

An iceberg floating in a blue ocean under a blue sky with white clouds. The visible tip of the iceberg is labeled with 'Self-perceived competence' and 'Happiness at work'. The much larger submerged part of the iceberg is labeled with 'Personality traits', 'Additional factors', and 'Vocational interests'.

Self-perceived competence **Happiness at work**

Personality traits **Vocational interests**

Additional factors

Report prepared for
FICTIONAL PERSON

June 23, 2024

Presentation

Based on the theory of the Holland typology (RIASEC), AFC Holland (3rd edition) is a psychometric test specialized in vocational guidance. This tool is designed and reviewed by specialists in psychometrics and vocational guidance.

WHAT ARE THE MAIN OBJECTIVES OF THIS TEST ?

Its main objectives are to :

- ✓ help you discover :
 - your vocational interests ;
 - your self-perceived competences ;
 - your personality traits ;
 - the functions that would make you happy at work ;
- ✓ help you discover trades, occupations and professions ;
- ✓ provide references to learn more about these trades, occupations and professions ;
- ✓ help you make educational and career choices that will motivate and satisfy you.

No tool can predict the exact trade, occupation or profession you will practice. A wide variety of factors can influence your choice (jobs offered, personal changes, financial, etc.). However, this test can serve as a useful guide for reflection and career exploration.

HOW IS THIS REPORT STRUCTURED ?

SECTION 1

Holland theory and RIASEC types explained

We will first describe the Holland typology theory and its six types (RIASEC).



SECTION 2

Presentation of the content

We then will explain how the results are presented and how you can use them.

SECTION 3

Presentation of your results

We then provide you with the individual results and personalized interpretations.

SECTION 4

Summary of your results

To recapitulate, we present a summary of your results.

SECTION 5

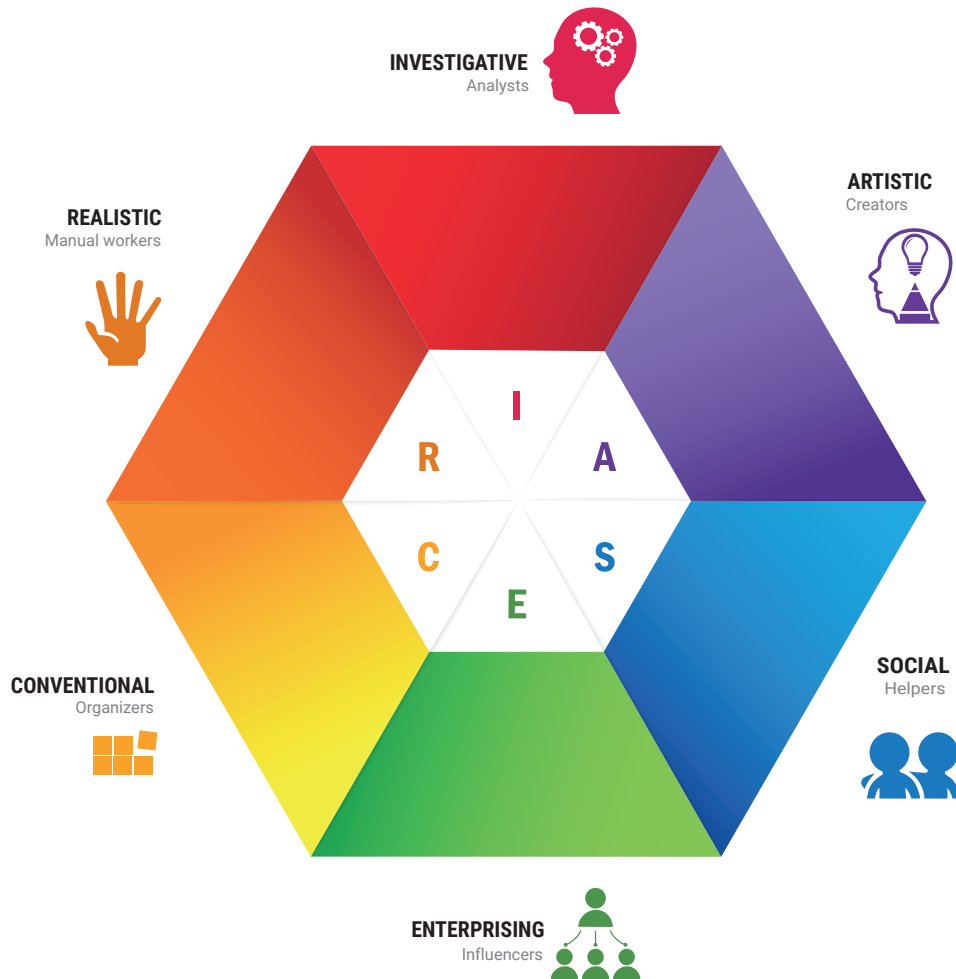
Conclusion

Finally, we suggest strategies and actions for the next stages of your progress in vocational guidance.

1. PRESENTATION OF THE THEORY

The test is based on the Holland typology theory. Designed and developed by psychologist John L. Holland, this theory of personality was designed specifically for vocational guidance and as served as a reliable basis of assessment for decades. It is very useful to help individuals find ideas for trades, occupations and professions that correspond to their interests and personality.






According to this theory, the vocational personality types of people and the corresponding jobs are divided into six types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C). These personality types are also designated by the acronym RIASEC. They are represented hexagonally as follows :



The terms in smaller characters under each type serve as references to help you identify each type characteristics more effectively.



Each of the RIASEC types is associated with vocational interests, competencies and other personality traits. RIASEC profiles are also associated with the different trades, occupations and professions. This approach allows people to identify the trades, occupations and professions that could correspond to them. Also, chances are that you may also share characteristics associated with more than one of these types. Here is a brief presentation of each of the RIASEC types :

| TASKS THEY PERFORM | PERSONALITY TRAITS | TYPE OF WORK THAT MAKES THEM HAPPY |
|---|---|---|
|  Realistic Manual workers | | |
| Realistic individuals essentially perform manual and physical tasks. They work more with objects (tools, machinery, equipment, etc.). They build, repair or manipulate objects. | They look for concrete and visible results. They concentrate and are proud of themselves when they perform manual and physical tasks. They are comfortable talking about concrete subjects (equipment, tools, materials, vehicles, etc.). | Work in which they can : <ul style="list-style-type: none"> - display their manual talents ; - work with objects ; - be physically active. |
|  Investigative Analysts | | |
| Investigative individuals essentially perform investigative tasks. They study, analyze and understand phenomena, solve problems, read, use their knowledge, etc. | Being analytical by nature, they : <ul style="list-style-type: none"> - seek out information ; - use their knowledge to better understand the world in which they live ; - reflect and take a step back to gain perspective ; - seek to prove with scientific rigour. | Work in which they can : <ul style="list-style-type: none"> - use their intellectual abilities, analytical skills and reasoning ; - display and apply their scientific rigour ; - make a positive contribution to science. |
|  Artistic Creators | | |
| Artistic individuals essentially perform creative tasks. They create works (drawings, graphics, text, music, dance, etc.), embellish them and interpret them. | They are creative, have plenty of ideas, display imagination and are inspired by their emotions. They marvel at artistic creations, like to lose themselves in creative thoughts and partake in creative activities. | Work in which they can : <ul style="list-style-type: none"> - use their imagination ; - display their creative talents. |
|  Social Helpers | | |
| Social individuals essentially accomplish tasks in which they can help people and establish relationships of trust with them. They listen to them, counsel them, teach them, care for them, etc. | They know how to create relationships with people based on trust and empathetic communication. They are helpful, caring and obliging by nature. | Work in which they can : <ul style="list-style-type: none"> - help people and provide them with service ; - contribute to their happiness and welfare. |
|  Enterprising Influencers | | |
| Enterprising individuals essentially perform tasks in which they can influence, mobilize and lead people. | They influence people and give them instructions. They generally have confidence in their ability to succeed in what they undertake. | Work in which they can influence and lead others. |
|  Conventional Organizers | | |
| Conventional individuals essentially accomplish tasks in which they can do organized and methodical work with data. They classify things, process data, do follow-ups, perform administrative tasks, etc. | They are orderly and conscientious. They are proud of themselves when they classify things and data in an efficient manner. They apply instructions as directed. | Work in which they can : <ul style="list-style-type: none"> - display their methodical and organizing skills ; - have clearly defined and consistent tasks. |

2. PRESENTATION OF THE CONTENT

The content of the test is divided into three distinct sections :

Dimensions of the RIASEC global score (general evaluation)

First of all, four distinct dimensions will be used to evaluate what you have in common with the six personality types :

- your vocational interests ;
- your self-perceived competences ;
- your personality traits ;
- your happiness at work.

This RIASEC global score will allow you to :



- explore trades, occupations and professions that have a RIASEC profile that resembles yours ;
- compare yourself with the RIASEC profiles of the trades, occupations and professions that may interest you.

Your vocational interests and your self-perceived competences in 34 occupational fields (more precise evaluation)

We will present your vocational interests and your self-perceived competences for 34 more occupational fields, which will help you identify your vocational interests particularly to each of the different RIASEC types. Since the fields are more precise than the six general RIASEC types, they are more likely to reflect the different career choices you are considering. You can use these more precise results to obtain further ideas of occupations and professions to explore.



Additional factors

As additional information, we present :

- your level of flexibility regarding your vocational interests ;
- the level of prestige you are seeking.

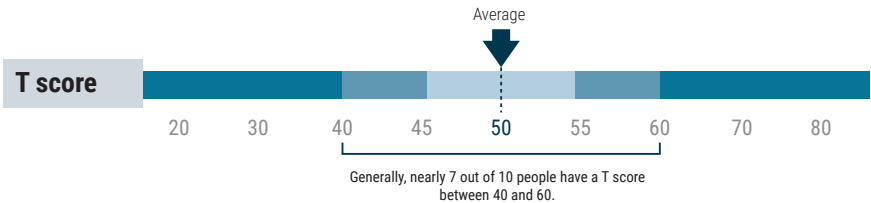
[+ Additional factors](#)

In addition, results on administrative scales will be provided if any particular anomalies in the way you have answered the questionnaire are detected.

FOREWORD

T scores will be used to present your results. How can they be interpreted ?

If you are asked to talk about a person you know well, you will look for characteristics that make that person stand out. For example, if you say that someone is very sociable, you probably will consider that person more sociable than the average of the people you know. Based on this logic, the numbers used to present your results are T scores. They situate you in relation to the average of the people who completed the questionnaire and with whom you compared your answers. They allow you to know what characterizes you more as an individual.



During the presentation of the results of your RIASEC global score and each of its dimensions, you will notice three letters associated with the RIASEC types that obtained the highest scores. The first will be the one that obtained the highest score and will always be in uppercase, because this is the letter associated with the type that resembles you the most. The others will be presented in descending order and will be in uppercase if the score obtained is 55 or over (you are similar to them at least a little more than the average), and then in lowercase if the score obtained is under 55 (although they are part of your three dominant types, this means you are not similar to them more than the average).

| T SCORE | MEANING |
|--------------|---|
| 40 and under | Your similarity to this type is less than the average. |
| 41 to 45 | Your similarity to this type is a little less than the average. |
| 46 to 54 | Your similarity to this type is in the same range as the average. |
| 55 to 59 | Your similarity to this type is little more than the average. |
| 60 and over | Your similarity to this type is more than the average. |

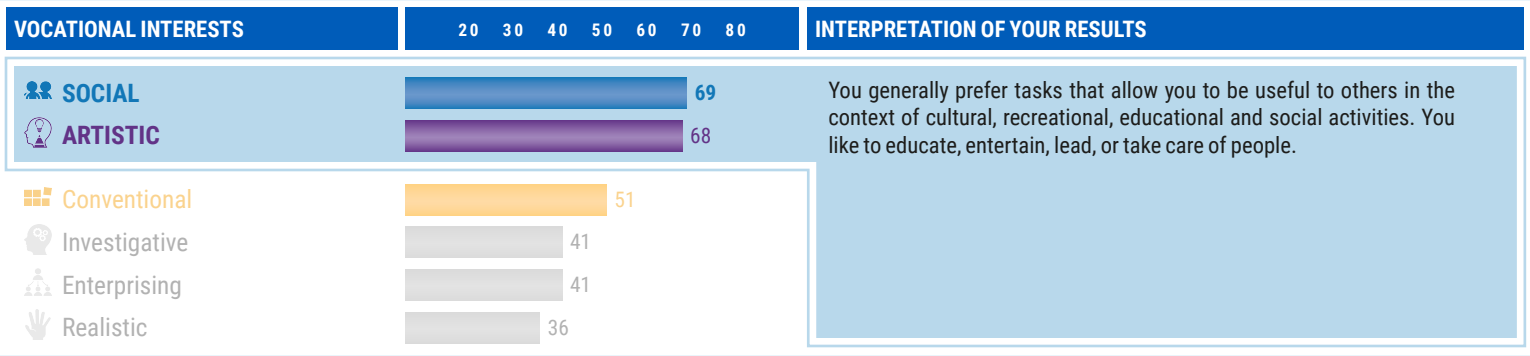
The interpretations of your results will account for your RIASEC types, which are in block letters.

Remember that this is not an exam. Your score is neither good nor bad and ultimately, a score does not necessarily have to be 60 or over to consider a corresponding career choice.



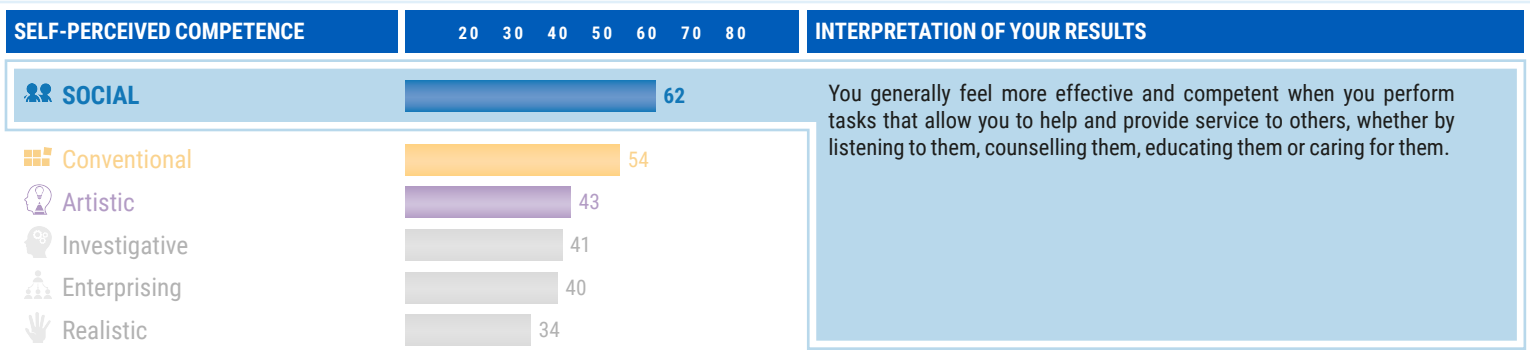
Vocational interests

In the questionnaire, we first presented tasks and trades, occupations and professions in relation to each RIASEC type. For each of those, we then asked to what extent you agreed or disagreed if they interested you. The following results thus represent what characterizes your vocational preferences in relation to each RIASEC type.



Self-perceived competences

In relation to these tasks, trades, occupations and professions, we also asked you to what extent you agreed or disagreed that you were competent (or would eventually be competent) to perform these tasks and practice these trades, occupations or professions. The following results represent what characterizes your personal evaluation of your competencies in relation to each RIASEC type.



HOW CAN YOU INTERPRET THE RESEMBLANCES AND DIFFERENCES BETWEEN YOUR RESULTS PRESENTED ABOVE ?

VOCATIONAL INTERESTS SELF-PERCEIVED COMPETENCE

When your vocational interests and your self-perceived competences are among the highest, your attraction is greatly strengthened, because this type of work interests you more and does more to enhance the competencies you recognize in yourself.

VOCATIONAL INTERESTS SELF-PERCEIVED COMPETENCE

When your vocational interests and your self-perceived competences are among the lowest, your attraction is greatly weakened because this type of work interests you less and does less to enhance the competencies you recognize in yourself.

VOCATIONAL INTERESTS SELF-PERCEIVED COMPETENCE

When your vocational interest is much higher than your self-perceived competences, this indicates that you have less confidence in your competence to perform this type of work than you have vocational interest in it. This combination reduces your attraction. Remember that this is a self-assessment of your competencies. It is possible that you have more competencies than you might think.

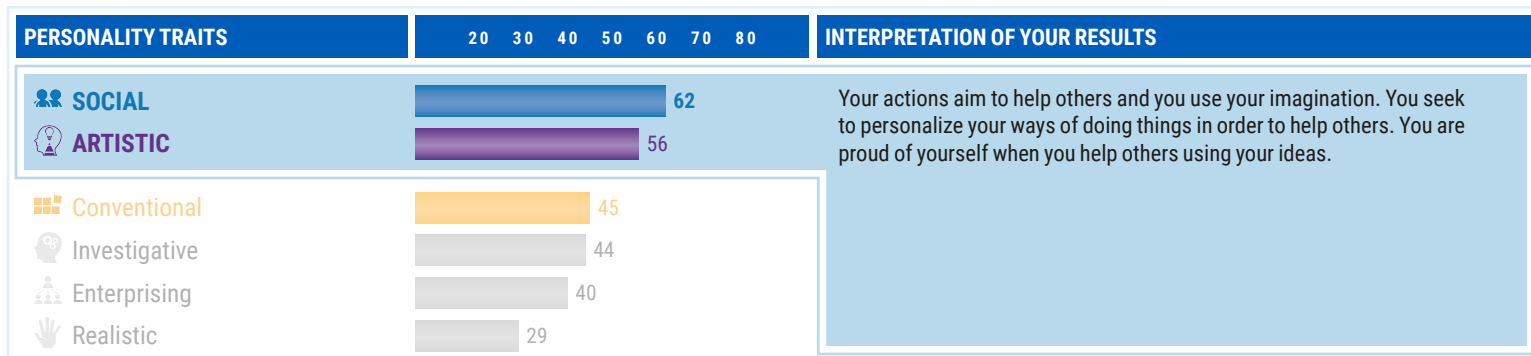
VOCATIONAL INTERESTS SELF-PERCEIVED COMPETENCE

When your vocational interests are much lower than your self-perceived competences, this indicates that have less vocational interest in this type of work than you have confidence in your competence to perform it. This combination reduces your attraction.



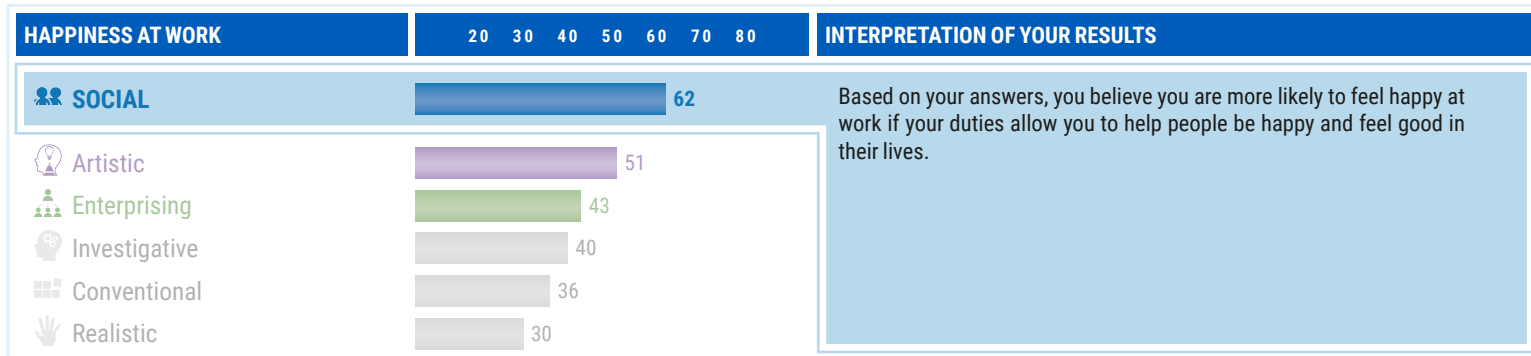
Personality traits

In the third part of the questionnaire, we presented characteristics about the personality of each RIASEC type. We asked you to what extent you agreed or disagreed that they represented you well. The following results therefore show what characterizes your personality traits in relation to each RIASEC type. Among the four dimensions presented, these traits are the most likely to represent how you truly behave.



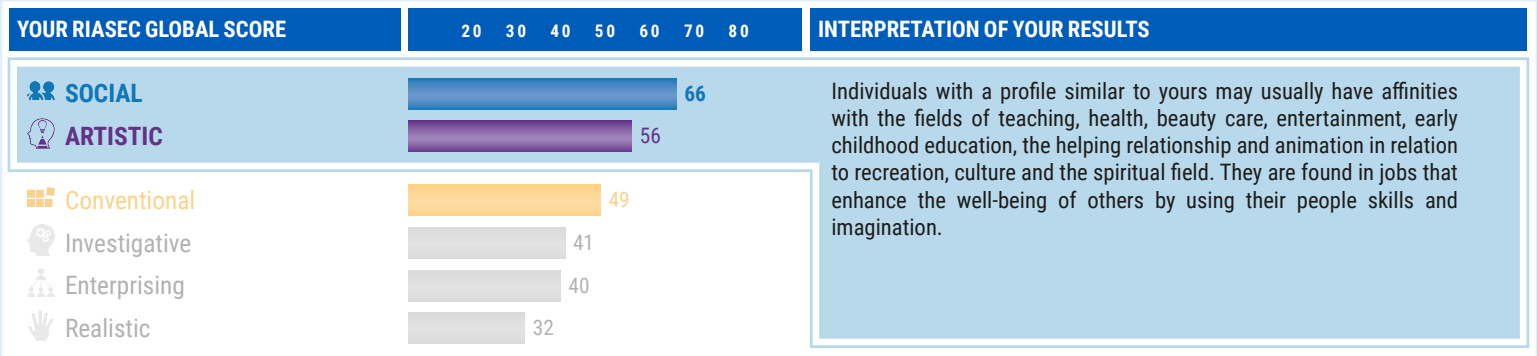
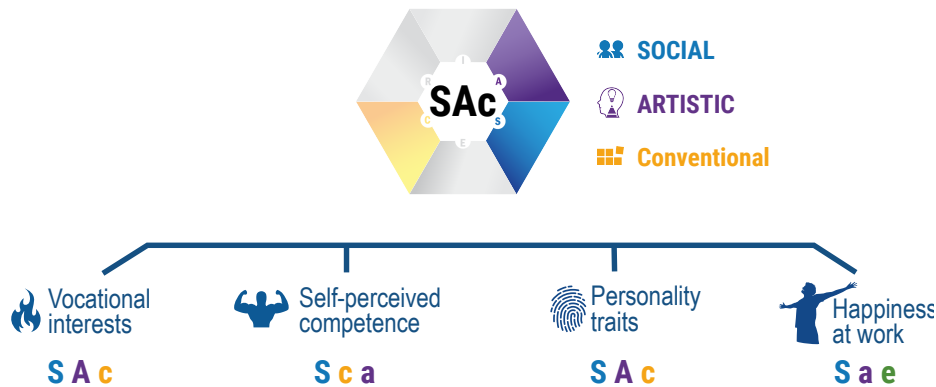
Happiness at work

In the last part of the questionnaire, we asked what will make you particularly happy at work. You had to indicate to what extent you agreed or disagreed with the statements. The following results thus represent what could make you happy at work in relation to each RIASEC type.



YOUR RIASEC GLOBAL SCORE

As a reminder, the RIASEC global score is a summary evaluation of your results obtained for the four dimensions that compose it. This score may prove very useful to help you find ideas for trades, occupations and professions that correspond and compare to the RIASEC profiles of the trades, occupations and professions that interest you.



What can you do if the results of the RIASEC types associated with the vocational interests, self-perceived competences, personality traits and happiness at work are very different from each other ?

Even if the same RIASEC types do not stand out for each dimension, people generally have resemblances among their vocational interests, their self-perceived competences, their personality traits and their happiness at work. However, conversely, it is possible there are significant differences among these dimensions, causing the person to doubt the choices of trades, occupations and professions corresponding to the RIASEC type associated with these dimensions.

- ✓ If you feel any doubt due to a strong difference among the dimensions of your RIASEC types, discuss this with your counsellor to identify the reasons that might explain such a result. Your counsellor is best equipped to help you make an informed choice.

What can you do if you discover that certain results do not resemble you ?

The goal of this test is to provide you with an objective framework. It uses questions designed and reviewed by specialists and the results allow you to compare yourself to a large number of people to help you know what characterizes you. However, no test can perfectly predict your vocational aspirations. Ultimately, you are the person in the best position to know who you are.

- ✓ Ask yourself at what level and why you feel that your results don't reflect who you really are. What could explain these differences ?
- ✓ It is possible that a certain lack of self-awareness or taking the test at an inopportune time can also be part of the explanations.
- ✓ Discuss this with your counsellor if you need to do so.

What can you do if your results for the six RIASEC types of your global score are almost all identical ?

- ✓ Check if one or more of the four dimensions used for the calculation of your global score stands out a little more from the others and thus would allow you to define and bring some nuance to your aspirations.
- ✓ In the next section, check if some occupational fields stand out more than others and thus help you better define your aspirations.
- ✓ Seek out real-world experiences (volunteer work, employment, students for a day, etc.) and look up school information (programs) and vocational information (trades, occupations and professions) to help define your preferences.



34 occupational fields

Here are your results in relation to the 34 occupational fields we have associated with each of the 6 RIASEC types.

In this section, your total score accounts both for your vocational interests and your self-perceived competences. These dimensions are added together and then compared to the average. We also present your vocational interests and self-perceived competences scores separately.



Realistic

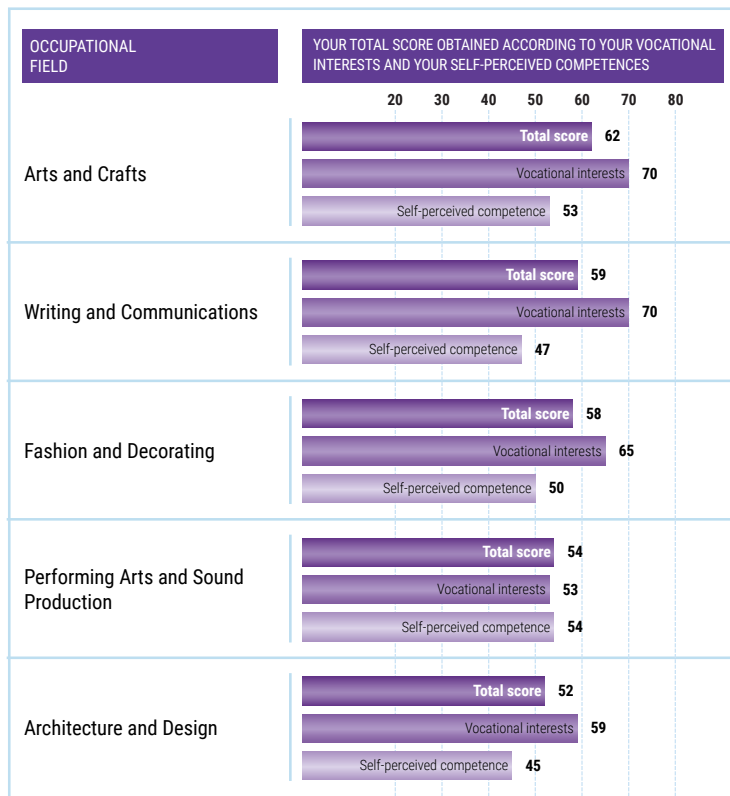
| OCCUPATIONAL FIELD | YOUR TOTAL SCORE OBTAINED ACCORDING TO YOUR VOCATIONAL INTERESTS AND YOUR SELF-PERCEIVED COMPETENCES | | | | | | | |
|---|--|----|----|----|----|----|----|----|
| | 20 | 30 | 40 | 50 | 60 | 70 | 80 | |
| Manual Occupations in Healthcare Fields | Total score | | | | | | | 52 |
| | Vocational interests | | | | | | | 53 |
| | Self-perceived competence | | | | | | | 50 |
| Electronics and Telecommunications | Total score | | | | | | | 45 |
| | Vocational interests | | | | | | | 47 |
| | Self-perceived competence | | | | | | | 44 |
| Transportation | Total score | | | | | | | 44 |
| | Vocational interests | | | | | | | 45 |
| | Self-perceived competence | | | | | | | 45 |
| Food | Total score | | | | | | | 44 |
| | Vocational interests | | | | | | | 43 |
| | Self-perceived competence | | | | | | | 46 |
| Public Safety | Total score | | | | | | | 42 |
| | Vocational interests | | | | | | | 43 |
| | Self-perceived competence | | | | | | | 42 |
| Drilling and Extraction | Total score | | | | | | | 41 |
| | Vocational interests | | | | | | | 43 |
| | Self-perceived competence | | | | | | | 41 |
| Construction and Mechanical | Total score | | | | | | | 40 |
| | Vocational interests | | | | | | | 42 |
| | Self-perceived competence | | | | | | | 38 |
| Agriculture and Forestry | Total score | | | | | | | 40 |
| | Vocational interests | | | | | | | 41 |
| | Self-perceived competence | | | | | | | 39 |
| Factory Work | Total score | | | | | | | 38 |
| | Vocational interests | | | | | | | 41 |
| | Self-perceived competence | | | | | | | 38 |



Investigative

| OCCUPATIONAL FIELD | YOUR TOTAL SCORE OBTAINED ACCORDING TO YOUR VOCATIONAL INTERESTS AND YOUR SELF-PERCEIVED COMPETENCES | | | | | | | |
|--------------------------------|--|----|----|----|----|----|----|----|
| | 20 | 30 | 40 | 50 | 60 | 70 | 80 | |
| Humanities and Social Sciences | Total score | | | | | | | 54 |
| | Vocational interests | | | | | | | 56 |
| | Self-perceived competence | | | | | | | 51 |
| Mathematics and Statistics | Total score | | | | | | | 49 |
| | Vocational interests | | | | | | | 50 |
| | Self-perceived competence | | | | | | | 47 |
| Computer Science | Total score | | | | | | | 47 |
| | Vocational interests | | | | | | | 48 |
| | Self-perceived competence | | | | | | | 47 |
| Health Sciences | Total score | | | | | | | 47 |
| | Vocational interests | | | | | | | 48 |
| | Self-perceived competence | | | | | | | 47 |
| Environment | Total score | | | | | | | 44 |
| | Vocational interests | | | | | | | 46 |
| | Self-perceived competence | | | | | | | 44 |
| Pure Sciences | Total score | | | | | | | 42 |
| | Vocational interests | | | | | | | 42 |
| | Self-perceived competence | | | | | | | 43 |
| Engineering | Total score | | | | | | | 40 |
| | Vocational interests | | | | | | | 41 |
| | Self-perceived competence | | | | | | | 40 |

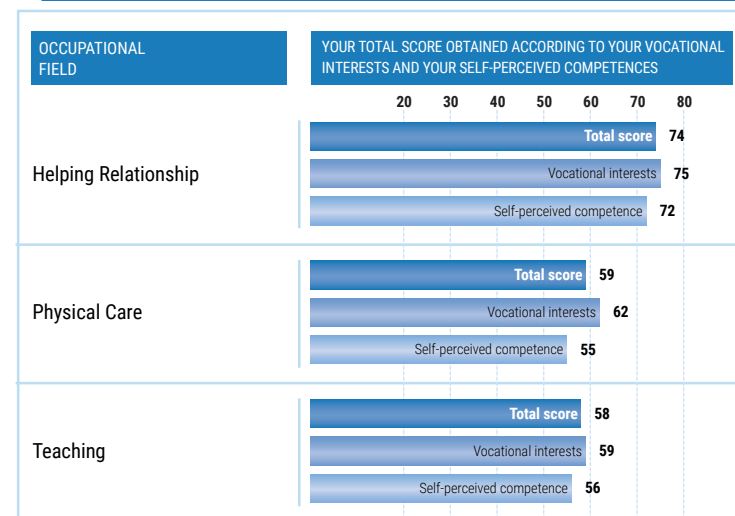
Artistic



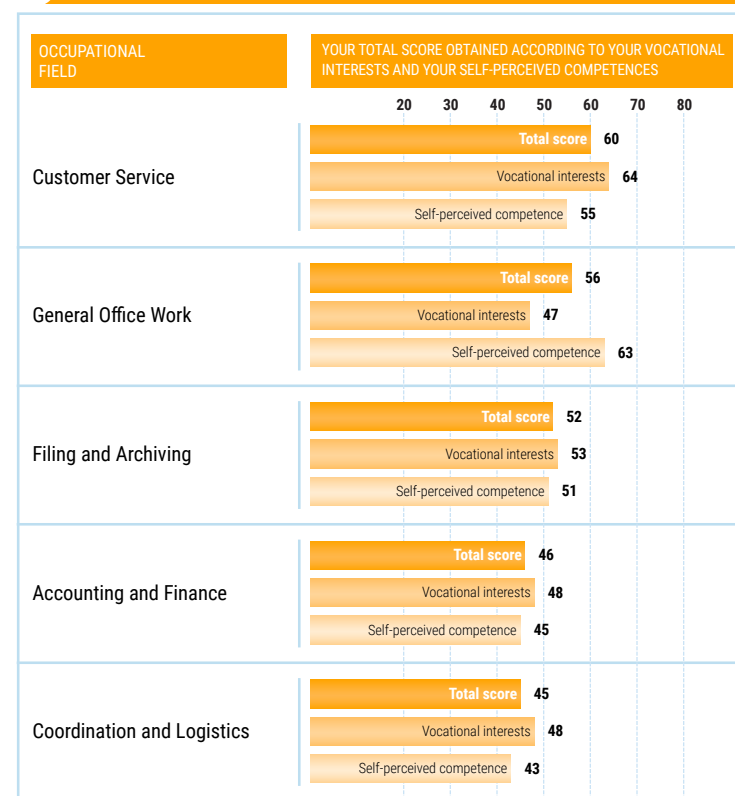
Enterprising



Social

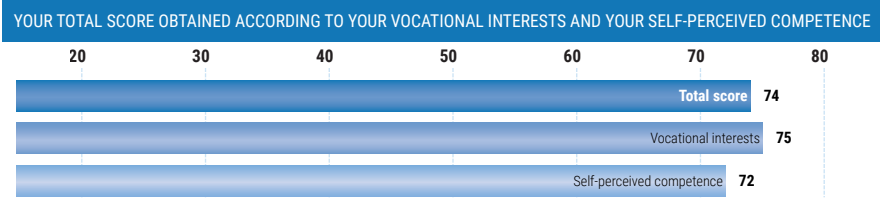


Conventional



Among the 34 occupational fields included in the test, here are the ones where you have the highest scores relatively to the average. Their description will allow you to understand them better. It is possible that an occupational field is of little interest to you after you learn about it. If this is the case, we invite you to consult the other fields that are presented. If you want to have access to the descriptions other than those included in this report, your counsellor can assist you. You can also use your RIASEC global score to obtain ideas for trades, occupations and professions.

HELPING RELATIONSHIP



This field includes occupations for which the primary interest is to establish a helping relationship with people in need by providing them with moral and psychological support and professional advice.

EXAMPLES OF ASSOCIATED TASKS

- Intervening individually or as a group with people living with conjugal, family, sexual, personal or career guidance problems, etc.;
- Targeting needs and difficulties and defining strategies to resolve them;
- Managing conflicts and emotional crises (mental health, grieving, consumption, divorce, etc.);
- Writing notes to retain in the record.

PEOPLE WORKING IN THIS FIELD MAY LIKE

- Helping relationship, psychology;
- Solving human and social problems;
- Analyzing behaviour, thoughts and feelings;
- Personal development, education;
- Children, adolescents, families;
- Reading and learning new knowledge.

EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD

- Ability to establish relationships based on trust;
- Communicating with tact and diplomacy;
- Showing judgment;
- Self-control and tolerating discomfort related to emotions;
- Sensitivity, empathy and good listening skills;
- Respect and open-mindedness;
- Ability to work in collaboration;
- Patience and perseverance;
- Critical and analytical mind.

Examples of related trades, occupations and professions

- Here is a list of trades, occupations and professions associated with your occupational fields that obtained the highest total scores.
- This list is based on your possible attraction to more precise occupational fields, accounting for your vocational interests and your self-perceived competences in these fields.
- Do not see them as job recommendations, but as ideas for you to explore.

Glossary

RIASEC profile: it indicates the three RIASEC types among the six that are the most representative of the tasks performed :

- the first letter is always in uppercase; it is strongly representative of the tasks ;
- if another letter that follows is in uppercase, it is at least moderately representative of the tasks ;
- generally, if another letter that follows is in lowercase, it is weakly representative of the tasks. However, note that it is possible for certain employers or work contexts to value the corresponding RIASEC type more.

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National Occupational Classification (NOC) codes : [NOC](#) code (2021). Several academic and vocational information websites use this code to help you find information on these trades, occupations and professions.

Free direct access to trade and job descriptions can be obtained via the following academic and vocational information websites :

[OASIS](#) of Government of Canada.

[ALIS](#) of Government of Alberta.

[O.L.B.](#) (Ontario's Labour Market) of Government of Ontario.

[Q.E.](#) (Quebec Employment) of Government of Quebec.

[N.B.J.](#) (NB Jobs) of Government of New Brunswick.

[N.S.W.](#) (Nova Scotia Works) of Bluedrop ISM.

[W.B.C.](#) (WorkBC) of Government of British Columbia.

Be advised that academic and vocational information websites that we use to provide you hyperlinks do not always use the same names for trades, occupations, and professions as those indicated in this list. In these specific cases, they are still the same. These websites provide information based on their own research and we have not approved, endorsed, or tested this information.

Generally required training level : this is the training level generally required in Canada for access to the trade, occupation, or profession. In some cases, varied training levels or relevant job experience in the field of work can allow access. Finally, the requirements may be different for a given province.

- Short on-the-job training : means that a short-term work demonstration and no formal education is generally required for access to this occupation.
- Secondary school: means that this trade or occupation usually requires a secondary school diploma; or several weeks of on-the-job training ;
- College short: means that a college diploma or apprenticeship training of less than two years; or more than six months of on-the-job training is generally required for access to this trade or occupation ;
- College 2 + : means a college diploma or apprenticeship training of two or more years is generally required for access to this trade or occupation; or supervisory occupations ;
- University : means that a university diploma is generally required for access to practice this occupation or profession. It may involve a certificate, a Bachelor's degree, a Specialized Graduate Diploma, a Master's degree or a doctorate ;

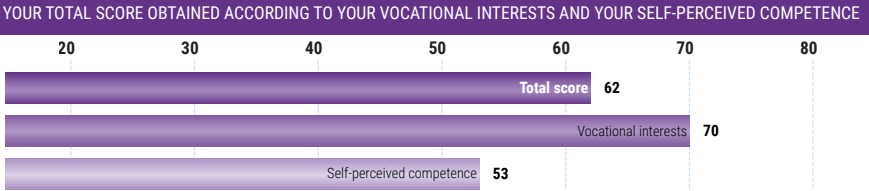
For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|------------------------------|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Family social worker | SEa | 41300 | info | info | info | info | info | info | info | University |
| Addiction social worker | SIA | 41300 | info | info | info | info | info | info | info | University |
| School social worker | SEa | 41300 | info | info | info | info | info | info | info | University |
| Social services worker | SCE | 42201 | info | info | info | info | info | info | info | College 2 + |
| Vocational counsellor | Sae | 41320 | info | info | info | info | info | info | info | University |
| Special education technician | SAC | 42201 | info | info | info | info | info | info | info | College 2 + |
| Clinical psychologist | ISA | 31200 | info | info | info | info | info | info | info | University |
| Organizational psychologist | IEA | 31200 | info | info | info | info | info | info | info | University |
| School psychologist | ISa | 31200 | info | info | info | info | info | info | info | University |
| Parole officer | SEC | 41311 | info | info | info | info | info | info | info | University |
| Probation officer | SEC | 41311 | info | info | info | info | info | info | info | University |
| Psychoeducator | SIA | 41301 | info | | info | info | info | info | info | University |
| Sexologist | SIA | 41301 | info | | info | info | info | info | info | University |
| Music therapist | SAI | 41301 | info | info | info | info | info | info | info | University |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|---|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Art therapist | SAI | 41301 | info | info | info | info | info | info | info | University |
| Recreational therapist | SAi | 31204 | info | info | info | info | info | info | info | University |
| Conciliator – labour | SEC | 11200 | info | info | info | info | info | info | info | University |
| Mediator | SEC | 11200 | info | info | info | info | info | info | info | University |
| Rehabilitation counsellor | Sla | 41321 | info | info | info | info | info | info | info | University |
| Marriage and family therapist | SAI | 41301 | info | | info | info | info | info | info | University |
| Addictions counsellor | SAI | 41301 | info | info | info | info | info | info | info | University |
| Streetworker - social services | SCE | 42201 | info | info | info | info | info | info | info | College 2 + |
| Social services teacher - college level | SIA | 41210 | info | info | info | info | info | info | info | University |
| Social services professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |

ARTS AND CRAFTS



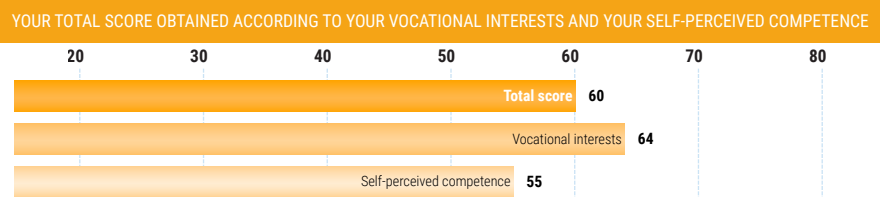
This field includes occupations related to the plastic arts that lead to concrete and visual production of unique works of art.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|---|---|--|
| <ul style="list-style-type: none">• Creating works of art with varied techniques and processes;• Playing with materials, substances, colours, tones, textures and shapes to produce fabrics, jewellery, pottery, blown glass pieces, etc.;• Producing floral arrangements from natural or artificial flowers, plants and vegetation;• Managing and organizing the promotion, sale and distribution of works. | <ul style="list-style-type: none">• Production and transformation of objects, ideas and emotions into unique and artistic works;• Fine arts, design;• Flowers;• Manual creative work;• Handling tools and materials;• Independence, freedom, solitude;• Entrepreneurship. | <ul style="list-style-type: none">• Manual dexterity;• Ability to distinguish colours;• Coordination of hand, foot and eye movements;• Sharp vision;• Ability to form a mental picture of a work to be produced;• Creativity and esthetic sense;• Painstaking approach;• Autonomy and self-discipline;• Patience and ability to concentrate. |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|-----------------------------------|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Florist | AER | 53124 | info | info | info | info | info | info | info | College short |
| Sculptor | ARe | 53122 | info | info | info | info | info | info | info | College short |
| Potter | ARE | 53124 | info | info | info | info | info | info | info | College short |
| Artistic painter | ARe | 53122 | info | info | info | info | info | info | info | College short |
| Instrument maker | ARE | 53124 | info | info | info | info | info | info | info | College short |
| Weaver | ARC | 53124 | info | info | info | info | info | info | info | College short |
| Leather patternmaker | ARC | 53125 | info | info | info | info | info | info | info | College short |
| Etcher/Engraver | ARc | 94151 | info | info | info | info | info | info | info | Secondary school |
| Stained glass artist | ARe | 53124 | info | info | info | info | info | info | info | College short |
| Silkscreen artist | ARc | 53122 | info | info | info | info | info | info | info | College short |
| Lace weaver | ARe | 94131 | info | | info | info | info | info | info | Secondary school |
| Metal arts worker | ARe | 53124 | info | info | info | info | info | info | info | College short |
| Precious stone setter | ARi | 62202 | info | info | info | info | info | info | | College 2 + |
| Glass blower | ARc | 53124 | info | info | info | info | info | info | info | College short |
| Fine arts teacher - college level | SAi | 41210 | info | info | info | info | info | info | info | University |
| Fine arts professor - university | SAi | 41200 | info | info | info | info | info | info | info | University |

CUSTOMER SERVICE



This field includes occupations related to direct service to customers in person, at the counter, at the table, over the phone or online.

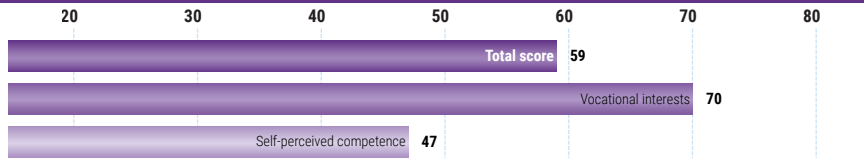
| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|---|--|--|
| <ul style="list-style-type: none">Welcoming customers, courteously answering questions and meeting their needs and requirements;Making food suggestions, taking orders, serving beverages and meals and collecting payments;Ensuring comfort and safe quality service aboard a means of transportation. | <ul style="list-style-type: none">Direct contact with people;Customer service;Physical work, action;Travel and trips;Languages;Tasks related to office work;Computer work. | <ul style="list-style-type: none">Controlling stress and emotions in public;Adapting to new customers;Communicating with tact and diplomacy;Patience and good listening skills;Being helpful, welcoming and polite;Efficiency and speedy execution;Teamwork skills;Autonomy;Dynamism and interpersonal skills. |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|---|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Customer service representative | CES | 64409 | info | info | info | info | info | info | info | Secondary school |
| Cashier | CEr | 65100 | info | info | info | info | info | info | info | Short on-the-job training |
| Bank teller | CEr | 64400 | info | info | info | info | info | info | info | Secondary school |
| Ticket and information clerk (except airline) | CES | 64313 | info | | info | info | info | info | info | Secondary school |
| Postal clerk | Crs | 64401 | info | | info | info | info | info | info | Secondary school |
| Letter carrier | CRe | 74101 | info | | info | info | info | info | info | Secondary school |
| Flight attendant | CES | 64311 | info | info | info | info | info | info | info | Secondary school |
| Hotel front desk clerk | CES | 64314 | info | info | info | info | info | info | info | Secondary school |
| Hotel concierge | CES | 64314 | info | info | info | info | info | info | info | Secondary school |
| Room service waiter | CSR | 65200 | info | info | info | info | info | info | info | Short on-the-job training |
| Parts clerk | CER | 14401 | info | | info | info | info | info | info | Secondary school |
| Host/hostess - restaurant or cocktail lounge | CES | 64300 | info | | info | info | info | info | info | Secondary school |
| Restaurant waiter/waitress | CSE | 65200 | info | info | info | info | info | info | info | Short on-the-job training |
| Bartender | CER | 64301 | info | info | info | info | info | info | info | Secondary school |
| Dresser | CRa | 53111 | info | | info | info | info | info | info | College short |
| Gaming table dealer | CER | 64321 | info | info | info | info | info | info | info | Secondary school |
| Order filler - retail | CRe | 65102 | info | info | info | info | info | info | info | Short on-the-job training |

WRITING AND COMMUNICATIONS

YOUR TOTAL SCORE OBTAINED ACCORDING TO YOUR VOCATIONAL INTERESTS AND YOUR SELF-PERCEIVED COMPETENCE



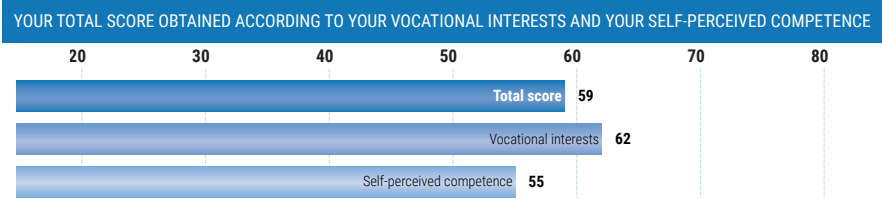
This field includes occupations related to the field of oral and written literary, media and advertising communications. The majority lead to analysis, synthesis, translation, commenting and conveying information, messages or opinions in an original and interesting manner to capture the attention of readers, listeners and viewers.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|--|--|---|
| <ul style="list-style-type: none">• Informing and hosting through different media (radio, television, newspapers, social media);• Gathering documentation, researching, sorting relevant information, checking sources and accuracy;• Translating texts, documents, conferences, debates from one language to another (oral/ written);• Writing had composing journalistic articles, literary works, film or theatre scripts. | <ul style="list-style-type: none">• Sharing ideas or emotions;• Hosting, entertainment;• Mastering several languages;• Translation;• Reading, writing;• Critical thinking, arguing;• Current events, general culture;• Literature, stories, poetry;• Communications and media. | <ul style="list-style-type: none">• Fluent oral and written communication;• Curiosity and rigour in learning new knowledge;• Ability to develop ideas;• Creativity and seeking novelty;• Critical mind and open-mindedness;• Showing good judgment;• Autonomy and initiative;• Great ability to concentrate. |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|--|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Journalist | AEI | 51113 | info | info | info | info | info | info | info | University |
| Newspaper editorial writer | AEC | 51113 | info | info | info | info | info | info | info | University |
| Interpreter | ASc | 51114 | info | info | info | info | info | info | info | University |
| Translator-reviser | ASc | 51114 | info | info | info | info | info | info | info | University |
| Writer / Author | Ale | 51111 | info | info | info | info | info | info | info | University |
| Copywriter | AEc | 51111 | info | info | info | info | info | info | info | University |
| Technical writer | Alc | 51112 | info | info | info | info | info | info | | University |
| Book editor | AEC | 51110 | info | info | info | info | info | info | info | University |
| Script writer | Ale | 51111 | info | info | info | info | info | info | info | University |
| Radio host/hostess | AES | 52114 | info | info | info | info | info | info | info | College 2 + |
| Television host/hostess | AES | 52114 | info | info | info | info | info | info | info | College 2 + |
| Announcer | ASE | 52114 | info | info | info | info | info | info | info | College 2 + |
| Drama professor - university | SAi | 41200 | info | info | info | info | info | info | info | University |
| English as a second language teacher - college level | SAI | 41210 | info | info | info | info | info | info | info | University |
| Language laboratory teacher - college level | SAI | 41210 | info | info | info | info | info | info | info | University |
| Language professor - university | SAI | 41200 | info | info | info | info | info | info | info | University |
| Communication teacher - university | SAi | 41200 | info | info | info | info | info | info | info | University |

PHYSICAL CARE



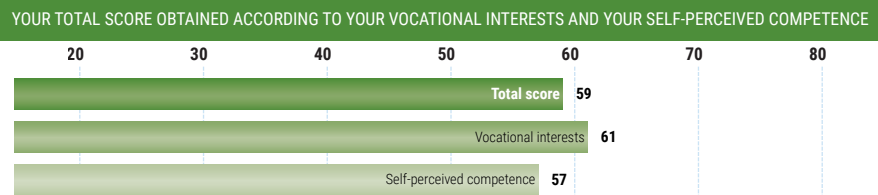
This field includes occupations related to delivery of care and treatment in order to provide care, improve health or favour a return to optimum physical health conditions.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|---|--|---|
| <ul style="list-style-type: none">Evaluating the condition of a person in pain or with loss of autonomy (injury, illness, handicap);Performing physical manipulations to relieve, relax or treat;Developing programs of activities to improve sports performance or help regain maximum physical capacity;Determine treatment or training plans and reassess them as needed. | <ul style="list-style-type: none">Health, the medical field;People's welfare;Human contact;Manual and physical work;Biology and anatomy of the human body;Massage therapy;Sports, sports training. | <ul style="list-style-type: none">Manual and physical skills;Exercising critical judgment;Communicating with tact and diplomacy;Ease in establishing and maintaining relationships;Adaptability to new situations;Open-mindedness, good listening skills and empathy;Tolerating stress and emotions;Dedication, sensitivity, helpfulness and patience;Ability to collaborate with people. |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|------------------------------------|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Licensed practical nurses | SCR | 32101 | info | info | info | info | info | info | info | College 2 + |
| Clinical nurse | SEC | 31301 | info | | info | info | info | info | info | University |
| Nurse practitioner | SIR | 31302 | info | info | info | info | info | info | info | University |
| Physiotherapist | SIR | 31202 | info | info | info | info | info | info | info | University |
| Physical rehabilitation therapists | SRI | 32109 | info | info | info | info | info | info | info | College 2 + |
| Orderly | SCR | 33102 | info | info | info | info | info | info | info | College short |
| Home health care worker | SRc | 44101 | info | info | info | info | info | info | info | Secondary school |
| Emergency medical technician (EMT) | SIR | 32102 | info | info | info | info | info | info | info | College 2 + |
| Massage therapist | SRi | 32201 | info | info | info | info | info | info | info | College 2 + |
| Kinesiologist | SIR | 31204 | info | info | info | info | info | info | info | University |
| Speech-language pathologist | SIA | 31112 | info | info | info | info | info | info | info | University |
| Respiratory therapist | SIR | 32103 | info | info | info | info | info | info | info | College 2 + |
| Athletic therapist | SRI | 31204 | info | info | info | info | info | info | info | University |
| Occupational therapist | Slc | 31203 | info | info | info | info | info | info | info | University |
| Chiropractor | SIR | 31201 | info | info | info | info | info | info | info | University |
| Nanny | SAE | 44100 | info | info | info | info | info | info | info | Secondary school |
| Midwife | Sri | 31303 | info | info | info | info | info | info | info | University |
| Nursing instructor - college level | Sla | 41210 | info | info | info | info | info | info | info | University |
| Nursing professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |

TOURISM



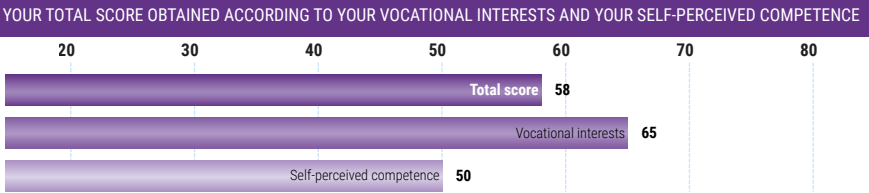
This field includes occupations that lead to selling, organizing, planning, coordinating and directing:

- trips;
- excursions and expeditions;
- outdoor outings;
- conventions;
- conferences;
- meetings;
- small and large-scale cultural and commercial events.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|---|--|---|
| <ul style="list-style-type: none">• Using advertising material to plan, organize and sell trips, packages, tourism products;• Welcoming, informing and advising the clientele about lodging, restaurants, tourist attractions and circuits offered;• Support, guide and meet the clients' expectations and needs during trips, excursions and visits. | <ul style="list-style-type: none">• Working with the public;• Customer advisory services;• Facilitating groups and conveying information;• Travel, openness to the world;• Learning and proficiency in languages;• Sales and marketing;• History and geography;• Communications, advertising and media. | <ul style="list-style-type: none">• Adapting to new places and situations;• Good self-control;• Tolerance of the unknown and the unexpected;• Ability to establish and maintain relationships;• Ability to communicate, negotiate and convince;• Leadership;• Being proactive and dynamic;• Autonomy and resourcefulness;• Teamwork skills. |

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|----------------------------|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Travel agent | ECs | 64310 | info | info | info | info | info | info | info | Secondary school |
| Travel counsellor director | ECs | 62022 | info | info | info | info | info | info | info | College 2 + |
| Tour guide / escort | ESa | 64320 | info | info | info | info | info | info | info | Secondary school |
| Convention/event planner | ECS | 12103 | info | info | info | info | info | info | info | College 2 + |
| Camp manager | Ecs | 60031 | info | info | info | info | info | info | info | College 2 +, University |
| Outdoor guide | ESA | 64322 | info | info | info | info | info | info | info | Secondary school |
| Leisure coordinator | ESA | 41406 | info | info | info | info | info | info | info | University |
| Tourism supervisor | ECS | 62022 | info | | info | info | info | info | info | College 2 + |
| Leisure centre director | Ecs | 50012 | info | | info | info | info | info | info | College 2 +, University |

FASHION AND DECORATING



This field includes occupations related to design and production of:

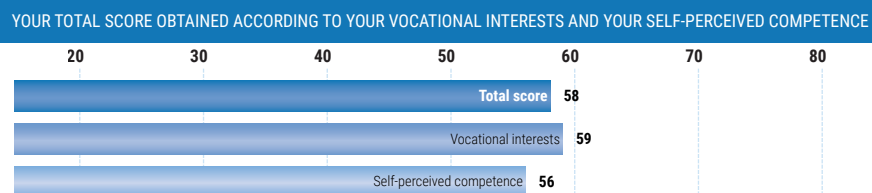
- interior layouts;
- clothing;
- sets;
- hairstyles;
- costumes.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|---|---|--|
| <ul style="list-style-type: none">• Using tools, products and materials to transform or design interior spaces, display windows, sets;• Drawing plans and sketches;• Styling hair and applying makeup to enhance people's appearance;• Following fashion and decorating trends to stay on the cutting edge;• Advise clients according to their needs. | <ul style="list-style-type: none">• Looking for novelty and challenges;• Manual creative work;• The esthetic and functional aspect;• Fashion and decorating;• Drawing, design, fine arts;• Conversion of an idea into a concrete project;• Photography. | <ul style="list-style-type: none">• Manual dexterity;• Ability to distinguish colour shades;• Adaptability to new situations;• Listening skills and open-mindedness;• Ease in maintaining relationships;• Creativity and innovation;• Autonomy;• Ability to work in collaboration;• Ability to visualize the steps of a project. |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|---|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Fashion designer | AER | 53123 | info | info | info | info | info | info | info | College short |
| Interior designer | AEr | 52121 | info | info | info | info | info | info | info | College 2 + |
| Set decorator - theatre and motion pictures | ARe | 53123 | info | info | info | info | info | info | info | College short |
| Costume designer | AER | 53123 | info | info | info | info | info | info | info | College short |
| Make-up artist - performing arts | ARs | 52119 | info | info | info | info | info | info | info | College 2 + |
| Model | AER | 55109 | info | info | info | | info | info | info | Short on-the-job training |
| Hairstylist | AES | 63210 | info | info | info | info | info | info | info | College short |
| Custom tailor | ARe | 64200 | info | | info | info | info | info | info | Secondary school |
| Store display designer | AER | 64100 | info | info | | info | info | info | info | Secondary school |

TEACHING



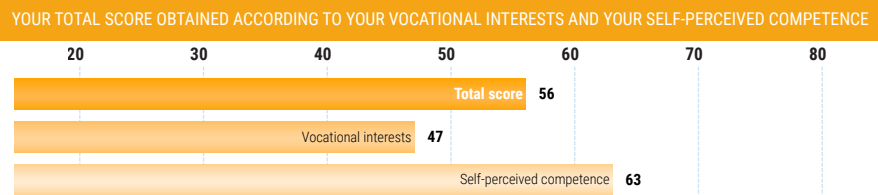
This field includes occupations primarily related to teaching academic and specialized subjects, as well as facilitation and education related to different fields.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|--|---|---|
| <ul style="list-style-type: none">Teaching and evaluating people's comprehension based on their capacity and individuality;Helping and motivating individuals to overcome their difficulties, progress and succeed;Preparing courses and material by varying tools, interventions and facilitation techniques;Facilitating development personal development and social consciousness raising workshops to help people flourish and improve the world around them. | <ul style="list-style-type: none">Transmission of knowledge (history, geography, theology, humanities or natural sciences, mathematics, arts, languages, sports, etc.);Education and learning;Contact with the public, facilitation;Organizing activities, action and varied tasks;Children, adolescents;Spirituality, helping relationship. | <ul style="list-style-type: none">Ability to communicate dynamically;Managing their emotions in front of an audience;Ease in establishing and maintaining relationships;Showing self-confidence;Memorization and intellectual rigour;Critical and analytical mind;Leadership and initiative;Listening skills and paying attention to others;Using creativity and seeking to improve;Patience, perseverance and effort. |

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|---|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Early childhood educator | SAe | 42202 | info | info | info | info | info | info | info | College 2 + |
| Secondary school teacher | SAE | 41220 | info | info | info | info | info | info | info | University |
| Elementary school teacher | SAC | 41221 | info | info | info | info | info | info | info | University |
| Kindergarden teacher | SAe | 41221 | info | info | info | info | info | info | info | University |
| Adult education teacher - secondary school | SAE | 41220 | info | info | info | info | info | info | info | University |
| Special education teacher - elementary school | SAc | 41221 | info | info | info | info | info | info | info | University |
| Special education teacher - secondary school | SIA | 41220 | info | info | info | info | info | info | info | University |
| Graduate assistant - university | SCa | 41201 | info | | info | info | info | info | info | University |
| Coach | SRE | 53201 | info | info | info | info | info | info | info | College short |
| Fitness instructor | SRE | 54100 | info | info | info | info | info | info | info | Secondary school |
| Pastoral animator | SCA | 42204 | info | | info | info | info | info | info | College 2 + |
| Spiritual animator | SCA | 42204 | info | | info | info | info | info | info | College 2 + |
| Biology professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Philosophy professor - university | SAI | 41200 | info | info | info | info | info | info | info | University |
| Drama professor - university | SAi | 41200 | info | info | info | info | info | info | info | University |
| Mathematics teacher - college level | SIA | 41210 | info | info | info | info | info | info | info | University |
| Mathematics professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |
| Agricultural school teacher | SIR | 41210 | info | info | info | info | info | info | info | University |
| Agricultural college teacher | SIR | 41210 | info | info | info | info | info | info | info | University |
| Agriculture professor - university | SIR | 41200 | info | info | info | info | info | info | info | University |
| Dental hygienist program teacher | Sla | 41200 | info | info | info | info | info | info | info | University |
| Engineering teacher - college level | SIR | 41210 | info | info | info | info | info | info | info | University |
| Engineering professors - university | SIR | 41200 | info | info | info | info | info | info | info | University |
| Laboratory technology professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Chemisry professor - university | SIR | 41200 | info | info | info | info | info | info | info | University |
| Physics professor - university | Slr | 41200 | info | info | info | info | info | info | info | University |
| Economics professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Economics teacher - college level | Sla | 41210 | info | info | info | info | info | info | info | University |
| Religion professor - university | SAI | 41200 | info | info | info | info | info | info | info | University |
| Medicine professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Veterinary medicine professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Pharmacy professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Public health professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Computer science teacher - college level | SIC | 41210 | info | info | info | info | info | info | info | University |
| Computer science professor - university | SIC | 41200 | info | info | info | info | info | info | info | University |
| History teacher - collegial level | SIA | 41210 | info | info | info | info | info | info | info | University |
| History professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |
| Sociology professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |
| Psychology professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |
| Education professor - university | SAI | 41200 | info | info | info | info | info | info | info | University |
| Criminology professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Law professor - university | SIE | 41200 | info | info | info | info | info | info | info | University |
| Political science professor - university | SEA | 41200 | info | info | info | info | info | info | info | University |
| Geography professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |
| Anthropology professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Archaeology professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Forestry professor - university | SIR | 41200 | info | info | info | info | info | info | info | University |

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|--|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Music professor - university | SAi | 41200 | info | info | info | info | info | info | info | University |
| Visual arts teacher - college level | SAi | 41210 | info | info | info | info | info | info | info | University |
| Visual arts professor - university | SAi | 41200 | info | info | info | info | info | info | info | University |
| Architecture professor - university | SAr | 41200 | info | info | info | info | info | info | info | University |
| Fine arts teacher - college level | SAi | 41210 | info | info | info | info | info | info | info | University |
| Fine arts professor - university | SAi | 41200 | info | info | info | info | info | info | info | University |
| English as a second language teacher - college level | SAI | 41210 | info | info | info | info | info | info | info | University |
| Language laboratory teacher - college level | SAI | 41210 | info | info | info | info | info | info | info | University |
| Language professor - university | SAI | 41200 | info | info | info | info | info | info | info | University |
| Communication teacher - university | SAI | 41200 | info | info | info | info | info | info | info | University |
| Nursing instructor - college level | Sla | 41210 | info | info | info | info | info | info | info | University |
| Nursing professor - university | Sla | 41200 | info | info | info | info | info | info | info | University |
| Social services professor - university | SIA | 41200 | info | info | info | info | info | info | info | University |
| Social services teacher - college level | SIA | 41210 | info | info | info | info | info | info | info | University |
| Business administration teacher - college level | SEI | 41210 | info | info | info | info | info | info | info | University |
| Business administration professor - university | SEI | 41200 | info | info | info | info | info | info | info | University |
| Library science professor - university | SIC | 41200 | info | info | info | info | info | info | info | University |

GENERAL OFFICE WORK



This field includes occupations related to general office tasks, which particularly lead to management of:

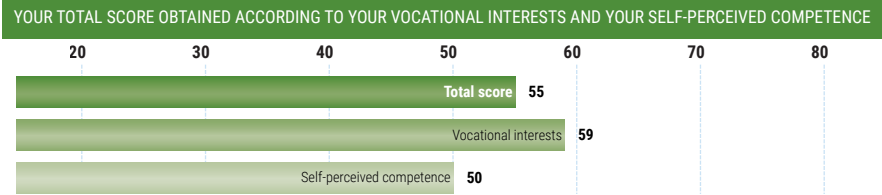
- documentation;
- mail sorting and distribution;
- billing;
- welcoming and following up clients and customers.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|--|---|---|
| <ul style="list-style-type: none">• Welcoming and informing clients and customers, entrusting them to the right service, managing calls and appointments;• Preparing and checking forms, contracts, employee pay, billings;• Performing filing and management: dockets, documents, paper mail and email;• Using IT tools and office automation equipment to correct, draft and transmit communications. | <ul style="list-style-type: none">• Procedures, standards and rules;• Working on computers;• Tranquil, stable and structured environment;• Use of telecommunications;• Customer service;• Solitary work;• Filing, compilation, transcription;• Fluency in writing and spoken language;• Work with figures and data. | <ul style="list-style-type: none">• Tolerance of repetitive work;• Being organized and methodical;• Painstaking approach, attention to detail and rigour;• Reliability and autonomy;• Friendly welcome;• Good oral and written communication;• Good judgment;• Ability to follow instructions. |

For more information on trades, occupations and professions :

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|--------------------------------------|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Office clerk | CEr | 14100 | info | info | info | info | info | info | info | Secondary school |
| Secretary (except legal and medical) | CEs | 13110 | info | info | info | info | info | info | info | College short |
| Medical secretary | CSe | 13112 | info | info | info | info | info | info | info | College short |
| Legal secretary | CEr | 13111 | info | info | info | info | info | info | info | College short |
| Executive assistant | CEs | 12100 | info | info | info | info | info | info | info | College 2 + |
| Receptionist | CEs | 14101 | info | info | info | info | info | info | info | Secondary school |
| Switchboard operator | CSR | 14101 | info | info | info | info | info | info | info | Secondary school |
| Data entry clerk | CRe | 14111 | info | | info | info | info | info | info | Secondary school |
| Purchase order clerk | CRe | 14403 | info | | info | info | info | info | info | Secondary school |
| Human resources assistant | CEs | 14102 | info | | info | info | info | info | info | Secondary school |
| Title examiner | CER | 42200 | info | info | info | info | info | info | info | College 2 + |

MANAGEMENT IN THE ARTS AND COMMUNICATIONS FIELD



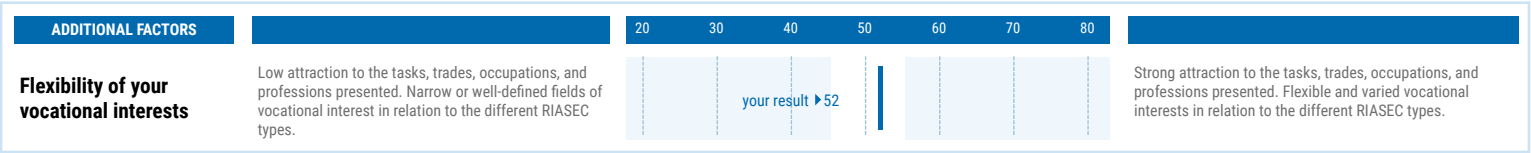
The majority of the occupations in this field lead to coordinating, managing and supervising the production of goods, services or events in the arts, media or advertising sector.

| EXAMPLES OF ASSOCIATED TASKS | PEOPLE WORKING IN THIS FIELD MAY LIKE | EXAMPLES OF STRENGTHS AND COMPETENCIES THAT MAY BE USEFUL TO PEOPLE WORKING IN THIS FIELD |
|--|--|---|
| <ul style="list-style-type: none">Developing new products and services and convincing people to procure them;Choosing effective strategies to make a company known;Planning and organizing an artistic production by establishing: timeline, budget, human and material needs (film, theatre, radio, television);Directing and deciding staging, sets, actors and costumes or a theatrical or cinematographic work. | <ul style="list-style-type: none">Communications, media and advertising;Creation and innovation in the field of film, television, theatre, radio and performance;Music, video, multimedia;Management, direction, planning;Human resources;Sales, marketing;Direct contact with the public. | <ul style="list-style-type: none">Ease in communicating and establishing and maintaining relationships;Ability to negotiate and persuade;Listening to people;Tolerance of stress and pressure;Ease in memorizing;Ambition and leadership;Initiative, vibrancy and creativity;Critical judgment;Effort and perseverance;Ability to collaborate with people. |

| Occupation | RIASEC profile | NOC code | OASIS | ALIS | O.L.B. | Q.E. | NBJ. | N.S.W. | W.BC | Generally required training level |
|--|----------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------------|
| Production director (motion picture, radio, television, stage) | EAs | 51120 | info | info | info | info | info | info | info | University |
| Advertising manager | EAC | 10022 | info | info | info | info | info | info | info | College 2 +, University |
| Marketing manager | ECa | 10022 | info | info | info | info | info | info | info | College 2 +, University |
| Public relations specialist | EAS | 11202 | info | info | info | info | info | info | info | University |
| Music director | EAs | 51121 | info | info | info | info | info | info | info | University |
| Artistic director | EAs | 51120 | info | | info | info | info | info | info | University |
| Technical director (motion pictures, broadcasting and performing arts) | ERC | 51120 | info | | info | info | info | info | info | University |
| Producer (motion picture, radio, television) | EAs | 51120 | info | info | info | info | info | info | info | University |
| Record producer | EAs | 51120 | info | info | info | info | info | info | info | University |
| Curator | ECA | 51101 | info | info | info | info | info | info | info | University |

Level of flexibility of your vocational interests

This factor measures your general level of interest for the different tasks, occupations and professions stated in relation to each of the general RIASEC types. The higher your score, the more possibilities seem to interest you. There are no good or bad results.



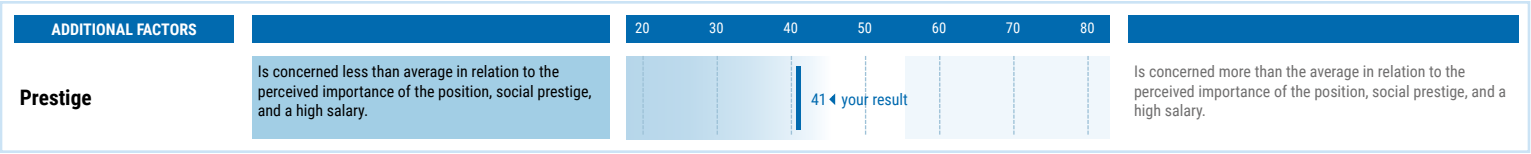
Level of desired prestige

This factor measures your desire to obtain :

- positions of a certain stature ;
- a certain social prestige ;
- a high salary in your your trade, occupation or profession.

This search for prestige is likely to influence your vocational choice. There are no good or bad results.

If you are looking for high prestige, we invite you to also consider the tasks you will perform in relation to your career choice to see if they are interesting for you.



● INCONSISTENT ANSWERS SCALE

The purpose of this scale is to detect if you gave contradictory answers to key statements that strongly resemble each other.

No anomaly detected.

● CONTINUOUS ANSWERS SCALE

The purpose of this scale is to detect if you provided identical answers to a long series of statements that normally generate different answers.

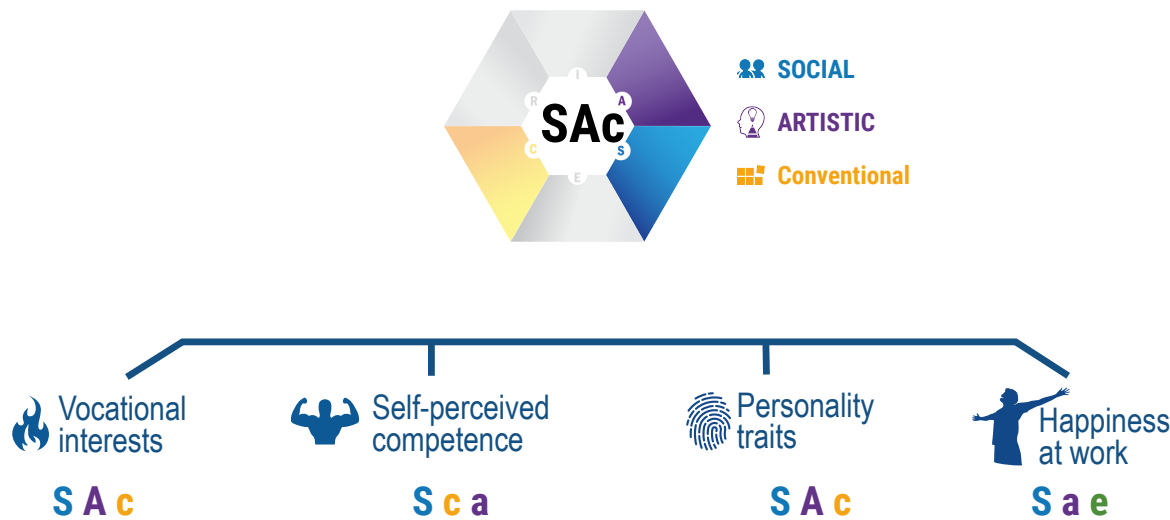
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4. SUMMARY OF YOUR RESULTS

YOUR RIASEC GLOBAL SCORE

Your RIASEC global score is a general measurement that allows you to :

- explore trades, occupations and professions that share a RIASEC profile similar to yours ;
- compare it with the RIASEC profile of the trades, occupations and professions that interest you.



OCCUPATIONAL FIELDS IN WHICH YOU STAND OUT THE MOST :



1. Helping Relationship
2. Arts and Crafts
3. Customer Service
4. Writing and Communications
5. Physical Care
6. Tourism
7. Fashion and Decorating
8. Teaching
9. General Office Work
10. Management in the Arts and Communications Field

The occupational fields are more likely to reflect the different career choices you might consider. Thus, they will allow you to explore ideas about trades, occupations and professions more precisely.

As needed, your RIASEC global score will be useful for generating even more ideas and thus broaden your exploration.

5. CONCLUSION

- This test is beneficial for you when it allows you to :
 - know yourself better ;
 - compare the career choices you are considering with the results you obtained ;
 - obtain new ideas for trades, occupations and professions.

If it does not validate your initial choice, this does not mean you should change your plans. Do additional research to gain better understanding of what influenced your initial choice. Compare your initial idea with your test results to support you in your thinking.

- For a choice of trade, occupation or profession to be interesting for you, the letters of the RIASEC profile associated with it do not need to be exactly the same and in the same order as your own results.
- If there are few resemblances, we suggest you obtain information on the nature of the tasks you will perform so that you can make an informed decision. You can also deepen your analysis with your counsellor.
- Discuss the trades, occupations or professions that interest you with people who practice them in order to obtain information. Also obtain information from several people working in different work environments to have a better picture of the situation.
- Several academic and vocational resources are available to help you in your research :
 - Guides in libraries and schools ;
 - [Occupational and Skills Information System](#) (Canada) ;
 - [Job Bank](#) (Canada) ;
 - [Alis](#) (Alberta) ;
 - [Government of the Northwest Territories Labour Market Information](#) ;
 - [Manitoba Labour Market Outlook](#) ;
 - [NB Jobs \(New Brunswick\)](#) ;
 - [Nova Scotia Works](#) ;
 - [New Foundland & Labrador Labour Market Information](#) ;
 - [Ontario's Labour Market](#) ;
 - [Quebec Employment](#) ;
 - [Saskatchewan Labour Market Information](#) ;
 - [WorkPEI](#) (Prince Edward Island) ;
 - School admission services ;
 - Websites of vocational education, college, and university institutions ;
 - School open house events ;
 - Academic and vocational information services of educational institutions.
- Here are some examples of questions to help you find out if you feel ready to make your choice :
 - ☐ Do you feel that you have enough information to make your decision ?
 - ☐ Do you believe you might have skipped or forgotten important steps before making your decision ?
 - ☐ Do you feel supported and understood by the people around you regarding your choice ?
 - ☐ How do you feel about your choice? Do you feel confident and satisfied ?
- As needed, discuss this with your counsellor to assist you in your thinking and provide you with resources that will help you in your exploration of school programs, trades, occupations and professions.