

## How to score your answers

Count how many times you said **Like** for each group of activities and then record the number in the Activities column. Count how many times you said **Yes** for Occupations and record the number in the Occupations column. Then total the two columns.

Career Type	Activities	Occupation	Total
		S	
Creative and Artistic			
Administrative, Clerical and Computational			
Helping, Community Service and Personal Contact			
Influencing and Managing			
Practical, Manual and Outdoor			
Scientific and Technical			

My three highest scores			
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The letters with the three highest numbers indicate the most suitable groups of jobs for you to consider. Read about these groups below and then have a look at the Mini Job Chart for some career ideas that would suit you.

## What the Career Types mean

**Creative and Artistic:** You are creative and unconventional. You are good at art, music, drama or writing. You like new ideas and trying new ways of doing things.

**Administrative, Clerical and Computational:** You are good at organising, and you like things to be tidy and ordered. You are good with numbers and at getting jobs done. You like to follow rules rather than making up your own solutions.

**Helping, Community Service and Personal Contact:** You are warm and understanding and you like working with people. You prefer doing things in a group than alone and you like the opportunity to teach or help other people.

**Influencing and Managing:** You are sociable, confident and good at leading a group. You like to solve problems by managing other people, and you would like to make money and be in charge at work.

**Practical, Manual and Outdoor:** You like solving physical problems and doing things with your hands. You enjoy sport and the outdoors. You like to work with tools and machines, and you often like to do this by yourself.

**Scientific and Technical:** You are good at science and maths and you like working out problems. You like to work with ideas and you like to understand how things work.

