

**Melanie A. Cooper**

8th February 2012

## Careers Guidance Report

Report Code: 150395

Miscellaneous

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**This report**

You are probably reading this report because you are considering a change in the direction your life is taking. Whether or not you have been forced into this change by influences outside your control is unimportant; what is critical is that the transition is as smooth as possible and that you find your new direction personally rewarding and satisfying.

This report will help you understand your own individual make-up and motivations. Throughout the report there are short exercises for you to complete. These will help you to organise your thoughts through this potentially difficult time.

Remember that your Careers Adviser is fully trained and expert in this system and can offer you help and support.

**Where are you now?**

Before you start reading the report, indicate your current situation in the three areas below by ticking the appropriate boxes.

I am currently...	I want to...	If necessary, I can and will...
<input type="checkbox"/> employed	<input type="checkbox"/> find a new job	<input type="checkbox"/> study part-time
<input type="checkbox"/> self-employed	<input type="checkbox"/> find a new employer	<input type="checkbox"/> study full-time for up to 3 months
<input type="checkbox"/> unemployed	<input type="checkbox"/> find my first job	<input type="checkbox"/> study full-time for over 3 months
<input type="checkbox"/> in full-time education	<input type="checkbox"/> start a course	<input type="checkbox"/> start afresh in a new field
<input type="checkbox"/> houseperson	<input type="checkbox"/> review my options	<input type="checkbox"/> set up my own business
<input type="checkbox"/> other _____	<input type="checkbox"/> develop my self awareness	<input type="checkbox"/> move location
	<input type="checkbox"/> other _____	<input type="checkbox"/> other _____

**Introduction**

When you want to start something new it's important to know what you can do, what you would like to do, and how you're going to get there. It's also useful to find out the sort of working environment that would suit you best. Your results from the Morrisby Profile (MP) and Morrisby Questionnaire (MQ) will provide you with much information. The MP shows your abilities, or aptitudes in various important areas. The MCQ shows the types of careers and working environments that appeal to you the most. However, they may not necessarily reach the same conclusions. This is because people sometimes find that they may be very well suited to something they have not thought of before.

**Scores**

Test scores are grouped in the following way. These groups give you an idea of how your scores compare with those of other adults. If you get an average score, your test result is in the middle 40% of the population (the most usual result). **Although it is quite useful to know how you did when compared with other people, it is much more important to compare your own scores with one another, to see what you do best and what you find most difficult.**

Group	You are in the ...	
Very High	- Upper	10%
High	- Next	20%
Average	Middle	40%
Fair	- Next	20%
Low	- Lower	10%

All through the report the level of your scores is given in comparison with a wide range of other people. Remember that a high score is not necessarily a 'good' score.

**What are you looking for?**

Ideally, when reading this report, you should have some idea of what you want to achieve. Some people may be looking for a completely new area, whereas others may wish to continue much as before. Complete this exercise to show what changes you are looking for.

Listed below are some elements which people look for in a career. Look through these and tick the 'More' box if you would like to have more of that element in a new situation. Tick the 'Same' box if you have no real desire to change the amount. Sometimes people find that they need to make sacrifices when making a change. Tick the 'Less' box if you would be prepared to have less of the particular element. If you wish, add additional elements on the blank lines. You should aim to have a roughly equal number of 'More' and 'Less' boxes marked.

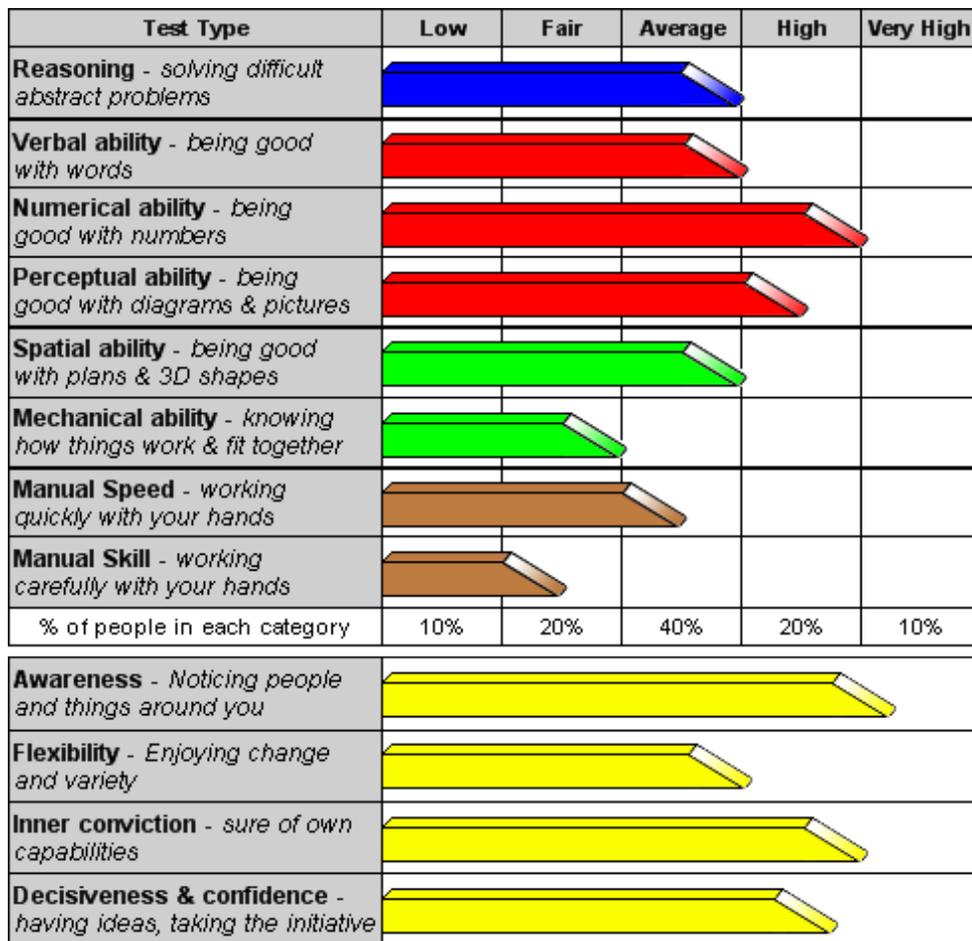
Element	Less	Same	More
Job responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work stimulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element	Less	Same	More
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Test Results**

This section shows how you did in the Morrisby Profile. It goes through your results in detail and what they suggest about your career choices.

This chart shows how you did in each of the measures and compares your performance with that of others. It is the pattern of your scores that matters more than individual results viewed in isolation.



**Abilities - and what else?**

Although aptitudes and abilities are very important, they are not the only consideration. You also have many skills which will be very important in your future career. These may include being able to organise things, to manage a budget, to deal effectively with other people. They may be technical, practical, office based or in computing or in languages. Consider the skills you can presently offer and list up to five of the ones you consider most important on the lines below. Mark those which you would like to use and develop further.

**My main skills include**

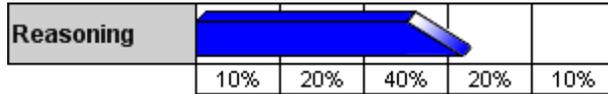
- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**I would like to use and develop this skill further**

<input type="checkbox"/>

You may wish to develop specific new skills. If you know what, write them here.

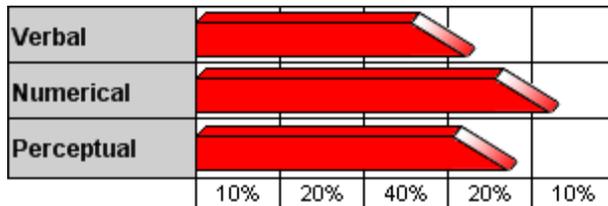
**Reasoning**



*This tested how well you understand new, difficult ideas and solve problems you have not met before. Even if people do very well on this test, they may not always be good at passing exams, as it does not test how well they remember things. You do not need a high score to do most jobs once you have been trained, but some types of study and training are easier for people with high scores. Some people with very high scores get bored easily and can feel frustrated as they do not do as well as they feel they should.*

**Your scores show that you have an average amount of reasoning ability. This means that you will find it fairly easy to understand new ideas when you have had time to think about them. You can work out how to deal effectively with the day-to-day problems you come across at work. However, you are unlikely to particularly enjoy working with the types of complex problems which can be found in some highly scientific and mathematical areas.**

**General abilities**



*These tests looked at whether you prefer to work with words, numbers, pictures and diagrams, or a mixture of these. Some people understand things best when they are explained in words. Some people find it easier to look at a chart or table of numbers; others like plans, diagrams and pictures. Please remember that the career suggestions at the end of this report also take your interests and qualifications into account.*

**The high level of your numerical ability, compared with the lower verbal, when coupled with the high perceptual result, suggests that you would feel at home with numbers and figures. This would be very useful in many commercial careers. You may not find it so easy to express your ideas on paper.**

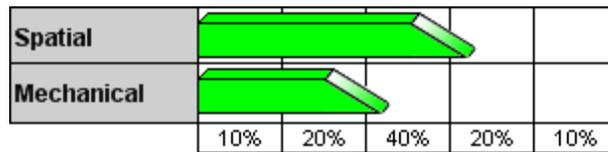
**Matching career areas include computer programming, data processing, aspects of economics, finance and accountancy, insurance, banking and so on. Please remember that the career suggestions at the end of the report also take your interests into account.**

**How does it fit?**

The pattern shown in your general abilities is important. Has the direction been apparent to you in the past? Write below up to three instances in past employment or education when you have been successful and up to three when you have been less successful. Is there a common thread and, if so, has it anything to do with your pattern of abilities?

- |                   |                        |
|-------------------|------------------------|
| <b>Successful</b> | <b>Less Successful</b> |
| 1) _____          | 1) _____               |
| 2) _____          | 2) _____               |
| 3) _____          | 3) _____               |

**Practical ability**



Both these tests are about being practical, but they are looking at different ways of being practical. The spatial test asked you to visualise drawings from different angles. This is important in engineering, architecture and design work. The mechanical test was about knowing how things work and are put together.

Your results show an average level of general practical ability. This means that you can deal well with practical problems. However, you have other skills and abilities which are stronger and you would probably do better in a career in which you could use these analytical skills, than in a very practical type of job.

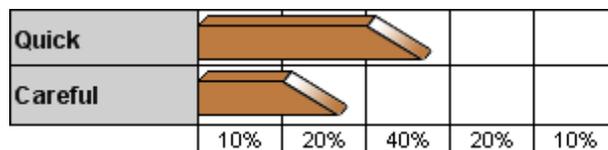
**Planning Style**



Some people are very good at coping with problems as they arise but not so good at planning ahead. Others are good at planning, but do not always notice the details. Some people can do both these things. It is helpful to know whether you are better at seeing the details or the overall picture.

Your scores suggest that you prefer to take an overall view of the situation, to work out what you want in the end, rather than concentrating on the details. This means that you are probably good at planning ahead and deciding how things should turn out but you may miss some details and seem to dislike being faced with sudden unexpected changes in the overall aim. You may prefer a career which uses your overall planning skills, rather than one where you have to pay a lot of attention to detail.

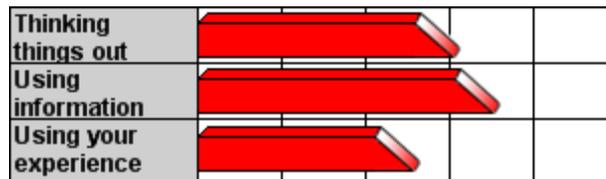
**Working with your hands**



The two manual dexterity tests show how quickly and accurately you can work with your hands.

Your scores on these dexterity measures show that you work at an average speed with your hands but seem not so good at being neat and careful when working at this speed. You probably need to slow down a bit if you have to be particularly precise. This is quite enough for most jobs but you may not enjoy doing very fast, highly precise manual work.

**Problem Solving**



By looking at groups of your scores on the first six aptitude tests, it is possible to see how you like to solve problems. Some people like to work out a solution to a problem from scratch, by thinking it out for themselves. Others like to look for the solution in books, or to be taught how to find a solution. Some like to ask other people, or to rely on past experience, or try out different ways in a trial and error approach.

All these are good ways of solving problems, but some are better for some jobs than others. It is also quite useful if you are thinking about further or higher education to know how you like to deal with problems, because there are many different types of teaching and training, and not all methods suit everybody.

Your own approach to work and to solving problems is influenced by the pattern of your high general abilities and by a similar level of reasoning. The practical abilities, however, are lower. This probably means that your skills are towards thinking through problems carefully before solving them. You prefer to work things out in advance rather than attempting to find a solution through trial and error.

You probably would not enjoy a career making things practically. Your skills are more towards dealing with information and concepts rather than with the things themselves. You can still cope with the practical side of things, but you may find that thinking about problems and discussing ideas you have come across is better suited than trying things out in practice or making things.

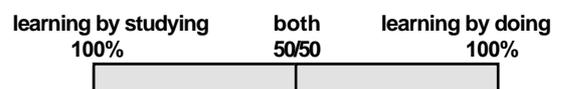
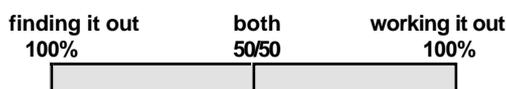
This type of approach is useful in many careers and goes well with your commercial abilities which were described earlier.

**Problems?**

How you tackle situations is critical in many aspects of work, training and education. People can adapt their approach to suit the situation but if they have a strongly preferred approach, then it makes sense to use it. The above section has described your results, but how significant are they to your way of working?

On the chart below, mark on the shaded bar whether you prefer to find things out, or to work things out, or a mixture. For example, if a domestic appliance didn't work, would you reach for the handbook or look at the appliance?

Mark this chart according to how much you like knowing about things against how much you like dealing with the things themselves. Would you prefer to become expert in something by studying it or by doing it?



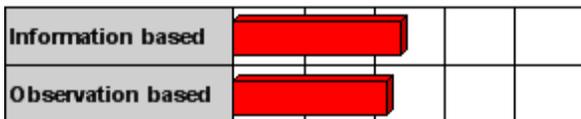
## Learning Styles

There are many different ways of learning and studying, and we all prefer some ways to others. For example, many people prefer to work from books and to study in an academic manner; others like to work things out by themselves and develop practical skills. Your style of learning also includes things like where you prefer to work, the time of day you feel you learn best, and whether you prefer to learn on your own or in a group. You might also want to consider how active you like to be, or if you prefer to watch a demonstration or listen to/read an explanation.

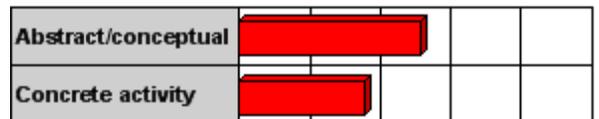
The diagrams below tell you some of the preferences you have, but you should also consider the results of your interest questionnaire before deciding on a course or training method.

## Preferred Learning Style

### Learning Approach



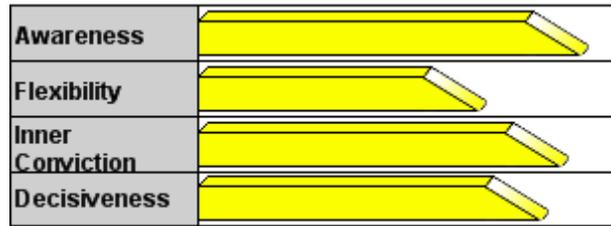
### Purpose of Learning



On balance, you seem equally at home learning through observation, experiments and diagrams, as you are learning through more traditional methods. You may enjoy courses which involve a variety of ways of learning; book-based as well as demonstrations, experiments and interactive learning.

You seem to be the sort of person who, when faced with a new problem, likes to analyse it carefully before attempting a solution. A more formal sort of learning situation may suit you better than learning on the job, or working to solve a problem in a hands-on manner. This type of situation would give you the chance to learn standard ways of solving problems which you could then apply to any new ones that you come across. In any course, you may prefer the regular course-work to projects.

**Personality**



*It is important to understand the way in which people prefer to apply their abilities to the problems and situations they face everyday. Although people change and develop, there are some things which do not change very much and which are useful to know about.*

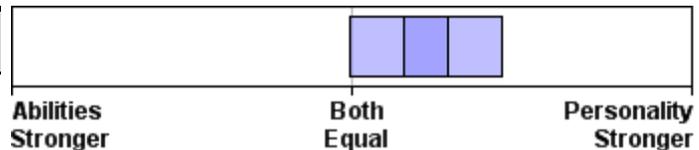
*For instance, some people like to stick at one thing until it is finished, while other people like having a lot of things to do at once, and do not mind if they cannot finish them all. Some are very confident about expressing their ideas, while others might be quite sure what they think, but a little unsure when it comes to putting it across to others. Some people are very aware of what goes on around them, and very sensitive to how other people are feeling, while others are quite tough and take less notice of what is going on.*

**These results suggest that you are confident, determined and aware of what is going on around you. You seem tenacious, which means you like to stick at something until you have finished it, rather than chopping and changing. You appear able to cope well with changes, but do not like change for its own sake. You prefer to stick at whatever you are doing until you have finished it properly.**

**You seem able to take the lead, make suggestions and take decisions, and appear determined enough to see that whatever you decide to do is done properly.**

**The results suggest that you are a determined, single-minded person, who could work under pressure without giving up. You usually know what you want and, when you aim at something, you keep on trying until you succeed.**

**Abilities and personality**



*Your abilities and your personality are both very important when it comes to choosing a career, but you may need to take one into account even more than the other. Some people prefer a job that matches their personality, and do not mind if it does not fit their abilities too well. Others want a job which matches their abilities most.*

**On the whole, your personality is even more important than your abilities and needs to be considered carefully when you choose your career. Your confident, forceful approach could be a great asset to you in the right sort of job.**

**Describe yourself**

**The personality features described above represent the foundations upon which you will have built your own unique style and characteristics. How would you describe yourself? Some aspects may be temporary, and others will be more long term - the real you. In the boxes below, briefly describe yourself as you are at present and how you are generally. You may like to use words such as; confident, considerate, nervous, etc. etc.**

At present, I am ...

In general, I am ...

## Questionnaire Report

On the following five pages are your results from the Interest Questionnaire which you completed.

The results reflect your present preferences regarding a career and NOT your test results. If there are differences between what you prefer (the Questionnaire Report) and what you seem good at (the Test Results), you should think about the reasons for your preferences.

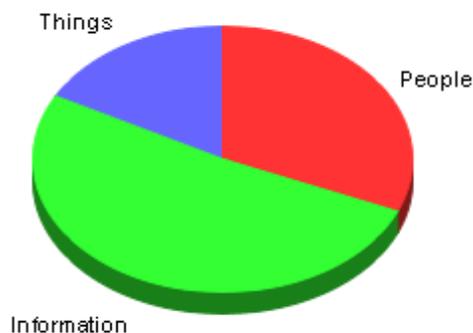
## Interests

Your answers to the questionnaire have been analysed to find out what matters most to you when choosing a career. The first part of this report looks at what interests you, the second part looks at the types of work setting you would prefer.

### 1 What interests you most - People, Things or Information?

Most jobs involve a mixture of these. For example, a police officer may spend much of the time dealing with people, but also has to keep records and be familiar with computer systems. An engineer may spend much of the time designing structures or systems, but also needs to use mathematics and to work with clients and colleagues.

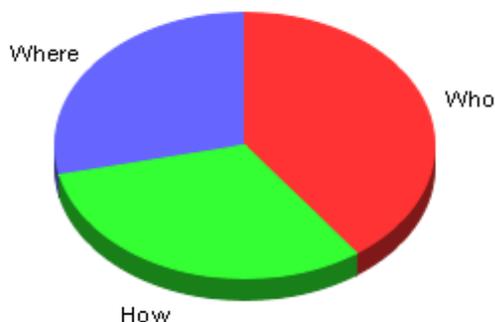
You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



Of these three areas your results show that you very much prefer working with information (books, figures, ideas, records, paperwork or news). You are much less interested in a job dealing with other people all the time. You do not seem to want a job dealing with machines, science and technology.

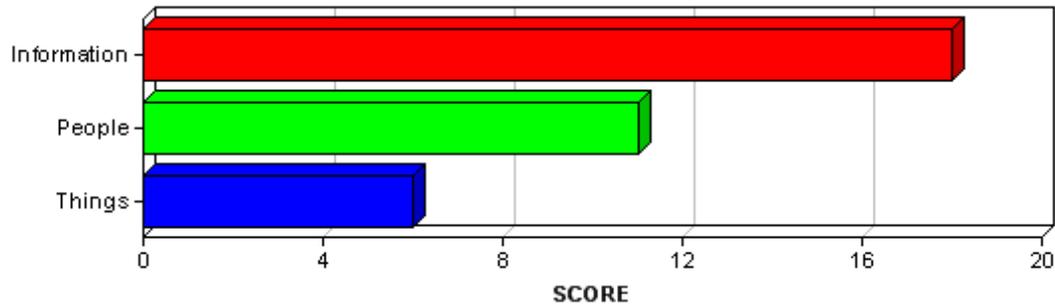
### 2 What matters most to you - Where, how or with whom you work?

Some people need to work by themselves, or with close friends, or with a larger group of people. Other people don't really mind. Some people mind very much where they work, others may not mind whether they work in an office, outdoors or in a manufacturing environment. Some people can switch from being practical to being imaginative or systematic when they need to; others want to work in one way all the time.

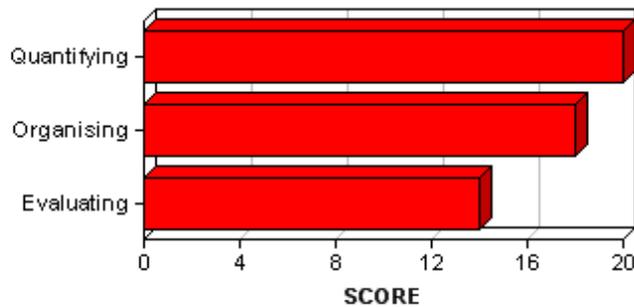


Who you work with matters most to you. You don't seem to be too bothered about your surroundings or how you go about your work.

This is explained more fully on the next three pages.

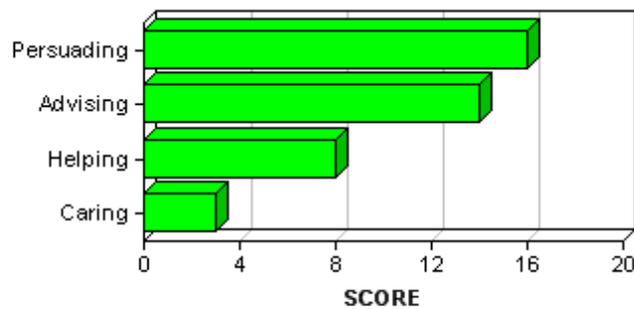


**You are most interested in working with information.**



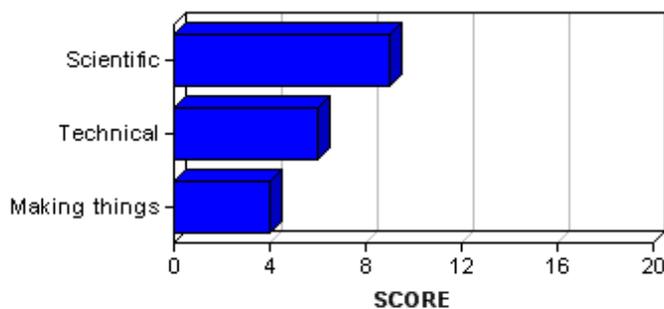
You are interested in using maths and statistics to analyse facts and figures to find out what they indicate and sorting things systematically and being well organised. You wouldn't mind evaluating facts and written information when required but would probably prefer working with figures in a more structured and less subjective manner.

**You are less interested in working with dealing with people.**

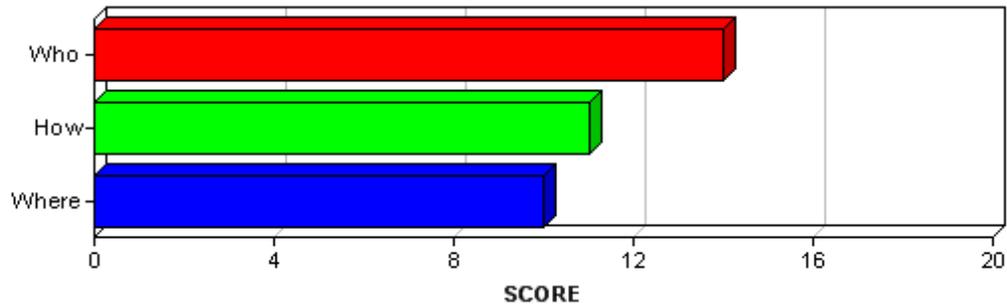


Although a job dealing with people would not be your first choice, you would prefer to talk to people and persuade them round to your point of view, rather than caring for ill or unhappy people. You might also be prepared to give advice and suggest things for people to do as part of your work. You do not find the idea of constantly helping people to cope with their personal problems very appealing.

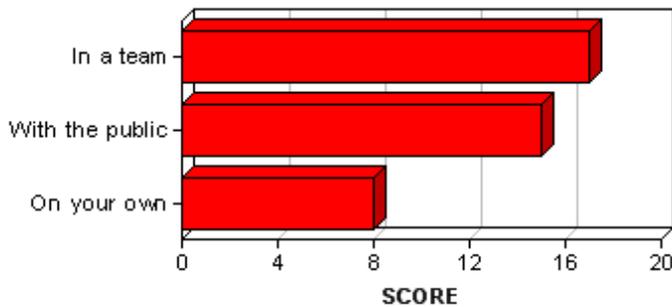
**You are not interested in working with things.**



You are not interested in working with things and don't want to make or repair things with your hands. If anything, you may consider using scientific methods and theories, and learning why things work, rather than to work with technology.

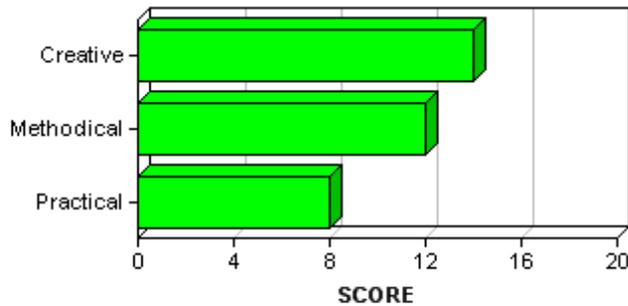


**Who you work with is important to you.**



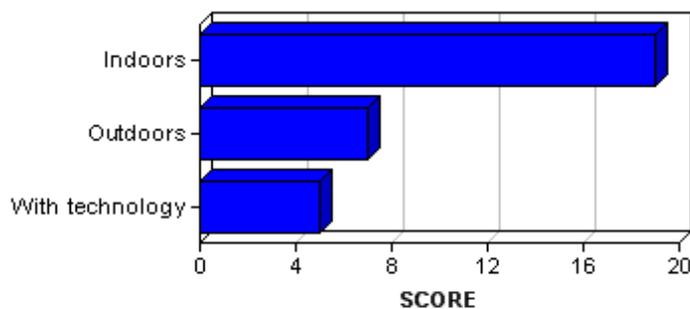
You would like to work in a team with people you know and trust or to work with the general public, meeting different people each day. The thought of working on your own does not appeal to you at all.

**How you go about your work also makes a difference to you.**

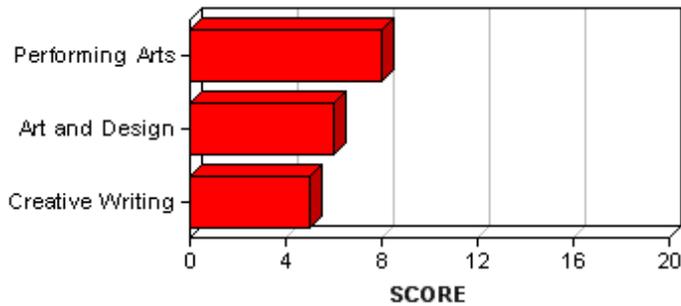


All other things being equal, you would prefer to use your creativity at work and to have some chance to develop new ways of doing things. You are slightly less concerned about following a set routine and knowing what to do and how to do it. You don't seem interested in always producing a practical result.

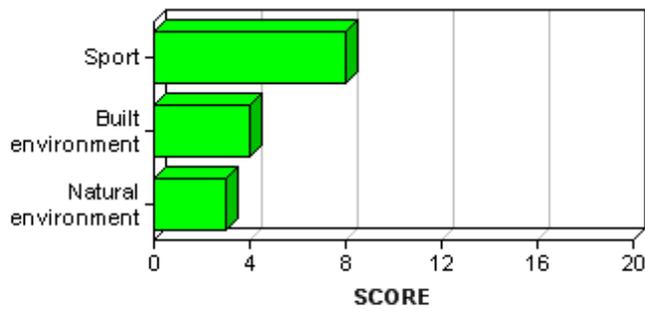
**Where you work is also fairly important to you.**



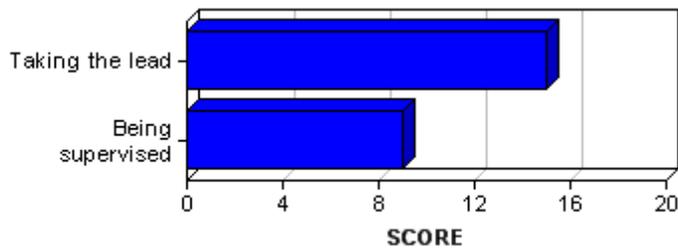
You would prefer working in an office or organisation; probably in some sort of business or public service. You are not very keen on working outdoors. The idea of working in an industrial area interests you least.

**How you prefer to use your imagination**

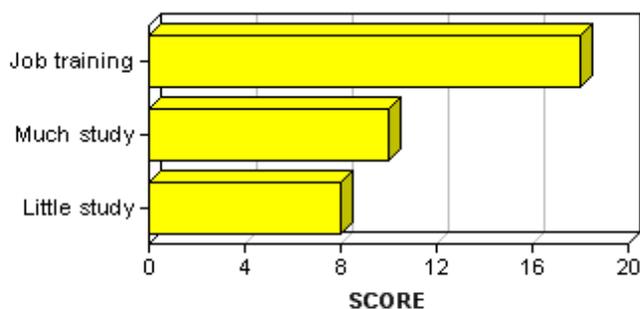
You would quite enjoy having the chance to work in the performing arts such as music, drama, dance, or being in the public eye in some way as part of your work. Although you may still enjoy it, being able to work in the visual arts or to write creatively or critically is less important to you.

**Your specific feelings towards working Outdoors**

You do not want to work outdoors and, in particular, you have no interest in working with the natural environment, landscapes, plants and animals, or working with the built environment. If anything, you would prefer having some link with sport and physical fitness, probably in your spare time.

**Do you prefer to take the lead or be supervised?**

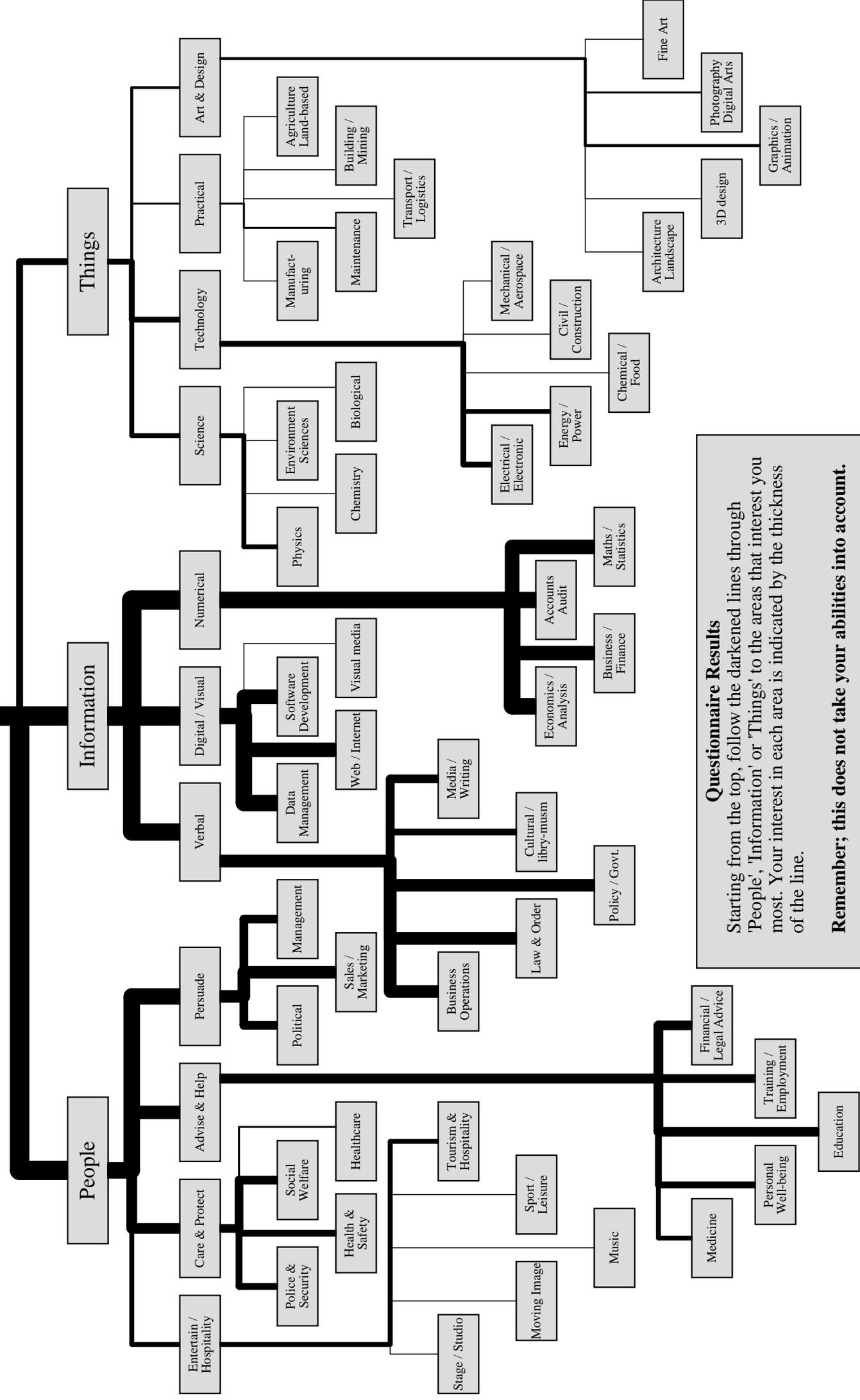
You like the idea of taking the lead at work. You would enjoy the challenge of advising others how to do their work and would not mind taking responsibility. It is important for you to use your initiative and to have the chance to work in your own way. You would not enjoy being told what to do all the time.

**How much study are you prepared to do?**

All other things being equal, you would prefer a career that requires specific training and job-related study, probably including a significant period of time in the workplace. You are less keen on a career which requires a lengthy period of full time study. You don't seem at all interested in a job which needs few formal qualifications.

# The World of Work

Melanie A. Cooper



**Questionnaire Results**  
 Starting from the top, follow the darkened lines through 'People', 'Information' or 'Things' to the areas that interest you most. Your interest in each area is indicated by the thickness of the line.  
**Remember; this does not take your abilities into account.**

## Career Suggestions

The career suggestions listed on the following pages have been selected from a list of over 500 occupations. They match your particular abilities and interests.

These are not the only jobs for you to think about. You may have other career ideas to add to these, and you may have talents and abilities - such as sport or music - which cannot be measured by paper and pencil tests.

**Career suggestions**

These career **suggestions** are made on the basis of your results. They do not form a definitive list of everything that is suitable and your research may well lead you in slightly different directions.

<b>Business manager</b>	<b>CRCI: AA</b>	<b>Associated Areas</b>
<p>There are different levels of managers found in a business. Junior managers are usually responsible for a small team, or section. Senior managers may be responsible for the smooth running of a whole department and may also have some input into their company's policies and development. The detail of what they do depends on who they work for and the management level they hold. Within their post, managers may be required to recruit, train and manage staff; monitor budgets and resources and take part in projects and write reports. Some departments require managers to meet targets, such as sales or production; others require them to look at services provided and ensure they give value for money. Managers are able to motivate and lead others; they are organised and able to use their initiative.</p> <p>There is no set route to becoming a manager. Many organisations run management training schemes, usually looking for those with A-levels, or equivalent, or graduates. Higher education requires at least 5 A*-C grade GCSEs and 2-3 A-levels or equivalent. Another option is to gain career related qualifications, such as engineering, and then move into management roles with in-depth job experience. Some people progress through their company and study management qualifications while working.</p> <p><b>Relevant GCSEs:</b> English and maths; foreign languages and business may be useful  <b>Relevant AS / A:</b> Depends on degree choice; related subjects business or economics  <b>Entry routes:</b> Variety of routes available</p>		<p><a href="#">Project / contract manager</a>  <a href="#">Production manager</a>  <a href="#">Management consultant</a></p>
		<b>Further Information</b>

<b>Banking / building society manager</b>	<b>CRCI: IE</b>	<b>Associated Areas</b>
<p>Bank or building society branch managers are responsible for their branch and its staff. They monitor sales targets to make sure they meet those set by their head, or regional, office. They build good working relationships with local professionals, such as solicitors, estate agents and financial advisers, who may help to create new business for the branch. Managers recruit, train and motivate their staff, holding regular meetings to let them know about new products and which ones are to be marketed. In addition, branch managers meet with clients to discuss financial matters and arrange loans, check that the branch's security measures are being followed and attend regular meetings with other branch and regional managers. People who do this work are methodical, organised, discrete and analytical.</p> <p>Entry can be through career progression or graduate training programmes. Graduate training programmes require at least a 2:1 or 2:2 degree, depending on the organisation; any subject is accepted, related ones include financial, business and numerate subjects. Training can last for up to two years and is a mix of on-the-job and part-time study for related professional qualifications. Members of staff may be identified as having management potential and given relevant training.</p> <p><b>Relevant GCSEs:</b> English and maths; business and finance related courses may be useful  <b>Relevant AS / A:</b> No specific subjects, numerate subjects useful  <b>Entry routes:</b> Management training schemes or career progression</p>		<p><a href="#">Business manager</a>  <a href="#">Accountant: Management</a>  <a href="#">Investment / fund manager</a></p>
		<b>Further Information</b>

**Career suggestions**

Insurance broker	CRCI: IH	Associated Areas
<p>Insurance brokers advise clients on insurance needs; they can either work in retail or wholesale broking. Retail brokers work with companies or individuals who want to insure property and contents, cars, travel, etc. Wholesale brokers deal with unusual or highly valuable insurance, such as fleets of ships; they work mainly in the London Market, based in Lloyds of London. When brokers are approached by a customer, they carry out searches to produce a list of the best options; wholesale brokers also work with insurance underwriters. Products and options are discussed with clients and, once a decision is made, all the necessary paperwork is drawn up. Insurance brokers are numerate, pay attention to detail and are able to deliver information to customers in a clear manner.</p> <p>Jobs with training or apprenticeships may be on offer. Employers ask for a few A*-C grade GCSEs, including English and maths; A-levels or equivalent courses may also be required. Larger companies tend to offer graduate training, especially for wholesale insurance broking. Retail broker training is on-the-job and employers may offer the opportunity to study, part-time, for professional qualifications. As well as studying for professional qualifications, wholesale brokers who work in the London Market are also required to complete the Lloyd's and London Market Introductory Test (LLMIT).</p> <p><b>Relevant GCSEs:</b> English and maths; business and finance related courses may be useful  <b>Relevant AS / A:</b> Those that develop numeracy and communication skills are useful  <b>Entry routes:</b> Job with training; apprenticeships may be available</p>	<p><a href="#">Bank / building society manager</a>  <a href="#">Financial adviser</a>  <a href="#">Marketing manager</a></p>	
	<p><b>Further Information</b></p> <p>The Chartered Insurance Institute                      020 8989 8464  <a href="http://www.cii.co.uk">www.cii.co.uk</a></p> <p>British Insurance Brokers Association  <a href="http://www.biba.org.uk">www.biba.org.uk</a></p> <p>The Association of British Insurers                      020 7600 3333  <a href="http://www.abi.org.uk">www.abi.org.uk</a></p> <p>Lloyds of London                      020 7327 1000  <a href="http://www.lloyds.com">www.lloyds.com</a></p> <p>Careers in Insurance - CII  <a href="http://www.discoverrisk.co.uk">www.discoverrisk.co.uk</a></p>	

Accountant: public sector	CRCI: IA	Associated Areas
<p>Public sector accountants work for publicly funded organisations; these include national and local government, the NHS, National Audit Office, housing associations, schools and colleges, police authorities and charities and trusts. Their role is to oversee the way that money is spent; making sure it is used efficiently. They prepare financial records, estimate the costs of new projects, monitor spending and cash flow and prepare business plans. Other jobs include carrying out internal audits, preparing reports and advising managers on progress of investments. People who do this work are discreet, analytical and methodical with good IT, number and communication skills.</p> <p>It is possible to work in this sector with a qualification from any of the main professional accounting bodies; the most common qualification for this area is the Chartered Institute of Public Finance and Accountancy (CIPFA). Most entrants to the training programme are graduates; entry does not require a specific degree, numerate degrees are useful and accredited accounting degrees exempt you from part of the examinations. Some organisations offer trainee positions for those with A-levels, or equivalent; training usually starts to AAT, or equivalent, level before then continuing with study for chartered accountant qualifications.</p> <p><b>Relevant GCSEs:</b> English, maths, ICT. Business related courses useful  <b>Relevant AS / A:</b> No specific subjects; but maths may be useful  <b>Entry routes:</b> Graduate training, sponsorship, job with training, career progression</p>	<p><a href="#">Accountant: Management</a>  <a href="#">Civil service: manager</a>  <a href="#">Insurance broker</a></p>	
	<p><b>Further Information</b></p> <p>Chrted. Inst. of Public Finance &amp; Accountancy                      020 7543 5600  <a href="http://www.cipfa.org.uk">www.cipfa.org.uk</a></p> <p>ACCA UK                      020 7059 5000  <a href="http://www.uk.accaglobal.com">www.uk.accaglobal.com</a></p> <p>Inst. of Chrted. Accountants in Eng. and Wales                      01908 248250  <a href="http://www.icaew.com">www.icaew.com</a></p> <p>Chrted. Inst. of Management Accountants                      020 8849 2251  <a href="http://www.cimaglobal.com">www.cimaglobal.com</a></p> <p>Institute of Financial Accountants                      01732 458080  <a href="http://www.ifa.org.uk">www.ifa.org.uk</a></p>	

**Career suggestions**

Advertising account executive	CRCI: O	Associated Areas
<p>Advertising account executives lead advertising projects, making sure they are delivered on time and within budget; they act as a link between the client and the agency. The account executive holds the initial meeting, discusses advertising needs and works with account planners to design and plan a campaign to meet these needs. Once a client gives their agreement, account executives oversee the development of the campaign; they keep in regular contact with the client to keep them up-to-date with the progress. In addition, the campaign has a set budget and it is the account executive that manages this and invoices the client at regular stages. Advertising account executives usually work on more than one campaign at a time. People who do this work are creative, diplomatic, good negotiators and well organised.</p> <p>This is usually a career progression role moved into from other areas of advertising. Although there are no set entry requirements, most new entrants are graduates; related subjects include English, marketing, advertising or business based, other subjects are considered. Entry to higher education is with at least 5 A*-C GCSEs and 2-3 A-levels, or equivalent. Once working you may have the opportunity to study for professional qualifications awarded by organisations such as CAM and the IPA. Work experience, work shadow, volunteering, summer placements and internships help when applying for jobs.</p> <p><b>Relevant GCSEs:</b> English and maths; business related courses also useful  <b>Relevant AS / A:</b> No specific subjects  <b>Entry routes:</b> Highly competitive area, gain as much pre-entry experience as possible</p>	<p><a href="#">Market research executive</a>  <a href="#">Marketing manager</a>  <a href="#">Public relations officer</a></p>	
	<p><b>Further Information</b></p> <p>The Advertising Association                      020 7340 1100  <a href="http://www.adassoc.org.uk">www.adassoc.org.uk</a></p> <p>Inst. of Practitioners in Advertising                      020 7235 7020  <a href="http://www.ipa.co.uk">www.ipa.co.uk</a></p> <p>Account Planning Group                      020 3231 1130  <a href="http://www.apg.org.uk">www.apg.org.uk</a></p> <p>CAM Foundation                      01628 427120  <a href="http://www.camfoundation.com">www.camfoundation.com</a></p>	

Health service manager	CRCI: JE	Associated Areas
<p>Health service managers are responsible for the delivery and commissioning of local health care. They do this through the management of hospitals, general practices and community health services. Managers work with all levels of staff on a daily basis; they are also members of management teams. Some managers specialise in a particular area, such as finance, HR, general management and health informatics. Day-to-day work can include planning, attending meetings, analysing data and writing reports and dealing with the public and press; they also have responsible for their department's budget and finance. People who do this work are organised, good problem solvers and strong negotiators.</p> <p>Graduates can apply for the NHS Graduate Management Training Scheme. Entry is with at least a 2:2 degree; other, related qualifications are also considered, visit the NHS graduate training website for a list of these. This can be a career progression role for people in higher level administrative posts who undertake further study and training. Entry may also be possible for people with previous management experience. Finally, people who work in NHS senior clinical posts can also apply for management training positions.</p> <p><b>Relevant GCSEs:</b> English, maths, science useful; business related may be useful  <b>Relevant AS / A:</b> No specific subject, research degree choices  <b>Entry routes:</b> Graduate entry or career progression</p>	<p><a href="#">Civil service: manager</a>  <a href="#">Business manager</a>  <a href="#">Project / contract manager</a></p>	
	<p><b>Further Information</b></p> <p>NHS Careers                      0345 60 60 655  <a href="http://www.nhscareers.nhs.uk">www.nhscareers.nhs.uk</a></p> <p>Institute of Healthcare Management                      020 7620 1030  <a href="http://www.ihm.org.uk">www.ihm.org.uk</a></p> <p>NHS Grad. Mgt. Training Scheme                      0845 300 1426  <a href="http://www.nhsgraduates.co.uk/">www.nhsgraduates.co.uk/</a></p> <p>Inst. of Health Record &amp; Info. Mgt.                      01773 713927  <a href="http://www.ihrim.co.uk">www.ihrim.co.uk</a></p>	

**Career suggestions**

<b>Marketing manager</b>	<b>CRCI: O</b>	<b>Associated Areas</b>
<p>Marketing teams and managers work for agencies that have a number of different clients, or they may be employed by a specific organisation or business, working in in-house departments. Marketing managers identify target markets for new and existing products or services and marketing opportunities. They carry out market research and use the findings to write reports; companies use this information to decide how to improve existing products or services or to design new ones. The marketing manager then plans, controls and organises marketing campaigns; they make sure that other departments know what is happening so that they are prepared to support them. Sales figures and more market research are used to find out how the product or service was received by the public; it is also used as the basis for any future improvements. People who do this work are creative, organised, confident and analytical.</p> <p>This is a career progression role, moved into after gaining significant experience. There is no set entry requirement, most new entrants to marketing are graduates; most subjects are accepted, related ones include marketing and business. Training can include postgraduate study or on-the-job, where you study for professional qualifications awarded by organisations such as the Chartered Institute of Marketing. This is a very popular career area; work experience, summer placements and internships all help when applying for jobs and training.</p> <p><b>Relevant GCSEs:</b> English, maths and business  <b>Relevant AS / A:</b> Business relevant  <b>Entry routes:</b> Usually entered after gaining experience in other marketing roles</p>		<p><a href="#">Advertising account exec.</a>  <a href="#">Business manager</a>  <a href="#">Financial adviser</a></p>
		<b>Further Information</b>

<b>Business analyst</b>	<b>CRCI: AA</b>	<b>Associated Areas</b>
<p>Business analysts work in a variety of ways. Consultant business analysts work with a business on a specific project or problem; some are IT professionals whose work is similar to that of the systems analyst. Consultants visit a business, identify the problem, agree what needs to be resolved and who to involve in the research. They then gather the data needed, such as in-depth interviews, questionnaires and actual viewing of a problem, e.g. visiting a factory floor or looking in detail at IT systems and the use made of them. A draft report is produced and a way forward is agreed; for IT this may involve adapting or writing new software. Some business analysts are part of the company's management information team. They monitor, measure and deliver analysis on the business's performance to produce reports that are used by the Board when making long-term decisions about the company.</p> <p>This is a graduate entry job; for higher education you need at least 5 A*-C grade GCSEs and 2-3 A-levels, or equivalent. Consultants are expected to have a number of years of business experience before moving into this work. Some companies may require in-depth knowledge of specific areas, e.g. insurance or finance; other organisations prefer qualified accountants. Numerate, IT and business oriented degree courses are likely to be useful in this area.</p> <p><b>Relevant GCSEs:</b> English, maths and IT. Business related courses may be useful  <b>Relevant AS / A:</b> Numerate subject, business related courses and IT all useful  <b>Entry routes:</b> Business experience, accountancy, IT experience</p>		<p><a href="#">Business development manager</a>  <a href="#">Accountant: Management</a>  <a href="#">Management consultant</a></p>
		<b>Further Information</b>

**Career suggestions**

Civil service: finance service (HMRC)	CRCI: AB	Associated Areas
<p>HM Revenue and Customs (HMRC) collect taxes, pay some state benefits and carries out border protection duties; it also enforces the National Minimum Wage and recovers student loans. The department employs around 70,000 people, from admin staff up to managers, tax specialists and accountants. Admin and contact centre staff and team leaders deal with the day-to-day aspects of the department: collecting information, dealing with queries, sending letters, etc. Managers also assist with some of the more complex issues and help to track down non-payers and those who make false claims. Tax professionals specialise in one of a number of areas to do with taxation, where they may investigate fraud, make site visits, act as a consultant and apply the law as it relates to taxation.</p> <p>Administrative assistants, contact centre staff and team leaders need 2-5 A*-C grade GCSEs, including English and maths; some jobs also require 2 A-levels, equivalent qualifications may be accepted. Customs and excise officers are experienced HMRC staff who apply to move across to these posts. The HMRC Graduate Tax Professional Development Programme requires at least a 2:1 degree; there are also citizenship requirements. There is a structured application process that includes an assessment centre and interview. Training takes four years to complete and combines practical work with self-study and online tests and written examinations.</p> <p><b>Relevant GCSEs:</b> English language and maths  <b>Relevant AS / A:</b> No specific subjects  <b>Entry routes:</b> Graduate Tax Professional programme available</p>	<p><a href="#">Accountant: public sector</a>  <a href="#">Civil service: manager</a>  <a href="#">Financial adviser</a></p> <p><b>Further Information</b></p> <p>HM Revenue &amp; Customs  <a href="http://www.hmrc.gov.uk/jobs">www.hmrc.gov.uk/jobs</a>                      Civil Service Careers  <a href="http://jobsstatic.civilservice.gov.uk/csjobs.html">jobsstatic.civilservice.gov.uk/csjobs.html</a></p>	

Auctioneer and valuer	CRCI: BC	Associated Areas
<p>Auctioneers and valuers buy and sell items on behalf of clients. Items include antiques and collectables, general furnishing and house clearance items and farm animals, buildings and land. Some auctioneers specialise in one area of the work, while others work across a range. Initially the auctioneer inspects items to be sold to assess their value and agree a reserve price with the owner (the lowest price it can be sold for). The item is put into a sale and the auctioneer carries out more research to write up an entry in the auction catalogue. At the sale they encourage people to bid for the items. Valuers assess the value of items for sale and for insurance; they research the item to be sure of quality, authenticity and value. People who do this work are outgoing and confident.</p> <p>There is no set entry route. You can work in an auction house as a salesroom assistant and study for professional qualifications on a part-time basis, entry usually requires a few A*-C grade GCSEs. The major auction houses tend to want graduates, related subjects are art, history and history of art; property sales tends to ask for surveying related qualifications. Training includes working and studying part-time for professional qualifications. Entry to HE is with at least 5 A*-C grade GCSEs and 2-3 A-levels, or equivalent. Many auction houses offer work experience and internships.</p> <p><b>Relevant GCSEs:</b> English, maths, history, art  <b>Relevant AS / A:</b> Art, history, history of art  <b>Entry routes:</b> Related degree or part time course and job with training</p>	<p><a href="#">Estate agent</a>  <a href="#">Technical sales and marketing</a>  <a href="#">Antiques &amp; art dealer</a></p> <p><b>Further Information</b></p> <p>Nat. Assoc. of Valuers and Auctioneers                      0844 387 0555  <a href="http://www.nava.org.uk">www.nava.org.uk</a>                      National Association of Estate Agents                      0844 387 0555  <a href="http://www.naea.co.uk">www.naea.co.uk</a>                      Royal Inst. of Chartered Surveyors                      0870 333 1600  <a href="http://www.rics.org">www.rics.org</a></p>	

## Career suggestions

Export manager / administrator	CRCI: WB	Associated Areas
<p>Export managers and administrators deal with the export of goods overseas. Administrators arrange for all the necessary documents required to export the goods to be completed. These can include the legal documents that are required by government, international transport and commercial documents. Export managers sell goods to other countries. This involves finding the right partners to work with, identifying new markets, building relationships with partners and customers and dealing with problems as they arise. People doing these jobs are methodical, pay attention to detail and are able to work to deadlines; the ability to speak at least one foreign language is also useful.</p> <p>Management is usually a career progression role, moved into with job experience and further study and training. It may be possible to start as a junior clerk with at least 4 A*-C grade GCSEs, although many employers ask for at least A-levels, or equivalent. Larger companies run graduate entry programmes; any HE subject may be acceptable, but related ones include logistics, marketing, international trade and business studies. Once at work you have the opportunity to study for professional qualifications, such as those awarded by the Institute of Export.</p> <p><b>Relevant GCSEs:</b> English and maths; business related courses may be useful</p> <p><b>Relevant AS / A:</b> None specified; business related courses may be useful</p> <p><b>Entry routes:</b> Variety of entry routes, study while at work</p>		<a href="#">Freight forwarder</a> <a href="#">Air / ship broker</a> <a href="#">Business manager</a>
		Further Information
		<p>Institute of Export 01733 404400 <a href="http://www.export.org.uk">www.export.org.uk</a></p> <p>Chrted. Institute of Logistics &amp; Transport 01536 740100 <a href="http://www.ciltuk.org.uk">www.ciltuk.org.uk</a></p> <p>Chartered Institute of Marketing 01628 427120 <a href="http://www.cim.co.uk">www.cim.co.uk</a></p>

Civil service: manager	CRCI: AB	Associated Areas
<p>The actual duties of a civil service manager depend on which of the many government departments they work in. However, there are a number of general tasks carried out by most managers. These include managing a team of staff, training and motivating them and allocating work. Managers also monitor their team's budget and expenditure, have their own caseload of work and write reports and presentations. They also attend meetings and may get involved in various projects, helping to put together the final results and findings. People who do this work are organised and methodical; they have strong communication, problem solving and decision making skills.</p> <p>This can be a career progression role for people who join the civil service in junior posts in any of the departments. Direct entry may be possible, in administrative areas, entry requires at least 5 A*-C grade GCSEs, including English and maths, and at least 2 A-levels; equivalent courses are acceptable. Some areas may require an HE qualification. Application can involve a range of selection tests and interviews. Once employed you have the opportunity to gain further, related qualifications that allow you to progress your career within the civil service.</p> <p><b>Relevant GCSEs:</b> English and maths</p> <p><b>Relevant AS / A:</b> No specific subjects</p> <p><b>Entry routes:</b> Career progression or direct application</p>		<a href="#">Local government: management</a> <a href="#">Human resources manager</a> <a href="#">Business manager</a>
		Further Information
		<p>Civil Service Fast Stream <a href="http://faststream.civilservice.gov.uk/">faststream.civilservice.gov.uk/</a></p> <p>Civil Service Careers <a href="http://jobsstatic.civilservice.gov.uk/csjobs.html">jobsstatic.civilservice.gov.uk/csjobs.html</a></p> <p>Institute of Leadership &amp; Management 020 7294 2470 <a href="http://www.i-l-m.com">www.i-l-m.com</a></p>

Summary

You should now have a good idea of your strengths and preferences. You should also have specified your present career situation and where you are aiming.

Complete this review exercise to collate the main findings so far.

Review

Complete this exercise on the basis of what you have found out so far.

I want to . . . (see page 1)

It is important that this change achieves . . . (see page 2 and list up to 4 of the most important factors.)

The main skill(s) I would like to use in the future is/are . . . (see page 3)

I need to undertake further training/study to develop these skills . . . Yes No

My General Abilities point towards . . . and I would like to follow this direction . . . If no, please specify the direction you wish to follow . . . Yes No

The main features of my personality are . . . (see page 8)

The areas which interest me most are . . . (see page 14 and list those with the 'thickest' lines, or any interests you have aside from these.)