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ABSTRACT

The Vocational Interest Survey (VIS) is a measure of six vocational interests--practical, scientific, artistic, social, business and clerical--based on the model of interests proposed by Holland. Five broad design criteria for the development of the six interest scales are outlined, e.g., minimum reliability of 0.80. Each scale is organized into three parts: (1) occupational choices; (2) educational preferences; and (3) activity interests. Seven major applications of the VIS are described: individual assessment, diagnosis, selection and placement, guidance, prediction, evaluation, and research. A list of job names and courses for use with the VIS, and the six questionnaires are appended. (Author/JAZ)

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INFORMATION PAPER

AN OVERVIEW OF THE VOCATIONAL INTEREST SURVEY

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## ABSTRACT

The Vocational Interest Survey (VIS) is a measure of six vocational interest - Practical, scientific, Artistic, Social, Business and Clerical - based on the model of interests proposed by Holland. Five broad design criteria for the development of the six interest scales are outlined e.g. minimum reliability of 0.80. Each scale is organised into three parts: (i) occupational choices; (ii) educational preferences; and (iii) activity interests. Seven major applications of the VIS are described, viz. individual assessment, diagnosis, selection and placement, guidance, prediction, evaluation, and research.

## Vocational Interest Survey

The Vocational Interest Survey (VIS) is a set of six separate wide-age-range individual or group measures of Practical, Scientific, Artistic, Social, Business and Clerical vocational interests. The primary purpose of this report is to provide information concerning its content, format, and development. This paper presents a brief overview of the VIS and a description of some of its possible applications.

The VIS is a self-administered and self-scored guide to educational and vocational planning. It is intended for use by career guidance clients, such as - (a) students wondering what career to follow; (b) second career choices by adults and (c) unemployed workers seeking other options. The survey questionnaire, an interest profile sheet and a related job-guide seek to provide a starting-point for thinking about careers.

Results can be used to provide reassurance about choices, to narrow the range of options or to stimulate career exploration by indicating types of work that individuals may want to explore. It is based on the premise that vocational interests (i.e. activity preferences), may be inferred from consistent patterns of likes and dislikes. The interests that are being measured are characteristic of work groups, and the six scales assess an individual's preferences for participating in different types of activities.

The VIS was developed for Guidance Officers in the Vocational Guidance Bureau of the Department of Industrial Relations in New South Wales and for use by careers advisers in the Department of Education. It was planned as an alternative and replacement for the Kuder Preference Record, and a variety of other interest questionnaires which are not culturally suitable for Australia. A description of the development of the six Australian scales for the measurement of Holland's vocational typology is contained in Athanasou (1986) and the forthcoming test manual.

The VIS is also used widely in Queensland schools in a computer-administered format.

#### Design Criteria

The VIS was developed to meet the need for a comprehensive set of interest scales that would be useful for a large variety of evaluation goals. Five broad design criteria served as guides during the early phases of development:

- \* Inclusion of a wide range of interest scales required for a comprehensive vocational evaluation;
- \* One set of scales that would allow the user to administer only portions if a comprehensive assessment was not needed;
- \* Easy and accurate administration enhanced by special self-explanatory materials;
- \* Provision of interpretation procedures that report and display scores based on Australian norms;

- \* Development of scales with high technical qualities within an easily understood theoretical framework.

### Overview

The complete VIS contains six scales organised into three parts, (a) occupational choices, (b) educational preferences and (c) activity interests. The six scales are based on the model of interests proposed by Holland (1973) and include 65 Practical, 35 Scientific, 40 Artistic, 39 Social, 19 Business and 24 Clerical interests items. Every item in the VIS was provided by students, and had to meet the criteria of recognition and familiarity, as well as the usual psychometric requirements. As well, the length of each scale was set so that a reliability of at least 0.80 or higher would be obtained.

Materials The complete VIS is contained in one test booklet, in which there is provision for recording responses. A separate interest profile is supplied for interpreting test performance. Profiles have been designed to provide a graphic representation of information contained in the various scores. In addition to the test booklet and profile, a related occupations finder is provided.

Administration Time The administration of all six scales takes approximately ten minutes. The majority of people take the VIS without any special interpretation or procedural problems, although some clinical cases may be slower to respond.

All specific administration instructions have been integrated into the test materials. For example, directions are provided page-by-page within the subtests.

Scoring requires very little time since it involves simply counting the "like" or ticked responses in each sub-scale. Normative data are available for 2459 males and females.

### Rationale

VIS reports results for six basic types of interests related to the typology described by Holland (1973) viz. Realistic, Investigative, Artistic, Social, Enterprising, and Conventional types.

Holland (1973) has provided a theory of careers based on occupational choices and the assumption that members of occupational groups create characteristic environments. As a basis for career choice, Holland suggested that people possessing interests similar to those in a particular occupational environment will probably find that employment rewarding. Central to the theory are the six types of persons and a classification of occupations. Holland et al (1969) also proposed a hexagonal model for defining the psychological relationships among types (Figure 1).

The hexagonal model arranges the main occupational categories in the following order - Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (proceeding around the hexagon in a clockwise direction). Adjacent categories are most closely

related. In general, close relationships are represented by short distances on the hexagon.

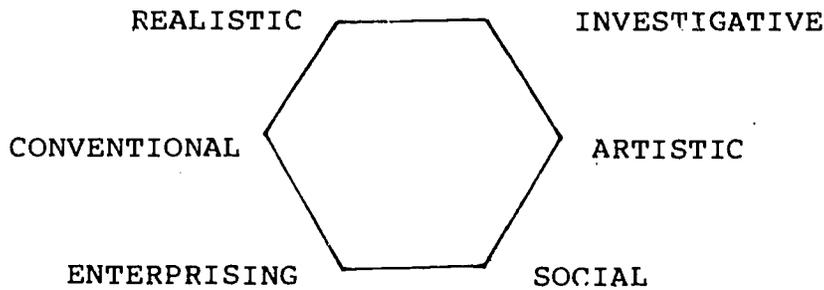


FIGURE 1 Holland's model for defining the hexagonal relationship among psychological types.

This theoretical model has found application in the Strong-Campbell Interest Inventory (Campbell 1977), the American College Testing Program's UNIACT Interest Inventory (Lamb & Prediger, 1981) as well as Holland's (1965) Vocational Preference Inventory and the Self-Directed Search - (SDS) (Holland, 1979). Scores from other inventories, such as the Kuder Preference Record-Vocational, can also be readily classified by Holland's six types, namely.

HOLLAND	KUDER PREFERENCE RECORD	EQUIVALENT VIS SCALE
Realistic	Outdoor	Practical
Realistic	Mechanical	Practical
Conventional	Computational	Clerical
Investigative	Scientific	Scientific
Enterprising	Persuasive	Business
Artistic	Artistic	Artistic
Artistic	Literary	Artistic
Artistic	Musical	Artistic
Social	Social Service	Social
Conventional	Clerical	Clerical

Australian studies of the Vocational Preference Inventory (e.g. Taylor & Kelso, 1973, Athanasou et al 1981) have acknowledged differences in occupational terminology and/or the need for an Australian measure. More recently, Tuck and Keeling (1980) have commented on cultural differences in the factor structure of the related SDS.

#### Description of the Scales

The basic components of the VIS are the six scales. Each scale reflects the principle that vocational interest types include a broad and complex set of likes and dislikes. This is reflected in the three-facets of the VIS, where each scale attempts to sample a number of occupational, educational and leisure

elements. Thus, each scale includes job titles, things to learn and activity interests (Figure 2).

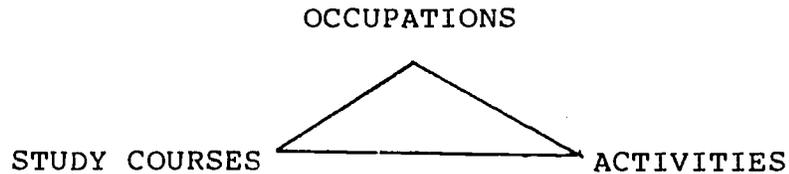


FIGURE 2: The design of the VJS scales

The scale names, description and equivalent Holland titles are as follows:-

PRACTICAL interest means that you like to work mainly with tools and equipment. It involves making and fixing things as well as operating machines. Jobs in this area include pilots, drivers, technicians, and engineers. A practical interest also means that you like to work and move about outside, like surveyors and sportsmen/sportswomen. It also involves caring for animals and growing things - Farmers, foresters, landscape gardeners, are among those high in practical interests. (Equivalent Holland title: Realistic).

SCIENTIFIC interest means you like to discover ideas, observe, investigate and experiment. Doctors, pharmacists, zoologists, dentists, chemists, physiotherapists have high scientific interests. (Equivalent Holland title: Investigative).

ARTISTIC interest means that you like to express yourself and include creative, music and literary occupations. An artistic interest shows that you like to design and create objects appreciate beautiful things around you, practise design, architecture, decorating or display work. Artists, actors, commercial artists, photographers, signwriters, and those in drafting all do "artistic" work. Musical interests mean you like composing, arranging, conducting, singing or playing musical instruments. Dancers, disc jockeys, musicians, radio and television work involve "musical interests. Literary interests mean you like books, reading, writing, dealing with and appreciating words and/or ideas. Literary jobs include writers, editors, reporters, and advertising copy-writers. (Equivalent Holland title: Artistic).

SOCIAL interest means you are concerned about individuals, understanding people and helping them overcome their problems, like childcare workers, social and welfare workers and nursing. It can also include teaching or other services to schools like librarians or even more general things like sociology. (Equivalent Holland title: Social).

BUSINESS interest means you like meeting people, talking, discussing and leading others, like law, politics or selling. It also involves business relations with people, as with travel agents, stewards/stewardess, executive, and managers. (Equivalent Holland title: Enterprising).

CLERICAL interest means you like office work which involves organising and being accurate. At higher levels this involves planning and controlling business activities. Jobs such as secretary, word processing, office worker, receptionist, bank clerk, computer operator involve clerical interests. Clerical interest also means you like to work with numbers, do calculating and use mathematics as in finance, computers, statistics and office work. A high score in this area means that you might like such jobs as computer programmer, accountant or cashier. (Equivalent Holland title: Conventional).

Terms such as "conventional" have been modified in the above list. High school students (n=500) found the above descriptions used in the VIS to be more acceptable and more readily understood than the original descriptions provided by Holland in the Self-Directed Search (Athanasou, 1981).

User qualifications and training The VIS has been designed for use by a variety of professional groups. Users will include, occupational psychologists, vocational counsellors, career guidance officers, careers advisers, personnel consultants, teachers, rehabilitation counsellors and researchers.

Administration and scoring do not require an extensive background in psychological testing since the necessary procedures can be learned easily by a wide range of staff. However, the skills required for evaluating and interpreting scores require some study of testing, a broad knowledge of occupations and experience in vocational psychology. Proper interpretation is also

dependent upon an understanding of the theory of careers, outlined by Holland (1973), the typology of interests, and the hexagonal arrangement of interest scales.

### Application of the VIS

The comprehensive nature of the interests in the VIS makes possible an extensive variety of applications in educational and vocational settings.

Individual Assessment The VIS is appropriate for identifying individuals with special interests (e.g. talented students) and those with discrepancies between their potential interests and leisure activity involvement (e.g. disadvantaged groups). Motivational measures such as the VIS complement the information provided by interview and other testing.

Diagnosis The VIS may be used to examine consistency in interests (e.g. Business with Clerical or Practical). It may be used to describe high and low interests and any patterns which may be confusing vocational choices (e.g. high Scientific and high Business interests). Interest questionnaires such as the VIS are not helpful for some people, such as, those who are test anxious, obsessive or disturbed, and for poor readers.

Selection and Placement The VIS may be used when counselling individuals for course placement at technical colleges, adult education or in other courses. VIS results may be used as an aid

to assemble interest groups for special programs (e.g. photography, art, music, literature, science). The VIS is not intended for occupational selection, but it may be used as a basis for specifying minimal levels of interest for entry into training programs or employment schemes.

Guidance Information from the VIS may be used to examine the number of vocational alternatives considered, to examine the value of work interests as a basis for choice, and to ensure satisfaction with current choices. VIS is appropriate for planning broad goals. Results may assist employment counsellors to structure the nature of the individual's likes and dislikes, and to provide valuable information for parents who wish to understand their childrens' problems.

Prediction The VIS together with cognitive tests, may be used as one aspect of predicting future performance in educational or occupational situations.

Evaluation The VIS is convenient for comparing groups or evaluating the effects of special programs (e.g. career education, work experience, computer assisted guidance).

Research The potential research functions of the VIS are extensive, in that it provides measurements across a variety of interests. The VIS may be used to provide predictor and/or criterion measures in many kinds of studies. The VIS is also useful for describing the characteristics of subjects included in a sample or experimental condition.

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# AVIS

## VOCATIONAL INTEREST SURVEY

Developed by James A. Athanasou

This survey is used to help you understand your interests. It may show you some kinds of jobs you might find satisfying. The following pages list many jobs, activities, school subjects etc. for you to look at. You are asked to  tick only those that you like.

Some of the activities or jobs listed will come under more than one heading. This is because there are some things that you can work at or study, as well as take up in your spare time. Use the list of job names and courses, which is printed at the front to help you understand any hard words.

Work as quickly as you can. Your first impression always gives the best results with this survey. Most people find it easy to complete.

At the end you will be asked to add up your scores and you will be given a copy of the results.

Thank you for your help.

NAME.....

ADDRESS.....

MALE  FEMALE      AGE.....

EDUCATION (HIGHEST LEVEL).....

OCCUPATION.....

PLACE OF TESTING.....

OTHER DETAILS.....

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LIST OF JOB NAMES AND COURSES  
FOR USE WITH THE VOCATIONAL INTEREST SURVEY

Sometimes you may not know some of the jobs or courses. Use this list to help you understand any hard words.

- Accountant - someone who plans, budgets, and checks business or money records
- Agriculture - the study or practice of growing food and rearing animals
- Apprentice - someone learning a skilled trade
- Auto Electrician - someone who installs and repairs electrical parts in cars and trucks
- Biology - the science of life
- Boatbuilder - someone who makes, or repairs boats to plans
- Boilermaker - someone who makes or repairs tanks, steel or iron ships, boilers and pressure vessels
- Bookkeeper - someone who keeps records of money eg cash, sales, purchases
- Cabinetmaker - someone who makes or repairs furniture other than chairs
- Cashier - someone who takes payments or money in a shop or business
- Civil Engineering - the design and maintenance of roads, bridges, canals etc
- Computer Operator - someone who operates and controls electronic computers
- Computer Programmer - someone who writes programs in a computer language to process data, solve problems etc
- Cultures - the forms or types of civilizations, countries and people
- Economics - practical or theoretical study of the production and distribution of wealth
- Electrical Fitter/Mechanic - someone who fits, assembles and installs electrical equipment and parts
- Electronics Technician - someone who assembles electronic circuits, tests instruments and equipment
- Electronics Engineer - someone who designs, develops and supervises the manufacture of equipments, systems and electronic components
- Engineer - someone who designs and constructs
- Environment - the surroundings or conditions of life or growth
- Evolution - the development of life from earlier forms
- Executive - someone with authority or a high position in a business

Fitter & Turner - someone who makes and assembles according to plans metal parts or equipment using special hand tools

Fossils - the hardened remains of prehistoric animals or plants

Geologist - someone who studies rocks, minerals and the earth's crust

Grazier - someone who keeps cattle or sheep for market

Greenkeeper- someone who keeps the lawns of a golf course or bowling green

Home Economics- domestic sciences such as cooking, sewing

Industrial Arts - engineering science including metalwork, woodwork & technical drawing

Labourer - someone who works for wages at a job that requires strenght or patience rather than much training

Machinist - someone who makes or controls machines

Marine Engineer - someone who is responsible for the machinery and equipment in a ship's engine room

Occupational Therapist - someone who plans and carries out programs of treatment based on work activities, education and leisure, to rehabilitate disabled persons

Orthodontist- dentist who corrects or straightens teeth

Phvsicist - someone who studies matter and energy

Physio-therapist - someone who treats disease or injury by massage, heat exercises etc

Psychology - the study of the mind and behaviour

Social Worker- someone who helps people with their problems and gives welfare assistance

Sociology - the study of human society and social problems

Statistics - the arrangement, collection and study of numerical facts

Stenographer- shorthand writer

Technician - someone skilled in the practical application of science

Toolmaker - someone who designs and makes precision parts and equipment eg tools, production machinery

Tracer - someone who helps prepare survey plans and maps

Veterinarian- someone who treats the diseases and injuries of animals

Vocational Guidance Officer - someone who helps people with their career choices

Zoologist - someone who studies animal life

# Practical

**■ OCCUPATIONS** Here is a list of practical jobs. Place a tick  next to those you think you would like. Don't worry about whether you would be good at these jobs or about being trained for them. Think only about whether you would like to do the work done in these jobs. Work as fast as you can.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Farmer                | <input type="checkbox"/> Bricklayer       | <input type="checkbox"/> Miner                      |
| <input type="checkbox"/> Greenkeeper           | <input type="checkbox"/> Builder          | <input type="checkbox"/> Technician                 |
| <input type="checkbox"/> Labourer              | <input type="checkbox"/> Boatbuilder      | <input type="checkbox"/> Pilot                      |
| <input type="checkbox"/> Surveyor              | <input type="checkbox"/> Boilermaker      | <input type="checkbox"/> Cabinetmaker               |
| <input type="checkbox"/> Grazier               | <input type="checkbox"/> Truck Driver     | <input type="checkbox"/> Concreter                  |
| <input type="checkbox"/> Sportsman/Sportswoman | <input type="checkbox"/> Fitter & Turner  | <input type="checkbox"/> Driver                     |
| <input type="checkbox"/> Mechanic              | <input type="checkbox"/> Panelbeater      | <input type="checkbox"/> Electrical Fitter/Mechanic |
| <input type="checkbox"/> Electrician           | <input type="checkbox"/> Auto Electrician | <input type="checkbox"/> Electronic Technician      |
| <input type="checkbox"/> Carpenter             | <input type="checkbox"/> Civil Engineer   | <input type="checkbox"/> Electronic Engineer        |
| <input type="checkbox"/> Engineer              | <input type="checkbox"/> Tiler            | <input type="checkbox"/> Machinist                  |
| <input type="checkbox"/> Plumber               | <input type="checkbox"/> Apprentice       | <input type="checkbox"/> Toolmaker                  |
| <input type="checkbox"/> Butcher               |   |   |

**■ STUDY COURSES** This is a list of things that people study. Try and decide if you would like the chance to learn about any of these. Place a tick  next to only those that interest you.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Maps              | <input type="checkbox"/> Apprenticeships | <input type="checkbox"/> Civil Engineering |
| <input type="checkbox"/> Engineering       | <input type="checkbox"/> Boilermaking    | <input type="checkbox"/> Industrial Arts   |
| <input type="checkbox"/> Mechanics         | <input type="checkbox"/> Building        | <input type="checkbox"/> Metalwork         |
| <input type="checkbox"/> Technical Courses | <input type="checkbox"/> Carpentry       | <input type="checkbox"/> Plumbing          |
| <input type="checkbox"/> Electronics       | <input type="checkbox"/> Driving         | <input type="checkbox"/> Woodwork          |
| <input type="checkbox"/> Cars              |  |  |

**■ ACTIVITIES** Here is a list of things that people do. Show those that you like doing by putting a tick  in the square. Work quickly and show how you feel about these activities.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Shooting         | <input type="checkbox"/> Laying bricks      | <input type="checkbox"/> Doing carpentry    |
| <input type="checkbox"/> Playing football | <input type="checkbox"/> Operating machines | <input type="checkbox"/> Doing metalwork    |
| <input type="checkbox"/> Fighting         | <input type="checkbox"/> Constructing       | <input type="checkbox"/> Mowing lawns       |
| <input type="checkbox"/> Car racing       | <input type="checkbox"/> Repairing          | <input type="checkbox"/> Building           |
| <input type="checkbox"/> Driving          | <input type="checkbox"/> Fixing cars        | <input type="checkbox"/> Riding motor-bikes |

TOTAL PRACTICAL

4

# Scientific

**OCCUPATIONS** Here is a list of scientific jobs. Place a tick  next to those you think you would like. Don't worry about whether you would be good at these jobs or about being trained for them. Think only about whether you would like to do the work done in these jobs. Work as fast as you can.

- |  |                                     |  |
|--|-------------------------------------|--|
| <input type="checkbox"/> Marine Engineer | <input type="checkbox"/> Scientist  | <input type="checkbox"/> Geologist       |
| <input type="checkbox"/> Doctor          | <input type="checkbox"/> Pharmacist | <input type="checkbox"/> Orthodontist    |
| <input type="checkbox"/> Dentist         | <input type="checkbox"/> Physicist  | <input type="checkbox"/> Surgeon         |
| <input type="checkbox"/> Veterinarian    | <input type="checkbox"/> Zoologist  | <input type="checkbox"/> Physiotherapist |

**STUDY COURSES** This is a list of things that people study. Try and decide if you would like the chance to learn about any of these. Place a tick  next to only those that interest you.

- |                                      |                                    |                                     |
|--------------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Animals     | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Evolution  |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Medicine  | <input type="checkbox"/> Fossils    |
| <input type="checkbox"/> Wildlife    | <input type="checkbox"/> Biology   | <input type="checkbox"/> Veterinary |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Physics   | <input type="checkbox"/> Zoology    |
| <input type="checkbox"/> Nature      | <input type="checkbox"/> Dentistry | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Science     | <input type="checkbox"/> Geology   | <input type="checkbox"/> Sociology  |

**ACTIVITIES** Here is a list of things that people do. Show those that you like doing by putting a tick  in the square. Work quickly and show how you feel about these activities.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Bushwalking   | <input type="checkbox"/> Thinking      | <input type="checkbox"/> Solving problems |
| <input type="checkbox"/> Experimenting | <input type="checkbox"/> Comprehending |   |

TOTAL SCIENTIFIC

# Artistic

**OCCUPATIONS** Here is a list of artistic and creative jobs. Place a tick  next to those you think you would like. Don't worry about whether you would be good at these jobs or about being trained for them. Think only about whether you would like to do the work done in these jobs. Work as fast as you can.

- |   |                                       |  |
|---|---------------------------------------|--|
| <input type="checkbox"/> Painter            | <input type="checkbox"/> Jeweller     | <input type="checkbox"/> Actor/Actress |
| <input type="checkbox"/> Architect          | <input type="checkbox"/> Photographer | <input type="checkbox"/> Journalist    |
| <input type="checkbox"/> Artist             | <input type="checkbox"/> Designer     | <input type="checkbox"/> Writer        |
| <input type="checkbox"/> Interior Decorator | <input type="checkbox"/> Signwriter   | <input type="checkbox"/> Musician      |
| <input type="checkbox"/> Fashion Designer   | <input type="checkbox"/> Tracer       | <input type="checkbox"/> Dancer        |
| <input type="checkbox"/> Florist            |                                       |  |

**STUDY COURSES** This is a list of things that people study. Try and decide if you would like the chance to learn about any of these. Place a tick  next to only those that interest you.

- |                                  |                                       |                                   |
|----------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Flowers | <input type="checkbox"/> Architecture | <input type="checkbox"/> Acting   |
| <input type="checkbox"/> Crafts  | <input type="checkbox"/> Painting     | <input type="checkbox"/> Poetry   |
| <input type="checkbox"/> Art     | <input type="checkbox"/> Art History  | <input type="checkbox"/> Cultures |

**ACTIVITIES** Here is a list of things that people do. Show those that you like doing by putting a tick  in the square. Work quickly and show how you feel about these activities.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Doing handcrafts | <input type="checkbox"/> Designing     | <input type="checkbox"/> Acting                 |
| <input type="checkbox"/> Rug making       | <input type="checkbox"/> Sketching     | <input type="checkbox"/> Photography            |
| <input type="checkbox"/> Joking           | <input type="checkbox"/> Creating      | <input type="checkbox"/> Writing                |
| <input type="checkbox"/> Drawing          | <input type="checkbox"/> Sculpting     | <input type="checkbox"/> Going to theatre/plays |
| <input type="checkbox"/> Painting         | <input type="checkbox"/> Doing pottery | <input type="checkbox"/> Singing                |

TOTAL ARTISTIC \_\_\_\_\_

6

# Social

**OCCUPATIONS** Here is a list of social jobs. Place a tick  next to those you think you would like. Don't worry about whether you would be good at these jobs or about being trained for them. Think only about whether you would like to do the work done in these jobs. Work as fast as you can.

- |                                      |  |   |
|--------------------------------------|--|---|
| <input type="checkbox"/> Hairdresser | <input type="checkbox"/> Social Worker               | <input type="checkbox"/> Pre-school teacher     |
| <input type="checkbox"/> Teacher     | <input type="checkbox"/> Vocational Guidance Officer | <input type="checkbox"/> Nurse's Aide           |
| <input type="checkbox"/> Nurse       | <input type="checkbox"/> Child Care Assistant        | <input type="checkbox"/> Occupational Therapist |

**STUDY COURSE** This is a list of things that people study. Try and decide if you would like the chance to learn about any of these. Place a tick  next to only those that interest you.

- |   |                                   |                                  |
|---|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Cooking        | <input type="checkbox"/> Health   | <input type="checkbox"/> People  |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Teaching | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Hairdressing   |                                   |                                  |

**ACTIVITIES** Here is a list of things that people do. Show those that you like doing by putting a tick  in the square. Work quickly and show how you feel about these activities.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Playing netball   | <input type="checkbox"/> Speaking/Talking | <input type="checkbox"/> Treating sick people |
| <input type="checkbox"/> Doing gymnastics  | <input type="checkbox"/> Meeting people   | <input type="checkbox"/> Helping              |
| <input type="checkbox"/> Going to the park | <input type="checkbox"/> Shopping         | <input type="checkbox"/> Working with people  |
| <input type="checkbox"/> Going for picnics | <input type="checkbox"/> Visiting people  | <input type="checkbox"/> Teaching             |
| <input type="checkbox"/> Sewing            | <input type="checkbox"/> Nursing          | <input type="checkbox"/> Listening            |
| <input type="checkbox"/> Making clothes    | <input type="checkbox"/> Caring           | <input type="checkbox"/> Loving               |
| <input type="checkbox"/> Hairdressing      | <input type="checkbox"/> Giving           | <input type="checkbox"/> Being neat           |
| <input type="checkbox"/> Socialising       | <input type="checkbox"/> Sharing          |   |

TOTAL SOCIAL 7

# Business

**OCCUPATIONS** Here is a list of enterprising jobs. Place a tick  next to those you think you would like. Don't worry about whether you would be good at these jobs or about being trained for them. Think only about whether you would like to do the work done in these jobs. Work as fast as you can.

- |   |                                       |   |
|---|---------------------------------------|---|
| <input type="checkbox"/> Sales Representative | <input type="checkbox"/> Retailer     | <input type="checkbox"/> Executive                        |
| <input type="checkbox"/> Manager              | <input type="checkbox"/> Insurance    | <input type="checkbox"/> Prime Minister                   |
| <input type="checkbox"/> Shopkeeper           | <input type="checkbox"/> Travel Agent | <input type="checkbox"/> Lawyer (Solicitor/<br>Barrister) |
| <input type="checkbox"/> Business Owner       |                                       |   |

**STUDY COURSES** This a list of things that people study. Try and decide if you would like the chance to learn about any of these. Place a tick  next to only those that interest you.

- |                                    |                                   |                                     |
|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Economics | <input type="checkbox"/> Politics | <input type="checkbox"/> Government |
| <input type="checkbox"/> Commerce  | <input type="checkbox"/> Business | <input type="checkbox"/> Law        |

**ACTIVITIES** Here is a list of things that people do. Show those that you like doing by putting a tick  in the square. Work quickly and show how you feel about these activities.

- |                                  |                                     |                                   |
|----------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Selling | <input type="checkbox"/> Organising | <input type="checkbox"/> Managing |
|----------------------------------|-------------------------------------|-----------------------------------|

TOTAL BUSINESS

8

# Clerical

**OCCUPATIONS** Here is a list of clerical, office and computational jobs. Place a tick  next to those you think you would like. Don't worry about whether you would be good at these jobs or about being trained for them. Think only about whether you would like to do the work done in these jobs. Work as fast as you can.

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accountant          | <input type="checkbox"/> Clerk             | <input type="checkbox"/> Receptionist |
| <input type="checkbox"/> Banker              | <input type="checkbox"/> Typist            | <input type="checkbox"/> Cashier      |
| <input type="checkbox"/> Computer Programmer | <input type="checkbox"/> Bank Clerk        | <input type="checkbox"/> Stenographer |
| <input type="checkbox"/> Bookkeeper          | <input type="checkbox"/> Computer Operator | <input type="checkbox"/> Telephonist  |
| <input type="checkbox"/> Secretary           | <input type="checkbox"/> Office Worker     |                                       |

**STUDY COURSES** This is a list of things that people study. Try and decide if you would like the chance to learn about any of these. Put a tick  next to only those that interest you.

- |                                      |                                     |                                      |
|--------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Statistics | <input type="checkbox"/> Secretarial |
| <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> Computers  |                                      |

**ACTIVITIES** Here is a list of things that people do. Show those that you like doing by putting a tick  in the square. Work quickly and show how you feel about these activities.

- |  |  |                                   |
|--|--|-----------------------------------|
| <input type="checkbox"/> Working computers | <input type="checkbox"/> Accounting        | <input type="checkbox"/> Counting |
| <input type="checkbox"/> Typing            | <input type="checkbox"/> Doing office work |                                   |

TOTAL CLERICAL

9