

Jackson Vocational Interest Survey (JVIS)

Extended Report

Name: **Sam Sample**
Gender: **Male**
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This report is based on your answers to the Jackson Vocational Interest Survey (JVIS). It outlines your areas of interest, and how your interests compare with those of people in different occupations and educational programs.

It is extremely important to recognize that interests are different from abilities. These results tell you only about your interests. They do not indicate whether or not you have the ability, skill, or educational background necessary to do a particular kind of work. Thus, a high score on the Mathematics scale would indicate an interest in using mathematical reasoning to solve problems, but would not necessarily mean that you have the ability to become a mathematician. Other sources of information, as well as your past record of performance, should be considered in addition to your JVIS results.

Most people find their vocational interest results very useful. However, you should not expect this report to choose a career for you without some careful thinking on your part. Results quite often turn out to be what you expected. If so, it is of some benefit to know that an objective comparison of your interests to those of others confirms the direction of your present planning. If this report suggests career directions very different from your present plans, you should carefully review these plans and your reasons for making them. Generally, people are more likely to be satisfied in an occupational area to which their interests are similar.

You are encouraged to find out more about specific occupations in the areas to which your interests are similar. To do so, consult career information files and reference books at a library or in a career counselling office. This report lists several possible reading sources and activities to get you started.

The information in your JVIS report is arranged as follows

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London, ON, Canada N6A 4K3

JVIS Basic Interest Profile

The profile below shows your scores on the 34 JVIS Basic Interest scales. A high score indicates that you show a preference for working in settings involving the activities described by the scale name. A low score indicates that you would prefer not to work in such settings and would probably find such work unsatisfying.

| Scale | Raw Score | Percentiles | | | Combined Percentile Score | | | | | |
|--------------------------|-----------|-------------|----|-------|---------------------------|---------|----|----|------|----|
| | | F | M | Comb. | Low | Average | | | High | |
| | | | | | 0 | 20 | 40 | 60 | 80 | 99 |
| Creative Arts | 9 | 50 | 58 | 54 | | | | | | |
| Performing Arts | 11 | 69 | 69 | 69 | | | | | | |
| Mathematics | 3 | 34 | 18 | 27 | | | | | | |
| Physical Science | 6 | 58 | 31 | 42 | | | | | | |
| Engineering | 14 | 99 | 88 | 95 | | | | | | |
| Life Science | 10 | 76 | 69 | 73 | | | | | | |
| Social Science | 7 | 27 | 31 | 31 | | | | | | |
| Adventure | 17 | 97 | 92 | 95 | | | | | | |
| Nature-Agriculture | 16 | 99 | 99 | 99 | | | | | | |
| Skilled Trades | 8 | 88 | 69 | 79 | | | | | | |
| Personal Service | 12 | 79 | 92 | 84 | | | | | | |
| Family Activity | 16 | 95 | 98 | 96 | | | | | | |
| Medical Service | 1 | 14 | 8 | 12 | | | | | | |
| Dominant Leadership | 7 | 58 | 38 | 46 | | | | | | |
| Job Security | 12 | 86 | 86 | 86 | | | | | | |
| Stamina | 6 | 18 | 14 | 16 | | | | | | |
| Accountability | 11 | 62 | 62 | 62 | | | | | | |
| Teaching | 7 | 18 | 42 | 31 | | | | | | |
| Social Service | 7 | 16 | 54 | 34 | | | | | | |
| Elementary Education | 7 | 16 | 46 | 31 | | | | | | |
| Finance | 8 | 54 | 42 | 46 | | | | | | |
| Business | 10 | 54 | 62 | 58 | | | | | | |
| Office Work | 10 | 73 | 82 | 76 | | | | | | |
| Sales | 12 | 86 | 86 | 86 | | | | | | |
| Supervision | 6 | 18 | 18 | 18 | | | | | | |
| Human Relations Mgt. | 7 | 21 | 27 | 24 | | | | | | |
| Law | 6 | 16 | 18 | 18 | | | | | | |
| Professional Advising | 7 | 18 | 24 | 21 | | | | | | |
| Author-Journalism | 6 | 14 | 24 | 18 | | | | | | |
| Academic Achievement | 3 | 1 | 3 | 2 | | | | | | |
| Technical Writing | 5 | 21 | 31 | 24 | | | | | | |
| Independence | 8 | 24 | 24 | 24 | | | | | | |
| Planfulness | 5 | 10 | 12 | 10 | | | | | | |
| Interpersonal Confidence | 9 | 10 | 21 | 16 | | | | | | |

Each of the names in the **Scale** column represents an area of interest. The column labelled **Raw Score** lists the number of activities you preferred in each area. The three **Percentile** columns show how your raw scores compare to those of the females, males, as well as the combined females and males, in a large group of students and young adults. Each percentile score is the percentage of people that received a raw score equal to or less than yours. The bars at the right illustrate the scores in the **Combined Percentile** column. Use the longer bars to identify your areas of greatest interest. Short bars show you the areas in which you are not interested. Bars that end in the middle indicate that your interest in that area is about average.

Basic Interest Scale Descriptions

| Scale | Description |
|----------------------------|---|
| Creative Arts | Interested in arranging materials in an aesthetically pleasing manner; enjoys being creative and original in the applied or fine arts, for example in music, drawing or decorating. |
| Performing Arts | Enjoys performing for an audience. |
| Mathematics | Enjoys working with mathematical formulas and quantitative concepts; interested in performing computations and in planning and applying mathematical methods to the solution of problems. |
| Physical Science | Interested in the systematic investigation of various aspects of nonliving nature, for example, chemistry, physics, geology or astronomy. |
| Engineering | Interested in the designing, testing or manufacturing of a wide variety of products; applies scientific principles to the solution of practical problems. |
| Life Science | Interested in investigating various aspects of living organisms. |
| Social Science | Interested in investigating and learning about various aspects of the organization of society, human behaviour, and social interaction. |
| Adventure | Enjoys novel situations; seeks out the unusual or dangerous. |
| Nature-Agriculture | Likes to work outdoors with animals or plants. |
| Skilled Trades | Prefers working with hands or with machines, usually in making or repairing some product. |
| Personal Service | Enjoys providing direct services to individuals, e.g., travel guide or cosmetician. |
| Family Activity | Enjoys domestic activities, likes to take an active part in family life and child care, in decorating and caring for a home and garden, entertaining guests, and related activities. |
| Medical Service | Interested in working toward promoting health and curing disease in individuals. |
| Dominant Leadership | Prefers a forceful aggressive style of leadership. Enjoys a position of authority in which active, direct supervision and criticism of the work of others is involved. |
| Job Security | Prefers a job with a definite and predictable future. Avoids taking social or economic risks on the job. |
| Stamina | Reports a willingness to work at a task for long hours without rest. Perseveres in the face of difficulty. Is likely to be challenged by difficult, involved assignments. |
| Accountability | Reports a preference for working environments requiring a high degree of integrity and traditional virtues. |

Basic Interest Scale Descriptions (continued)

| Scale | Description |
|---------------------------------|---|
| Teaching | Interested in teaching a specific subject. |
| Social Service | Interested in helping troubled people cope with their problems. |
| Elementary Education | Enjoys teaching or caring for young children. |
| Finance | Interested in meeting the financial needs of the public, in solving financial problems, and in investment and trade. |
| Business | Interested in the day-to-day functioning of business and commercial organizations. |
| Office Work | Interested in clerical work and in activities involving detail, usually in a business context. |
| Sales | Interested in selling; likes to work with and to attempt to influence other people. |
| Supervision | Interested in planning, organizing and coordinating the activities of others. Enjoys holding a position of managerial responsibility. |
| Human Relations Mgt. | Enjoys acting as "the person in the middle" between people in conflict; enjoys resolving interpersonal situations, including those which are difficult or emotionally charged. |
| Law | Interested in legal matters. |
| Professional Advising | Enjoys counselling and giving expert advice. |
| Author-Journalism | Likes to be creative and original in writing; enjoys writing for a general audience. |
| Academic Achievement | Is interested in scholarly activities, particularly of a verbal nature. Reports systematic study habits. |
| Technical Writing | Enjoys writing detailed, factual reports, manuals, or essays about scientific, technical, legal, or historical matters. |
| Independence | Prefers working in an environment free from restraints and close supervision. Feels confined by rules and regulations. Would rather find own solutions to problems than seek advice from others. |
| Planfulness | Is organized in work habits and prefers working in an environment in which activities occur in an expected sequence. |
| Interpersonal Confidence | Prefers a working environment requiring a high degree of self-assurance in dealings with others. Reports not being afraid of meeting strangers and speaking with confidence about a variety of topics. Believes in own ability to accomplish most interpersonal tasks undertaken. |

General Occupational Themes

Studies with the JVIS have revealed 10 general patterns of interest. These patterns reflect general orientations to the world of work, rather than specific interests in particular areas. Your scores on these 10 General Occupational Themes are plotted below.

| Theme | Percentiles | | Male Percentile Score | | | | |
|---------------|-------------|------|-----------------------|----|---------------|----|----|
| | Female | Male | Low 0 | 20 | Average 40 | 60 | 80 |
| Expressive | 50 | 58 | | | | | |
| Logical | 79 | 46 | | | | | |
| Inquiring | 31 | 27 | | | | | |
| Practical | 95 | 95 | | | | | |
| Assertive | 18 | 16 | | | | | |
| Socialized | 38 | 34 | | | | | |
| Helping | 12 | 46 | | | | | |
| Conventional | 62 | 66 | | | | | |
| Enterprising | 27 | 31 | | | | | |
| Communicative | 4 | 8 | | | | | |

Descriptions of each of the themes in the **Theme** column can be found below. The two **Percentile** columns compare your General Occupational Theme scores to the females, and then the males, in a large group of students and young adults. Each percentile score is the percentage of people that received a score equal to or less than yours. The bars at the right illustrate how your General Occupational Theme scores compare to people of your own sex.

General Occupational Theme Descriptions

| Theme | Description |
|-------------------|--|
| Expressive | If you scored high on this theme, you will likely be considered artistic by others, even if you are not presently engaged in any artistic work. You will likely enjoy creative activities such as drama, music, writing, visual art, or any of the applied or fine arts. You will also enjoy the creative work of others. High scorers tend to consider themselves perceptive, inventive, sensitive, imaginative, and aware of their environments. People in the arts receive high scores on this theme, but many others combine this theme with others in finding expression for their interests. |
| Logical | High scorers enjoy rational abstract thought that is characterized by testable generalizations, deductive reasoning, and precision. They enjoy the challenge of difficult intellectual work, particularly in the areas of mathematics and physical sciences, and in applications such as engineering, work with computers, as well as a variety of other areas where quantitative and exacting work is required. If you scored high on this theme, you may prefer working with the physical world and abstract ideas to working primarily with people. |
| Inquiring | A high score on this theme indicates that you have a great deal of curiosity about your environment, living things, other people and social institutions. You have a desire to learn about many areas of knowledge, and may be described as investigative, intellectually probing, and reflective. Consider entering one of the social or biological sciences, one of the professions, or combine this theme with others when choosing a career. |
| Practical | If you scored high on this theme, you are likely to enjoy activities requiring physical or mechanical skill -- seeking satisfaction from the quality of your work, rather than from exercising influence or power over others. You are also likely to enjoy outdoor work and not to be overly concerned about physical risks. You may tend to avoid activities that require you to be the centre of attention, and may prefer practical arts to the world of abstract ideas. You are also likely to enjoy close family ties and may enjoy arranging for the comfort and well-being of others. High scorers can be found in a wide variety of activities, such as agriculture, skilled trades, and service occupations. |
| Assertive | A high score on this theme may indicate a preference for working in situations in which you can exercise control, and where your authority is clearly defined. You may enjoy exercising authority over others, and will do so self-confidently, without the need to seek advice or assistance. High scorers may sometimes be seen as outspoken and direct with others, and will enjoy working with others, especially in a dominant role. People working in environments, such as the military, where this style of leadership is appropriate, frequently receive high scores on this theme. |
| Socialized | If you scored high on this theme, you are likely to be regarded as a responsible, stable worker -- disciplined, prompt, systematic and deliberate, but not usually creative. You would rather be confident about a relatively certain future at a predictable salary, than accept the uncertainty of a riskier but possibly more rewarding prospect. You will likely favour occupations that offer stability and reward traditional virtues. |

General Occupational Theme Descriptions
(Continued)

| Theme | Description |
|----------------------|--|
| Helping | People with high scores on this theme express a genuine concern for others, particularly those with problems or requiring assistance. High scorers enjoy social interaction, giving advice, and may be described as benevolent, comforting, sympathetic, supporting, charitable, assisting and cooperative. If you scored high on this theme, consider occupations in which you may take a direct role in helping, serving or teaching others. |
| Conventional | If your score on this theme is high, you may prefer a well-defined role in a business or other larger organization. You will likely enjoy the day-to-day operations of a business, such as operating an office, selling products, making decisions, and supervising others. You may prefer working in a smoothly running organization to working in a highly-charged or variable environment. You may also thrive on detail, preferring not to be required to be highly creative, nor to work at tasks involving mechanical skill, discomfort, or physical risk. |
| Enterprising | Scoring high on this theme indicates that you will likely enjoy work involving talking with others, especially if the purpose of that discussion is to persuade or influence. Self-confident, rarely shy in difficult situations, dominant, forceful; high scorers are usually interested in the marketing or management aspects of business, rather than in the details of daily operation or in particular specialties. They are often motivated by the conventional symbols of social status -- money, influence and prestige -- rather than by other forms of recognition. In addition to business, high scorers can be found in the legal profession, administration, public relations, diplomacy, and related areas. |
| Communicative | If you scored high on this theme, you will tend to be interested in ideas and in communicating these ideas to others. You are likely to enjoy serious expressions of thoughts, reading, attending lectures, studying, or engaging in intellectual discussions. Your enjoyment of communication may focus more on the formulation and expression of concepts than on the entertainment of others. High scorers tend to be described as intellectual, articulate, and well-informed, having a broad range of interests. Professional writers score highly on this theme. However, since communication is important in a wide range of occupations, many others score highly as well. |

Academic Satisfaction

Your Academic Satisfaction score reflects the degree of similarity between your profile and that of an average university student who is engaged in a traditional academic and/or scientific course of study. It is not a measure of your ability to do university level work, nor can it predict your success as a university student. Instead, it provides an indication of the degree to which you might enjoy scholarly activities such as serious reading, studying, doing research and assignments, etc.

| | Score | %ile | Percentile | | | | | |
|-----------------------|-------|------|------------|----|----|----|----|----|
| | | | 0 | 20 | 40 | 60 | 80 | 99 |
| Academic Satisfaction | 416 | 21 | | | | | | |

The average score is 500. Approximately two thirds of high school and college students score between 400 and 600. The percentile figure and bar graph show you the percentage of a large group of students that received a score equal to or lower than yours.

Similarity to College Students

JVIS profiles from over 10,000 university students who were enrolled in more than 150 different major fields, ranging from accounting to zoology, have been collected and analyzed. That analysis indicated that the major fields could be classed into 17 broad academic clusters. Each cluster is based on data from both males and females and represents a set of educational majors that shared a similar pattern of JVIS scores.

The chart below ranks the similarity of your JVIS Basic Interest profile to each of the student clusters. A high score indicates that your pattern of interests is similar to students in the fields of concentration defining the cluster, while a low score indicates dissimilarity. These scores indicate your probable interest and satisfaction with these academic clusters. These scores do not tell you whether or not you will be successful in any particular field.

| Score | Similarity | University Major Cluster |
|--------------|---------------------------|--|
| +0.62 | Very Similar | Environmental Resource Management |
| +0.55 | Similar | Health, Physical Education and Recreation |
| +0.39 | Moderately Similar | Art and Architecture |
| +0.35 | Moderately Similar | Agribusiness and Economics |
| +0.30 | Moderately Similar | Food Science |
| +0.14 | Neutral | Engineering |
| +0.03 | Neutral | Science |
| 0.00 | Neutral | Computer Science |
| -0.09 | Neutral | Performing Arts |
| -0.13 | Neutral | Health Services and Science |
| -0.14 | Neutral | Social Service |
| -0.19 | Neutral | Mathematical Sciences |
| -0.26 | Dissimilar | Business |
| -0.28 | Dissimilar | Communication Arts |
| -0.33 | Dissimilar | Behavioural Science |
| -0.33 | Dissimilar | Education |
| -0.57 | Dissimilar | Social Science, Law and Politics |

Your JVIS profile is most similar to university students whose academic areas of specialization are in the three clusters listed below. Sample majors for each of these three areas are also listed.

| University Major Cluster | Sample Majors |
|---|---|
| Environmental Resource Management | Wildlife Technology, Recreation and Parks, Environmental Resource Management, Agricultural Business Management, Agriculture, Forest Science and Technology, Horticulture. |
| Health, Physical Education and Recreation | Health and Physical Education, Recreation and Parks. |
| Art and Architecture | Art, Landscape Architecture, Architecture, Architectural Engineering, Art Education. |

Similarity to Job Groups

Ranked below is the similarity of your JVIS Basic Interest profile to the interests of people working in 32 job groups. A positive score indicates that your profile shows some degree of similarity to those already in the job cluster, while a negative score indicates dissimilarity.

| Score | Similarity | Job Group |
|-------|---------------------------|---|
| +0.62 | Very Similar | Agriculturalists |
| +0.57 | Similar | Construction/Skilled Trades |
| +0.40 | Moderately Similar | Machining/Mechanical and Related Occupations |
| +0.35 | Moderately Similar | Occupations in Fine Art |
| +0.34 | Moderately Similar | Service Occupations |
| +0.32 | Moderately Similar | Occupations in Life Sciences |
| +0.32 | Moderately Similar | Protective Services Occupations |
| +0.29 | Moderately Similar | Sport and Recreation Occupations |
| +0.28 | Moderately Similar | Occupations in Commercial Art |
| +0.24 | Neutral | Health Service Workers |
| +0.20 | Neutral | Assembly Occupations-Instruments & Small Products |
| +0.20 | Neutral | Medical Diagnosis and Treatment Occupations |
| +0.18 | Neutral | Occupations in Music |
| +0.16 | Neutral | Engineering and Technical Support Workers |
| +0.12 | Neutral | Occupations in Computer Science |
| +0.11 | Neutral | Occupations in the Physical Sciences |
| +0.09 | Neutral | Occupations in Entertainment |
| -0.02 | Neutral | Mathematical and Related Occupations |
| -0.06 | Neutral | Occupations in Pre-school and Elementary Teaching |
| -0.06 | Neutral | Clerical Services |
| -0.09 | Neutral | Occupations in Merchandising |
| -0.13 | Neutral | Sales Occupations |
| -0.16 | Neutral | Teaching and Related Occupations |
| -0.19 | Neutral | Occupations in Accounting, Banking and Finance |
| -0.25 | Dissimilar | Occupations in Writing |
| -0.32 | Dissimilar | Personnel/Human Management |
| -0.38 | Dissimilar | Occupations in Religion |
| -0.38 | Dissimilar | Administrative and Related Occupations |
| -0.45 | Dissimilar | Occupations in Law and Politics |
| -0.47 | Dissimilar | Counsellors/Student Personnel Workers |
| -0.59 | Dissimilar | Occupations in Social Science |
| -0.62 | Very Dissimilar | Occupations in Social Welfare |

Descriptions, sample job titles and suggested readings for each of your three highest ranked job groups are presented on the next six pages. Remember, the ranking of these job groups reflects the similarity of your JVIS Basic Interest profile to those of people employed in these areas. The ranking is not a reflection of your ability to perform any required duties or to benefit from training in these areas. You may find this information useful in planning your education and your career. Your counsellor or adviser can be of help to you in this process.

In the descriptions that follow, *National Occupational Classification* (NOC) codes are listed along with sample job titles. Use these codes to locate additional information in the *NOC Occupational Descriptions* volume. There, you will find information about the sample job titles, as well as related job titles bearing the same, or a similar, NOC code. You will find that the skill type, major, minor and unit group numbers identified in this report will aid in locating occupations about which you will wish to learn more. The *NOC Occupational Descriptions* volume may be found at your local library, your counsellor's office, or at the Internet site <http://cnp2001noc.worklogic.com>. Additional information can be found in the suggested readings listed along with each of your top three job groups.

Agriculturalists

Jobs distinguished by their involvement in farming and/or animal raising can be found in a number of areas. Minor Group 825 deals with this work from a managerial aspect. See also Minor Group 212 and 222, occupations in life sciences, for specific occupations in agriculture. Note that agriculture occupations can be found in other areas. For example, an interest in animals might lead one to consider veterinary medicine as a career (3114) or an Animal Health Technologist (3213). An interest in teaching could lead one to the combined role of a vocational agricultural teacher. Below, you will find a representative list of possible occupations in this type of work. While not complete, this list should give you some ideas about jobs in agriculture or farming.

| <u>NOC Code</u> | <u>Job Titles</u> |
|-----------------|--|
| 212 | Life Science Professional e.g. Forester, Agricultural Representative: Agrologist, Agronomist, Crop Specialist |
| 222 | Technical Occupation in Life Sciences e.g. Agricultural and Fish Products Inspector, Forestry Technologist, Conservation and Fishery Officer, Landscape and Horticulture Technician and Specialist |
| 3114 | Veterinarian |
| 3213 | Veterinary Laboratory Technician |
| 825 | Contractor, Operator, Supervisor in Agriculture, Horticulture and Aquaculture e.g. Farmer, Farm Manager, Horse Breeder, Artificial Inseminator, Specialized Livestock Worker, Nursery Manager, Landscaping and Grounds Maintenance, Landscape and Horticulture Supervisor, Aquaculture Operator and Manager |
| 826 | Fishing Vessel Master and Skipper and Fishermen/women |

Suggested Readings

1. **Working with Wildlife: A Guide to Careers in the Animal World.** Maynard, Thane. 1999. ISBN: 0531115380.
2. **Opportunities in Forestry Careers.** Wille, Christopher M; Rowh, Mark. VGM Career Horizons. 1998. ISBN: 0844223042.
3. **The Complete Guide to Environmental Careers in the 21st Century.** Doyle, Kevin. Island Press. ISBN: 155963586X.
4. **Animal Care.** Cosgrove, Holli. Ferguson Publishing. 1998. ISBN: 0894342673.
5. **100 Jobs in the Environment.** Quitana, Debra. Macmillan General Reference. 1997. ISBN: 0028614291.
6. **An Unspoken Art: Profiles of a Veterinary Life.** Gutkind, Lee. Henry Holt and Co Inc. 1997. ISBN: 0805033211.
7. **Careers in Horticulture and Botany.** Garner, Jerry L. VGM Career Horizons. 1996. ISBN: 0844244597.
8. **Opportunities in Farming and Agriculture Careers.** White, William C. VGM Career Horizons. 1995. ISBN: 0844245828.
9. **Ready, Set, Practice: Elements of Landscape Architecture Professional Practice.** Sharky, Bruce G. Wiley. 1994.
10. **Careers for Animal Lovers.** Shorto, Russell. Millbrook Press Trade. 1994. ISBN: 1562947672.
11. **Opportunities in Veterinary Medicine Careers.** Swope, Robert E; Mikesell, Sarah Beth. VGM Career Horizons. 1994. ISBN: 0844240591.
12. **Opportunities in Horticulture Careers.** Goldberg, Jan. VGM Career Horizons. 1994. ISBN: 0844244066.
13. **Opportunities in Animal and Pet Care Career.** Lee, Mary Price; Lee, Richard S. NTC Pub Group. 1993. ISBN: 0844240796.
14. **Opportunities in Agriculture Careers.** White, William C; Collins, Donald N. National Textbook Co. 1992. ISBN: 9992285109.
15. **Careers In Agribusiness and Industry.** Stone, Archie Augusta. Interstate. 1991.
16. **Careers for Animal Lovers and Other Zoological Types.** Miller, Louise. NTC Pub Group. 1991. ISBN: 0844281255.

Agriculturalists (continued)

Guidance Centre Monographs

Information relevant to this area of interest can be found in the Guidance Centre Career Monographs. These monographs can be found at your local library, your counsellor's office, or can be ordered from University of Toronto Press, 5201 Dufferin St, North York, ON, M3H 5T8. They can also be ordered by telephone at 1-800-565-9523 or by e-mail at utpbooks@utpress.utoronto.ca. In particular, look for the following titles: **Agricultural Commodity Inspector, Agrologist, Animal Care Attendant, Arborist, Beekeeper, Farmer, Farrier, Fisher, Forester, Forest Technician, Fruit Grower, Horticulturist, Mushroom Grower, Poultry Farmer, Veterinarian, Veterinary Technician.**

Organizations

1. Agricultural Institute of Canada. Suite 1112, 141 Laurier Ave West, Ottawa, ON, K1P 5J3. (www.aic.ca)
2. Aquaculture Association of Canada. Box 1987, St. Andrews, NB, E0G 2X0. (www.ifmt.nf.ca/mi/aac)
3. Canadian Forestry Association. 185 Somerset St. W, Suite 203, Ottawa, ON, K2P 0J2.
4. Canadian Horticultural Council. 1101 Prince of Wales Dr, Suite 310, Ottawa, ON, K2C 3W7.
5. Canadian Veterinary Medical Association. 339 Booth St, Ottawa, ON, K1R 7K1. (www.cvma-acmv.org)
6. Canadian Institute of Forestry. Suite 606, 151 Slater St, Ottawa, ON, K1P 5H3. (www.cif-ifc.org)
7. Canadian Aquaculture Industry Alliance Sector Council. 907-75 Albert St, Ottawa, ON, K1P 5E7. (www.aquaculture.ca)
8. Canadian Council for Human Resources in the Environment Industry. Suite 1450, 700 4th Avenue SW, Calgary, AB, T2P 3J4. (www.cchrei.ca)

Activities

1. Take a look at online agricultural magazines at www.agcanada.com.
2. Sign up for a free newsletter on the forestry industry in Canada by e-mailing your name and e-mail to roper@canadian-forests.com.
3. Visit www.farmcentral.com for agriculture news and links.
4. Check out a guide to careers in agriculture and agri-food at www.cfa-fca.ca/careers/.
5. Visit farms specializing in dairy cattle, livestock, grain or vegetable growing.
6. Visit a farm show, county fair or plowing match.
7. Interview a local breeder of hamsters, rabbits, guinea pigs, cats or dogs.

Construction/Skilled Trades

Examine NOC Major Groups 72/73 and 76. The minor groups in each offer a wide variety of possible occupations in the construction trades. People in these groups tend to show relatively high interests in Skilled Trades, Engineering, Family Activity, Job Security, Adventure, and Nature-Agriculture. Listed below are a number of the occupations available in the construction trades. They do not include all possible occupations, but they do illustrate the wide range of jobs in this area. You should also examine related areas, such as Major Group 74 that deals with transport occupations, another aspect of the construction trade.

| <u>NOC Code</u> | <u>Job Titles</u> |
|------------------------|---|
| 721 | Contractor / Supervisor - Trades and Related Workers |
| 724 - 729 | Industrial Electrician, Plumber, Carpenter, Bricklayer, Cement Finisher, Tilesetter, Floor Covering Installer |
| 7421 | Heavy Equipment Operator e.g. Backhoe Operator, Grader Operator, Salt Truck Operator, Sanitation Truck Driver, Street Sweeper Operator |
| 7432 | Railway Track Maintenance Worker e.g. Rail Saw Operator, Tie Tamper Operator, Track Patroller |

Suggested Readings

1. **Working in Construction.** Howey, Paul M. Lerner Pub Co. 1999. ISBN: 0822517647.
2. **Construction: Career in Focus.** Ferguson, J G. Ferguson Publishing. 1998. ISBN: 0894342185.
3. **Opportunities in Transportation Careers.** Paradis, Adrian A; McLlwain, Robert S. VGM Career Horizons. 1997. ISBN: 0844246832.
4. **Exploring Careers As an Electrician.** Lytle, Elizabeth S. Rosen Publishing Group. 1996. ISBN: 0823915131.
5. **Exploring Careers in the Construction Industry.** Rosen Pub Group. 1995. ISBN: 0823914054.
6. **Building.** Stoddard, Brooke C; Schmidt, Peggy J. Petersons Guides. 1994. ISBN: 1560793880.
7. **Opportunities in Carpentry Careers.** Sheldon, Roger; Lucassen, Sigurd. NTC Pub Group. 1993. ISBN: 0844240281.
8. **Careers for Craft People and Other Dexterous Types.** Rowh, Mark. NTC Pub Group. 1993. ISBN: 0844241067.
9. **Opportunities in Vocational and Technical Careers.** Paradis, Adrian. NTC Pub Group. 1992. ISBN: 0844240079.
10. **Careers in the Construction Industry.** Lytle, Elizabeth Stewart. Rosen Pub Group. 1992. ISBN: 0823919560.
11. **Building and Industrial Careers.** National Textbook Co. 1991. ISBN: 9992217154.
12. **TI Trade Industrial and Technical Careers.** Vocational Biographies. 1991. ISBN: 0870633554.

Construction/Skilled Trades (continued)

Guidance Centre Monographs

Information relevant to this area of interest can be found in the Guidance Centre Career Monographs. These monographs can be found at your local library, your counsellor's office, or can be ordered from University of Toronto Press, 5201 Dufferin St, North York, ON, M3H 5T8. They can also be ordered by telephone at 1-800-565-9523 or by e-mail at utpbooks@utpress.utoronto.ca. In particular, look for the following titles: **Brake Worker, Boilermaker, Bricklayer, Cabinet Maker, Carpenter, Cement Mason, Crane Operator, Electrician, General Contractor, Glazier, Insulator, Lather, Plasterer, Plumber, Railway Ironworker, Roofer, Tilesetter, Welder, Woodworker.**

Organizations

1. Bricklayers, Masons Independent Union of Canada. 1263 Wilson Ave, Suite 105, North York, ON, M3M 3G3.
2. Canadian Construction Association. 75 Albert St, Suite 400, Ottawa, ON, K1P 5E7. (www.cca-acc.com)
3. Canadian Electrical Contractors Association. 23 Lesmill Rd, Suite 207, Toronto, ON, M3B 3P6. (www.ceca.org)
4. Canadian Railway Labour Association. 100 Metcalfe St, Suite 301, Ottawa, ON, K1P 5M1.
5. Ontario General Contractors Association. 6299 Airport Rd, Suite 703, Mississauga, ON, L4N 1N3.

Activities

1. Check out "Careers In Construction" at www.iciconstruction.com.
2. Explore www.buildingcareers.com to check out opportunities in the Canadian construction industry including information about the Registered Apprenticeship Program.
3. Find out information about construction in Canada at www.aecinfo.ca.
4. Volunteer to help your family or a neighbour with home renovations.
5. Visit a construction site. Ask the person in charge about the skilled trades and professional positions involved in the construction.

Machining/Mechanical and Related Occupations

People in this occupational cluster tend to have high interests in Skilled Trades, Engineering and Job Security. Jobs in this category include the cutting, fitting and shaping of materials according to required specifications. They also cover a wide variety of mechanically oriented occupations, as the examples below will show. Relevant occupations can be found in NOC Major Groups 72, 73, 94 and 95. Give special consideration to Minor Groups 721, 723, 726, 731, 732, 941-944, and 951, which list machining and related occupations. The representative selection of machining and mechanical occupations listed below will give you an idea of possible occupations within this group.

| <u>NOC Code</u> | <u>Job Titles</u> |
|-----------------|---|
| 721 | Contractor/Supervisor e.g. Machinist, Tool and Die Maker, Sheet Metal, Welder, Mechanic Trades |
| 7231 | Machinist |
| 7232 | Tool and Die Maker |
| 7261 | Sheet Metal Worker |
| 731 | Machinery/Transportation Equipment Mechanic e.g. Heavy Duty Equipment Mechanic, Refrigeration/Air Conditioning Mechanic, Transportation Equipment Mechanic |
| 7321 | Motor Vehicle Mechanic |
| 7381 | Printing Press Operator |
| 941 | Machine Operator/Worker - Mineral/Metal Processing Plant |
| 942 | Machine Operator/Worker - Chemical/Plastic/Rubber Processing |
| 9432 | Pulp Mill Machine Operator |
| 9441 | Textile Fibre Machine Operator |

Suggested Readings

1. **Opportunities in Tool and Die.** Dudzinski, George. NTC Pub Group. 1993. ISBN: 0844240478.
2. **Opportunities in Drafting Careers.** Rowh, Mark. NTC Pub Group. 1993. ISBN: 0844240826.
3. **Great Careers for People Interested in How Things Work.** Richardson, Peter; Richardson, Bob. Gale Pub. 1993. ISBN: 0810393891.
4. **Machine Tool Operator.** Careers Inc. 1993. ISBN: 9993568538.
5. **Opportunities in Welding Careers.** Rowh, Mark. NTC Pub Group. 1990. ISBN: 0844285986.

Machining/Mechanical and Related Occupations (continued)

Guidance Centre Monographs

Information relevant to this area of interest can be found in the Guidance Centre Career Monographs. These monographs can be found at your local library, your counsellor's office, or can be ordered from University of Toronto Press, 5201 Dufferin St, North York, ON, M3H 5T8. They can also be ordered by telephone at 1-800-565-9523 or by e-mail at utpbooks@utpress.utoronto.ca. In particular, look for the following titles: **Aircraft Mechanic, Automobile Mechanic, Automobile Technician, Diesel Technician, Farm Equipment Mechanic, Gas/Oil Pipeline Operator, Lithographer, Machinist, Miner, Motorcycle Mechanic, Mould Maker, Oil Driller, Printing Technician, Refinery Process Operator, Refrigeration and Air Conditioning Mechanic, Tool and Die Maker, Welder.**

Organizations

1. Canadian Pulp and Paper Machinery Manufacturers Association. 701-116 Albert St, Ottawa, ON, K1P 5G3.
2. Canadian Tooling Manufacturers Association. 1425 Bishop St, Units 8 & 9, Cambridge, ON, N1R 6J9.
3. Canadian Automotive Repair and Service Council. 9120 Leslie St, Richmond Hill, ON, L4B 3J9. (www.cars-council.ca)
4. Canadian Steel Trade and Employment Congress. 234 Eglinton Ave E, Suite 501, Toronto, ON, M4P 1K7. (www.cstec.ca)
5. Independent Contractors and Business Association. 211-3823 Henning Dr, Burnaby, BC, V5C 6P3. (www.icba.bc.ca)
6. Mechanical Contractors Association of Canada. 804-280 Albert St, Ottawa, ON, K1P 5G8. (www.mcac.ca)
7. Welding Institute of Canada. 391 Burnhamthorpe Rd. E, Oakville, ON, L6J 6C9.
8. Canadian Construction Association. 75 Albert St, Suite 400, Ottawa, ON, K1P 5E7. (www.cca-acc.com)
9. Canadian Institute of Steel Construction. 201 Consumers Rd, Suite 300, Willowdale, ON, M2J 4G8. (www.buildingweb.com/cisc/)
10. Canadian Tooling and Machining Association. 140 McGovern St, Unit 3, Cambridge, ON, N3H 4R7. (www.ctma.com)

Activities

1. Visit www.machinerynet.com for links to machining and mechanical resources.
2. Explore www.machinists-exchange.com to chat with machinists, get career advice and search job postings.
3. Talk to a millwright, mould maker, tool and die maker, or a local heavy manufacturer.
4. Attend a machine tool show or another similar convention in your area.
5. Talk to a machine shop, metal working and fabricating, or mechanics teacher.

Where To Go From Here

By completing a vocational interest instrument like the JVIS, you have taken the first step toward the thoughtful selection of your career. You have learned more about yourself, your vocational interests, and how they compare to people studying and working in a variety of career areas. However, in order to choose a career successfully, you will have to learn more about your areas of interest. Listed below are a variety of suggestions to help you explore your career options.

Books

While the books listed along with your top 3 job groups will help you learn more about those areas, general books can help you with the process of choosing a career, obtaining the necessary education, and conducting a job search.

The following books are available from Research Psychologists Press, Inc. For pricing and order information, please call 800-401-4480.

- The Career Directory, 2002 Edition.** Yerema, Richard W. 2002.
- Quick Resume and Cover Letter, Second Edition.** Farr, J. Michael. 2000.
- Creating Your High School Resume.** Troutman, Kathryn Kraemer. 1998.
- Creating Your Life's Work Portfolio.** 1998.
- Effective Strategies for Career Success.** 1997.
- Making Good Career and Life Decisions.** 1997.
- Resume Solution, 2nd Edition.** Swanson, David. 1995.

The books listed below can be found at your local library or book store.

- Majoring in the Rest of Your Life: Career Secrets for College Students.** Carter, Carol. Farrar Straus and Giroux. 1999. ISBN: 0374526028.
- Career Change: Everything You Need to Know to Meet New Challenges and Take Control of Your Career.** Helfand, David P. VGM Career Horizons. 1999. ISBN: 0844242691.
- Majors Exploration: A Search and Find Guide for College and Career Direction.** Bradbury, Mary Jane; Reeves, Diane Lindsey. Prentice Hall College Division. 1999. ISBN: 0130113794.
- Coming Alive from Nine to Five: The Career Search Handbook.** Michelozzi, Betty Neville. Mayfield Pub Co. 1999. ISBN: 0767402162.
- Starting Your Career: The Best Resources to Help You Find the Right Job.** Praglin, Laura; Osborn, Michael T. Resource Pathways. 1998. ISBN: 189214803X.
- What Color Is Your Parachute! 1999: A Practical Manual for Job-Hunters and Career-Changers.** Bolles, Richard Nelson; Walsh, Robb. Ten Speed Press. 1998. ISBN: 1580080103.
- The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making.** Johnston, Susan M. Prentice Hall College Division. 1998. ISBN: 0130801887.
- The Internet: A Tool for Career Planning.** Harris-Bowlsbey, Joann. National Career Development Assn. 1998. ISBN: 188533303X.
- Turning Points: The Career Guide for the New Century.** Ducat, Diane Elizabeth. Prentice Hall College Division. 1998. ISBN: 0137277024.
- Career Exploration on the Internet: A Student's Guide to More Than 300 Web Sites.** Ferguson Pub. 1998. ISBN: 0894342401.

Where To Go From Here (continued)

Activities

Use the general activities listed below to structure your career exploration process. These activities are patterned on a career exploration process outlined in the Career Exploration Guide which can be found at JVIS.COM.

Gather Information About Yourself

- Take a look at your school marks to see what subject areas are your strongest. See how your marks relate to your top job groups and make decisions accordingly.
- Make a list of your physical, mental, interpersonal, informational and practical skills. Look into how to improve the skills that relate to your career matches.
- Make a list of the qualifications you have, i.e. courses, degrees, certificates, diplomas, and licenses. Check to see whether your qualifications match those required for the careers you are interested in.
- Explore your values and think about how your moral, political and religious beliefs may affect your career decisions.
- Consider how important public contact, compensation, opportunities for advancement, challenge, travel, working condition, family responsibilities and hobbies are to you. Relate these preferences to your job groups.

Gather Information About Careers

- Check out the descriptions of occupations in your top three job groups and your other high job groups. Visit the National Occupational Classification at www.eoa-hrhc.com/3519/menu/ocnoc.stm or the Occupational Outlook Handbook at stats.bls.gov/ocohome.htm.
- Explore your local library to find books, periodicals, newspapers and other resources related to your potential career paths.
- Visit Job Fairs in your area to learn more about what companies are hiring and what positions related to your high job groups are currently in demand.
- Watch educational movies on individuals in the careers that you may be interested in. Contact the National Film Board of Canada at www.nfb.ca for a list of titles.
- Read magazines that focus on career trends and issues as well as on industries that relate to your top occupational interests.
- Find out what it is like to actually work in a certain occupation. Read interviews from people in careers that you may be interested in at www.jobprofiles.com.
- Explore an exhaustive list of career resources, career links and industry information on the web at www.rileyguide.com.

Start Decision Making and Action Planning

- Check out College and University Fairs to find schools that have programs that relate to your possible career paths. Or search for suitable schools on-line at www.schoolfinder.com.
- Research ways to finance an education in the area that interests you. Visit www.studentawards.com for information on available scholarships.
- Take extra classes that relate to your potential career paths. Contact your local high schools, colleges, universities and private organizations for more information.
- Attend Resume Writing and Interview Workshops to prepare yourself for job searching.
- Get the work experience you need by being an intern in a position that matches your career interests. Visit www.careeredge.org and www.experiencecanada.com for more information on internship possibilities.
- Start searching for jobs in your field on-line. Check out www.jobpostings.net, www.careerowl.ca, and www.globecareers.com for job listings, resume posting and more.

Administrative Indices

The following scores show how much confidence can be placed in your JVIS results. For most people, these scores fall in the normal range, indicating consistent and normal responses to the JVIS. If one of your scores falls outside the normal range, you should take a second look at your JVIS results. If you feel that your results do not reflect your true interests, you should talk to your counsellor about redoing the JVIS.

| | Count | 0 | High |
|----------------------|-------|---|------|
| Unscorable Responses | 0 | | |

| | Score | Low | Normal |
|----------------------------|-------|-----|--------|
| Response Consistency Index | 0.60 | | |

| | Score | %ile | Normal | High |
|-------------------|-------|------|--------|------|
| Infrequency Index | 20 | 84 | | |

There were no unscorable responses. Both your Response Consistency Index and your Infrequency Index fall in the normal range, indicating that you responded consistently and that your responses fit a normal pattern.

If you have any questions about these administrative indices and their impact on your JVIS results, please see your counsellor.