

**Samantha Sample**  
**27 Mar 2019**

**EXPERT**

# EXTENDED REPORT

**OCCUPATIONAL INTERESTS PROFILE PLUS**





## REPORT STRUCTURE

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## DISCLAIMER

This is a strictly confidential assessment report on Samantha 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 Samantha 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.



# 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 assess how well suited individuals are to different environments. Thus, Personal qualities and career interests are presented in this questionnaire.



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 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.



## 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)

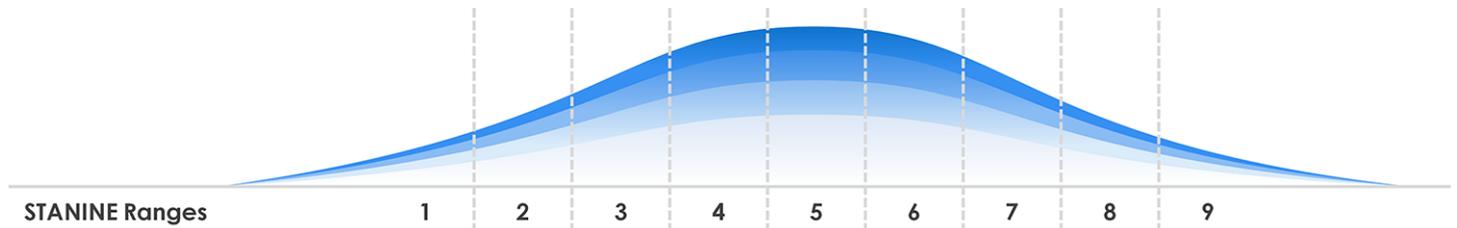
The TTB2 measures the core skills that are required for selecting and assessing staff for engineering apprenticeships, craft apprenticeships or technical training. It comprises three separate tests, each designed to assess a different area of technical ability. These areas are the ability to reason with 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 Samantha's results. Her results are presented as standardised STANINE scores with Mean=5 and SD=2 as demonstrated in the following chart.



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
<b>Raw</b>	The Raw score is simply the (un-scaled) sum of item scores in the 'keyed' direction.
<b>STANINE Score</b>	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.
<b>Standard Error of Measurement (SEm)</b>	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.
<b>Percentile Score (%ile)</b>	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 Samantha Sample's personal work needs. Most people will be about medium in their needs and Samantha Sample's high and low needs are those which set her apart from others around her. The meaning of the chart is explained in the Personal Qualities section of this report.

## PERSONAL WORK NEEDS PROFILE CHART

Scale	Raw	Left Description	1 2 3 4 5 6 7 8 9	Right Description	%ile
PE	23	<b>INTROVERTED</b> Prefers to work alone, Prefers their own company to that of others.		<b>EXTRAVERTED</b> Dislikes being on their own, Has a great liking for social contact.	80
ST	27	<b>EMOTIONALLY UNSTABLE</b> Prone to sudden mood swings, May react adversely to criticism.		<b>EMOTIONALLY STABLE</b> Calm and composed, Accepts criticism in a good natured way.	93
OP	12	<b>CONVENTIONAL</b> Down to earth, Pragmatic, Focuses on concrete issues.		<b>OPEN TO POSSIBILITIES</b> Interested in intellectual pursuits, Radical when solving problems.	7
AG	14	<b>SUSPICIOUS</b> Sceptical, Cynical, Doubting, Critical.		<b>TRUSTING</b> Trusting, Kind-hearted, Inclined to give people the benefit of the doubt.	29
CN	14	<b>SPONTANEOUS</b> Careless and impractical, Sees little need for making plans.		<b>CONSCIENTIOUS</b> Attention to detail, Displays perseverance and self- control, Well organised.	10
RS	14	<b>DOUBTING</b> Prone to become dispirited in the face of failure.		<b>OPTIMISTIC</b> Adopts an optimistic approach to set-backs, Believes that their actions shape outcomes.	21
EX	18	<b>CAUTIOUS</b> Prefers set routines and familiarity.		<b>EXCITEMENT</b> Seeks new and exciting activities, enjoys taking risks.	37



## PERSONAL QUALITIES

### Samantha Sample's Interpersonal Style

Her responses suggest that Samantha is a fairly sociable, friendly person who enjoys working with, and meeting, other people. As a result, she may prefer a job which gives her a chance to build relationships with people rather than work on her own for an extended period. In group situations, she should not be averse to expressing her views, and on occasion, may do so quite assertively. . In social situations she should feel comfortable and at ease, and appreciate situations in which she can assume centre stage. Viewing herself as a confident, effective speaker, Samantha should also enjoy roles that involve persuading others of a particular point of view, product, or service. Fairly active in seeking opportunities to engage socially with others, Samantha may have a comparatively large circle of friends.

Being slightly more sceptical than the average person, Samantha may not always give others the benefit of the doubt, particularly if given good reason to question their motives. However, once her trust has been earned, Samantha should be no more suspicious than others. Not excessively prone to charity or benevolence, she should nevertheless be prepared to contribute to causes she considers worthwhile. In line with these results, Samantha may be suited to roles that require placing trust in others while retaining a healthy level of scepticism. She should not have undue difficulty in roles that require dealing with people in a guarded and circumspect way.

Samantha describes herself as a relatively assertive person who should appreciate having control over situations and people. On occasion, she may be a little too direct and to the point, and distance people unnecessarily by being overly assertive. Fairly confident in her own views and opinions, she is unlikely to take 'no for an answer'. There is also a risk that she may push her own goals without giving sufficient consideration to others' thoughts and feelings. To ensure the longevity of her relationships, Samantha may need to be more diplomatic and tactful in her relations with colleagues. Having an interest in jobs that involve organising others, she should benefit from a role that involves some managerial responsibility. Since few careers provide early management opportunities (e.g. retailing and the hotel and catering industries), Samantha may need to explore what managerial experience she could gain in more junior (non-managerial) positions.

### Samantha Sample's Thinking Style

Samantha characterises herself as someone who is fairly spontaneous and flexible in her approach to work. As a result, she may be inclined to take things as they come, rather than create detailed plans. As a result, Samantha may not enjoy a job where she has to closely follow set rules and procedures and where there is little chance to use her initiative. Not having a particularly strong sense of follow-through or perseverance, she may experience some difficulty in seeing particularly boring or repetitive tasks through to the end. When she gets involved in things that require close attention to fine detail Samantha may also be prone to making careless mistakes.

A realistic, down to earth person, Samantha should approach problems in a concrete, pragmatic way. Unlikely to engage in intellectual debate, she may reject the value of abstract ideas and prefer to know whether things work, rather than understand how and why they work. Being focused on real world issues, Samantha may also have little interest in intellectual pursuits and prefer a role where she can see a tangible outcome for her efforts.

She appears to be as cautious as most people, having achieved a balance between avoiding needless risks yet still appreciating the value of decisive action. As a result, Samantha should be prepared to take a calculated risk where the odds of success are favourable. However, it is unlikely that she would be seen as a person who enjoys danger or tolerates unacceptable risk. On the basis of these results, an unstable career that involves considerable risk-taking while not ideal, could still be considered if the area of interest is of appeal.



## Samantha Sample's Coping Style

She views herself as someone who faces challenges in a calm, controlled manner and is unlikely to worry about the future. As a rule, Samantha should take constructive criticism in her stride. She is unlikely to feel tense or 'wound up' and should find it easy to concentrate, even when there are distractions. As a rule, she is likely to have little difficulty working effectively in a fairly stressful environment.

Not inclined to excessive pessimism, Samantha'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 her self-confidence. When everything is working well, she is likely to be as optimistic as most people. When things go repeatedly wrong, however, she is unlikely to persevere, considering it better to devote her energies elsewhere. Samantha is likely to find roles in which she is required to persevere somewhat demotivating.



# CAREER INTERESTS

Below is a chart of Samantha 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 Samantha 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.	9				4						23
PR	<b>PRACTICAL</b> Activities involving engineering, machine tools, the use of machinery.	8	2									6
SC	<b>SCIENTIFIC</b> Activities involving the understanding of natural and physical sciences.	5	2									8
AD	<b>ADMINISTRATIVE</b> Activities involving administration and well established procedures.	18					6					69
NR	<b>NURTURING</b> Activities centred on helping and caring for others.	18				5						52
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.	25							8			90
MG	<b>MANAGERIAL</b> Activities involving management and the control of others.	23						7				80



## PRIMARY OCCUPATIONAL INTERESTS

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

### Persuasive/Influential

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

Samantha profiles as being strongly interested in roles that involve convincing others of the benefits of a particular product or service. In line with this, she might consider direct selling roles, such as canvassing or telesales, as well as working in retail or as a sales representative. In addition, Samantha should not discount other roles that, while not directly sales-orientated, still have a strong sales component to them. For example, she 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 to help 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, Samantha may consider any other strong occupational interests she has. For example, if she has a strong interest in finance, she may be attracted to working as an insurance broker, or selling other financial services and products. Moreover, she may be able to combine her recreational interests and leisure pursuits into a sales role. For example, if she is interested in cars, she might consider working as a car salesperson, or if she has an interest in fashion she might consider working in fashion retail.

### Managerial

*Activities involving management and the control of others.*

Samantha appears to be interested in a managerial career, and may have a natural aptitude for directing the activity of others and motivating them to perform at a high level. Typically individuals do not step directly into a career in management without having already proven their technical competence within a discipline or functional area and have proven people skills. Most people who excel in a leadership role 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 proven ability to cope with pressure.

Depending on her 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 moderate individuals' career choices. Below is a chart of Samantha Sample's financial motivation. Most people will be about medium in their needs and Samantha Sample's high and low needs are those which set her apart from others around her. The meaning of the chart is also explained in this section.

### FINANCIAL MOTIVATION PROFILE CHART

Scale	Raw	Left Description	1 2 3 4 5 6 7 8 9	Right Description	%ile
MO	16	<b>DOES NOT VALUE MONEY</b> Seeks work that is intrinsically rewarding even if it does not pay well.		<b>VALUES MONEY</b> Motivated by financial success, Aspirational by nature.	28

### What Motivates Samantha Sample

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



## SUGGESTIONS FOR VOCATIONAL EXPLORATION

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

### Job recommendations for Samantha Sample's highest career interest area: Persuasive/Influential Jobs

#### Jobs which have a high skill requirement:

- Lawyer
- Recruitment Consultant
- Sales Executive
- Media/Advertising Executive
- Retail Store Manager
- Public Relations Executive
- Executive Assistant
- Hotel Manager
- Bar Manager

#### Jobs which have a moderate-high skill requirement:

- Sales Manager
- Advertising Executive
- Marketing Assistant
- Retail Store Manager
- Public Relations Assistant
- Recruitment Consultant
- Hotel Manager
- Insurance Broker
- Sales Assistant
- Bar Manager

#### Jobs which have a moderate-low skill requirement:

- Retail Store Manager
- Public Relations Assistant
- Human Resource Assistant
- Sales Assistant
- Retail Assistant
- Store Demonstrator
- Telesales Operator
- Human Resource Consultant/Interviewer
- Bartender

#### Jobs which have a low skill requirement:

- Human Resource Assistant
- Sales Assistant
- Retail Assistant
- Store Demonstrator
- Telephone Salesperson
- Human Resource Assistant
- Bus Driver
- Bartender



## Job recommendations for Samantha Sample's second highest career interest area:

### Managerial Jobs

#### Jobs which have a high skill requirement:

- Call centre manager
- Retail manager
- Hotel manager
- Correctional facilities manager

#### Jobs which have a moderate-high skill requirement:

- Restaurant manager
- Farm manager
- Customer service team leader

#### Jobs which have a moderate-low skill requirement:

- Retail team leader
- Hospitality shift supervisor

#### Jobs which have a low skill requirement:

- As there are no managerial positions which require a low-moderate skill level, Samantha may need to explore what managerial experience she can gain in more junior (non-managerial) positions.



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

### Step One: Information Gathering

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

- Ask Samantha Sample to set up as many information-gathering interviews she can with people who currently work in the job areas of interest to her. What day-to-day tasks do they perform? What specific skills or training do they have? What other experience do they have?
- Encourage her 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 Samantha Sample to Develop a relationship with as many recruitment consultants who work in your area of interest as she can. Explore with her the opportunities exist for her and what employers typically are looking for in a candidate.
- Remind her to keep an eye on the employment section of local newspapers or job websites to gather information on job areas of interest to her. Ask her 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 her 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 Samantha 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 Samantha Sample to take the time to list all the relevant skills she has, as well as those that she may need to develop further. Once the list is compiled, she might:

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



## Step Three: Keeping ahead of job search activity

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



# OCCUPATIONAL EXPLORATION GUIDE

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

## Step One: Explore personal work preferences

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

Blank area for listing personal work preferences.

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

Blank area for identifying elements of previous roles that have been particularly satisfying.



## Step Two: Identify occupations of interest

List any occupations suggested within this report that appear to be in alignment with Samantha Sample's work preferences identified in Step 1. Also list any additional occupations that she 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	
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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 Samantha Sample develop an action plan to achieve her identified career goals using the framework below:

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