

16PF[®] Fifth Edition Personal Career Development Profile (PCDP)

Name: Mark Sample
Date: August 27, 1999

This report describes Mr. Sample's typical or preferred personal life style patterns, career interests and considerations for his personal growth and development. However, no life style can be classified as "the best way of doing things." One person may build rousing enthusiasm with a vigorous pep talk, while another does it by making a quiet statement of fact. Both styles may aid in one's efforts to be successful, happy and productive - if one is aware of the impact of their style on other people. Consequently, the purpose of this report is to help Mr. Sample to broaden his understanding of himself and to plan well for his future.

A most helpful understanding of Mr. Sample's personal strengths and life style should take into account other significant information about him, such as his actual work experiences, educational preparation and acquired skills. So, if Mr. Sample wants to benefit fully from use of this report, he should discuss his profile with a skilled career counselor or trained professional. **Of utmost importance, though, this report should be treated confidentially and responsibly.**

PROBLEM-SOLVING PATTERNS

Mr. Sample functions quite comfortably with problems and situations that involve abstract reasoning and conceptual thinking. He is very alert mentally. He can see quickly how ideas fit together and is likely to be a fast learner. He seems to be quite curious about the events of the world around him. Being probing intellectually, and having interest in learning from lectures and books he usually likes to learn about many things. He also strives to seek knowledge for its own sake. Within the areas of Mr. Sample's interests, and if he feels like doing it, he should be quite able to learn much from formal academic training.

Mr. Sample's approach to tasks is usually balanced between getting things done fairly efficiently and having an awareness of the impact of what's done on others involved with him. He generally tends to be open to new experiences and to changes involved in the process, rather than sticking simply to traditions that have been found to be tried-and-true. He likes to experiment with and test new ideas and approaches to problem situations. He is usually open to new ways of doing things and tends to welcome changes. He generally likes to put his own ideas into action. However, he may at times be cautious about accepting changes suggested by others. Mr. Sample usually strives to stick mostly to practical and realistic ways of doing things as he deals with life and its problems. He usually pays attention to the everyday aspects and requirements of situations.

PATTERNS FOR COPING WITH STRESSFUL CONDITIONS

For the most part, Mr. Sample seems to be well-adjusted. He does not usually show signs of tension and worry. At the present time, he presents himself as a person who is relaxed and composed. He does not seem to be worried or frustrated. As a result, he probably does not really wish to change himself in any major way. He may come across to some people, though, as being too complacent and self-accepting. Generally, when Mr. Sample is faced with conflict or disagreement from others, he likes to look at all the facts and then usually tries to work out the best solution possible to the problem.

PATTERNS OF INTERPERSONAL INTERACTION

Most of the time, Mr. Sample tends to pay rather close attention to people around him. He seldom spends a lot of effort and time focusing on himself. He is a socially participative person for the most part. He feels most drawn to people who are flexible in the way they think and act and who are able to change to fit the situation at hand. Mr. Sample is generally quite at ease when approaching and talking with people in most social gatherings. Mr. Sample is usually quite forward when meeting and talking with others.

Mr. Sample usually strives to balance his desire to be somewhat dominant in relationships with a sensible display of humility and modesty when it is important to do so. Sometimes, Mr. Sample may be in such a hurry to get things done that he may forget how others may be affected by his actions and how others may feel about matters that are important to them. Even so, Mr. Sample appears to want to be cheerful and active in his dealings with most people. He also usually tries his best to be as lively as possible in most social situations. Mr. Sample usually tends to be self-

revealing in his relationships with most people. He generally "puts all his cards on the table" for others to see. Sometimes, though, he may take people and situations too much at face value, and he may not look deep enough beneath the surface of what others say and do. For the most part, he tries to be accepting of people since he tends to be trusting and accepting of himself and what he does in life. Mr. Sample is often so ready to believe in others that his insights about others may become clouded by his feelings about them. He could run the risk, therefore, that some persons may see him as being more accommodating and adaptable than he needs to be.

ORGANIZATIONAL ROLE AND WORK-SETTING PATTERNS

Mr. Sample may prefer a role of leadership and he is likely to accept such a role with a group of friends or co-workers if provided the opportunity. He may not be strongly interested, though, in efforts to push for appointment to such a role. He usually is not very comfortable taking charge of others. He generally prefers to do the job rather than to direct others. He seems to enjoy interacting with people to get them to agree with his points-of-view when it's important to him. If he were to take on a leadership role, he would probably strive to administer duties by focusing attention on the conditions that foster or hinder performance of subordinates rather than on personnel problems. Being solution-seeking, he would strive to remove personality and power struggles from the work situation. Mr. Sample generally prefers to build feelings of mutual respect and interdependence among people. He likes to share with others whatever power may be necessary to accomplish the work at hand. He appears to value objective working relationships between superiors and subordinates.

Mr. Sample is likely to feel most at home when working in relaxed and flexible settings that are not boring or routine in nature. If some structure is necessary, he likes to design it himself rather than having someone else impose it on him. He seldom places a lot of value on sticking to strict rules for doing things that are important to what he hopes to accomplish. He usually does what he thinks needs to be done when he is faced with what he sees as unnecessary hurdles or restrictions. He is basically quite flexible. He does not usually feel the need to follow rigid or long-established practices. He should do a good job on trouble-shooting-type assignments. He seems to enjoy work in which he has chances to tackle and solve difficult problem situations. Mr. Sample has most interest for assignments that offer opportunity to learn about many different things. He seems to have an intellectual curiosity and preference for situations that enable him to try his ideas and options for solving problems.

PATTERNS FOR CAREER ACTIVITY INTERESTS

Career interests are important aspects of Mr. Sample's personal strengths and his general personality orientation. The purpose of this part of his report is to provide career-related information which may either support his present career choice or assist him to find a career direction where he will be happy and productive.

Career Activity Interest Patterns

Mr. Sample's personal-career life style patterns suggest he is likely to enjoy career-related activities that entail:

- investigating, observing and solving problems of a business, cultural, scientific or social nature that requires the use of ideas, words and symbols to uncover new facts or theories -- activity characteristic of that performed by people who enjoy working in laboratory and research settings, the mathematics field, and the life science, medical science, physical science, and social science professions. They usually find greater satisfaction being involved with the challenge of work that requires conceptual thinking and analysis of quantitative problems than work requiring extensive interaction with people in group projects.
- being involved in situations and tasks that require physical endurance, competing with others, and some degree of risk-taking -- activity characteristic of people who enjoy working in the military/law enforcement professions and other somewhat risky and adventurous settings. They usually get satisfaction from competing with others whereby they have opportunities to win and/or win by working with others on a team. They often seek out excitement and are generally quite confident of their physical abilities and skills.

In summary, Mr. Sample's predominant career activity interest patterns suggest a similarity to those of people who typically explore and prefer a career direction in the occupations listed below. **Research basic to the process of exploring and making occupational choices indicates that a person's career activity interest patterns generally relate to a variety of occupations - not just one.** In addition, various occupations require different levels of educational preparation, training and work-related experience. So, in reviewing the list of occupations presented below, Mr. Sample may find support for past or present occupational choices. **However, this list of occupations is not meant to be exhaustive, nor is it meant to suggest only those occupational choices for which he may already have proven abilities, skills, interests or experience and training.**

Consequently, when Mr. Sample reviews this list in terms of what sorts of things people actually do while working in these roles, and in terms of the type of work-related conditions and settings in which they work, he should learn more about the occupational choices for which he would feel most comfortable, happy and productive. Therefore, Mr. Sample should find it meaningful to identify with and seek out work situations that share important aspects in common with the following occupations:

- Anesthesiologist, Aquatic Biologist, Archeologist, Astronaut, Chemical Researcher, Fire Investigator, Forest Ecologist, Forest Engineer, Geneticist, Nuclear Fuels Engineer, or Ballistics Expert, Forest Ranger, Hazardous Waste Manager, Radiation Specialist.

Additional occupations for which Mr. Sample seems to have similar career activity interest patterns are those listed below. **Once again, though, the occupations listed here are not intended to suggest specific occupational choices for career planning.** However, this list could be viewed as suggesting additional information to be explored relative to learning about the type of work-related settings and the variety of people who work in them. Both approaches could be helpful in Mr. Sample's efforts to plan for his next career step:

- Aeronautical Engineer, Agronomist, Automotive Engineer, Biochemist, Civil Engineer, Electrical Engineer, Engineering/Technical Operations Director, Geophysicist, Metallurgist, Petroleum Engineer, and Park Superintendent, Professional Dancer, Stage-Set Designer.

The occupational information given above is based on analysis of Mr. Sample's general personality orientation. **Again, as mentioned before, the occupational listings should not be treated as specific job suggestions.** Some may not appeal to him. Others may not relate well to his training and experience. However, each represents an option for Mr. Sample to consider in his efforts to achieve meaningful career planning at this point in time. Furthermore, a careful review of the **Specific Career Field and Occupational Interest** presented in the next section of Mr. Sample's report may bring to mind other alternatives that represent even more appealing career information.

Specific Career Field and Occupational Interests

Research designed to predict one's career field and occupational interests found that one's personality patterns may be similar to people who express interest for the specific career fields and occupations listed below. **Once again, though, the specific career fields and occupations listed below are not intended to suggest the only choices for Mr. Sample's career planning.**

In **order of highest similarity**, the career fields for which Mr. Sample seems to have similar personal-career life style patterns are:

- Science, Mathematics, Performing Arts, Arts/Design, Art.

In **order of highest similarity**, the occupations for which Mr. Sample seems to have similar personal-career life style patterns are:

- Ski Instructor, Dentist, Physician, Computer Programmer, Geographer, Geologist, Chemist, Mathematician, Physicist, Biologist.

The career field and occupational information given herein is based on analysis of Mr. Sample's general personality patterns. **So, again, as mentioned previously, the career field and occupational listings presented above should not be treated as specific career choice suggestions.** However, each represents an option for Mr. Sample to explore in his efforts to achieve meaningful career planning at this point in time.

PERSONAL CAREER LIFE-STYLE EFFECTIVENESS CONSIDERATIONS

Mr. Sample's life style tends to show a balance between a desire to have control over many personal and work-related situations and his willingness to adapt to the particular circumstances in which he finds himself. Nonetheless, he also generally prefers to have some freedom of choice regarding what things to do and how to proceed. He shows a marked preference for activities and work that involves meeting and interacting with people. He generally gains much satisfaction when he is in a position of leadership and is able to organize the work he is required to do.

Mr. Sample would most likely function with greater personal effectiveness, both on-the-job and

in other personal-career situations, if he would try to be aware of and work consciously to guard against the impact of:

- his tendency, at times, to act with such a positive outlook that he may fail to prepare himself enough for what he undertakes;
- reacting to some situations with such enthusiasm and spontaneity that possible consequences of what he does may not be sufficiently anticipated or considered;
- being so open when relating with others that the needs to be critically insightful and/or politically and socially astute are overlooked or not valued sufficiently;

and in addition,

- taking on activities or assignments that involve ordinary, routine tasks without much creative thought or tasks that may not fully challenge Mr. Sample's intelligence or curiosity.

YOUR PCDP PLUS SELF-REVIEW AND PLANNING EXERCISES

HOW TO USE WHAT YOU'VE READ IN YOUR PCDP REPORT

The **Personal Career Development Profile Report (PCDP)** which you've just read is designed to help you to understand how your unique personal strengths and predicted career interests relate to your present career or assignment--or to those on which you are about to embark. Your PCDP should help you identify areas for further career exploration and improved personal effectiveness in whatever you are currently doing or choose to do in the future.

Most people seek information about themselves to check-out what they already know about themselves and their performance and career goals in life. However, some want specific directions about how to plan their future. Still others want assurances that they're making the right decisions. But no test or report can realistically provide definitive advice or guaranteed answers about what to do with your life.

What the PCDP can provide you with are insights about your unique personal strengths and predicted career interests patterns. It can give you a practical reality-check about what you believe and the chance to integrate this information with what you value most about your lifestyle.

Your goal in using your report should be to learn as much as you can about yourself. If you need help, feel free to have your counselor or consultant help you clarify what your report says about you. The review and planning steps below should help you to increase your self-knowledge and make plans for reaching your potential.

- **First**, read over your report several times. Review what it says about you and **underline the statements you believe describe you best**.
- **Next, circle the statements that surprise or concern you or that indicate areas where you could improve your effectiveness**. Think about these qualities and check them out with people who know you well to see if these statements may be true of you. Plan what you can do to avoid or guard against the behaviors that may lower your sense of personal worth or performance effectiveness.
- **Last, complete the exercises that follow**. They are designed to help you focus on your own picture of your personal strengths and career interests. This picture should help you, Mr. Sample, to make plans for accomplishing what is most important to you.

YOUR SELF-REVIEW AND PLANNING EXERCISE

By using your PCDP to complete your Self-Review and Planning exercises, you can get a better sense of the person you are. The questions in each exercise should help you to build your understanding of:

- What you do well in your work or in your personal life
- What you need to do to increase your personal effectiveness
- Which career, work, and personal life goals are most important to you
- What you can do to accomplish your goals in life

Your PCDP covers your personal strengths and predicted career interests, and your Self-Review exercises will help you to select the most meaningful patterns covered in these sections of your report:

- Problem-Solving
- Coping with Stressful Conditions
- Interpersonal Interaction
- Organizational Role and Work-Setting, and
- Work-Related and Career Activity Interests

However, Mr. Sample, the success and the satisfaction you achieve in your life depend on many variables. Although your PCDP covers your personal patterns and predicted career interests, it does not cover assets related to your education, training, work experience, and skills. You will need to review these assets yourself, and learn what education, training and skills you need to acquire to achieve what you desire most in life. The Self-Review and Planning exercises which follow will also help you to assess your assets not covered in your PCDP.

After you've completed these exercises, you'll also need to learn about the current job market and what opportunities may be available to you now and in the future.

Reaching your goals for a fulfilling life will require time and effort. But, you will find that the rewards generally far exceed your investment.

MY PERSONAL STRENGTHS

Look over the statements you underlined in your report. Then, in your own words, Mr. Sample, briefly answer the questions that follow (Use extra paper as needed).

A. My Problem-Solving Patterns:

According to the Problem-Solving Patterns section of your report, what are your most meaningful patterns for solving problems?

B. My Patterns for Coping with Stressful Conditions:

According to the **Patterns for Coping with Stressful Conditions** section of your report, what are your most meaningful patterns for coping with the pressures and stresses of life and work?

MY PERSONAL STRENGTHS (continued)

C. My Patterns for Interpersonal Relationships Strengths:

According to the **Patterns of Interpersonal Interaction** section of your report, what are your most meaningful patterns for getting along and communicating with others?

D. My Organizational Role and Work-Setting Patterns:

According to the **Organizational Role and Work-Setting Patterns** and **Effectiveness Considerations** sections of your report, what are your most meaningful patterns as either a leader or as a person who may not prefer to be a leader? What kind of setting would you like to be a part of or work in?

MY WORK-RELATED AND CAREER ACTIVITY INTERESTS:

Mr. Sample, you may already know the kind of work and career you most enjoy or the kind of work you wish to aim for. But to check how well these choices fit you, it may be helpful to answer the following questions after reading your PCDP report (Use as many pages as you need).

A. My Personal Career Activity/Interest Patterns

What career fields or occupations mentioned in the **Career Activity Interest Patterns** section of your report have you already thought about, explored, or worked at? Which of these career fields and occupations are most similar to your present work or to the leisure-time activities that you most enjoy?

What are the new career fields or occupations, suggested in your PCDP, that you would like to explore?

B. Work-Related Experience, Education, or Training

In looking back over your life, what work-related and leisure-time activities or achievements have given you your greatest sense of personal accomplishment or satisfaction?

In what respects does your work experience, education, or training relate to or support the career interest patterns and occupations mentioned in the **Career Activity Interest Patterns** section of your report?

In what respects does your present work experience, education, or training relate to or support the activities, experience, and skills required of people who do well in the kind of work you'd like to do?

MY CONCLUSIONS AND ACTION PLANS FOR PERSONAL CAREER PROGRESS

Now that you've reviewed your strengths and interests, and assessed your work experience, education or training, let's take the next step. Write down your conclusions about yourself, and then make practical plans for reaching all of your personal, work-related and career goals. (You will need additional paper for this exercise)

A. Work-Related, Educational and Career Goals:

What work experience, education, or training do you need to get in order to prepare well for your next job or the next stage of your personal career life?

What do you need to do to perform with greatest effectiveness on your current assignment or job?

What specific job or career do you want to aim for in the future or learn more about? What are your career path goals?

B. Needs for Improved Personal Effectiveness:

According to the **Effectiveness Considerations** section of your report, what are the most meaningful things you need to do to improve your overall effectiveness in life? Why are these important to you?

C. Action Plans for Goal Attainment:

What specific actions do you need to take to assist yourself in reaching your educational, training or career progress goals? What do you need to **start doing** to ensure that you attain the success you desire? (List specific steps and activities.)

Also, what can you **stop doing** that currently may work against achieving the success you want?

What time schedule or deadlines do you need to set to make sure you reach your goals?

REVIEW YOUR PLANS AND YOUR PROGRESS

At this point in your efforts to plan for accomplishing your personal development, work-related and career goals in life, you are probably ready to breathe a big sigh of relief. But before you do, sit back, review and reflect about what you've done. Ask yourself the following questions:

- What do my plans say about myself?
- What leads me to feel pleased about my plans?
- What may I need to work more on to improve my plans?
- What would I like to discuss about my plans with a person I respect----a parent, spouse, close friend, career counselor or teacher? Now is the time to do so.

If you have followed through on these review and planning steps, thoroughly read over your report, and discussed your plans with someone whose opinion you value - you have taken a giant step toward reaching your potential.

Remember, a realistic and practical sense of direction is essential for achieving personal effectiveness and the progress desired in your personal career life. Your goals at work and in life must be tied in with your unique strengths and work-related interests. Goals in life that are either too high or too low can limit your sense of worth.

Final Thoughts

You have begun your journey. Remember who you are - where you're headed - what you desire and hope most of all to accomplish - and what will help you to make all of your plans become a reality.

When you know what you want in life with inner conviction and a true sense of purpose, you generally are unshaken when you encounter disappointments or setbacks. Your strength is anchored to your knowledge about yourself and what you want to do to achieve what's important to you. But, remember, what you have done so far is only a beginning and possibly represents only the start of a journey toward success. So, frequent self-assessments and review conferences in the future with a helpful person will further assist you in maintaining and achieving the personal effectiveness and career progress you desire.

16PF[®] Fifth Edition Personal Career Development Profile (PCDP)

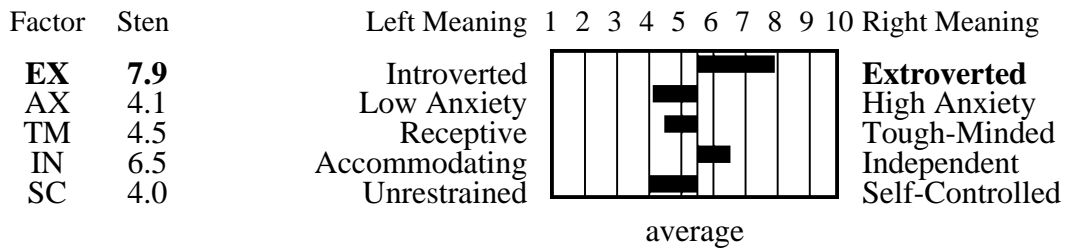
Score Summary Pages

Name: Mark Sample
Date: August 27, 1999

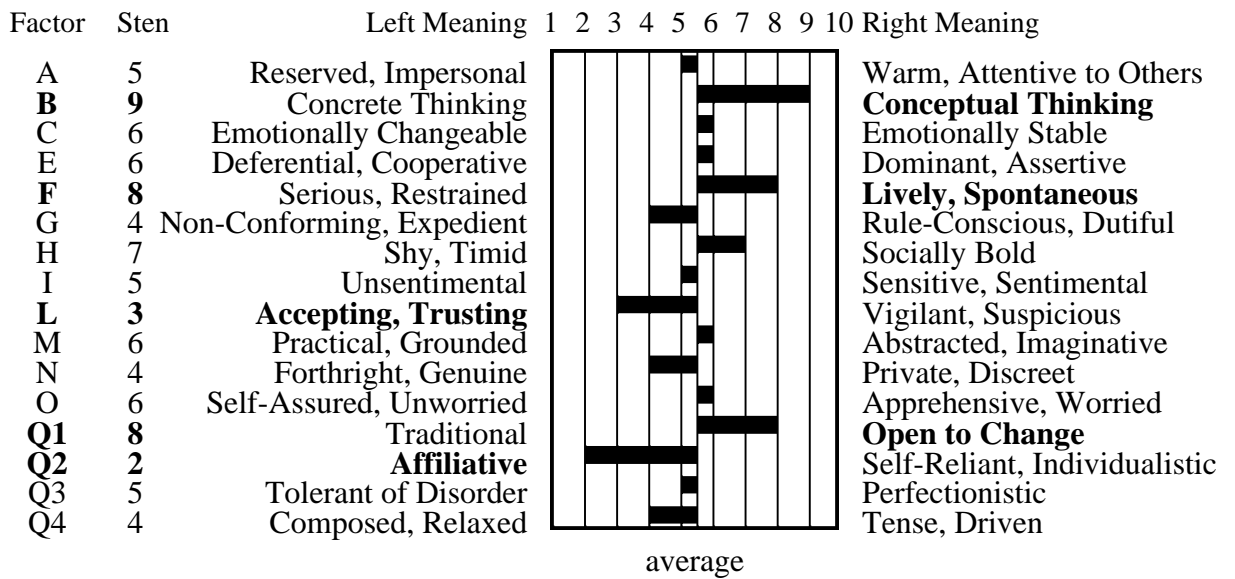
The score pages that follow are intended for qualified professionals. Users should consult both the PCDP Manual and PCDP Manual Supplement for explanations of the scores reported here. The PCDP Manual and PCDP Manual Supplement present useful information for consulting with clients about the Fifth Edition PCDP Report. The PCDP Manual and PCDP Manual Supplement also provide references to available 16PF Fifth Edition resource books. These resources should be consulted when further understanding of the personality scale scores is required.

The information in these pages is confidential and should be treated responsibly.

GLOBAL FACTOR PATTERNS



16PF PROFILE



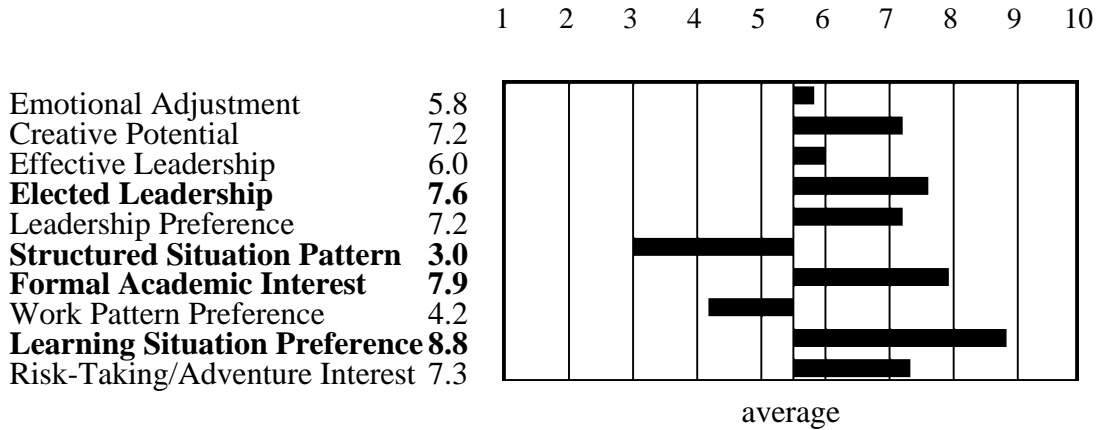
RESPONSE STYLE INDICES

	Raw	
	Score	
Impression Management	14	within expected range
Infrequency	0	
Acquiescence	56	

All response style indices are within expected ranges.

BROAD PATTERNS

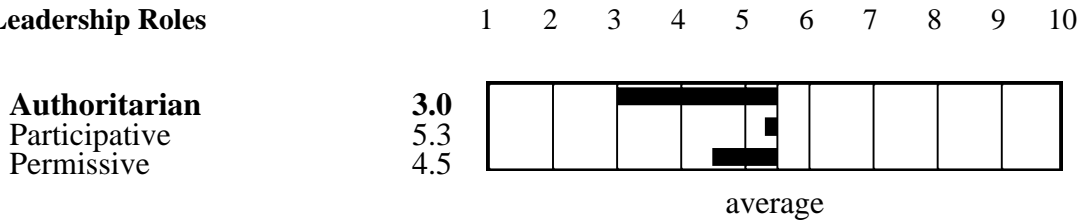
The Broad Patterns reported in this section are predicted from 16PF Fifth Edition scores. The PCDP Manual and PCDP Manual Supplement provide a full explanation of these patterns.



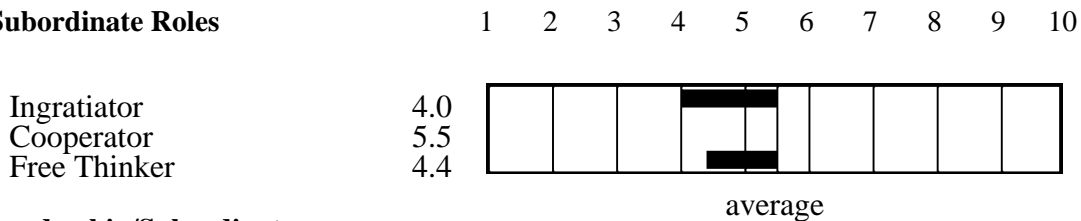
PCDP LEADERSHIP/SUBORDINATE ROLE PATTERNS

The Leadership/Subordinate Role Patterns reported in this section are predicted from 16PF Fifth Edition scores. The PCDP Manual and PCDP Manual Supplement explain the research projects involved, as well as a full explanation of these projected, research-based patterns and scores.

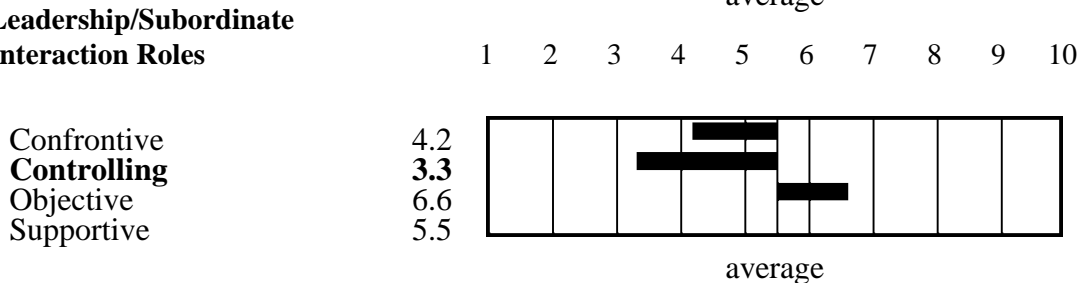
Leadership Roles



Subordinate Roles



Leadership/Subordinate Interaction Roles



16PF FIFTH EDITION PCDP CAREER INTEREST PATTERNS

The Career Interest Scores reported on this and the next three pages use 16PF Fifth Edition personality scores to predict these well-known and researched career activity theme patterns, career field and occupational interest scores. As such, all predicted interest scores only reflect the similarity of one's personality patterns to persons who actually express interest for them. The research projects basic to these predicted Career Interest Scores are explained in the PCDP Manual and the PCDP Manual Supplement.

Career Interest Scores should be reviewed for explorative counsel only to help Mr. Sample learn whether he actually has interests related to his predict scores. **These scores DO NOT PREDICT his ability, experience or suitability for making career choices. These scores are also inappropriate for making personnel selection decisions or for predicting performance on any job duties.**

CAREER ACTIVITY THEME and CAREER FIELD INTEREST SCORES

Career Activity Theme Scores reflect the broad areas of career interests found throughout the world of work. **Career Field Scores** reflect interests in broad categories of work fields which are subscales of the Career Activity Themes. Again, Mr. Sample's 16PF personality scores were used to predict his similarity to persons who express interest for them.

Influencing Interest Theme	6.2
Advertising/Marketing	6.0
Law/Politics	7.0
Management	5.9
Public Speaking	6.8
Sales	5.4

Helping Interest Theme	6.2
Child Development	5.3
Counseling	6.6
Religious Activities	4.8
Social Service	4.4
Teaching	5.8

Organizing Interest Theme	4.3
Office Practices	3.1
Supervision	4.3

Analyzing Interest Theme	8.2
Data Management	5.9
Mathematics	7.7
Science	8.1

Creating Interest Theme	6.9
Art	7.7
Arts/Design	8.1
Fashion	4.8
Music/Dramatics	7.4
Performing Arts	7.7
Writing	7.1

Producing Interest Theme	7.3
Agriculture	6.1
Mechanical Activities	7.2
Mechanical Crafts	6.7
Woodworking	7.3

Venturing Interest Theme	7.9
Athletics	6.1
Military/Law Enforcement	6.2

*NOTE: Scores range from 1 through 10. Scores of 8-10 are considered very high. Scores of 1-3 are considered very low. Scores of 4-7 are average.

PCDP OCCUPATIONAL INTEREST PATTERNS - Page 1 of 3

Mr. Sample's 16PF results were used to predict the **Occupational Interest Scores** presented on this page. These occupational interest scores reflect only a similarity in personality to persons who express interest for these occupations. **These scores are intended for personal career development purposes only and are inappropriate for making personnel selection decisions. Scores DO NOT PREDICT ability or suitability for performance of job duties.**

INFLUENCING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Advertising Executive	6.0	6.0	5.3										
Attorney	7.7	6.8	6.5										
Buyer	5.2	5.9	*										
CEO/President	*	*	5.5										
Corporate Trainer	6.9	6.9	5.7										
Elected Public Official	6.9	6.7	*										
Financial Planner	*	*	4.9										
Hotel Manager	*	*	4.9										
Human Resources Director	5.2	5.5	6.3										
Investment Manager	8.5	7.0	*										
Manufacturer's Representative	*	*	4.8										
Marketing Director	8.4	7.5	5.9										
Media Executive	*	*	4.6										
Public Relations Director	6.7	6.3	5.4										
Realtor	6.0	6.5	4.8										

low average high

ORGANIZING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Accountant/CPA	4.5	5.5	4.5										
Actuary	6.7	7.7	*										
Bank Manager	1.6	3.5	3.0										
Bookkeeper	3.7	2.7	4.1										
Business Education Teacher	2.1	1.9	*										
Credit Manager	2.3	5.3	*										
Hospital Administrator	*	*	5.5										
Insurance Agent	*	*	3.7										
Medical Records Technician	2.5	*	*										
Nursing Administrator	*	*	6.3										
Nursing Home Administrator	3.0	4.5	*										
Paralegal	1.8	*	*										
Restaurant Manager	*	*	4.8										
Retail Store Manager	*	*	4.3										
School Administrator	6.5	6.2	*										
School Superintendent	*	*	5.8										
Secretary	*	*	2.2										

low average high

* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined Sex labels refer to the gender on which the scores are computed. Combined Sex Score research is explained in the PCDP manual. Female/Male Score research is explained in the PCDP Manual Supplement.

PCDP OCCUPATIONAL INTEREST PATTERNS - Page 2 of 3

Mr. Sample's 16PF results were used to predict the **Occupational Interest Scores** presented on this page. These occupational interest scores reflect only a similarity in personality to persons who express interest for these occupations. **These scores are intended for personal career development purposes only and are inappropriate for making personnel selection decisions. Scores DO NOT PREDICT** ability or suitability for performance of job duties.

CREATING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Architect	9.5	8.6	7.7										
Art Teacher	8.2	7.1	*										
Artist, Commercial	8.1	7.4	5.5										
Artist, Fine	7.5	6.8	*										
Broadcaster	7.0	7.2	*										
English Teacher	6.8	6.7	*										
Fashion Designer	*	*	6.2										
Interior Decorator	8.2	6.0	*										
Liberal Arts Professor	*	*	6.6										
Librarian	7.2	6.2	6.3										
Medical Illustrator	9.2	8.0	*										
Musician	6.8	6.9	5.1										
Photographer	8.1	8.3	*										
Psychologist	8.3	8.2	7.5										
Reporter	7.4	7.1	*										
Sociologist	8.1	7.7	*										
Teacher K-12	*	*	5.3										
Technical Writer	7.8	7.0	*										
Translator/Interpreter	6.7	6.0	5.1										
Writer/Editor	*	*	6.1										

low average high

HELPING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Child Care Worker	2.6	*	3.8										
Community Service Director	3.7	5.2	*										
Elementary School Teacher	3.2	*	*										
Foreign Language Teacher	5.4	5.3	*										
Guidance Counselor	*	*	5.7										
High School Counselor	6.1	5.5	*										
Minister	6.6	6.5	*										
Nurse, LPN	1.8	2.3	*										
Occupational Therapist	4.8	5.4	*										
Religious Leader	*	*	6.2										
Social Science Teacher	6.4	5.5	*										
Social Worker	5.1	5.2	6.9										
Special Education Teacher	3.3	3.8	*										
Speech Pathologist	4.1	4.9	*										

low average high

* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined Sex labels refer to the gender on which the scores are computed. Combined Sex Score research is explained in the PCDP manual. Female/Male Score research is explained in the PCDP Manual Supplement.

PCDP OCCUPATIONAL INTEREST PATTERNS - Page 3 of 3

Mr. Sample's 16PF results were used to predict the **Occupational Interest Scores** presented on this page. These occupational interest scores reflect only a similarity in personality to persons who express interest for these occupations. **These scores are intended for personal career development purposes only and are inappropriate for making personnel selection decisions. Scores DO NOT PREDICT** ability or suitability for performance of job duties.

ANALYZING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Biologist	7.8	7.2	*										
Chemist	8.0	7.6	7.5										
Computer Programmer	8.2	8.1	5.1										
Dentist	9.4	8.0	*										
Geographer	7.9	8.2	*										
Geologist	8.2	8.1	*										
Mathematician	8.0	7.5	*										
Math/Science Teacher	*	*	7.8										
Medical Researcher	*	*	7.8										
Physician	9.0	9.4	6.3										
Physicist	7.9	8.0	*										
Statistician	*	*	7.2										
Systems Analyst	*	*	6.8										
Veterinarian	7.0	7.4	7.0										

low average high

PRODUCING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Agribusiness Manager	*	3.7	5.9										
Airline Mechanic	*	*	6.3										
Auto Mechanic	6.0	4.5	*										
Carpenter	7.1	6.2	5.4										
Electrician	7.4	5.6	5.4										
Engineer	7.6	7.5	*										
Farmer	2.0	3.5	*										
Forester	7.4	5.3	*										
Landscape Architect	*	*	7.4										
Test Pilot	*	*	6.9										

low average high

VENTURING INTEREST THEME

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Athletic Coach	*	*	7.6										
Athletic Trainer	6.4	5.2	6.7										
Emergency Medical Technician	4.6	5.2	5.9										
Fitness Instructor	*	*	7.2										
Military Enlisted Personnel	3.8	4.9	*										
Military Officer	6.9	6.9	5.1										
Police Officer	5.1	3.3	6.6										
Ski Instructor	*	*	10.0										

low average high

* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined Sex labels refer to the gender on which the scores are computed. Combined Sex Score research is explained in the PCDP manual. Female/Male Score research is explained in the PCDP Manual Supplement.

**This page of 16PF scores is intended for qualified professionals only.
Data on this page should be treated with utmost confidentiality.**

Item Responses

		31. a	63. c	95. a	127. a	159. a
		32. c	64. c	96. a	128. a	160. a
1.	c	33. a	65. a	97. a	129. a	161. c
2.	a	34. a	66. c	98. a	130. a	162. a
3.	a	35. c	67. a	99. a	131. c	163. c
4.	c	36. a	68. a	100. a	132. a	164. a
5.	c	37. c	69. c	101. c	133. a	165. a
6.	a	38. c	70. c	102. c	134. a	166. c
7.	b	39. a	71. c	103. c	135. c	167. c
8.	a	40. a	72. a	104. a	136. a	168. a
9.	a	41. c	73. a	105. c	137. a	169. a
10.	a	42. c	74. a	106. c	138. a	170. a
11.	c	43. c	75. a	107. c	139. a	
12.	c	44. a	76. c	108. a	140. c	171. a
13.	c	45. c	77. c	109. a	141. c	172. c
14.	c	46. c	78. c	110. c	142. c	173. a
15.	a	47. c	79. a	111. a	143. c	174. a
16.	a	48. c	80. a	112. c	144. c	175. c
17.	a	49. c	81. c	113. c	145. c	176. a
18.	c	50. a	82. c	114. a	146. a	177. a
19.	c	51. a	83. a	115. a	147. c	178. c
20.	c	52. c	84. a	116. c	148. a	179. c
21.	c	53. a	85. c	117. a	149. a	180. c
22.	a	54. a	86. c	118. a	150. a	181. b
23.	a	55. c	87. c	119. c	151. c	182. b
24.	c	56. a	88. c	120. c	152. c	183. b
25.	a	57. c	89. c	121. c	153. c	184. b
26.	a	58. c	90. c	122. a	154. c	185. b
27.	c	59. c	91. a	123. a	155. a	
28.	c	60. a	92. a	124. a	156. a	
29.	a	61. c	93. a	125. a	157. c	
30.	a	62. a	94. a	126. a	158. a	

Summary Statistics:

a-responses = 89 out of 170 (52%)
 # b-responses = 1 out of 170 (1%)
 # c-responses = 80 out of 170 (47%)
 # missing responses = 0 out of 185 (0%)

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4	IM	IN	AC
Raw Scores	14	14	16	14	18	11	16	12	4	10	8	14	24	0	10	8	14	0	56
Missing Items	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This report was processed using 16PF Fifth Edition Questionnaire combined-sex norms.