



Academic Coach Report

for

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Your Academic Coach Report

Getting the Most from Your Academic Coach Report

The following four sections make up this report:

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 suggests approaches to use to get more information.

Note:

The information you gain from *Academic Coach* is related to job expectations and classifications in the workplace. The only difference would be the specific requirements of certain employers. 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* has a list of matching jobs with a percentage figure indicating how closely your results match the thinking style, occupational interests, and behavioral traits that have been determined as important for success in that job. The *Academic Coach Report* helps you narrow your search and identify careers that may suit you best. Your *report* is divided into three major areas that are briefly described below.

Thinking Style

The *Academic Coach Report* gives your results for Numerical Ability, Numerical 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, you can see any clear preference or pattern of interests.

Behavioral Traits

Everyone can be defined partially by their behavioral traits, which are measured by your responses to the *Academic Coach* questionnaire. This profile reflects your behavioral traits and can help you to find the jobs for which you may be best suited.

THINKING

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

- You would achieve best through learning that is specific and applied.
- You may benefit from a well-organized study schedule.
- Repetition and hands-on learning can be most effective for you in the classroom.
- You may want to focus your studies on a broad range of basic skills and then progress to advanced studies at your own pace.

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

- You excel in studies that require the accurate application of communication skills and the utilization of an advanced vocabulary.
- You are comfortable communicating concepts and ideas, using a diverse vocabulary.
- You are capable of communicating technical ideas under the pressure of providing accurate information.
- Your understanding of verbally related concepts should be sharp and on target.

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

- You gather and utilize verbal information easily and may even leave some looking confused by your use of words. Adapt your speech as needed to the audience to which you face.
- You demonstrate a good range of vocabulary and an excellent capacity for verbal expression in the collegiate environment.
- Information gathering is probably a strength of yours; now is the time to use the resources available in the university setting to improve even more.

Numerical Ability (A measure of numeric calculation ability.)

- With training and experience, you should be able to improve your accuracy in carrying out mathematical functions as they apply to your studies.
- You may prefer to use a calculator or computer to handle some numerical problems, but seeking tutorial help may build the skills to succeed more effectively.

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

- You may appreciate additional preparation and study time to assimilate new information of a mathematical nature.
- Mathematical interpretation may be easier for you when the information is represented in a graph, rather than displayed in table after table of raw statistics.
- Take advantage of any tutoring or study sessions available when you find yourself having to interpret complex numerical data; it is better to ask for help than to become lost in unfamiliar territory.

OCCUPATIONAL INTERESTS

Your results were focused in the Financial/Administrative, People Service and the Enterprising Interest themes. It indicates that you pay attention to the administrative and detailed aspects of a task while focusing on the influence your work could have in the business world. Your capacity for facilitating others complements managing groups as well as fulfilling the needs of future supervisors.

BEHAVIORAL TRAITS

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

- Your work style is compatible with a relaxed pace, approaching tasks without being hasty or rushed.
- 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.
- You may benefit from clearly defined priorities and deadlines.
- You prefer not to be pressured by critical deadlines. You may prefer time to think things through.

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

- You tend to be an unassertive individual who accepts the role of a follower and team member.
- You prefer to take action in an unassuming fashion, avoiding the appearance of dominance or forcefulness
- You tend to defer leadership roles to those who prefer them.
- You express a low need to steer the course of what is happening or the direction of events.

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

- You express a low interest in the opportunity to socialize with people, to achieve your goals in collaboration with others.
- You prefer solitary work, rather than involving a group of others in the process of achieving your goals.
- You may prefer to do your work in an impersonal and business-like fashion.
- You express a limited interest for assignments that require group coordination or the necessity to socialize with others.

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 can relate to reasonable rules and regulations in a generally accepting manner, but probably resent outright authoritarianism.
- 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.

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

- You are not afraid to be wary of what others consider to be acceptable.
- You prefer to avoid idealistic thinking, maintaining skepticism whenever appropriate.
- You may be uncomfortable with those who see nothing but positive outcomes in the future.
- You may be inclined to become skeptical or suspicious of optimistic plans.

Decisiveness (Uses available information to make decisions quickly.)

- You are clearly decisive and quick to act, able to address situations that require immediate action.
- You respond quickly to priorities, displaying a sense of urgency and a respect for timeliness.
- You are typically confident of your conclusions and do not spend much time analyzing a problem. Your actions are clearly present-centered.

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

- 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.
- You can become defensive whenever someone tries to take advantage of you.
- You do not back away from important arguments, disagreements or conflict.
- 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 prefer to carry out tasks with minimal supervision or guidance.
- You usually have no need for close supervision but allow others to provide the structure needed to meet your goals.
- You appear to realize that academic performance is directly related to how willing you are to achieve results in a self-reliant fashion, while utilizing the resources made available by a professor as you require them.
- You are motivated by the challenge to academically succeed in a mature and independent fashion.

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

- You are likely to utilize the process of gathering data, analyzing your findings and relying on facts and figures, when addressing a problem.
- You are highly inclined to make practical observations, applying proven results to current problems and situations.
- Your judgments and conclusions likely indicate the highly consistent usage of your analytical capabilities.
- You demonstrate a consistent tendency to take a practical view, adjusting your actions as needed to reflect your observations.

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. 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 analyzed and matched to many occupations. The highest Job Match Percentages for these occupations are presented below. To the right of these Match Percentages you will find a college/school code that identifies which Sam Houston State University departments offer programs for training in each occupation. Use this information when working with career services, counseling services or academic advising. The School Key is listed for your convenience

Also provided is the O*NET SOC Code that may be used to research each occupation. To do this go to online.onetcenter.org, select Find Occupations and enter the appropriate SOC Code from the list below.

School Key:

A: Arts and Sciences
E: Education

B: Business Administration
H: Humanities and Social Sciences

C: Criminal Justice

O*Net SOC Code	Occupational Title	Match Percent	College or School
33-3012.00	Correction Officer	95%	CH
11-9081.00	Hotel Manager	94%	BH
27-1024.00	Graphics Designer	92%	A
29-1062.00	Dermatologist	86%	A
11-9031.00	Elementary School Principal	86%	EH
33-3031.00	Fish & Game Warden	83%	AC
13-1031.01	Claims Adjuster	80%	B
13-1121.00	Conference Coordinator	79%	BH
11-9021.00	Construction Manager	79%	AB
19-2042.01	Geologist	76%	A

19-3011.00	Economist	74%	B
13-2041.00	Credit Analyst	73%	AB
27-4032.00	Film Editor	72%	AH
43-6014.00	Financial Secretary	72%	ABCEH
13-2011.01	Accountant	71%	B
21-2021.00	Church Administrator	68%	B
15-2011.00	Actuary	68%	AB
19-1032.00	Forester	67%	A
21-1012.00	Employment Counselor	66%	BEH
25-2021.00	Elementary School Teacher	66%	E
43-1011.01	Head Teller, Bank	65%	AB
45-2031.00	Farm Labor Contractors	63%	AB
33-2021.02	Fire Investigator	61%	AC
33-1021.01	Fire Chief	60%	ACH
19-3032.00	Industrial/Organizational Psychologist	54%	BH
13-2052.00	Financial Planner	53%	B
43-1011.01	Help Desk Manager	52%	BH
17-3012.00	Electrical & Electronics Drafter	52%	A
17-3026.00	Industrial Engineering Technician	51%	A
29-1031.00	Dietician, Chief	50%	H
29-2021.00	Dental Hygienist	48%	A
13-1071.00	Employment & Recruitment Specialist	47%	BEH
19-3031.03	Counseling Psychologist	46%	AEH
19-1013.01	Horticulturist	44%	A
49-9021.00	Heating, A/C, and Refrigeration Mechanic	44%	A
11-9061.00	Director, Funeral	44%	ABEH
49-9041.00	Industrial Machinery Mechanic	43%	A
41-2031.00	Inside Sales	43%	ABCEH
47-2111.00	Electrician	42%	A
29-1021.00	Dentist	39%	A
11-3031.01	Controller	39%	B
43-6011.00	Executive Secretary	39%	ABCEH

15-1021.00	Computer Programmer	38%	AB
11-3040.00	Human Resource Manager	38%	BH
27-3043.02	Creative Writer	37%	ABEH
13-1051.00	Cost Estimator	36%	AB
33-2021.01	Fire Inspector	35%	ACH
31-9091.00	Dental Assistant	35%	A
43-4051.00	Client/Customer Service Representative	29%	BH
15-1061.00	Database Developer	27%	AB

SECTION THREE

Understanding and Using the O*NET

O*NET Online is an application that was 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. The web address listed below will take you directly to the site where instructions for using O*NET can be found. It is a helpful tool that 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 your self-understanding.

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 SHSU Career Services, the O*NET database can be extremely helpful in selecting your career.

Once you get to the O*NET site on the Internet, you will need to use the specific SOC Code provided for each occupation that you wish to investigate. The Internet sites for O*NET as well as SHSU career services are shown below. Both are important resources for you to use.

online.onetcenter.org

SHSU.edu/careerservices

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 SHSU career services, counseling services and/or academic advising
- Read biographies of people who 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? Chances are that whatever it is, 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 and you 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 Counselor\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, Employment Counselor, etc.

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, to appraise their thinking styles, occupational interests, and behavioral traits, 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. _____

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 that 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 that you're 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 that you are considering. It is really pretty 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 they will be very helpful to interview
- Tell them that 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 and 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 got into it?
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 should I try to get that would help me prepare to be a _____?
11. What could I read that would help me learn more about being a _____?
12. Where else could I look for more information about a career in _____?

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