



INDIVIDUAL PROFILE REPORT

DEVELOPED BY:

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NAME:

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GENDER:

Male

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CONFIDENTIAL REPORT

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INTRODUCTION

Given that few decisions in life are as important as the choice of a career, it is essential to take every conceivable step to assess those factors that potentially predict success in a career as best we can. While many careers are disappearing, new careers emerge all the time. In a constantly changing world, where fewer and fewer jobs are on offer, it has therefore become vitally important to receive professional career counselling if one wishes to choose and construct a career and design a successful life.

The MCM divides the world of work into 19 career categories. In completing the questionnaire you were asked to rate your interests (career preferences) and your confidence or ability to succeed in certain careers.

THE REPORT IS STRUCTURED AS FOLLOWS:

1. Introduction
2. An explanation of the 19 categories used in the MCM
3. Your results on the 19 Categories
4. The Big Picture
5. Moving Forward
6. Next Steps
7. Vision and Mission statement
8. Counsellor's Section



DEFINITIONS OF THE 19 CAREER CATEGORIES

A. PRACTICAL - TECHNICAL

People interested in this category are strongly drawn towards machinery. They are primarily attached to the feel of machinery-construction-mechanics, they feel comfortable in the presence of machines, in workshops, with tools, and often have an instinctive talent for understanding how machines work.

B. PRACTICAL - CREATIVE AND CONSUMER SCIENCE

People who are interested in a career in this category usually have strong artistic and creative talents. They are attracted to some kind of creative work that demands technical ingenuity and skill. Interests may range from cookery to flower arrangement to furniture making to fine arts to beauty therapy to crafts and decorative work of all kinds.

C. MUSICAL

Music-related careers can be divided into those that relate to performance, teaching, production), broadcasting, selling music-related products, and manufacture, maintenance and repair (of musical equipment or instruments). What these careers have in common is a love for music (or a certain kind of music) and a sound training in musical theory and singing or instrumental performance.

D. ARTS AND CULTURE

People interested in careers in the art category feel drawn to artistic products and to self-expression through art, design and decoration. They can be divided into those who (a) produce or manufacture an artistic or decorative product and (b) those who are engaged in buying/selling, displaying, teaching, researching or cataloguing artistic or decorative products.

E. WORD ARTISTRY

People who are attracted to word artistry-related careers show a preference for verbal activities such as reading, talking and acting. They also show a marked preference for ordering their ideas linguistically. Basic skills in this category may fairly easily be transferred from one career to another and people interested in this category should prepare themselves academically for more than one specific career.

F. OFFICE WORK (ADMINISTRATIVE AND CLERICAL ACTIVITIES)

People attracted to careers associated with this category often associate such careers with the security and predictability of the office-based environment: following the same procedures, seeing the same people every working day, and doing the same things in the same way.

G. MARKETING

People interested in a career in this category can be divided into (a) those who regard marketing as a high-level discipline for which they will need to prepare themselves at university by extensive tertiary-level studies and (b) those who feel that they have talent for marketing and they often market anything from the products in their own businesses to products that they are employed to represent.



H. INFORMATION AND COMMUNICATION TECHNOLOGY

The postmodern technological culture has become an ICT-based culture. Although it may be easy to identify people who are interested in computers and computer technology (merely enjoys spending time on computers), it is not so easy to identify people who are truly suited to careers in computers and computer technology.

I. MATHEMATICS AND/OR ACCOUNTING INDUSTRY

People interested in a career in this category often show a marked preference for ordering their ideas numerically (accountants, mathematicians, and scientists), and usually show a preference for all information that is processed or mediated by means of numbers and mathematical logic.

J. SOCIAL, COMMUNITY SERVICES AND TEACHING

People interested in a career in this category usually show a strong desire to help other people in some way. This desire to help and care for, nurture, support, heal, benefit or sustain other human beings, may broadly include careers that relate, for example, to medicine, social work, psychology, law and order, religion and correctional services.

K. ENTREPRENEURSHIP

People interested in a career in this category usually show a clear interest in the challenge of making a success of a personally owned business. No matter how talented and able people are in this field, they are often choosing to enter a high-risk sector by selecting this as their most-preferred category. It is essential to have a thorough knowledge of, among other things, labour law, commercial law, accounting, staff management, information systems and stock management.

L. ADVENTURE, PLANTS, ANIMALS AND THE ENVIRONMENT

People who desire a career associated with this category, have a need to be connected with some aspect of the natural world. One needs to focus on that part of the natural world with which the client makes a connection. Once this field has been narrowed, it is important to look at the client's other choices with regard to categories.

M. SPORT

People who are interested in this category show a clear interest in one or many sports and get pleasure from their favourite sport (or sports) or from sports-related activities in general. Playing, coaching and administrative roles could be considered. There are also careers to be had in sports medicine, physiotherapy and nutrition for sportspeople.

N. RESEARCH

People who are interested in a career in this category usually show a clear interest in the procedures and methods of research and a special interest in some branch of investigative or empirical research in some or other field. It is necessary for people who are interested in a career in research, first to follow the course of study that will provide a sound academic basis for research activities.



O. MEDICAL AND/OR PARAMEDICAL SERVICES

People interested in a career in this category, usually demonstrate the desire to be involved in the care and treatment of sick and injured people, animals or birds. There is an enormous range of occupations in this category, from careers in Western medicine to careers in traditional African medicine.

P. TOURISM AND THE AIR TRAFFIC INDUSTRY

People interested in a career in this category are often action-orientated extroverts, with a preference for working with people in hospitality, tourist and accommodation contexts and for giving good service, whether as drivers of hospitality vehicles to and from airports, or as caterers in game lodges in remote rural settings.

Q. LEGAL PRACTICE: SECURITY DIPLOMATIC OR CIVIL SERVICE

People interested in a career related to this category show a strong interest in the law as a mechanism for regulating human behaviour. They often find some of the following careers attractive: policing, criminal investigation, traffic control and work as warders in correctional facilities.

R. EXECUTIVE AND MANAGEMENT PRACTICE

People who prefer a career in this category usually show strong and well-defined leadership potential, and a marked preference for ordering their ideas interactionally. They will probably show a clear preference for leadership situations in business, industry or some branch of executive practice.

S. ENGINEERING AND THE BUILT ENVIRONMENT

People who select a career in this category often show a clear preference for design, construction, engineering and related activities from quite early on in their school careers. Because this is such a highly technical field of interest, such preferences have to be supported by a high level of ability and competence in mathematics, mechanical aptitude and ability in technical design.



YOUR RESULTS

Your raw **INTEREST** and **CONFIDENCE** scores have been plotted graphically in the graph on the next page.

Scores between 12 and 16 should be considered **HIGH**, scores between 7 and 10 should be considered **AVERAGE**, and scores between 1 and 6 should be considered **LOW**.

Clear or high interest scores indicate strong interests in given categories, and clear or high confidence scores indicate a strong belief that you are capable of successfully executing careers listed in or related to those career categories successfully. Likewise, low interest scores indicate weak interests in given categories, and low confidence scores indicate a belief that you are not capable of successfully executing careers listed in or related to those career categories.

Notice the longer lines indicating a discrepancy between your interest and confidence in certain career categories. Think about why there may be a large gap between your interest and confidence in these. Consider whether you could learn the necessary skills or perhaps use your confidence in that area in other categories of interest.

Interpreting the career matrix

The following three, broad types of interest and confidence profiles can be distinguished.

- i. **"High" profiles:** This group of clients show "high" profiles with the majority of scores high or relatively high (mainly located in quadrant 1) and a few average and/or low scores.
- ii. **"Average" profiles:** This group of clients show "average" profiles with the majority of scores average, some high and some low.
- iii. **"Low" profiles:** These clients show overall "low" profiles with the majority of scores being low or relatively low and a few relatively high. In the case of "low" profiles, it is useful to return to the *MCM* items and focus on those careers where the clients rated both their interest and their confidence as "2". In such cases, clients often feel quite sure about what they want to do.

It should be noted that overall "high", "average", or "low" profiles can still provide career counsellors with useful information on individual clients' relatively higher and lower scores or strongest and weakest interests and confidence. It should also be noted that "low" profiles can also give an indication of dysthymia or depression.



YOUR RESULTS (CONTINUED)



ACCORDING TO THE RESPONSES YOU PROVIDED:

MY HIGHEST INTERESTS

1. Engineering & The Built Environment
2. Information & Communication Technology
3. Practical-Technical
4. Sport

MY HIGHEST CONFIDENCE SCORES

1. Engineering & The Built Environment
2. Information & Communication Technology
3. Practical-Technical
4. Musical

Interest higher than confidence:

AREA			CAN YOU EXPLAIN WHY?
ENGINEERING & THE BUILT ENVIRONMENT	INTEREST	11	
	CONFIDENCE	7	
MARKETING	INTEREST	5	
	CONFIDENCE	2	
INFORMATION & COMMUNICATION TECHNOLOGY	INTEREST	7	
	CONFIDENCE	5	
PRACTICAL-TECHNICAL	INTEREST	6	
	CONFIDENCE	4	

Confidence higher than Interest:

AREA			CAN YOU EXPLAIN WHY?
ADVENTURE ACTIVITIES, NATURE & OUTDOOR LIFE	CONFIDENCE	4	
	INTEREST	2	
TOURISM & THE AIR TRAFFIC INDUSTRY	CONFIDENCE	3	
	INTEREST	2	
ARTS & CULTURE	CONFIDENCE	3	
	INTEREST	2	
WORD ARTISTRY	CONFIDENCE	0	
	INTEREST	0	



SPECIFIC CAREERS YOU SCORED AS HAVING BOTH HIGH INTEREST AND CONFIDENCE

1. Civil engineer
2. Professional sports person
3. Sound engineer
4. Aircraft electrician



FOCUSING ON THE BIG PICTURE

By combining your interest and confidence scores we can see which career categories

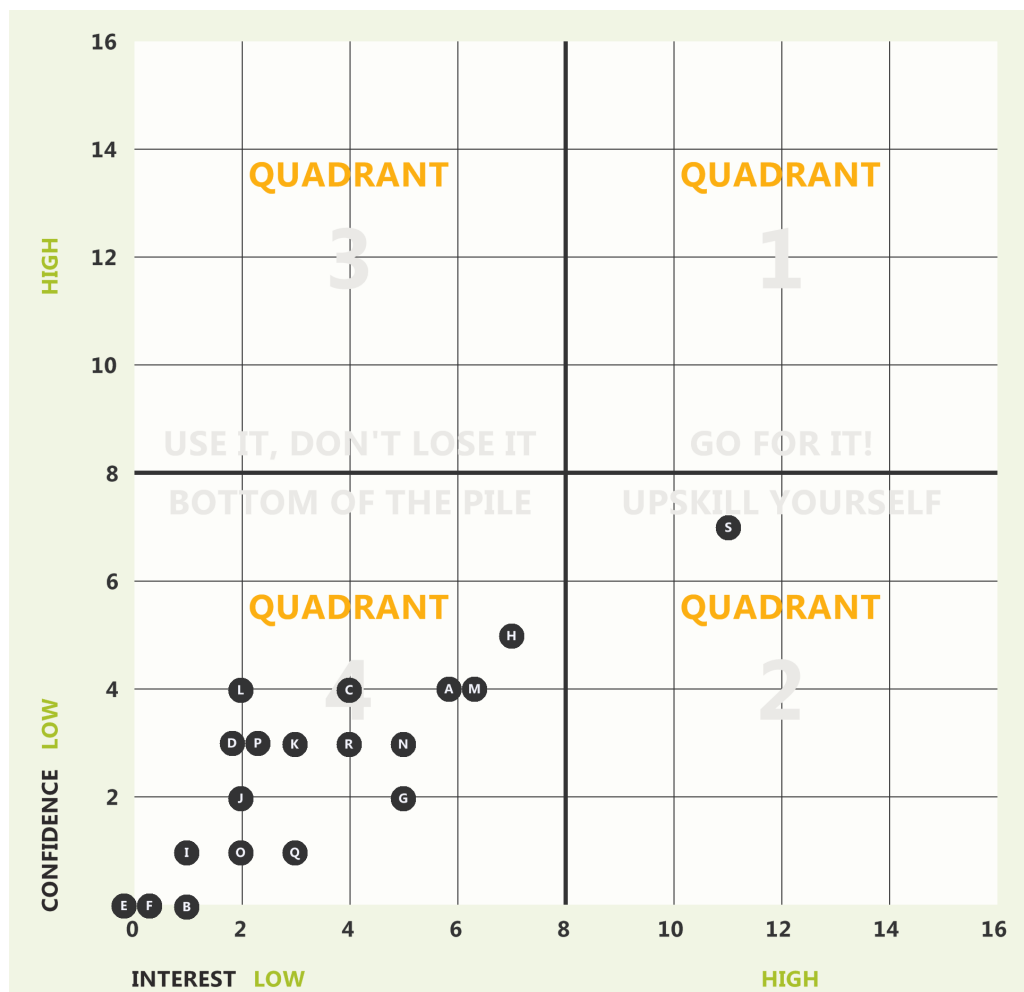
a) represent your strongest and weakest interests, and

b) depict your highest and lowest (self-estimated) aptitudes or confidence levels.

Your final scores on the **Career Matrix** are plotted in one of four quadrants.

Categories with the same values may be represented by a two-letter code, described below the graph.

YOUR CAREER MATRIX:



GENERAL GUIDELINES TO HELP YOU INTERPRET YOUR MATRIX

First, only one (or two) comparatively or relatively clearly differentiated ("high") interest and confidence scores may indicate either an extra-ordinary strongly developed profile (e.g., Medical and Social, which may suggest Medicine). Conversely, it may indicate a limited awareness of other fields or unwillingness to consider other fields as well. Further investigation is needed.

Second, it is important to look at combinations of scores instead of scores in isolation.

- a. A few comparatively or relatively clearly differentiated ("high") interest and confidence scores (e.g. Sport, Social, and (Para)Medical) may suggest fields of study and careers such as Sports coaching, Sport psychology, Teacher (coaching e.g. a school's rugby or netball team), or biokineticist could be considered.
- b. Comparatively or relatively clearly differentiated ("high") interest and confidence scores in, for instance, Mathematics and/ or Accounting Industry, Office Work and Clerical-Activities and Entrepreneurship may, for instance, suggest fields of study such as Accounting, Actuarial Studies, or Financial Management.

Third, very high interest scores (without 'supporting' confidence scores) may suggest that these interests could or should be actualised by executing hobbies related to the interest. A very high interest (but no confidence) in Music, for instance, may suggest that you do not have the capacity to study Music. You should therefore ensure that you listen to music you enjoy as often as possible or somehow use music in your work environment (e.g. during your presentations to groups).

Fourth, very high confidence scores (without 'supporting' interest scores) may suggest inadequate knowledge about fields of study associated with these aptitudes. You may even have had negative experiences related to a subject such as not having 'liked' your Mathematics teacher while still achieving excellent marks in that subject. It is important to ensure that such personal experiences do not obscure your eventual choice of a field of study. Thorough job analysis is vital.



UNDERSTANDING THE FOUR QUADRANTS:

QUADRANT 1 "GO FOR IT!"

These scores indicate definite (strong), clearly defined interests and confidence levels. In other words, you believe that you will succeed in corresponding career categories, which you should consider for job analysis with a view to possibly pursuing careers associated with these categories.

YOUR RESULTS

None

QUADRANT 2 "UPSKILL YOURSELF."

These scores indicate high interests in certain fields and corresponding low(er) confidence levels. Try to find out why you believe you do not have the competencies needed to succeed in the career categories you definitely prefer. Carefully consider possible reasons for not believing that you will succeed in these careers. You may have been negatively influenced by people who made you believe you could not succeed in these careers without really knowing them well enough to draw this conclusion. You should also consider your school marks (and perhaps even the results of aptitude tests) and entrance requirements for corresponding career categories and talk with people already studying or working in these fields to find out more about these categories. Where possible, you should improve your skills levels in this quadrant by developing these competencies. It is easier to develop a skill than an interest.

YOUR RESULTS

1. **CATEGORY S** Engineering & The Built Environment



QUADRANT 3 “USE IT, DON’T LOSE IT.”

These scores indicate high confidence levels in certain fields and corresponding low(er) interest levels. You should be advised to find out why you are not interested in these fields despite believing that you possess the competencies needed to succeed in the career categories indicated. You should be advised to investigate related careers (by carrying out thorough job analysis) to determine if your negative feelings about these careers are perhaps caused by matters that have little to do with the actual careers. This may include a dislike for teachers teaching certain subjects or incorrect information about these careers. Or, you may simply not know enough about the careers to take an interest in them. You may also be negatively influenced by typecasts or stereotypes (general ideas held by people about certain careers). Where possible, you should use their skills in areas that interest them more.

YOUR RESULTS

None

QUADRANT 4 “BOTTOM OF THE PILE.”

These scores indicate low interest and confidence levels. You are free to disregard these career categories. Some people find it easier to identify what they do not want rather than what they do want. In this way you can, through a process of elimination, get closer to what you do want. However, if you consistently display low interest and confidence profiles, the categories in which you attained the relative highest scores should be investigated.

YOUR RESULTS

1. **CATEGORY A** Practical-Technical
2. **CATEGORY B** Practical-Creative & Consumer Science
3. **CATEGORY C** Musical
4. **CATEGORY D** Arts & Culture
5. **CATEGORY E** Word Artistry
6. **CATEGORY F** Office Work (Admin & Clerical Activities)
7. **CATEGORY G** Marketing
8. **CATEGORY H** Information & Communication Technology
9. **CATEGORY I** Mathematics & / Accounting Industry
10. **CATEGORY J** Social, Community Services & Teaching
11. **CATEGORY K** Entrepreneurship
12. **CATEGORY L** Adventure Activities, Nature & Outdoor Life
13. **CATEGORY M** Sport
14. **CATEGORY N** Research
15. **CATEGORY O** Medical & / Paramedical Services
16. **CATEGORY P** Tourism & The Air Traffic Industry
17. **CATEGORY Q** Legal Practice: Security, Diplomatic / Civil Service
18. **CATEGORY R** Executive & Management Practice



MOVING FORWARD

ACTION STEPS

Once you have an idea of what careers you would like to pursue, you should actively explore and monitor your provisional choices through job analysis, which includes the following:

- Networking with as many individuals and bodies as possible to obtain work-related information. Seeking interviews with people (or companies) specialising in their preferred career options and with people already established in the field. Write reports grading the quality of interviews and the extent to which they have been helpful. Prepare yourself for each interview by, for example, making a list of questions to ask the interviewer. Seeking vacation employment.
- Asking tertiary training institutions for details of, for example, their fees and courses. Often this kind of information can be accessed over the internet and will enable you to compare the courses and facilities offered by different institutions.
- Visiting locations where different careers are pursued.
- Analysing other sources of information on careers such as books, videos, brochures, and vacation schools.
- Enquiring about the possibility of "work shadowing", temporary employment and volunteer work.
- Obtaining and studying literature on careers.
- Using the internet to peruse relevant websites such as Twitter and LinkedIn.
- Organising mentorship and engaging in vicarious learning (e.g. observing and learning from role models).

You are reminded of the importance of qualifications. This does not mean that you need the highest qualifications to enjoy a rewarding career but you should obtain qualifications that are in harmony with your aspirations.

MAKE A LIST OF JOBS THAT INTEREST YOU THAT WEREN'T ON THE LIST.

MAKE A LIST OF THOSE JOBS THAT STOOD OUT FOR YOU.



ADDITIONAL RESOURCES

THE FOLLOWING ARTICLE NEATLY SUMMARIZES THE STEPS IN DECIDING ON A CAREER:

<http://www.kobusmaree.org/wp-content/uploads/2016/12/Post.Article.Job-analysis.KobusMaree.20161215.pdf>

THE FOLLOWING WEBSITES AND CONTACTS SHOULD PROVIDE YOU WITH EXCELLENT INFORMATION REGARDING THE WORLD OF CAREERS / JOB / OCCUPATIONS

ncap.careerhelp.org.za/occupation
www.suntimes.co.za/careers/index
www.capebiotech.co.za
www.careerjunction.co.za
www.careers.co.za
www.jobmail.co.za
www.jobs-sa.com
www.mindmuzik.com
www.pacecareers.com
www.shelteringarms.com/careers/careers
www.kobusmaree.org

NQF Careers Advice Helpline	0860 111 673
DHET Helpline	0800 8722 222
DHET Career Development Services	0860 35 66 35

careerhelp@dhet.gov.za
info@pacecareers.com
avo@chooseacareer.co.za

To apply for funding:

www.feenix.org
www.fundi.co.za



INDIVIDUAL PROFILE REPORT: JOE SAMPLE

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WHAT ARE MY NEXT STEPS?

SHORT TERM	TODAY I WILL ...
	<hr/> <hr/>
	THIS WEEK I WILL ...
	<hr/> <hr/>
MEDIUM TERM	THIS MONTH I WILL ...
	<hr/> <hr/>
	THIS YEAR I WILL ...
	<hr/> <hr/>
LONG TERM	IN FIVE YEARS' TIME I WILL ...
	<hr/> <hr/>



STATE YOUR VISION AND MISSION STATEMENT

A Vision and Mission statement is useful in helping you make meaning in your career (make sense of why you have decided on a certain career) and inspiring you by helping you decide what your purpose in life is (Why do I live? Why am I here?).

A vision and mission statement may read something like this: "I will be happy and successful when I work in an environment where my work and I are respected and where I can earn a decent living and support my family". This statement can be expanded to include procedures and specific goals in line with your fundamental intention: "I want to become a ... (occupational choice; for instance, medical doctor) so that I can ... (social meaning; for instance, help sick and injured people) and in the process achieve ... (personal meaning; for instance, meet my need to help others become healthy again and relieve their pain)."

NOW COMPLETE YOUR VISION AND MISSION STATEMENT BELOW:

I WANT TO BECOME

SO THAT I CAN

AND IN THE PROCESS



COUNSELLOR'S SECTION

ITEM RESPONSES	INTEREST	CONFIDENCE
SECTION 1		
Plumber	1	0
Garden designer	0	0
Singer	1	1
Ceramist	0	0
Writer	0	0
Library assistant	0	0
Sales representative	1	1
Computer programmer	1	1
Mathematician	0	0
Social worker	0	0
Coffee shop owner	1	1
Forester	0	0
Sports coach	1	0
Inventor	2	1
Chiropractor	0	0
Travel agent	1	1
Judge	0	0
Company CEO	1	1
Civil engineer	2	2
SECTION 2		
Architect	2	1
Cell phone technician	1	1
Beauty therapist	0	0
Songwriter	0	0
Broadcast technician	1	1
Journalist	0	0
Receptionist	0	0
Advertising salesperson	1	0
Database administrator	0	0
Statistician	0	0
Minister of religion/Pastor	1	1
Guest house owner	0	0
Agricultural advisor	0	1
Sports psychologist	0	0
Researcher	1	0
Veterinarian	1	0
Cabin/Flight attendant	0	0
Advocate	1	0
Chain store manager	0	0
SECTION 3		
Chairperson of a board	0	0
Construction manager	2	1
Draughtsperson	0	0
Interior designer	1	0
Musician	0	0
Sculptor	0	0
Translator	0	0
Cashier	0	0
Salesperson	1	0
Software developer	2	1
Quantity Surveyor	0	0
Youth counsellor	1	1
Entrepreneur	1	0
Conservation ecologist	0	0
Biokineticist	1	0
Astronomer	0	0
Nurse	0	0
Tourist guide	0	0
Legal advisor	1	0
SECTION 4		
Police official	0	0
Corporate executive	1	0
Town and regional planner	0	0
Electrician	2	1
Tailor	0	0
Music critic	0	0
Photographer	1	2
Poet	0	0
Hotel clerk	0	0
Brand manager	2	1
Computer systems analyst	0	0
Actuary	0	0
Psychologist	0	0
Businessperson	1	2



ITEM RESPONSES	INTEREST	CONFIDENCE
Game ranger	1	1
Professional sports person	2	2
Innovator	0	0
Paramedic	1	1
Eco-tourism guide	0	0
SECTION 5		
Game lodge owner	0	1
Correctional officer	0	0
Company director	1	1
Land surveyor	0	0
Security technician	0	0
Jeweller	0	0
Music teacher	0	0
Dancer	0	0
Copywriter	0	0
Secretary	0	0
Street vendor	0	0
Network technician	2	1
Tax advisor	0	0
Teacher	0	0
Small business owner	0	0
Nature conservator	0	0
Personal trainer	1	1
Geneticist	0	0
Pharmacist	0	0
SECTION 6		
Medical doctor	0	0
Curio shop owner	0	0
Magistrate	0	0
Diplomat	0	0
Electrical engineer	2	1
Dental laboratory technician	0	0
Chef	0	0
Sound engineer	2	2
Actor	0	0
Desktop publisher	0	0
Call centre operator	0	0
Estate agent	0	0
Video/Animations game developer	1	1
Financial advisor	0	0
Communication pathologist	0	0
Filling station owner	0	0
Geologist	1	1
Sports administrator	0	0
Biochemist	0	0
SECTION 7		
Zoologist	1	1
Physiotherapist	0	0
Pilot	1	1
Mediator	0	0
Events coordinator	0	0
Robotics engineer	2	1
Aircraft electrician	2	2
Fashion designer	0	0
Disc jockey	1	1
Film and TV producer	0	0
Editor	0	0
Office administrator	0	0
Marketing manager	0	0
Information technology consultant	0	0
Accountant	1	1
Public relations officer	0	0
Franchisee	0	0
Meteorologist	0	1
Referee/Umpire	0	0
SECTION 8		
Sports agent	1	1
Medical technologist	1	1
Dentist	0	0
Hotel manager	0	0
Private investigator	1	1
Project manager	1	1
Mechanical engineer	1	1
TV technician	0	0
Hair stylist	0	0
Record producer	0	0
Performing arts technologist	0	0
News reporter	0	0
Data capturer	0	0
Advertising executive	0	0
Website developer	1	1
Bank teller	0	0
Lecturer	0	0
Retail buyer	0	0
Farmer	0	0

