

**INTEREST
INVENTORY**

SAMPLE

or which require training you may not have had. However, in such instances try to determine your feelings toward the activity. Disregard considerations of salary, social standing or future advancement. For each item decide the degree of your interest or disinterest in the activity, and mark your booklet according to the following scale:

L I d D

Not All Pages Shown
Total Pages = 4

Put your answers to this page in Column 4.

Column 4 Column 3 Column 2 Column 1

3 2 1 0

L I d D L I d D L I d D L I d D

127. Solve math problems in chemical research
128. Be in charge of designing a space shuttle
129. Make custom drapes or window coverings
130. Conduct a meeting of business managers
131. Receive clients and make appointments
132. Reproduce artistic masterpieces
133. Lead young adults in recreational activities

L I d D L I d D L I d D L I d D

134. Take and compare fingerprints or footprints
135. Tune-up automobile motors
136. Replant trees in a logging area
137. Sell sportswear in a retail shop
138. Present news editorials for radio or TV
139. Take photos to be displayed in a catalog
140. Serve people in a restaurant

141. Study rocks and fossils to find m
142. Plot the course of a ship
143. Repair and re-cover uph
144. Direct an internation
145. Operate an offic
146. Draw picture
147. Teach or

148.
1

SAMPLE

155.
156. E
157. Che
158. Manag
159. Enter info
160. Direct a vide
161. Help fight drug

L I d D L I d D L I d D L I d D

162. Measure blood pressure
163. Repair automobile or aircraft engines
164. Plant and grow flowers or vegetables
165. Sell sports equipment in a retail store
166. Edit a section of a newspaper or journal
167. Decorate a store window
168. Help people out of a burning building

Self interpretation
**PROFILE
& GUIDE**

SAMPLE

tion contained in this guide. In addition to interpreting your scores, you will be referred to a number of sources of information about various careers. After completing this guide, talk to your counselor or instructor about any questions you may have about your results.

Not All Pages Shown
Total Pages = 13

SECTION 1. Directions for scoring and plotting the profile

1. Scoring the booklet -- After you have completed answering all the items, open your COPS Interest Inventory booklet to the last page and sum across each row. Count three for each big L answer, two for each small l answer and one for each small d. Nothing is added for D (Dislike very much) answers. Since there are four answers in each row, the maximum possible score for a particular row is 12. Record these sums in the spaces in the far right edge of your answer page starting with the first sum labeled "A₁" and so on down to the last sum at the bottom of the page labeled "N₃." When you have completed this step, there will be a scale score in each of the lettered spaces in the far right-hand column.

2. Plotting the Profile -- After you have completed scoring the COPS Interest Inventory booklet as described above, turn to the Profile Sheet in this guide to plot your interest profile. Read across the top and bottom of the boxes on the Profile Sheet. Every

box is in alphabetical order. Obtain the scores to be plotted on this sheet by adding the three "A" scores in your booklet, then the three "B" scores and so on through "N," entering the total scale score in the corresponding box on the Profile Sheet. Be sure all three scores are summed for each letter. Thus, the three "A" scores will be recorded on the lines above the "A" box, added together and the sum entered in the box lettered "A," (be sure to skip a box to record the sum). Do this for all boxes "A" through "N."

The next step is pl
labeled M is for m
females. If you
with those
out the
com

column
(n) for
cores
ken
o

SAMPLE

Your profile will compare
others at your professional
occupational
profile as
peak
or

of
Score
the nu
and let
ample, y
is at the m
who have ta
score falls at a
of 75, indicated
interest you have
greater than 75% o
greater your interest
others.

If you wish to consider your interest in the job activities without regard to others at your educational level simply circle the largest scale scores in the boxes at the bottom of your Profile Sheet.

...areas
...areas that
...the follow-
...the nature of
...cept for the Clerical,
...areas, scores are pre-
...occupations, usually requir-
...often advanced degrees, and
...occupations requiring vocational or
...in which a college degree may not

Some scores in certain areas will be high for the Professional and Skilled scales. This would suggest that occupations at various levels of training and responsibility might be equally satisfying, and your choice of occupation might be based on such considerations as opportunities in occupations at various levels, and difficulty of attaining advanced education. In some cases skilled level occupations may be used for entry to professional level occupations.

If you find that your scores are not high in any area, it may be because you have not had sufficient opportunity to develop interests in certain areas or that you have not given enough thought to your career. Further reading and discussion with your counselor or instructor may help you to identify those occupational activities which would be of greatest interest to you.

(Continued on page 11.)

NAME _____ AGE _____ SEX _____ DATE _____

INSTITUTION or OCCUPATION _____ GRADE or CLASS _____

3

The Career Clusters

1 SCIENCE, PROFESSIONAL (A) occupations involve responsibility for the planning and conducting of research. They include collecting and applying systematic accumulation of knowledge in the related branches of mathematical, medical, life and physical sciences.

Related courses of study:

SCIENCE - Anatomy, Anthropology, Astronomy, Biology, Chemistry, Geography, Oceanography, Physics, Psychology, Science (General, Life and Physical), Zoology

MATHEMATICS - Algebra, Calculus, Data-Processing Math, Geometry, Trigonometry, Computer Science
LANGUAGE - French, German, Latin

SAMPLE OCCUPATIONS

Medical-Life Science

- 1 * AGRONOMIST (040.061-010)**
- * ANATOMIST (041.061-010)
- * ANESTHESIOLOGIST (070.101-010)
- * ANTHROPOLOGIST (055.067-010)
- * AUDIOLOGIST (078.101-010)
- * BACTERIOLOGIST (041.061-058)
- * BIOCHEMIST (041.061-026)
- * BIOLOGIST (041.061-030)
- * BIOMEDICAL ENGINEER (019.061-010)
- * BOTANIST (041.061-038)
- * ECOLOGIST (029.061-010)
- * EMBRYOLOGIST
- * ENTOMOLOGIST (041.061-046)
- * FLIGHT SURGEON (070.101-030)
- * FOOD SCIENTIST (RES. DIETITIAN) (077.061-010)
- * GENETICIST (041.061-050)
- * HEALTH PHYSICIST (015.021-010)
- * HISTOPATHOLOGIST (041.061-054)
- * MARINE BIOLOGIST (041.061-022)
- * MICROBIOLOGIST (041.061-058)

MYCOLOGIST (041.061-062)

- NEUROLOGIST (070.101-060)
- ORAL SURGEON (072.011-018)
- PALEONTOLOGIST (024.061-042)
- PARASITOLOGIST (041.061-070)
- PATHOLOGIST (070.061-010)
- PHARMACOLOGIST (041.061-074)
- PHYSIOLOGIST (041.061-078)
- * PSYCHOLOGIST, EXPERIMENTAL (045.061-018)
- * RADIOLOGIST (070.101-090)
- SURGEON (070.101-094)
- UROLOGIST (070.101-098)
- * VETERINARIAN (073.101-010)
- * ZOOLOGIST (041.061-090)

Mathematical Science

- ACTUARY (020.167-010)
- COMPUTER PROGRAMMER (030.162-010)

COMPUTER QUALITY ANALYST (033.262-010)

- DATA BASE DESIGN ANALYST (039.162-014)
DEMOGRAPHER (020.167-026)
ENG. SCI. & DATA MANAGER (169.167-030)
* FINANCIAL (MARKET RES.) ANALYST (16⁹)
* FINANCIAL ECONOMIST (050.067-010)
INFORMATION SCIENTIST (109.067-
MATHEMATICAL TECHNICIAN (02⁰)
* MATHEMATICIAN (020.067-014)
MICROCOMPUTER SUPPORT⁹
* OPERATIONS-RESEARCH⁹
PHYSICIST, THEORET⁹
* PROGRAMMER, EN⁹
* SOFTWARE TE⁹
* STATISTICA⁹
* STATIST⁹
STATIS⁹

Science

- SCIENCE
OIGIST (055.067-018)
IER (021.067-010)
-061-010)
-FA-PURIFY (022.261-014)
-025.062-010)
-067-010)
-018)
-11-030)
-034)
-010)
-018)

15.362-026)

Some skills and abilities needed in these jobs

- Some skills and abilities needed in these jobs
- Use logic or scientific thinking to deal with many different kinds of problems
- Make decisions based on information that can be measured or verified
- Learn and use knowledge about how living things function, how plants and animals are classified, how to use laboratory and scientific equipment
- Understand and use instructions that use words, numbers, diagrams, or chemical formulas
- Do things which require you to be very accurate

(See DOT, Vol. 2 [1965], pages 294, 375, 418, 466, 468, 473.)
Social Research.

- Use non-verbal symbols to express ideas or solve
- Understand and explain scientific information
- Understand and
- Use communication processes
- Make
- Do

SCIENCE, SKILLED (H) occupa'

2 facts in assisting in laboratory
the fields of medicine and life ?

Medical-Life Science

- † • BIOLOGICAL TECH.
 * CORONER (168.1)
 CYTOTECHNO
 * • DENTAL AS
 * • DENTAL
 * • DENT
 * DIA
 * •
 *

Medical-Life

Medical Entomology
Aquatic Biology
Agronomy
Anatomy
Anthropology
Bacteriology
Biochemistry
Biology
Botany
Chiropractic Medicine
Dentistry

F

Environ
Genet
Immun
Marine E
Medical Te
Medicine
Microbiolog
Mortuary Science

1 & 2 SCIENCE. COLLEGE MAJORS:

Mathematical Science

Actuarial	Mathematics
Science	Meteorology
Astronomy	Operational
Basic Scientific	Research
Research	Planetary
Computer	Science
Science	Physics
Economics	Statistics
Information	Systems
Science	Analysis

Physical

Archaeology
Astronomy
Atmospheric Sciences
Chemistry
Earth Sciences
Geography
Geology
Hydrology
Metallurgy
Meteorology

Oceanography

Optical Sciences
Pharmacy
Physics
Planetary Sciences
Plant Genetics
Radiology
Soil Science
Solar Energy
Water Sciences

- Occupations preceded by a bullet (•) may be looked up in the COPSys^{tem} *Career Briefs Kit* alphabetically within clusters.

† Occupations in *italics* may be looked up in the Occupational Outlook Handbook (1984-1985, 1986-1987, 1988-1989, 1990-1991 or 1992-1993), in the Dictionary of Occupational Titles Index or the alphabetical Index.

*The number in parenthesis is the Dictionary of Occupational Titles (DOT) code. For a complete description of this code, see DOT Fourth Edition (1977), page xvi or DOT Fourth Edition, Revised 1991 page xvi. Use the nine digit code to find titles in DOT, Fourth Edition (1977), or the Fourth Edition, Revised 1991. [Numbers in *italics* are found only in the Fourth Edition, Revised 1991. These titles usually may be found alphabetically in DOT (1977)].

Almost all occupations listed above may be looked up alphabetically in the COPSys^{tem} *Career Cluster Booklets*.

Occupations preceded by an asterisk () indicate occupations which are available in the VIEW program.

13 SERVICE, PROFESSIONAL (G) occupations include positions of high responsibility in caring for the personal needs and welfare of others in fields of social service, health and education.

Related courses of study:
ENGLISH - English, Media, Minority Literature, Speech
LANGUAGE - French, German, Latin, Spanish
PHYSICAL EDUCATION
SOCIAL SCIENCE - Health, Humanities, History, Psychology, Social Studies,
 Sociology, Student Government
SCIENCE - Anatomy, Biology, Chemistry, General and Life Science
MATHEMATICS - General and Advanced Math, Computer Literacy

SAMPLE OCCUPATIONS

- | Instructional | | Social-Health | |
|--|--|--|------------------------------|
| * ATHLETIC TRAINER (153.224-010)** | * PLACEMENT OFFICER (DIRECTOR) (168.167-014) | * ART THERAPIST (078.127-010) | ** PE* 'ICIAN (070.101-066) |
| * COACH, PROFESSIONAL ATHLETES (153.227-010) | * PRINCIPAL (099.117-018) | * CAREER-GUIDANCE TECHNICIAN (249.387-014) | * THERAPIST (078.121-014) |
| * DEAN OF STUDENTS (090.117-018) | * PROGRAM DIRECTOR, SCOUT (187.117-048) | * CASEWORKER (195.107-010) | (070.101-022) |
| DIRECTOR, INSTRUCTIONAL (099.167-018) | * PUBLIC HEALTH EDUCATOR (079.117-014) | * CHIROPRACTOR (079.101-010) | * SSISTANT (079.364-018) |
| DIRECTOR OF STUDENT AFFAIRS (090.167-022) | * RECREATION CENTER DIRECTOR (195.167-026) | * CLERGY (RELIGIOUS WORKERS) (120.107-010) | * 79.101-022) |
| DIRECTOR, SPECIAL EDUCATION (094.167-014) | * RECREATION SUPERVISOR (187.167-238) | * COMMUNITY RELATIONS ADVISOR (195.167-) | * 75.117-010) |
| EDUCATION CONSULTANT (099.167-014) | * RECREATIONAL THERAPIST (078.124-014) | * COUNSELOR (045.107-010) | * 375.267-026) |
| EDUCATION SPECIALIST (099.167-022) | * SPORTS OFFICIAL (153.267-018) | * DENTIST (072.101-010) | * ROLE OFFICER (195.107-046) |
| EDUCATIONAL PSYCHOLOGIST (045.067-010) | * SUPERVISOR, EDUCATION (099.117-026) | * DIRECTOR, COMMUNITY ORG. (1F | * 1-022) |
| EDUCATIONAL THERAPIST (094.227-010) | * TEACHER, ADULT EDUCATION (099.227-030) | * GENERAL-OPPORTUNITY REP. (1F | * AN (079.374-026) |
| INSTRUCTOR, ADULT (092.227-010) | * TEACHER, ELEMENTARY (092.227-010) | * GENERAL PRACTITIONER (O* | * 14 |
| INSTRUCTOR, HEALTH (059.367-014) | * TEACHER, HEARING IMPAIRED (094.224-010) | * GERONTOLOGIST | * (045.107-022) |
| INSTRUCTOR, MODELING (099.227-026) | * TEACHER, INDUSTRIAL ARTS (091.221-010) | * HEALTH SERVICES MA* | * 45.107-034) |
| INSTRUCTOR, NURSING (075.124-018) | * TEACHER, KINDERGARTEN (092.227-014) | * MUSIC THERAPIST | * 067-014) |
| * INSTRUCTOR, PHYSICAL (153.227-014) | * TEACHER, LEARNING DISABLED (094.227-030) | * NURSE, LICENSE* | |
| INSTRUCTOR, PHYSICAL ED. (099.224-010) | * TEACHER, MENTALLY IMPAIRED (094.227-022) | * NURSE, PROF* | |
| INSTRUCTOR, SPORTS (153.227-018) | * TEACHER, PHYSICALLY IMPAIRED (094.224-014) | * OBSTETRIC* | |
| INSTRUCTOR, VOC. TRAINING (097.221-010) | * TEACHER, SECONDARY (091.227-010) | * OPTOM* | |
| MANUAL-ARTS THERAPIST (078.124-010) | * TEACHER, VISUALLY IMPAIRED (094.224-018) | * ORT* | |
| * OCCUPATIONAL THERAPIST (076.121-010) | TUTOR (099.227-034) | * O* | |

Some skills and abilities needed in these jobs

- Deal with all kinds of people
- Care about people, their needs and their welfare enough to want to help in some way
- Gain the trust and confidence of people
- Use logical thinking and special training to counsel others
- Sometimes deal with people when they are in pain or under stress
- Make important decisions using your own judgment
- Understand and use theories and methods of research in v particular field
- Understand and use the basic principles of effective +
- Develop special skills and knowledge in one or more academic or vocational subjects

(See DOT, Vol. 2 [1965], pages 237, 294, 296, 341, 342.)
Teaching Services, Child and Adult Care. Lead/Officiating.

- Speak & write clear actions & have
- Develop a r
- Deal both
- frequ
- Pl-
-

14 SERVICE, SKILLED (A)
and catering to the +
service, social and hea

- Personal
† * ● AIRPLANE-FI
* BAGGAGE
* BAGGF
* ● BAP
* ● P

- DE
- DOG
- ELEC
- ELEVAT
- FUND RA
- FUNERAL
- GAME ATTEN
- GUIDE, SIGHT

Some skills and abilities

- Want to help people
- Talk with different kinds of people
- Provide services they want and need
- Deal with & relate to the young
- Use arms, eyes, hands and feet
- Stand or walk, sometimes for long periods
- Move fingers and hands easily
- Be able to handle things like dishes, money, merchandise
- Lift and carry things like heavy trays, sports equipment and bundles of newspaper

(See DOT, Vol. 2 [1965], pages 296, 354, 416, 422, 427, 444, 461, 477, 479, 499, 503, 519.) Work Groups: *Accommodating, Hospitality Services, Barber & Beauty Services, Passenger Services, Customer Services, Attendant Services. Leading - Influencing, Regulations Enforcement, Mechanical, Land & Water Vehicle Operation, Elemental Work: Mechanical-Cleaning and Maintenance. Humanitarian, Child and Adult Care. Protective, Safety & Law Enforcement, Security Services.*

13 & 14 SERVICE, COLLEGE MAJORS:

- Instructional
Education
Education
Administration
Elementary
Education
Library
Sciences

- Physical
Education
Recreational
Administration
Secondary
Education
Special
Education
Vocational Arts

- Social
Behavioral Sciences
Cosmetology
Counseling
Criminology
Dentistry
Educational
Psychology
Ethnic Studies
Family Practitioner

- Gerontology
Human Development
(Child)
Industrial Personnel
Law Enforcement
Medicine
Nursing
Occupational Safety
& Health

- Occupational Therapy
Park Management
Pediatrics
Physical Therapy
Psychiatry
Psychology
Public Health
Rehabilitation
Counseling

- Religious Studies
Social Science
Social Welfare
Social Work
Speech Pathology
Student Personnel
Work
Travel
Women's Studies

NOTE: See page 9 for footnotes describing the meaning of the symbols in front of Sample Occupations above.

SECTION III. Using your scores in career planning

Identify the areas (for example, Business, Science) and the sample occupations in which you have high or low interest. Relate your higher scores to sample occupations listed under each Career Cluster on pages 4 through 6. Sample occupations are further classified into subgroups within each Career Cluster. In many cases, the skills

required for successful performance of individual jobs within the cluster are highly transferable to other jobs in the cluster. Note how certain skills are required in many different jobs as you review different occupations.

- ☐ 1. SCIENCE, Professional
☐ 2. SCIENCE, Skilled
☐ 3. TECHNOLOGY, Professional

- ☐ 7. BUSINESS, Professional
☐ 8. BUSINESS, Skilled
☐ 9. BUSINESS, Clerical

- ☐ 10. COMMUNICATION
☐ 11. ARTS, Professional
☐ 12. ARTS, Skilled

- ☐ 13. SERVICE, Professional
☐ 14. SERVICE, Skilled

A. List the Career Clusters you are considering.

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

3. _____

Choose three occupations from column B.

E. List required skills and tasks for job performance in these three occupations.

F. List courses and training available to prepare you for these three occupations.

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

Discuss your occupational plans

You may wish to use the service of a career counselor to get help in understanding and using information in your career decision making. Counselors and instructors may also have other information about your record which they can discuss with you.

Remember, plan. Discuss your scores help you.

your occupational interests in career planning. Consult with your family, friends or others who can

(Continued on page 12.)

SAMPLE

Complete the following educational program planning subject courses by semester and summer session

Include activities and
Revision on pages 4

through 10 to help you select your activities and subject courses. Use a pencil so your Program Planning Guide can be changed because you may want to revise it later.

[illegible]

ACTIVITIES		1st	2nd	ACTIVITIES		1st	2nd	ACTI\

[illegible]

[illegible]

(Continued on page 13.)

LOCAL JOB INTERVIEW SHEET

Considering the occupations you have selected for exploration, choose one job and find local places where you can go to talk to someone regarding this job.

- A. List people you know or people working in this field who know where to apply for this job. Find places where you can apply for this job.

Places where employment may be found

Persons to contact

- 1.
- 2.
- 3.

- B. List the names of persons contacted or called to arrange and schedule the interview and give transportation plans to get to the interview.

Persons contacted

Place

Address

- C. List questions to ask during the interview.

Outlook for jobs available now and in the future

Skills needed

- D. Describe the job.

JOB DESCRIPTION

SAMPLE

SOURCES

- E. Interview

What

relate to this job?

Is improvement needed?

What kind of interests you?

Do you feel you will fit this job? Explain.

Who can give you a personal recommendation? (List names, addresses and phone numbers)

1. _____
2. _____
3. _____

- F. Are you still interested in this job?

- G. If this job does not interest you now, choose another job. Find local sources of information about job openings and repeat this activity - A through G on a separate page.