

# PCDP+-PC

## 16PF<sup>®</sup> Personal Career Development Profile *Plus*

### For Professional Counselors

Name: John Sample  
Date: January 31, 2007

This report describes Mr. Sample's typical personal lifestyle patterns. The narrative in his report is based on his scores from the 16PF Fifth Edition Questionnaire and additional predictive research.

The PCDP is founded on 35 years of research and consulting experience of organizational and management professionals. This experience revealed that people who are effectively directing the course and growth of their careers reflect personal strengths anchored to five important areas of behavior covered in this report:

- Problem-Solving Resources
- Patterns for Coping with Stressful Conditions
- Interpersonal Interaction Styles
- Organizational Role and Work-Setting Preferences
- Career Activity Interests

The purpose of this report is to help Mr. Sample broaden his understanding of himself and to plan well for his future. Although successful people possess personal strengths inherent to these behavioral patterns, no lifestyle can be classified as "the best way of doing things." Various styles may aid in one's efforts to be successful, happy, and productive.

A helpful understanding of Mr. Sample's reported personal strengths should also take into account other significant information about him, such as his work and leisure experiences, education and skills. So, if Mr. Sample wants to benefit fully from this report, he should discuss his profile with a professional counselor or trained professional. **Of utmost importance, though, this report should be treated confidentially and responsibly.**



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## **PROBLEM-SOLVING RESOURCES**

*This section describes Mr. Sample's unique problem-solving resources: What are his overall strengths for solving most problems? How does he usually approach resolving problems which confront him?*

Mr. Sample functions quite comfortably with problems and situations that involve abstract reasoning and conceptual thinking. Mr. Sample appears to be quite able to learn well from his experiences. He can usually be counted on to use his experience to advantage in solving most problems.

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. However, when necessary, Mr. Sample is able to work creatively, to get beyond what is normally viewed as customary or accepted, and to come up with new ideas and ways for approaching problems in efforts to resolve them.

## **PATTERNS FOR COPING WITH STRESSFUL CONDITIONS**

*The personal patterns Mr. Sample presently reflects in efforts to cope with stress and pressure in life are described in this section: Depending on the situation, how does he tend to react to emotionally charged events? What is he likely to do when faced with conflict or opposition on the part of others?*

For the most part, Mr. Sample seems to be well-adjusted. He does not usually show signs of tension and worry. He usually strives to take most situations in stride and to manage them in a balanced and adaptive way. He rarely allows his emotional reactions to get in the way of what he does or tries to do in situations and relationships. He seems to be quite casual in the way he reacts to some circumstances and situations. However, when situations call for a good deal of self-control, he may tend to follow his own urges and feelings, rather than consciously restraining himself in what he does. 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.

## **INTERPERSONAL INTERACTION STYLES**

*This section covers Mr. Sample's styles for relating and communicating with others: How does Mr. Sample usually react in dealing with others? What are his major sources of gratification and satisfaction when building relationships with others?*

On the whole, Mr. Sample tends to give about equal amounts of time and attention to the relationship between himself and others. But, he also tends to value some alone time on occasion. Although Mr. Sample may become somewhat concerned when he finds himself in situations that require a lot of personal contact with others, he usually tries to look on the bright side of things. As a consequence, he is able to recover from his concerns with a fairly positive

outlook on his part. He usually feels best about what he does when he is being really helpful to others in some way. He seems to have concern for people who may need assistance and support from him. He likes to put forth a feeling of warmth when interacting with others. 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 may sometimes want to get others to do something so much that he may try too hard, and as a result, he could run the risk of coming across as overly pushy and demanding in such instances.

Mr. Sample is normally inclined to state his desires and opinions clearly and quite forcefully. He likes to have things his way most of the time and prefers freedom from other people's influence. Although Mr. Sample usually likes to be free from other people's influence, he can usually adjust his manner, and can be thoughtful of most people's concerns or needs when it is important to do so. He tends to feel closest to people who are competitive and who understand the importance of being in firm control of their lives and what they do to reach their goals. 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. Mr. Sample may be quite personally guarded when relating to some people. 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 tends to gain his greatest satisfaction in life from being involved in activities that have chances for personal achievement while competing with others. When things are going well between himself and others, he likes to have influence over other people as he faces and meets difficult challenges.

## **ORGANIZATIONAL ROLE AND WORK-SETTING PREFERENCES**

*This section describes Mr. Sample's unique style for fulfilling leadership/subordinate roles in organizational settings and his work-setting preferences: What leadership style does he call upon when working with others? How do others react to him? In what type of organizational setting and environment does he feel most comfortable and productive?*

Mr. Sample tends to be seen as a leader by most people. He usually responds well when requested to take on a leadership role with them. He likes to be in charge of activities, especially with a group of friends or co-workers. He usually feels comfortable in situations that require him to provide direction over others. He enjoys taking charge and initiating action to get things accomplished. His group members, too, are likely to respond favorably to his leadership patterns. 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 appears to want to be a source of objective criticism and feedback to others. He also likes to be part of work settings where responsibility, power and accountability are shared with others. He is overly careful, at times, about keeping personal matters private. He is rather independent-minded and self-reliant. He is apt to question established and traditional ways for doing things.

Mr. Sample generally feels at his best doing things that require dependability and rather precise attention to what is done. He likes to work within a rather structured framework where what is expected and how it will be done are fairly well spelled out. He is likely to enjoy the day-to-day

operational details involved in running various aspects of a business endeavor. He appears to gain satisfaction at work when he can set up activities in an intelligent and thoughtful way. He seems to work best in situations where there is clear authority and he can rely on himself.

## **CAREER ACTIVITY INTERESTS**

*Career activity interests are an important part of Mr. Sample's personal strengths and his general personality orientation. The purpose of this section is to provide information which may either support his present career choices or assist him to explore, consider, and plan for another career/avocational direction.*

*The career activity interests presented in this section, however, should not be treated as recommended career/avocational choices. Some may not appeal to him. Others may not relate well to his training, experience or expressed interests. Since these interest patterns are derived from one set of test scores and specific predictive research, a careful analysis by him and a trained professional may bring to mind other alternatives that may lead to even more appealing and meaningful life planning.*

### **Career/Avocational Activity Interests**

Mr. Sample's personal lifestyle patterns suggest he is similar to persons who are likely to enjoy activity interests that entail:

- **Influencing:** Convincing, directing or persuading others to attain organizational goals and/or economic gain -- activity characteristic of persons who find satisfaction working on the sales, marketing, and management aspects of business, or in the professions of consulting, law and politics. They usually enjoy having the opportunity to exercise control over matters important to them, like to have some degree of influence over people, and to work in situations where they can make decisions and persuade others to their viewpoints in efforts to get things accomplished.

However, Mr. Sample's personal lifestyle patterns also suggest he has some similarity to persons who are likely to enjoy activity interests that entail:

- **Organizing:** Initiating procedures, managing projects and directly supervising the work of others -- activity characteristic of that performed by people who enjoy working in situations whereby they can handle the details of organizational productivity, data systems, and accuracy of information processing. They usually find satisfaction solving day-to-day problems to bring orderliness to situations, planning budgets and cash flow, and handling investments.
- **Helping:** Solving problems through discussions with others, and encouraging relationships between people so as to help and develop others to live a full, satisfying life -- activity characteristic of persons who find satisfaction working in the health care, religious, social service, or educational professions. They usually enjoy working in groups, sharing responsibilities, and opportunities whereby they can be helpful, nurturing and caring for others, especially if people require some sort of assistance, training or education.

### **Career Field and Occupational Interests**

*The career fields and occupations presented in this section are those found to be related to Mr. Sample's broad activity interests. Again, these interest patterns are derived from test scores and predictive research. Consequently, they should not be treated as recommended career choices. Some may not appeal to him. Others may not relate well to his training, experience or expressed interests. Counseling with a trained professional, therefore, may bring to light even more choices for consideration and meaningful life planning.*

Career fields directly related to Mr. Sample's unique activity interests are:

- Sales, Advertising/Marketing, Public Speaking, Management, Counseling, Law/Politics, Supervision, Teaching.

Occupations directly related to Mr. Sample's unique activity interests are:

- Corporate Trainer, Financial Planner, Human Resources Director, Marketing Director, Realtor, Hotel Manager, Manufacturer's Representative, School Administrator, Advertising Executive, Public Relations Director, Insurance Agent, Elected Public Official, Bank Manager, Retail Store Manager, CEO/President, Attorney, Media Executive, Social Science Teacher, Community Service Director, School Superintendent, High School Counselor, Buyer, Investment Manager, Credit Manager, Guidance Counselor.

In addition, Mr. Sample's personal lifestyle patterns suggest he is also similar to persons who express interest for the following occupation(s):

- Police Officer, Translator/Interpreter.

In summary, the career field and occupational information presented above is based on an analysis of Mr. Sample's general personality patterns. **So, the career information provided is not meant to be exhaustive, nor is it meant to suggest career choices for which he may or may not have proven abilities, skills, expressed interests, or experience and training.** Within the broad world of work, there are many, many more career fields and occupations which could be identified and considered by him. Rather, the career information provided herein is limited by the research basic to this report.

## **PERSONAL CAREER LIFESTYLE EFFECTIVENESS CONSIDERATIONS**

*The final section of Mr. Sample's report covers a summary of his broad personal patterns: What are the characteristics of Mr. Sample's basic lifestyle patterns? To which of his behavioral patterns could he give most attention in efforts to achieve greater interpersonal and work-related performance effectiveness?*

Mr. Sample's lifestyle is typical of people who value independence and self-directedness. He generally prefers to have control over his personal and work-related situations coupled with a tendency to be actively and forcefully self-determined in his thinking and actions. He likes to be in charge of projects, and to accomplish things by being as solution-seeking as possible and to work in a business-like manner. He seldom needs to be shielded from the truth so that subordinates are able to communicate easily and directly with him. He generally feels most satisfaction in life when he can follow his own interests without having to accept direction or help from others. Mr. Sample might very well feel most comfortable and able to experience the greatest degree of satisfaction if he is involved in work that must be carried out in an organized and orderly setting.

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 to sometimes overlook the need to give enough thought to himself or to take enough time for quiet, deep thinking about things that are important to him;
- the tendency to make spur-of-the-moment decisions, rather than giving enough thoughtful consideration of future consequences of such actions;
- the tendency to enjoy risk-taking and being involved in adventurous activities, especially when a more cautious approach could be taken to what is being done;
- tendencies to become overly impatient when confronted with what he may view as possible roadblocks to doing things valued by him as being important;
- taking on assignments in such an expedient way that he could overlook critically important details that require thoughtful deliberation and planning;
- turning away from others when he feels the need to act independently, especially when it is really not necessary to do so;
- doing or saying things that others may view or interpret as being unnecessarily direct;
- striving to be so self-sufficient that he may overlook the need to rely on others for assistance when it may be important to do so;
- tendencies to be less prepared and organized than he could strive to be because he may not be aware of his need to build more effective work habits than he seems to have at this time;
- urges to change from one career field or job to another, or to not stay with one organization long enough to feel as if he belongs there;

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.

This IPAT, Inc. report is tailored to the specifications of the National Board for Certified Counselors.

## **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 Resources
- Patterns for Coping with Stressful Conditions
- Interpersonal Interaction Styles
- Organizational Role and Work-Setting Preferences
- 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/avocational 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 Resources:**

According to the **Problem-Solving Resources** 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 Interpersonal Interaction Styles:

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

D. My Organizational Role and Work-Setting Preferences:

According to the **Organizational Role and Work-Setting Preferences** 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/AVOCATIONAL 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 Interests

What career fields or occupations mentioned in the **Career Field and Occupational Interests** 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 activity interests, career field and occupational interests mentioned in the **Career Activity Interests** 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.

# PCDP-PC

## 16PF<sup>®</sup> Personal Career Development Profile

**For Professional Counselors**

### Score Summary Pages

Name: John Sample

Date: January 31, 2007

**The score pages that follow are intended for qualified professionals.** The 16PF Fifth Edition scores and patterns relative to Mr. Sample's report include:

- Global Factor Patterns
- 16PF Primary Factor Profile
- Response Style Indices
- Broad Patterns
- Leadership/Subordinate Role Patterns
- Career Interest Scores
- Career Activity and Career Field Interest Scores
- Occupational Interest Scores
- Item Responses

Professional users of this report should consult the PCDP Manual for explanations of the scores reported here. The PCDP Manual presents useful information for consulting with clients about the 16PF Fifth Edition and the PCDP Report. The Manual also provides references to available 16PF Fifth Edition resource books. These resources should be consulted when further understanding of the personality scale scores is required.

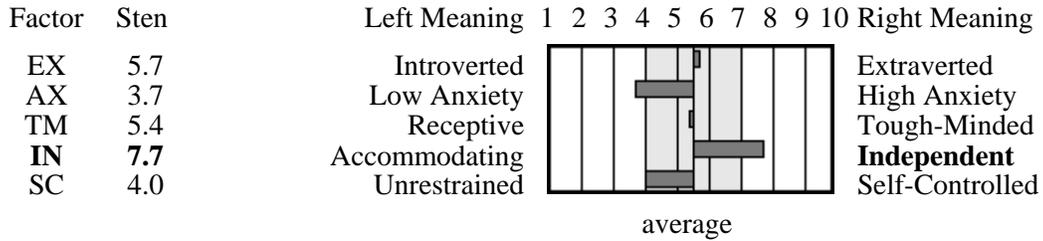
**The information in these pages is confidential and should be treated responsibly.**



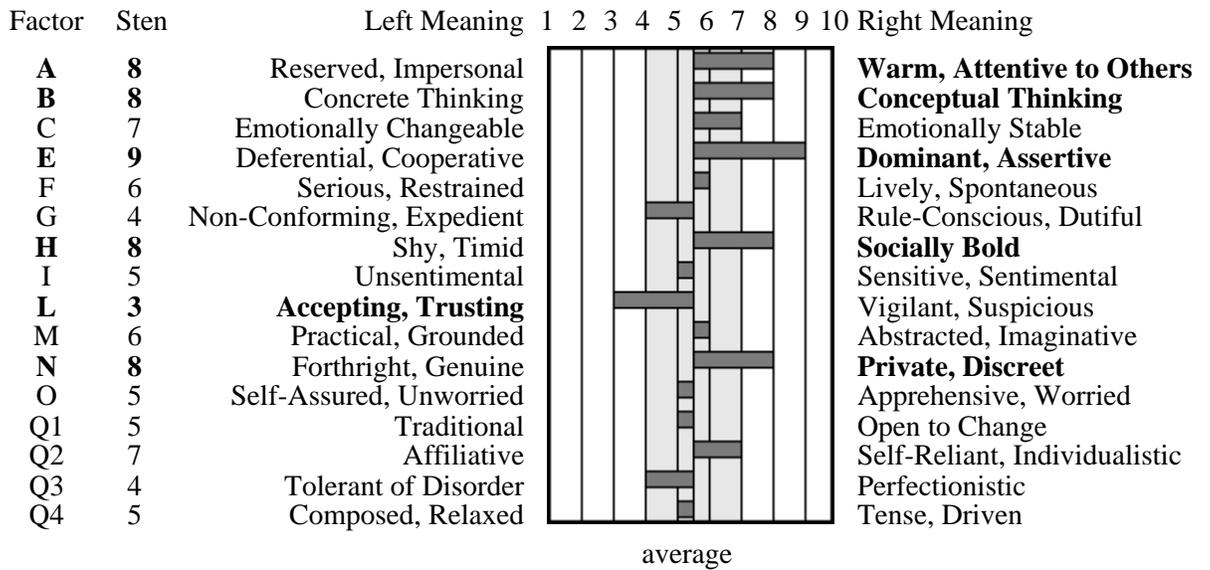
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**GLOBAL FACTOR PATTERNS**



**16PF PRIMARY FACTOR PROFILE**



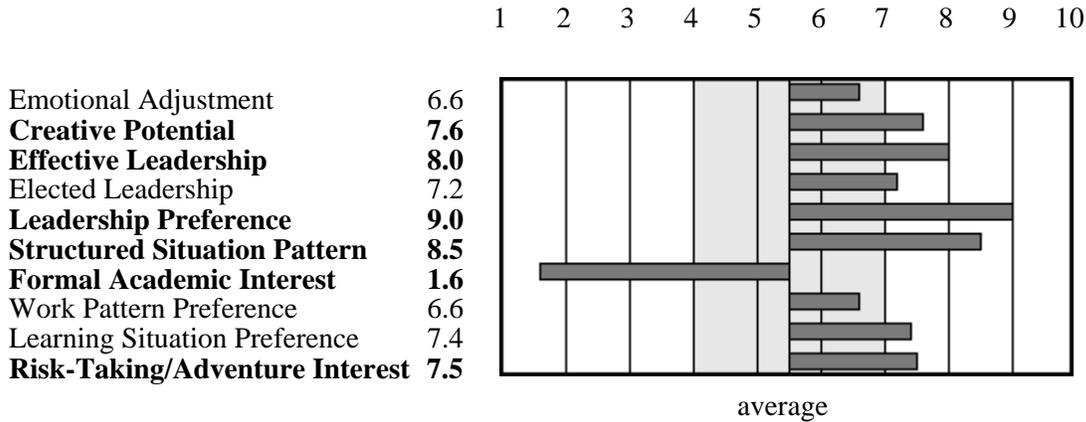
**RESPONSE STYLE INDICES**

	Raw Score	
Impression Management	10	within expected range
Infrequency	1	within expected range
Acquiescence	48	within expected range

All response style indices are within expected ranges.

### BROAD PATTERNS

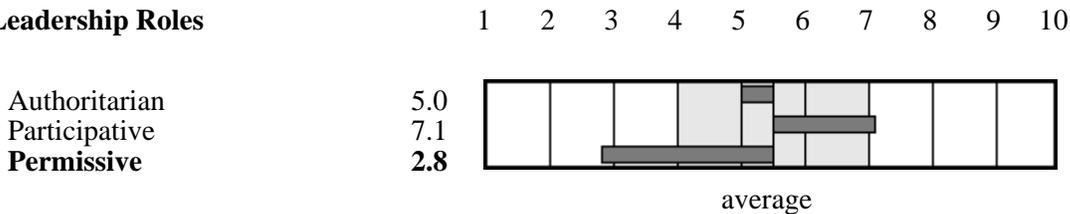
The Broad Patterns reported in this section are predicted from 16PF Fifth Edition scores. The PCDP Manual provides a full explanation of these patterns.



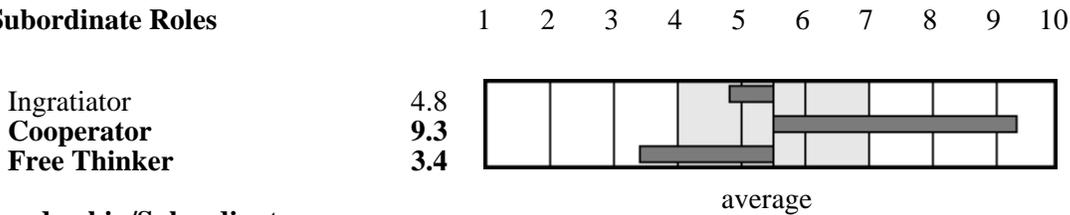
### LEADERSHIP/SUBORDINATE ROLE PATTERNS

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

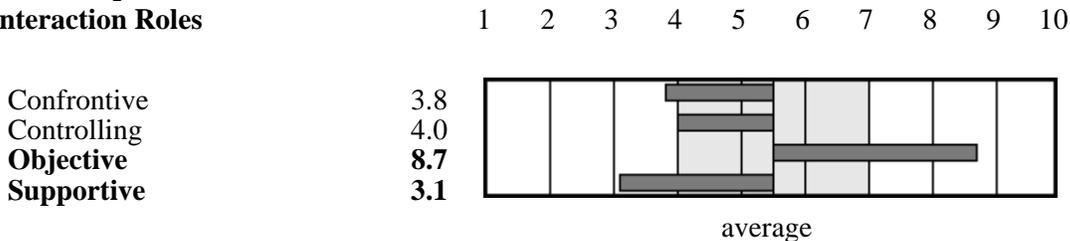
#### Leadership Roles



#### Subordinate Roles



#### Leadership/Subordinate Interaction Roles



### CAREER INTEREST SCORES

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, 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.

Career Interest Scores should be reviewed for explorative counsel to help Mr. Sample learn whether he actually has interests related to his predicted 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 and CAREER FIELD INTEREST SCORES

**Career Activity Interest Scores** reflect the broad areas of career/avocational 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 Interests. Again, Mr. Sample's 16PF personality scores were used to predict his similarity to persons who express interest for them.

<b>Influencing Interest</b>	<b>9.4</b>
Advertising/Marketing	9.6
Law/Politics	8.5
Management	8.7
Public Speaking	9.1
Sales	10.0

<b>Helping Interest</b>	<b>6.9</b>
Child Development	6.3
Counseling	8.7
Religious Activities	4.8
Social Service	5.9
Teaching	7.9

<b>Organizing Interest</b>	<b>7.2</b>
Office Practices	6.0
Supervision	7.9

<b>Analyzing Interest</b>	<b>2.9</b>
Data Management	5.4
Mathematics	3.4
Science	3.2

<b>Creating Interest</b>	<b>5.2</b>
Art	4.2
Arts/Design	6.0
Fashion	5.9
Music/Dramatics	4.8
Performing Arts	6.4
Writing	5.7

<b>Producing Interest</b>	<b>3.6</b>
Agriculture	4.0
Mechanical Activities	4.4
Mechanical Crafts	4.9
Woodworking	6.8

<b>Venturing Interest</b>	<b>5.2</b>
Athletics	7.3
Military/Law Enforcement	6.4

**\*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.

**OCCUPATIONAL INTEREST SCORES - 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**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Advertising Executive	7.8	6.6	<b>9.3</b>										
Attorney	8.2	<b>8.5</b>	8.1										
Buyer	6.6	<b>7.7</b>	*										
CEO/President	*	*	<b>8.7</b>										
Corporate Trainer	8.3	9.2	<b>10.0</b>										
Elected Public Official	8.6	<b>9.1</b>	*										
Financial Planner	*	*	<b>10.0</b>										
Hotel Manager	*	*	<b>9.9</b>										
Human Resources Director	9.3	9.6	<b>10.0</b>										
Investment Manager	<b>7.7</b>	7.2	*										
Manufacturer's Representative	*	*	<b>9.6</b>										
Marketing Director	8.9	8.6	<b>10.0</b>										
Media Executive	*	*	<b>8.5</b>										
Public Relations Director	7.9	7.5	<b>9.2</b>										
Realtor	8.9	9.0	<b>10.0</b>										

low      average      high

**ORGANIZING INTEREST**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Accountant/CPA	5.8	<b>6.9</b>	5.1										
Actuary	4.3	<b>5.0</b>	*										
Bank Manager	3.8	6.9	<b>9.1</b>										
Bookkeeper	4.9	6.1	<b>6.2</b>										
Business Education Teacher	5.3	<b>5.9</b>	*										
Credit Manager	5.2	<b>7.7</b>	*										
Hospital Administrator	*	*	<b>6.4</b>										
Insurance Agent	*	*	<b>9.2</b>										
Medical Records Technician	<b>3.1</b>	*	*										
Nursing Administrator	*	*	<b>4.8</b>										
Nursing Home Administrator	6.3	<b>7.1</b>	*										
Paralegal	<b>6.2</b>	*	*										
Restaurant Manager	*	*	<b>4.7</b>										
Retail Store Manager	*	*	<b>8.9</b>										
School Administrator	<b>9.4</b>	9.0	*										
School Superintendent	*	*	<b>8.0</b>										
Secretary	*	*	<b>4.8</b>										

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. Female/Male and Combined-Sex Score research is explained in the PCDP Manual.

**OCCUPATIONAL INTEREST SCORES - 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**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Architect	<b>4.9</b>	3.4	4.2										
Art Teacher	3.9	<b>4.8</b>	*										
Artist, Commercial	5.1	<b>5.3</b>	3.8										
Artist, Fine	<b>4.9</b>	4.4	*										
Broadcaster	6.9	<b>7.0</b>	*										
English Teacher	<b>6.7</b>	5.7	*										
Fashion Designer	*	*	<b>6.3</b>										
Interior Decorator	<b>5.1</b>	4.8	*										
Liberal Arts Professor	*	*	<b>4.1</b>										
Librarian	5.2	5.0	<b>5.3</b>										
Medical Illustrator	<b>4.4</b>	3.5	*										
Musician	4.5	4.3	<b>4.6</b>										
Photographer	<b>5.0</b>	4.5	*										
Psychologist	<b>6.9</b>	6.3	3.9										
Reporter	<b>6.8</b>	6.2	*										
Sociologist	<b>6.8</b>	6.2	*										
Teacher, K-12	*	*	<b>3.1</b>										
Technical Writer	<b>4.8</b>	4.3	*										
Translator/Interpreter	5.3	4.3	<b>7.7</b>										
Writer/Editor	*	*	<b>5.8</b>										

**HELPING INTEREST**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Child Care Worker	<b>4.8</b>	*	4.6										
Community Service Director	<b>8.2</b>	7.9	*										
Elementary School Teacher	<b>4.1</b>	*	*										
Foreign Language Teacher	<b>4.9</b>	4.4	*										
Guidance Counselor	*	*	<b>7.6</b>										
High School Counselor	<b>7.8</b>	7.2	*										
Minister	<b>6.9</b>	<b>6.9</b>	*										
Nurse, LPN	2.9	<b>3.4</b>	*										
Occupational Therapist	3.9	<b>5.1</b>	*										
Religious Leader	*	*	<b>3.7</b>										
Social Science Teacher	8.1	<b>8.3</b>	*										
Social Worker	<b>6.7</b>	6.1	5.2										
Special Education Teacher	4.7	<b>5.2</b>	*										
Speech Pathologist	5.5	<b>6.4</b>	*										

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**OCCUPATIONAL INTEREST SCORES - 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**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Biologist	<b>4.2</b>	3.2	*										
Chemist	<b>4.4</b>	3.6	1.8										
Computer Programmer	<b>4.2</b>	3.6	2.7										
Dentist	<b>5.3</b>	4.1	*										
Geographer	<b>4.5</b>	4.0	*										
Geologist	5.5	<b>6.2</b>	*										
Mathematician	<b>4.9</b>	3.2	*										
Math/Science Teacher	*	*	<b>1.8</b>										
Medical Researcher	*	*	<b>1.5</b>										
Physician	4.7	<b>5.4</b>	1.0										
Physicist	<b>4.4</b>	3.4	*										
Statistician	*	*	<b>3.1</b>										
Systems Analyst	*	*	<b>3.8</b>										
Veterinarian	3.1	<b>3.8</b>	1.0										

**PRODUCING INTEREST**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Agribusiness Manager	*	<b>5.6</b>	2.6										
Airline Mechanic	*	*	<b>3.9</b>										
Auto Mechanic	<b>4.6</b>	4.0	*										
Carpenter	<b>4.1</b>	3.2	3.1										
Electrician	<b>4.8</b>	4.7	3.6										
Engineer	<b>4.5</b>	4.4	*										
Farmer	3.4	<b>5.0</b>	*										
Forester	<b>4.4</b>	4.3	*										
Landscape Architect	*	*	<b>3.9</b>										
Test Pilot	*	*	<b>3.8</b>										

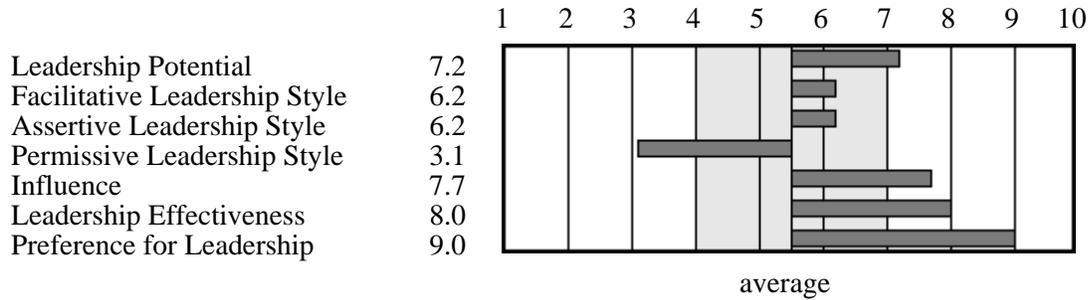
**VENTURING INTEREST**

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Athletic Coach	*	*	<b>2.3</b>										
Athletic Trainer	6.4	<b>6.6</b>	3.1										
Emergency Medical Technician	5.3	<b>5.4</b>	1.0										
Fitness Instructor	*	*	<b>2.8</b>										
Military Enlisted Personnel	3.8	<b>4.1</b>	*										
Military Officer	<b>7.0</b>	6.7	<b>7.0</b>										
Police Officer	<b>7.8</b>	6.6	3.8										
Ski Instructor	*	*	<b>1.0</b>										

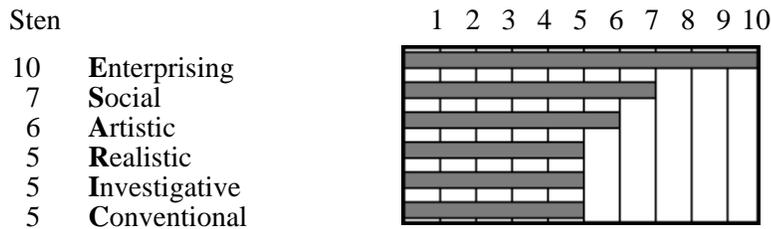
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### Counseling Supplemental Scores

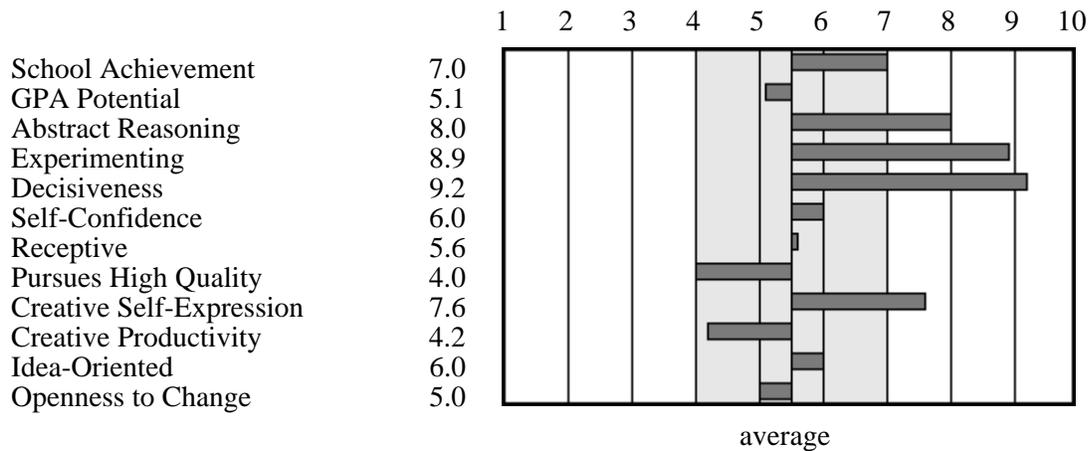
#### Leadership



#### Holland Themes



#### Academic Competencies



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

**Summary Statistics:**

# a-responses = 76 out of 170 (45%)  
 # b-responses = 19 out of 170 (11%)  
 # c-responses = 75 out of 170 (44%)  
 # 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	20	14	19	20	15	11	19	12	5	10	19	8	14	11	6	8	10	1	48
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. RGV: 5.4 (4000000)