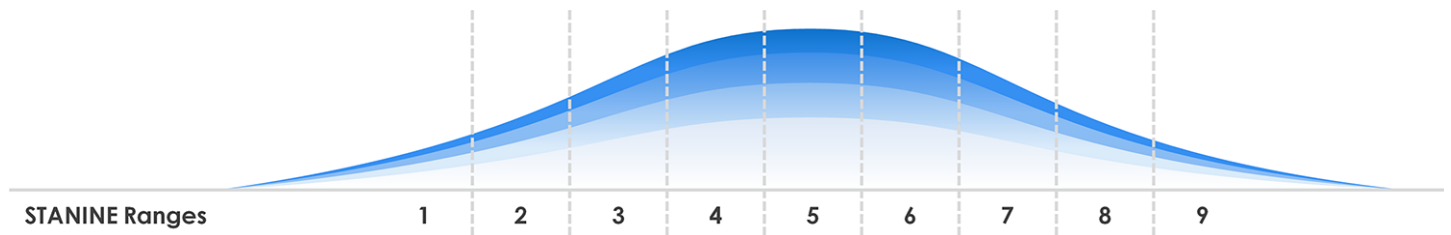


This report provides career-relevant information for the respondent in five main areas: personal work needs, career interests, reasoning abilities, suggestions for vocational exploration career search tips.



## 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+)	Adult Respondents	3904
Verbal Reasoning (GRT2V)	Adult Males & Females	7296
Numerical Reasoning (GRT2N)	Adult Males & Females	7296
Abstract Reasoning (GRT2A)	Adult Males & Females	7296

## 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:

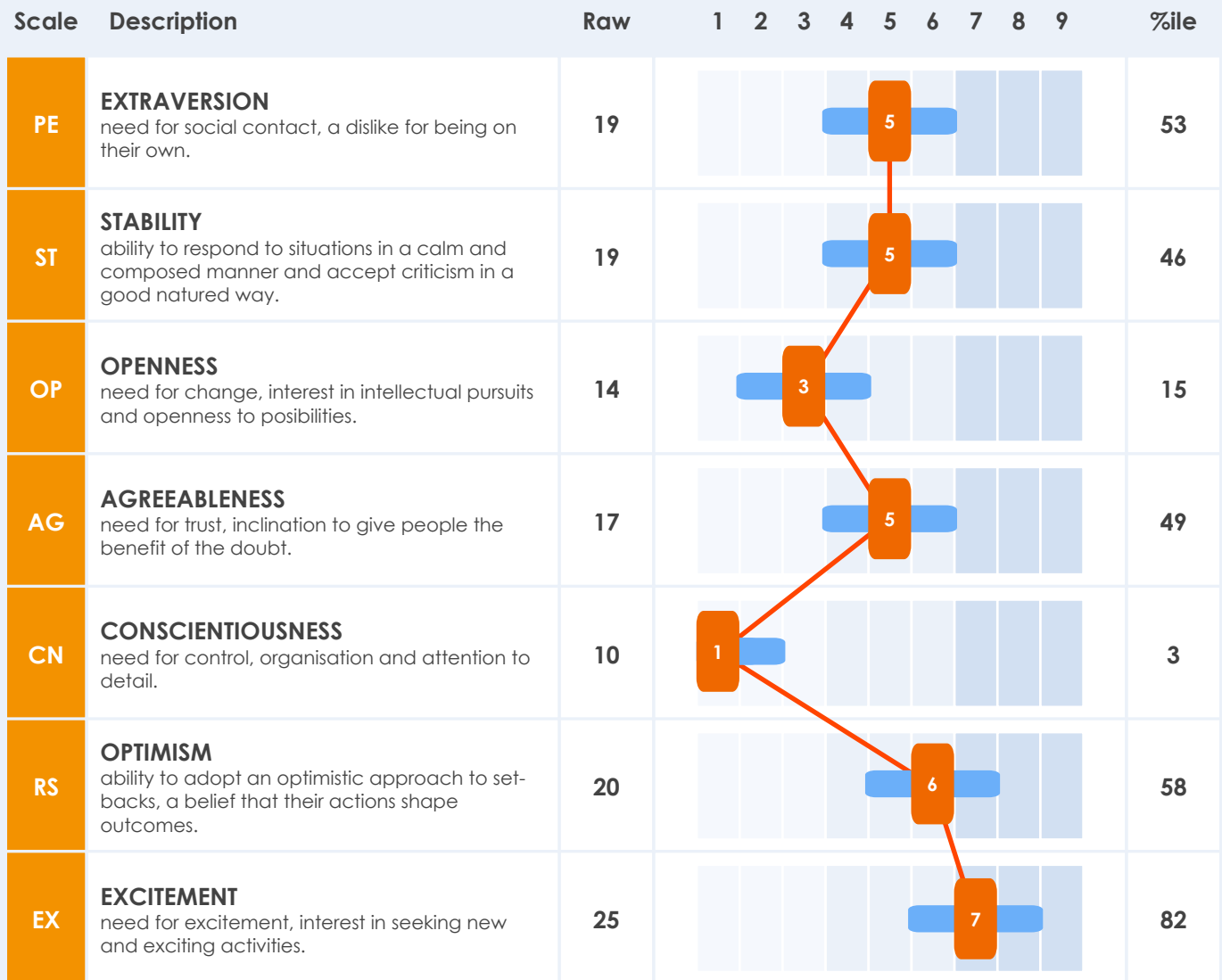
Element	Description
Raw	The Raw score is simply the (un-scaled) sum of item scores in the 'keyed' direction.
STANINE Score	The STANINE score is a standardised scale used to compare respondent results. The score has a Mean of 5 and Standard Deviation of 2. This score is presented as a 9-point scale in 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 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





## PERSONAL QUALITIES

### Sam Sample's 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. Viewing himself as an effective communicator, he should be confident persuading others to adopt his point of view. When there is an opportunity to express his opinion, he is unlikely to shy away from being the centre of attention. 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. Given the active communicator that he is, Sam may seek out roles that involve persuading others of a particular point of view, product, or service.

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.

Sam describes himself as an assertive person who likes to take control of things. Quite forceful and direct, he appears to be sure of his own mind and is unlikely to take 'no for an answer'. Inclined to challenge other people's opinions, he may push his views onto others even if it means upsetting them. As a result, he may sometimes need to be more diplomatic and tactful if he is to get the best from his relationship with colleagues. On the basis of these results, Sam may be suited to jobs that involve managing and co-ordinating other people. Since there are fewer careers which provide early management opportunities (e.g. retailing and the hotel and catering industries) he may wish to explore what managerial experience he could gain in more junior (non-managerial) positions.

### Sam Sample's Thinking Style

Sam characterises himself as someone who is very spontaneous and flexible in his approach to work. In line with this, he may act on the spur of the moment rather than plan ahead, and like to do things his own way, rather than follow set procedures. Given the choice, Sam may prefer to focus on the bigger picture, rather than attend to the detailed requirements of a task. On the downside, he may make careless mistakes when attending to details and have difficulty seeing boring or repetitive tasks through to the end. He is likely to enjoy roles that require strategic thinking and find jobs that involve following set systems and procedures a challenge.

A fairly realistic, down to earth person, Sam may be seen as someone who has his feet on the ground. Being orientated towards operational, real world issues, he may not have an interest in intellectual pursuits; particularly those that are more abstract and conceptual. As a result, he may express his artistic interests in more concrete, practical ways. Unless they have obvious use, Sam may also consider academic debate to be a waste of time. As a result, he is likely to appreciate a role where he can see a tangible outcome for his efforts.

Sam describes himself as someone who is not averse to taking risks, and may be prepared to do something that has an element of danger if it strongly appeals. In line with this, other people may see him as a fairly bold, relatively adventurous person, who is prepared to take a calculated risk. In line with his need for some variety and excitement, Sam may become a little bored with jobs that are excessively predictable.



## Sam Sample's 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'.

Somewhat more optimistic than most, Sam should anticipate success when setting out on a course of action. Having confidence in his ability, he is likely to view setbacks as a challenge to overcome. In spite of his optimism, however, Sam should be sufficiently realistic about the dangers of continuing with a problem when confronted with repeated setbacks. As a consequence, he is likely to enjoy roles which present an attainable goal to work towards.





# 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	<b>ARTISTIC</b> Activities involving creative/artistic skills.	20							7			75
PR	<b>PRACTICAL</b> Activities involving engineering, machine tools, the use of machinery.	10			3							12
SC	<b>SCIENTIFIC</b> Activities involving the understanding of natural and physical sciences.	16						6				61
AD	<b>ADMINISTRATIVE</b> Activities involving administration and well established procedures.	15					5					57
NR	<b>NURTURING</b> Activities centred on helping and caring for others.	20						6				62
LG	<b>LOGICAL</b> Activities involving problem solving and analytical skills.	20					5					53
PS	<b>PERSUASIVE</b> Activities involving persuasive skills and interaction with customers.	27									9	95
MG	<b>MANAGERIAL</b> Activities involving management and the control of others.	25									8	91



## PRIMARY OCCUPATIONAL INTERESTS

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

### Persuasive/Influential

*Activities involving persuasive skills and the control of others.*

Sam profiles as being very interested in a role that involves convincing others of the benefits of a particular product or service. As a result, he might consider a direct selling role, such as canvassing or telesales, as well as working in retail or as a sales representative. In addition, it might be worthwhile considering other roles that, while not strongly sales-orientated, still have a strong sales component. For example, he might be attracted to working as a travel agent, or real estate agent. Roles that involve demonstrating products to the public, or giving professional advice that is aimed at helping clients choose the product or service that best meets their needs are also likely to appeal.

Given the wide range of sales roles that are available, he might keep in mind any other strong occupational interests he has. For example, if he has a strong interest in finance, he might be attracted to working as an insurance broker, or selling other financial services and products. If he is interested in cars, he might consider working as a car salesperson, or with an interest in fashion he might consider retail as a career option.

### Managerial

*Activities involving management and the control of others.*

Sam appears to be very interested in pursuing a career in a leadership role that involves managing, directing, and coordinating resources and/or people. It is important to realise that success as a leader is dependent on more than just an interest, and typically, the most successful leaders have already proven their technical competence within a discipline or functional area over many years, and have well developed people skills. Most people who excel in leadership roles also possess other characteristics such as the aptitude to pick up new learning at speed, the ability to think at a more abstract, conceptual level, and a high level of resilience and tolerance for pressure.

Depending on his other interests and specific skill areas, there are multiple opportunities for pursuing a leadership role in both the public and private sector. This might include working for a small organisation to multi-national corporation, and in a paid or voluntary capacity.



## 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



### What Motivates Sam Sample

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

## GENERAL REASONING PROFILE

Scale	Description	Raw	Att.	1	2	3	4	5	6	7	8	9	T Score	%ile
VR2	Verbal General Reasoning	25	35						6				52	58
NR2	Numerical General Reasoning	23	25						7				59	81
AR2	Abstract General Reasoning	24	25						8				64	92

Sam Sample has performed well above average on the three ability tests. This would imply that he should be able to cope academically in a course of further study and might wish to look towards careers which require further academic study including Higher Education.

**Norms Used:**

**Verbal Reasoning** = 7296 Adult Males & Females

**Numerical Reasoning** = 7296 Adult Males & Females

**Abstract General Reasoning** = 7296 Adult Males & Females

### 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.

Sam Sample's performance on the verbal component of this test indicates that he has an average level of verbal reasoning ability compared to the chosen reference group. This suggests that he is likely to be as able as most staff in general level employment to understand fairly complex verbal concepts and ideas, to be able to perceive the relationships between these and to deduce their logical consequences. He has demonstrated an average level of ability (with respect to the chosen reference group) to be able to use words in a logical and rational way, suggesting that he has a reasonable command of language. It might however be expected to take him a little longer than it may take the highest calibre staff to fully appreciate particularly difficult concepts and very subtle shades of meaning.

While Sam Sample should be able to formulate arguments in a fairly logical manner, he may have a little difficulty understanding the finer points of complex arguments. He should be as able as most (general level) staff to understand new ideas, and explain them coherently to others, but he may not always fully appreciate the underlying logic; particularly if it very complicated. He should be able to learn routine material without undue difficulty, although it is likely to take him a little longer to understand particularly complex material or very subtle arguments. He should be quite able to benefit from routine training and development programmes that require a reasonable level of verbal ability, and which require participants to learn relatively complex new (verbal) material.



## 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 suggests that he has an above average level of ability to understand numerical concepts, compared to the chosen reference group. The score he obtained on this test indicates that his level of numerical reasoning ability is likely to exceed that of many staff in general level employment. He has demonstrated an ability to accurately perceive the logical patterns and relationships between numbers, to be able to understand the rules that govern these patterns and deduce the logical consequences of them.

In a broader context, this suggests that Sam Sample has a fairly good level of understanding of numbers and how they are related to each other, and an ability to grasp relatively complex numerical/mathematical concepts. He has demonstrated an ability to work with numbers in quite a logical and rational way, to carry out numerical operations fairly accurately and to solve reasonably complex numerical problems. This suggests that he should be able to cope with the demands of most general level jobs that require working with numbers, without difficulty. Moreover, with appropriate training he should have a sufficient level of numerical ability to be able to acquire higher level numerical skills.

## 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 is within the top 10% of the chosen reference group, suggesting that he has an excellent level of natural (i.e., untutored) reasoning ability. This suggests that his level of fluid reasoning ability is likely to be in excess of that of most staff in general level employment. He has demonstrated a good level of ability to perceive abstract logical patterns and relationships between novel material, to correctly identify these patterns and deduce the consequences of them using pure logic (i.e., without calling upon other information such as his vocabulary, knowledge of mathematical operations, etc.)

Sam Sample's performance on the abstract component of this test suggests that he has a good ability to grasp new concepts and ideas outside of his previous realm of experience, and to understand abstract logic (i.e., logical relationships which are not contextualised). This should enable him to quickly understand new material, even if it is complex and abstract in nature. He is likely to learn complicated, intellectually demanding material much more quickly than most (general level) staff, and as a result he should be able to put further training and development to good use.



## 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: Persuasive/Influential Jobs

Job Code	Job Title	
<b>Jobs with a high ability requirement</b>		
11-9199.04	Supply Chain Manager	84%
11-3071.01	Transportation Manager	82%
27-2012.04	Talent Director	79%
13-1011.00	Agent and Business Manager of Artist, Performers, and Athletes	79%
27-2012.03	Program Director	79%
11-2021.00	Marketing Manager	77%
41-3031.01	Sales Agent, Securities and Commodities	77%
27-2012.01	Producer	75%
<b>Jobs with a moderate ability requirement</b>		
13-1121.00	Meeting and Convention Planner	82%
41-3041.00	Travel Agent	82%
41-3011.00	Advertising Sales Agent	82%
41-3031.02	Sales Agent, Financial Services	80%
41-9021.00	Real Estate Broker	80%
33-9021.00	Private Detective and Investigator	80%
33-3021.03	Criminal Investigator and Special Agent	79%
27-3022.00	Reporter and Correspondent	77%



## Vocational suggestions for Sam Sample's 2nd highest career interest area: Managerial Jobs

Job Code	Job Title	
<b>Jobs with a high ability requirement</b>		
11-9199.04	Supply Chain Manager	84%
11-3071.01	Transportation Manager	82%
27-2012.04	Talent Director	79%
27-2012.03	Program Director	79%
13-1011.00	Agent and Business Manager of Artist, Performers, and Athletes	79%
11-2021.00	Marketing Manager	77%
11-3031.02	Financial Manager, Branch or Department	75%
11-3071.02	Storage and Distribution Manager	75%
<b>Jobs with a moderate ability requirement</b>		
13-1121.00	Meeting and Convention Planner	82%
33-1011.00	First-Line Supervisor/Manager of Correctional Officers	79%
43-1011.00	First-Line Supervisor/Manager of Office and Administrative Support Workers	75%
33-1021.01	Municipal Fire Fighting and Prevention Supervisor	75%
11-9141.00	Property, Real Estate, and Community Association Manager	75%
11-9081.00	Lodging Manager	73%
33-1012.00	First-Line Supervisor/Manager of Police and Detectives	71%
11-9051.00	Food Service Manager	71%



## 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)

Blank light blue horizontal bars for listing work preferences.

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

Blank light blue horizontal bars for listing satisfying elements of previous roles.



## 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 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:

<b>Objectives</b> What does he want to accomplish?	<b>Resources</b> How will he achieve the objective and what resources does he need?	<b>Target Date</b> When does he plan to achieve this objective?	<b>Measurable Results</b> 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