



Validated for Grades 10-12 and all College Students

Compares a Student's Job Match Against 350 Department of Labor Occupations
Some Occupations Require Various College Degrees,
Some Require Formal Technical School; Some Require a Certificate of Training,
and Others Require Only On-The-Job Training

CONFIDENTIAL REPORT

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Your Academic Coach Report

Getting the Most from Your Academic Coach Report

This report contains four sections:

SECTION 1 – YOUR RESULTS

This section provides an overview of your characteristics based on your responses to the questions on the *Academic Coach*.

SECTION 2 – JOB MATCH

Your results have been compared to representative occupations derived from information provided by O*NET (Occupational Information Network). Your overall match with these occupations is presented in this section.

SECTION 3 – THE O*NET – WHAT IT IS AND HOW YOU CAN USE IT

The O*NET is a comprehensive database of worker attributes and job characteristics developed by the United States Department of Labor. You may access it on the Internet at online.onetcenter.org.

SECTION 4 – SUGGESTIONS FOR GATHERING ADDITIONAL INFORMATION ABOUT CAREERS

The basis of good decisions is good information. Your *Academic Coach Report* provides unique information relating to you, but you should do additional research to learn more about your career possibilities and opportunities. This section provides guidelines for gathering more information.

Note:

The information you gain from *Academic Coach* is related to job expectations and classifications. The only difference would be the specific requirements of certain organizations. The *Academic Coach* provides information for your personal use and is not to be used as a hiring tool.

SECTION ONE

Your Results

Understanding Your Report

Your *Academic Coach Report* is divided into three major areas that are described below.

Thinking Style

The *Academic Coach Report* gives your results for Numerical Ability, Numeric Reasoning, Verbal Skill, Verbal Reasoning and an overall Learning Index. This is not a test of intelligence, but it does suggest how efficiently you assimilate and utilize various forms of information.

Occupational Interests

The Occupational Interests section reflects how you answered questions related to working in various occupations. From this information, your preferences or pattern of interests become clear.

Behavioral Traits

Everyone can be defined partially by their behavioral traits which are measured by your responses to the *Academic Coach* questionnaire. Recognizing your behavioral traits enhances personal development and career identification possibilities.

THINKING

Learning Index (An index of expected learning, reasoning and problem solving potential.)

- You are effective at understanding and utilizing new information; applying maturity and motivation will only enhance your academic skills.
- You handle complex tasks with relative efficiency, demonstrating good problem solving abilities.
- You are an effective learner in most situations so long as motivation and responsibility are a part of your mindset.
- Students generally learn new information best by paying attention to detail and determining how the information applies to personal interests; this is likely a tactic you employ.

Verbal Skill (A measure of verbal skill through vocabulary.)

- You have a sound understanding of the communication processes needed to succeed in school. Be prepared to continue learning.
- You will probably build on your primary academic foundation as the particular communication skills required in college life become familiar.
- You show strong potential for developing the verbal and written skills you've learned so far with advanced studies.
- You should be competent understanding the written and verbal information you receive in lectures but never allow yourself to become bored by the volume of information you are likely to receive; stay focused.

Verbal Reasoning (Using words as a basis in reasoning and problem solving.)

- You are proficient at gathering information and expressing your thoughts and interpretations.
- You probably enjoy making decisions based on verbal information.
- You often communicate the implications of various ideas to others effectively.

Numerical Ability (A measure of numeric calculation ability.)

- You should be comfortable analyzing fundamental numeric data and performing some mathematical functions without relying on a calculator; however, ridding yourself of dependence on such tools could help increase your overall scholastic success.
- You should be able to grasp common mathematical principles that apply to your collegiate level work, but further study may be required depending on your field of study.
- You should be capable of applying the mathematical principles you acquired in high school to more complex problems in college, but rigorous and committed study will always be a necessity.

Numeric Reasoning (Using numbers as a basis in reasoning and problem solving.)

- You demonstrate a relatively strong ability to interpret numeric data and should be comfortable making decisions based on that information.
- You grasp numeric concepts readily, but do not become overconfident. College is all about challenging your limits so be prepared.
- You assimilate and learn numeric concepts and data well; further study and rehearsal of the techniques involved with mathematical interpretation can only improve your skills.

OCCUPATIONAL INTERESTS

Your results are strongly focused in the Enterprising and Creative themes on the inventory. You may be motivated by self-expression, politics, persuasive speaking, sales, marketing and management. This suggests you aspire to be closely allied with the upper level management of a company. You are attracted to the opportunities of the entrepreneurial world with an appreciation for innovation and creativity and maybe even for enacting change in the business world.

BEHAVIORAL TRAITS

Energy Level (Tendency to display endurance and capacity for a fast pace.)

- You prefer not to be pressured by critical deadlines. You may prefer time to think things through.
- You may benefit from clearly-defined priorities and deadlines.
- You might appreciate input concerning due dates when beginning a new project as your focus may tend to be less about time and more about the actual task itself.
- Your work style is compatible with a relaxed pace, approaching tasks without being hasty or rushed.

Assertiveness (Tendency to take charge of people and situations. Leads more than follows.)

- You can be a moderately assertive leader who achieves results confidently without resorting to the domination of others.
- You are willing to assert yourself, to be more of a leader than a follower, without ignoring the opinions of others.
- You typically use your influence confidently and seem to enjoy the opportunity to lead others.
- You are motivated by situations in which you are expected to take action with a mix of assertiveness and diplomacy.

Sociability (Tendency to be outgoing, people-oriented and participate with others.)

- You are quick to initiate relationships and interact with others; you enjoy cooperating with many people.
- You enjoy spending time interacting with people, engaging them in conversation and being concerned with interpersonal relationships. You would find it extremely challenging to work in isolation from other people.
- You are highly inclined to promote the benefits of teamwork; you tend to confer with others and to involve the team in the discussion of how to accomplish goals.
- Your sociability is highly compatible with establishing long-term relations with others and building teams. You are open, approachable and quick to include others in your activities.

Manageability (Tendency to follow policies, accept external controls and supervision and work within the rules.)

- You relate to authority in a cooperative manner unless your need for more personal freedom predominates.
- You are essentially compliant with those in authority. However, your creativity and openness may be hindered by rules that are too prohibitive.
- Your attitude is typical of many people regarding authority and rules with a generally compliant but nonetheless free-spirited approach.
- You can relate to reasonable rules and regulations in a generally accepting manner but probably resent outright authoritarianism.

Attitude (Tendency to have a positive attitude regarding people and outcomes.)

- You can potentially become impatient or fault-finding with others who do not meet your expectations.
- Your assessment of others may occasionally be more critical than tolerant, especially when the facts speak for themselves.
- You may express guarded optimism and trust; when under stress, your attitude toward some people can be more skeptical than trusting.

Decisiveness (Uses available information to make decisions quickly.)

- You are capable of making decisions with the research you could gather to support your conclusions.
- You can be an expedient and quick decision maker when given enough time, but you may have difficulty taking quick action when no information is available to support your decisions.
- You tend to be cautious, preferring to wait for quality data and advice as long as possible before taking action.
- You may do best to be prepared and organized if you are to avoid delaying important decisions.

Accommodating (Tendency to be friendly, cooperative, agreeable. To be a team person.)

- You can become defensive whenever someone tries to take advantage of you.
- You do not back away from important arguments, disagreements or conflict.
- You tend to use an informal approach and generally demonstrate a willingness to listen so long as others do not attempt to change your ways or force you to conform.
- For the most part, you stand by your assertions while maintaining the openness necessary to adjust to the needs and attitudes of others.

Independence (Tendency to be self-reliant, self-directed, to take independent action and make own decisions.)

- You take on assignments and research independently, seeking the input of a professor or instructor only when absolutely necessary.
- You likely prefer to pursue goals without being treated like an adolescent who must be told exactly what to do. You can become impatient with the explanation "because I said so!"
- You like to feel self-sufficient but may benefit from making room for the advice of others.
- You are an independent person who prefers minimal guidance and structure.

Objective Judgment (The ability to think clearly and be objective in decision-making.)

- Your judgment tends to reflect a balance of practical experience and the ability to generalize common outcomes from dissimilar situations.
- You generally make reasonable, supportable judgments.
- Your thinking process will probably emphasize logical reasoning more than intuition although you do not discount the observation of your feelings and hunches altogether.
- Your judgment and decisions usually indicate the consistent usage of your ability to observe both facts and feelings.

SECTION TWO

Job Match

The *Academic Coach* compares the results of your evaluation with the requirements for a variety of career fields described by O*NET (Occupational Information Network). The percentages below indicate the degree to which your results match each of the listed occupations. The highest Job Match Percentage is 95%. They are shown in descending order by percentage match within each group. You should consider those occupations where you show the highest match because they suggest a good job fit. Remember, these results reflect suitability only in terms of Thinking Style, Occupational Interests and Behavioral Traits as reported here. Other important components such as educational level, specific skills and experience should also be taken into account in examining career options.

Your results have been grouped into two categories. Group One indicates those occupations typically requiring an education at a four-year college or university. Group two indicates those occupations requiring an associate degree or certification from a community or technical college. Also provided is the O*Net SOC Code that may be used to research each occupation. On the online.onetcenter.org site, select "Find Occupations" and enter the appropriate SOC Code from the list below.

<u>O*Net SOC Code</u>	<u>Group One Occupational Title</u>	<u>Job Match Percentage</u>
15-1011.00	COMPUTER/INFORMATION SCIENTIST, RESEARCH	91%
17-2061.00	COMPUTER HARDWARE ENGINEER	91%
19-1022.00	MICROBIOLOGIST	91%
29-1061.00	ANESTHESIOLOGIST	91%
19-1013.01	PLANT SCIENTIST/GENETICIST	91%
17-2141.00	MECHANICAL ENGINEER	90%
17-2081.00	ENVIRONMENTAL ENGINEER	90%
17-2041.00	CHEMICAL ENGINEER	89%
19-2042.01	GEOLOGIST	89%
17-2161.00	NUCLEAR ENGINEER	89%
17-2031.00	BIOMEDICAL ENGINEER	88%
19-3094.00	POLITICAL SCIENTIST	88%
17-2051.00	CIVIL ENGINEER	88%
19-3011.00	ECONOMIST	88%
17-2071.00	ELECTRICAL ENGINEER	88%
17-2112.00	INDUSTRIAL ENGINEER	88%

17-2111.01	INDUSTRIAL SAFETY/HEALTH ENGINEER	88%
19-2041.00	ENVIRONMENTAL/HEALTH SCIENTIST/SPECIALIST	88%
29-1062.00	FAMILY/GENERAL PRACTITIONER	88%
29-1021.00	DENTIST	87%
17-2011.00	AERONAUTICAL ENGINEER	87%
25-1081.00	EDUCATION TEACHER, POSTSECONDARY	87%
25-1032.00	ENGINEERING INSTRUCTOR/PROFESSOR	86%
19-1021.01	BIOCHEMIST	86%
19-1020.01	BIOLOGIST	86%
17-2171.00	PETROLEUM ENGINEER	86%
29-1131.00	VETERINARIAN	86%
19-1012.00	FOOD SCIENTIST/TECHNOLOGIST	86%
19-1011.00	ANIMAL SCIENTIST	86%
19-2031.00	CHEMIST	85%
15-2021.00	MATHEMATICIAN	85%
19-2012.00	PHYSICIST	85%
29-1067.00	PHYSICIAN/SURGEON	85%
15-2041.00	STATISTICIAN	85%
13-2011.02	AUDITOR	84%
19-3032.00	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST	84%
11-9121.00	NATURAL SCIENCES MANAGER	84%
13-2011.01	ACCOUNTANT	83%
29-1051.00	PHARMACIST	82%
15-2041.00	EDUCATION RESEARCHER	82%
19-3031.01	EDUCATIONAL PSYCHOLOGIST	82%
19-3031.02	CLINICAL PSYCHOLOGIST	82%
19-4061.00	SOCIAL SCIENCE RESEARCH ASSISTANT	82%
11-3031.01	TREASURER, CONTROLLER, AND CHIEF FINANCIAL OFFICER	81%
19-3031.03	COUNSELING PSYCHOLOGIST	81%
29-1126.00	RESPIRATORY THERAPIST	81%
15-1031.00	COMPUTER SOFTWARE ENGINEER	80%
19-3051.00	URBAN/REGIONAL PLANNER	78%
15-2011.00	ACTUARY	77%
29-1011.00	CHIROPRACTOR	76%

<u>O*Net SOC Code</u>	<u>Group Two Occupational Title</u>	<u>Job Match Percentage</u>
51-8013.00	POWER PLANT OPERATOR	73%
41-9031.00	SALES ENGINEER	73%
13-1031.01	CLAIMS EXAMINER, PROPERTY/CASUALTY INSURANCE	72%
13-1032.00	INSURANCE APPRAISER, AUTO DAMAGE	72%
11-9031.00	EDUCATION ADMINISTRATOR - PRESCHOOL/DAY CARE	70%
53-6051.01	AVIATION INSPECTOR	70%
13-1041.04	GOVERNMENT PROPERTY INSPECTOR/INVESTIGATOR	69%
43-4111.00	INTERVIEWER/CENSUS ENUMERATOR	69%
11-1021.00	GENERAL AND OPERATIONS MANAGER	68%
13-1073.00	TRAINING AND DEVELOPMENT SPECIALIST	66%
27-1014.00	MULTI-MEDIA ARTIST/ANIMATOR	66%
23-2092.00	LAW CLERK	65%
23-2093.02	TITLE EXAMINER/ABTRACTOR	65%
13-1031.02	INSURANCE ADJUSTER/EXAMINER/INVESTIGATOR	65%
11-3061.00	PURCHASING MANAGER	65%
15-1041.00	TELECOMMUNICATIONS NETWORK TECHNICIAN/SPECIALIST	65%

SECTION THREE

Understanding and Using the O*NET

O*NET Online is an application produced for the US Department of Labor by the National O*NET Consortium. It has been created for public use to provide broad access to the O*NET catalog of occupational information. By logging onto the site you will gain access to a wealth of information about the jobs listed in Section Two. It is a helpful tool you may use more successfully with the results of your *Academic Coach Report*.

The occupational profiles on O*NET will help you understand various aspects of a particular job. These descriptions help build your understanding of the job just as the *Academic Coach* helps build understanding of yourself.

Each O*NET Occupational Profile provides extensive data. These are organized in several groupings:

Worker Characteristics – Abilities, Interests, Work Values and Work Styles

Worker Requirements – Skills and Knowledge

Experience Requirements – Training, Experience and Licensing

Occupation Requirements – Generalized Work Activities and Work/Organizational Content

Occupation Specific Information – Important Occupation-specific Tasks

Occupation Characteristics – Outlook and Earnings

Related Occupations – A database of jobs similar in scope to your matched jobs list

O*NET is a user-friendly resource providing an easy-to-understand frame of reference for its users. As a supplement to career counseling, the database provides complex data in a manner that offers utility and convenience to the user. By using it in conjunction with your *Academic Coach Report* and Career Services, the O*NET database can be extremely helpful in selecting your career.

SECTION FOUR

Suggestions for Gathering**Additional Information about Careers**

Preparing for a career requires a commitment of time and expense. You want to make your career choice carefully.

There are many sources of information available through independent research. For example:

- Consult with career services, counseling services and/or academic advising.
- Read biographies of people engaged in the occupations you are considering.
- Consult business publications and journals to learn about trends in specific fields.
- Look for signs that opportunities in the job or profession you choose are expanding.

Think about your personal interests. What do you like to do for hobbies and other spare-time activities? It is probable someone else is doing the same thing as an occupation. There are many people who love to golf every weekend. While they might never be able to join a pro tour, they might enjoy working in a related occupation. Golf-related careers include everything from designing golf courses to caddying. Other hobbies and recreations offer similar related occupational opportunities.

Expand your thinking to widen your opportunity! Talk with friends and family about career possibilities, but don't be overly influenced by them. And if you have a dream, don't be afraid to pursue it. Use your *Academic Coach Report* to get as much information as you can about the occupations that interest you. Ralph Waldo Emerson once proclaimed, "*Nothing great was ever achieved without enthusiasm.*"

Meeting with a Guidance Counselor & Academic Advisor

There are professionals who can provide you with additional help in career selection and related services. They have various occupational titles such as Academic Counselor, Academic Advisor, Guidance Counselor, Career Counselor, Placement Services Counselor and Employment Counselor.

These professionals counsel individuals and provide educational and vocational guidance services. They collect, organize and analyze information about individuals through records, tests, interviews and professional sources. Information gained by appraising their thinking styles, occupational interests and behavioral traits can be used for vocational and educational planning. Your *Academic Coach* report contains much of this information about you. Counselors also compile and study occupational, educational and economic information so they can assist you in making and carrying out educational, training and career objectives. The counselor will want to review your *Academic Coach* report so take it with you when you go.

Use the space below to note the questions you would like to ask a counselor:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Career Survey

Career Title:

Gather information and make notes regarding the career you are investigating.

1. What schooling/training is required for this career?
2. How long will it take me to acquire the schooling/training required?
3. How much money will I need to prepare for this career?
\$ _____
4. How will I get it?
5. Am I willing and able to devote the time and expense required to prepare for this career?
6. I expect to receive the following benefits from my career:
7. I am willing to do the following to achieve success in my career:
8. Other related jobs (occupational titles) I have found with O*NET:

Interviewing Someone with Experience in Your Chosen Career

An excellent way to learn more about an occupation is to talk to people who have done the work. You will find most professionals are pleased to share information about their profession so do not be concerned about calling them for an appointment. You can secure interviews with experienced people by calling them, introducing yourself and explaining you are seeking first-hand information about their job or profession for personal career development purposes. Your present contacts, co-workers, friends and family may help point you in the right direction and possibly become a mentor to you. Start networking!

Interviewing a professional is an exciting approach to learning about the “real world” of the occupation you are considering. It is straightforward and easy if you have a genuine interest, are considerate, and use your common sense. Listed below are some things to remember as you accomplish this activity.

Calling for the Appointment

- Introduce yourself
- Briefly explain your objective to learn more about their profession.
- Tell them how you got their name and why you think an interview with them will be very helpful.
- Tell them you will not take up more than 25 minutes of their time.
- Have your calendar in front of you and be as flexible as you can in meeting their schedule.

Preparing for the Appointment

- Prepare your questions and have a second copy so they may follow as you ask them.
- Map out your route to get to their office.
- Dress appropriately.
- To ensure being on time, arrive 10 minutes early.

The Interview

- When you meet with them, be respectful of their time, listen more than you talk, and be attentive when they are sharing with you.
- Before you begin, provide them with a copy of your questions and stay focused on your objective.
- Take good notes and follow-up with questions to clarify any of your confusion.
- Be sure to thank them for their time and guidance.

Here are questions you may want to ask:

1. How long have you been a _____?
2. How did you decide to become a _____?
3. What kinds of schooling/training were required?
4. How did you get your first job in this field?
5. What do you like best about being a _____?
6. What do you like least about being a _____?
7. How has this job changed since you started?
8. What do you do during a typical day?
9. What does a beginning _____ earn and how much can a person earn after ten years experience?
10. Apart from formal training, what kinds of experience would be helpful for me to prepare to be a _____?
11. What articles and reference materials should I read to help me learn more about being a _____?
12. Where else should I look for more information about a career in _____?

Use the space below to write additional questions you would like to ask.