

# **Career Directions Inventory (CDI)**

## ***Extended Report***

*Name:* **Sam Sample**  
*Gender:* **Male**  
*Report Date:* **June 13, 2021**

This report is based on your answers to the Career Directions Inventory (CDI). Your scores indicate how your interests in various work activities compare to the interests of other people.

It is important to consider your interests carefully because they can help you find a rewarding career. But you should also consider other factors when exploring educational and career opportunities. Think about how your interests, abilities, experiences, personality, and values will influence your satisfaction and success. These factors are important in career exploration -- just as important as your interests. For example, certain fields require a lot more study and work than others. If you find that long hours of studying do not appeal to you, take this into account when considering a career.

There is a vast amount of information contained in this report and lots of helpful advice. Take the time to study the information. Make use of the career resources suggested in the CDI report. It will be worth the time you spend. Finding a satisfying career is important.

### **Index to your CDI report:**

- Page 2: A profile of scores reflecting your interests on the 15 Basic Interest Scales, such as Art, Sales, and Science.
- Page 4: A profile of your scores on seven General Occupational Themes, which represent broad interest patterns. For example, scientists and engineers usually obtain high scores on the Investigative/Logical interest theme.
- Page 6: A profile of your scores on the 27 Job Clusters, such as Law Enforcement and Agriculture. This is followed by a closer look at your Top Three Job Clusters.
- Page 16: A profile showing the similarity of your interests to the interests of students in 100 different educational fields, such as nursing, drafting, or data processing.
- Page 19: The administrative indices indicate how much confidence you can have in the accuracy of your CDI report, based on the consistency of your responses.
- Page 20: Where do you go from here? This section lists a variety of career resources, and provides you with a plan you can build upon.

*Copyright © 2017 by LiveCareer Ltd.*  
*Prepared under license by SIGMA Assessment Systems, Ltd.*  
*P.O. Box 3292, Station B*  
*London, ON, Canada N6A 4K3*

## Basic Interest Scales

The chart below presents your scores on the 15 Basic Interest Scales in a bar graph profile. A high score on a particular scale indicates that you have a strong interest in that work activity (for example, Sales), or preferred work style (Assertive, Persuasive, Systematic). Study your profile carefully. Low scores (less than 30) are just as important as high scores (greater than 70), as these indicate lack of interest or even extreme dislike for certain activities. Use the scale definitions on the next page to get a clearer picture of your career interests.

Scale	Percentiles			Male Percentiles					High 99
	Comb.	Female	Male	Low 0	20	Average 40 60		80	
Administration	17	17	17						
Art	90	87	93						
Clerical	40	32	49						
Food Service	8	5	10						
Industrial Art	56	84	31						
Health Service	16	14	18						
Outdoors	82	92	72						
Personal Service	1	0	1						
Sales	14	15	14						
Science	95	99	92						
Teaching/Social Service	82	71	93						
Writing	99	99	99						
Assertive	42	54	29						
Persuasive	26	25	27						
Systematic	29	31	27						

### Basic Interest Scale Profile Explanation

- Percentile: The scores under this heading indicate the percentage of people in a comparison group who received a lower interest score than you did.
- Comb: The scores in the Combined column of percentiles compare your interests with the combined group of males and females.
- Male: The scores in the Male column of percentiles compare your interests with those of the males in the comparison group.
- Female: The scores in the Female column of percentiles compare your interests with those of the females in the comparison group.

*This CDI report is based on a normative sample developed in 2000. This sample consists of 2500 individuals (1250 men and 1250 women).*

## Basic Interest Scale Descriptions

<b>Scale</b>	<b>Description</b>
<b>Administration</b>	Enjoys organizing the financial or day-to-day operations of a business or institution, supervising the activities of others, planning work schedules, and maintaining records.
<b>Art</b>	Has a special appreciation for the arts, and enjoys participation in them. This may involve performing on stage, or creating visual artwork.
<b>Clerical</b>	Enjoys office work of a systematic nature, involving attending to details and routine duties.
<b>Food Service</b>	Likes to be involved in the preparation, serving, or selling of food products.
<b>Industrial Art</b>	Enjoys making or repairing things using machinery, or by hand.
<b>Health Service</b>	Interested in helping to prevent, diagnose, or cure diseases through laboratory work, or by attending to the health needs of individuals directly.
<b>Outdoors</b>	Likes working outdoors, especially in agriculture with animals and/or plants. May enjoy the challenge of potentially dangerous situations.
<b>Personal Service</b>	Likes interacting with others and providing the public with services involving personal contact.
<b>Sales</b>	Interested in selling merchandise or services. This usually involves an understanding of products and services, demonstration, informing customers of their features, and being persuasive with others.
<b>Science</b>	Enjoys working with abstract ideas, scientific equipment, and mathematical logic and reasoning to solve practical or abstract problems.
<b>Teaching/ Social Service</b>	Enjoys instructing people in learning new things, helping people solve problems, and assisting others.
<b>Writing</b>	Enjoys either creative or technical writing. Likely to have broad interests.
<b>Assertive</b>	Prefers working situations in which it is appropriate to assert authority over others, and to direct and monitor their work.
<b>Persuasive</b>	Enjoys work which involves influencing, advising, counselling, guiding, motivating, or directing the activities of others.
<b>Systematic</b>	Prefers jobs that involve routine but challenging assignments in which order and persistent, steady effort are required. Likes job security to be established, and dislikes frequent changes in schedule and situations requiring quick decisions.

## General Occupational Themes

Career interests can be described by these seven different themes. These are approaches to the world of work. Many jobs will combine the expression of two or more of these occupational themes. For example, people working in advertising score high on the Enterprising and Artistic/Communicative General Occupational Themes. Study your profile carefully, referring to the scale definitions below and on the next page.

Scale	Percentiles			Male Percentiles					High 99
	Comb.	Female	Male	Low 0	20	Average 40      60		80	
Realistic/Practical	75	91	60						
Enterprising	15	18	11						
Artistic/Communicative	98	97	99						
Social/Helping	41	28	56						
Investigative/Logical	96	98	95						
Conventional	11	8	13						
Serving	1	0	1						

### General Occupational Theme Profile Explanation

- Percentile:** The scores under this heading indicate the percentage of people in a comparison group who received a lower interest score than you did.
- Comb:** The scores in the Combined column of percentiles compare your interests with the combined group of males and females.
- Male:** The scores in the Male column of percentiles compare your interests with those of the males in the comparison group.
- Female:** The scores in the Female column of percentiles compare your interests with those of the females in the comparison group.

## General Occupational Theme Descriptions

Descriptions for each of the seven occupational themes start below. It is important to remember that one theme alone may not describe your work style perfectly. Instead, you will likely be described best by a combination of the characteristics that come from the two or three themes in which you scored highest.

Theme	Description
<b>Realistic/Practical</b>	People scoring highly on this theme like physical activity, working with their hands, and are mechanically-inclined. They enjoy working outdoors and do not mind dealing with physical risks on the job. They are more comfortable using their practical skills than having to deal with people or expressing their ideas.

## General Occupational Theme Descriptions (*continued*)

<b>Theme</b>	<b>Description</b>
<b>Enterprising</b>	High scorers on this theme are people-oriented. They like to talk to, influence and persuade others. They are confident, adventurous, assertive and show leadership. Money, power and status are attractive rewards to them. They are very often interested in the world of business, especially in the areas of supervision or sales.
<b>Artistic/Communicative</b>	Someone with a high score on this theme is often thought of as original and creative by others. Such people enjoy expressing themselves in artistic ways such as acting, dancing, creating music or visual art, or by expressing their ideas either through discussion or debate. They appreciate these creative talents in others as well. Their whole range of interests is wide. They adapt to change well and like jobs that are not too routine.
<b>Social/Helping</b>	High scorers on this theme show a strong interest in the welfare of other people. They are interested in helping to keep others emotionally or physically healthy, or in teaching others. They are thought of as responsible, sympathetic, kind and supportive. They enjoy giving advice and working directly with people, either in groups or individually.
<b>Investigative/Logical</b>	Those with high scores on this theme enjoy the challenge of problem solving in mathematics, technology, and sciences, and the abstract and practical ideas related to these areas. They have a great deal of curiosity about the physical world. Applied science, such as engineering, technology or computer science may also be of interest to them. They often derive more satisfaction from a job well done than from pleasing other people. They can be technically creative.
<b>Conventional</b>	People that score highly on this theme enjoy working in large organizations, especially in the business world. They show careful attention to detail, are organized, follow instructions well and prefer jobs where their daily duties are regular and fixed. They may enjoy supervising others in jobs where rules and tasks are well defined. They are more comfortable with verbal tasks and working with figures rather than with jobs requiring physical activity or that may involve physical risk.
<b>Serving</b>	People who score highly on this theme are happy in jobs requiring sociability, politeness, patience and a happy disposition. Such people enjoy having variety built into their jobs and are attracted to careers that bring them into contact with a wide cross-section of the public. They enjoy helping others, serving others' personal needs and looking after the comfort and well-being of others. They are likely to be involved in such service areas as the hospitality businesses (restaurants and hotels), travel, personal grooming, and clothing care.

---



## Job Clusters (*continued*)

### Job Cluster Profile Explanation

- Percentile:** The scores under this heading indicate the percentage of people in a comparison group who received a lower interest score than you did.
- Comb:** The scores in the Combined column of percentiles compare your interests with the combined group of males and females.
- Male:** The scores in the Male column of percentiles compare your interests with those of the males in the comparison group.
- Female:** The scores in the Female column of percentiles compare your interests with those of the females in the comparison group.

### Job Cluster Descriptions

**Administration:** Individuals working in this field are engaged in management activities, such as supervising and counselling others, and systemizing and directing activities in governmental, industrial or commercial organizations.

**Agriculture and Animal Science:** Individuals working in Agriculture are involved in a variety of activities ranging from planting, cultivating, harvesting, and weeding crops to breeding and medically treating animals.

**Architectural Technology, Drafting and Design:** Individuals working in this occupational group are involved with collecting, analyzing, and plotting survey data, preparing working plans, and making detailed illustrations and maps for engineering, manufacturing, designing, construction and exploration purposes.

**Art:** Individuals working in visual arts are involved in a number of occupations, such as photography, interior design, architecture, graphic art, or illustrating.

**Banking and Accounting:** Individuals employed in this area may perform a variety of tasks, ranging from administrative, and managerial duties in banks and credit agencies to financial advising, and administering accounting services.

**Communication Arts:** Individuals working in the Communication Arts field are involved in writing and editing material in newspapers, books, magazines, technical manuals, and printed media for use in speeches, broadcasts or dramatic presentations, or for translation into other languages.

**Computer and Mathematical Sciences:** Occupations in this cluster generally involve working with numbers and formulas. Individuals working in this field use their mathematical skills for a variety of tasks, such as analyzing business trends or scientific theories, programming computers, and developing content for Internet applications.

**Education:** Individuals interested in teaching are involved in a variety of tasks, for example, enforcing discipline, preparing curricula, marking assignments and tests, and instructing and evaluating students.

**Electronic Technology:** Individuals working in this occupational cluster are involved in many aspects of the electronics field, especially those jobs dealing with technical knowledge of electrical equipment.

## **Job Cluster Descriptions (*continued*)**

**Food Services:** Individuals working in this field may be involved in cooking, preparing, or serving food and beverages, or consulting others on how to develop nutritional menus, and maintain special diets.

**Funeral Services:** Those individuals involved in the Funeral Services field may be responsible for preparing and transporting the body, as well as counselling and directing the family and friends of the deceased in the preparation of the funeral service.

**Health Record Technology:** Individuals working in this field combine clerical activities with health service; for example, scheduling appointments, receiving and directing calls, compiling and typing statistical reports, and/or admitting patients.

**Hospitality and Travel Services:** These jobs generally involve a great deal of interaction with, and servicing of the public. Activities may include the provision of accommodation and recreation activities, or the planning and escorting of travellers.

**Law Enforcement:** Individuals working in this field are involved with providing protection against crime and accidents in a number of different ways.

**Library Science:** Individuals employed in this area are involved in the organization and circulation of books, newspapers, magazines, and historical artifacts, in addition to the development and implementation of the information systems responsible for the classification of the materials.

**Marketing and Merchandising:** Individuals employed in this field may design advertising, plan marketing campaigns, buy products, or conduct research on buyer preferences.

**Medical and Healthcare Services:** Many jobs included in this cluster are concerned with the diagnoses and treatment of human ailments.

**Performing Arts:** Individuals working in Performing Arts enjoy being involved in the entertainment field, whether it is behind the scenes, such as a director, or as an actor/ actress performing in front of large groups of people.

**Personal Care:** Individuals who work in this area tend to enjoy meeting others and working in jobs that involve personal contact, such as a hairstylist or cosmetologist.

**Public and Protective Services:** Individuals employed in this occupational cluster tend to be attracted to jobs requiring diligence, some physical challenges and, in certain instances physical risk. These occupations involve protecting the public in one way or another.

**Renewable Resource Technology:** There are many different occupations included in this area, most of which involve maintaining, and preserving plants, trees, or wildlife.

**Sales:** Individuals working in sales are involved in selling merchandise and services, and may be involved in buying commodities for resale, or managing retail businesses.

**Science and Engineering:** Occupations in this cluster are generally concerned with research or practical applications of science and engineering principles.



## Job Cluster Descriptions (*continued*)

**Skilled Trades:** This occupational cluster includes a wide range of jobs involved with various types of machinery, the making, assembling or repairing of products, and construction.

**Social Services:** This area involves many professionals that work with people or communities to help them improve their situation.

**Social Sciences:** The Social Science cluster covers a broad range of occupations, as it represents individuals who study the past, present and future of civilization, and societies' impact on the group and the individual.

**Word Processing and Administrative Assistants:** Individuals who work in this field tend to enjoy office work of a systematic nature, involving routine duties, such as a secretary or clerk.

### Top Three Job Clusters

On the next pages, you will find descriptions for the three clusters that match your interest pattern most closely. Under each cluster name, you will find a code number taken from the National Occupational Classification (NOC), a job classification system developed by Human Resources Development Canada. The NOC offers a comprehensive classification of occupational titles and job categories.

After each cluster description, you will find a list of some typical jobs found within that cluster. Across from each job name is an NOC code. There are many more jobs for each cluster that have not been included. You should consider these others as well. For a list of more jobs related to each cluster, check on the Internet at: (<http://noc.esdc.gc.ca/English/home.aspx>) . Browse the Occupational Descriptions and the Index of Titles, or use the Quick Search feature to learn more about specific NOC codes.

Remember that having similar interests to a job cluster does not necessarily mean that you could do well in that type of work or study. However, most people do find satisfaction with jobs that match their interests. Your counsellor can help direct you to the possible educational or career areas to explore.

## Occupations in Social Sciences

The Social Science cluster covers a broad range of occupations, as it represents individuals who study the past, present, and future of civilization. Some social scientists are interested in examining the artifacts of past civilizations in order to reconstruct history, such as Archaeologists and Anthropologists. Sociologists, on the other hand, look at present society to examine how various social, religious and/or political institutions influence group interactions and shape individual behaviour. In business, social scientists are employed in a number of fields, for example, market research, and industrial and labour relations. Most, if not all of the occupations in this cluster will require post-secondary education. Listed below is a sample of jobs in this field. To learn more about the occupations that make up this job cluster, search the complete NOC listings at (<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>).

NOC MAJOR GROUP 01-05 - Specialized Middle Management Occupations

NOC MAJOR GROUP 40 - Professional Occupations in Education Services

NOC MAJOR GROUP 41 - Professional Occupations in Law and Social, Community and Government Services

NOC MAJOR GROUP 42 - Paraprofessional Occupations in Legal, Social, Community and Education Services

NOC Code	Job Title	NOC Code	Job Title
0423	Managers in Social, Community and Correctional Services	4011	University Professors and Lecturers
4033	Educational Counsellors	4012	Post-Secondary Teaching and Research Assistants
4151	Psychologists	4153	Family, Marriage and Other Related Counsellors
4156	Employment Counsellors	4165	Health policy researchers, consultants and program officers
4164	Social Policy Researchers, Consultants and Program Officers	4212	Social and Community Service Workers
4169	Other Professional Occupations in Social Science		

### Suggested Readings

1. **Career Paths in Psychology: Where Your Degree Can Take You.** Sternberg. American Psychological Association (APA). 2016. ISBN: 1433823101.
2. **Graduate Study in Psychology.** APA. American Psychological Association. 2016. ISBN: 1433826429.
3. **The Psychology Major's Handbook.** Kuther, Tara L. Wadsworth Publishing. 2015. ISBN: 130511843X.
4. **101 Careers in Gerontology.** Grabinski, C. Joanne. Springer Publishing Co., Inc. 2014. ISBN: 0826120083.
5. **101 Careers in Counseling.** Hodges, Shannon. Springer Publishing Co., Inc. 2012. ISBN: 082610858X.
6. **Becoming a Successful Early Career Researcher.** Eley, Adrian Richard; Wellington, Jerry; Pitts, Stephanie; and Biggs, Catherine. Routledge. 2012. ISBN: 0415672473.
7. **From Student to Professor: Translating a Graduate Degree Into a Career in Academia.** Mullen, Carol A. Rowman & Littlefield. 2012. ISBN: 1610489039.
8. **Care Welfare & Community Work.** Barker, Caroline. Trotman & Co Ltd. 2010. ISBN: 1844552330.
9. **Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities.** Semenza, Gregory M. Colon. Palgrave Macmillan. 2010. ISBN: 0230100333.
10. **The Essential College Professor: A Practical Guide to an Academic Career.** Buller, Jeffrey. Jossey-Bass. 2009. ISBN: 0470373733.
11. **Careers for History Buffs and Others Who Learn from the Past.** Camenson, Blythe. McGraw-Hill. 2008. ISBN: 0071545379.
12. **Careers in Social and Rehabilitation Services.** Garner, Geraldine. McGraw-Hill. 2008. ISBN: 0071493131.
13. **Great Jobs for Sociology Majors.** Lambert, Stephen. McGraw-Hill. 2008. ISBN: 0071544828.
14. **NAPA Bulletin, Careers in 21st Century Applied Anthropology: Perspectives from Academics and Practitioners.** Guerron-Montero, Carla. Wiley-Blackwell. 2008. ISBN: 1405190159.
15. **Careers in Focus: Government.** Ferguson. Ferguson Publishing Company. 2007. ISBN: 0816065683.
16. **Getting In: A Step-by-Step Guide for Gaining Admission to Graduate School in Psychology.** APA. American Psychological Association. 2007. ISBN: 1591477999.
17. **Great Jobs for History Majors.** Lambert, Stephen; and DeGalan, Julie. McGraw-Hill. 2007. ISBN: 007148213X.

## **Social Sciences (*continued*)**

### **Suggested Readings (continued)**

18. **What to Do with Your History or Political Science Degree.** Princeton Review. Princeton Review. 2007. ISBN: 037576626X.
19. **Great Jobs for Economics Majors.** Camenson, Blythe. McGraw-Hill. 2006. ISBN: 0071467742.
20. **Resumes for Social Service Careers.** Editors of McGraw-Hill. McGraw-Hill. 2006. ISBN: 0071467815.

### **Organizations**

1. Canadian Anthropology Society. ([www.cas-sca.ca](http://www.cas-sca.ca))
2. Canadian Archaeological Association. (<http://canadianarchaeology.com/>)
3. Canadian Council of Professional Psychology Programs. ([www.ccppp.ca/](http://www.ccppp.ca/))
4. Canadian Historical Association. ([www.cha-shc.ca](http://www.cha-shc.ca))
5. Canadian Political Science Association. ([www.cpsa-acsp.ca/](http://www.cpsa-acsp.ca/))
6. Canadian Psychological Association. ([www.cpa.ca](http://www.cpa.ca))
7. Canadian Sociological Association. ([www.csa-scs.ca](http://www.csa-scs.ca))
8. Royal Canadian Geographical Society. ([www.rcgs.org](http://www.rcgs.org))
9. Social Sciences and Humanities Research Council of Canada. ([www.sshrc-crsh.gc.ca](http://www.sshrc-crsh.gc.ca))

### **Activities**

1. Check out **Anthropology resources on the Internet** at [www.anthropology-resources.net](http://www.anthropology-resources.net) for links to news, education, research, documentation and more.
2. Explore the **National Geographic's** website and find information about archaeology, anthropology, and geography at [www.nationalgeographic.com](http://www.nationalgeographic.com).
3. Visit <http://socsciresearch.com/> to find research and articles in a variety of social science areas including economics, geography, and political science.
4. Visit **The SocioWeb** at [www.socioweb.com](http://www.socioweb.com) for sociological resources on the Internet.

## Occupations in Library Science

Individuals employed in this area are involved in the organization and circulation of books, newspapers, magazines, and historical artifacts, in addition to the development and implementation of the information systems responsible for the classification of the materials. There are a variety of settings that people in this field may work in, such as libraries, museums, universities, business corporations or government organizations. Post secondary education is usually, but not always required, as some of the occupations provide training. Refer to the list below and read the NOC descriptions for more information on occupations in this field. To learn more about the occupations that make up this job cluster, search the complete NOC listings at (<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>).

NOC MAJOR GROUP 01-05 - Specialized Middle Management Occupations

NOC MAJOR GROUP 14 - Office Support Occupations

NOC MAJOR GROUP 51 - Professional Occupations in Art and Culture

NOC MAJOR GROUP 52 - Technical Occupations in Art, Culture, Recreation, and Sport

NOC MAJOR GROUP 65 - Service Representatives and Other Customer and Personal Services Occupations

NOC Code	Job Title	NOC Code	Job Title
0511	Library, Archive, Museum and Art Gallery Managers	1451	Library Assistants and Clerks
5111	Librarians	1452	Correspondence, Publication and Regulatory Clerks
5112	Conservators and Curators	5113	Archivists
5211	Library and Public Archive Technicians	5212	Technical Occupations Related to Museums and Art Galleries
6552	Other Customer and Information Services Representatives		

### Suggested Readings

1. **Rethinking Information Work: A Career Guide for Librarians and Other Information Professionals.** Dority, G. Kim. Libraries Unlimited. 2016. ISBN: 1610699599.
2. **Customer Service: Career Success Through Customer Loyalty.** Timm, Paul R. Prentice Hall. 2013. ISBN: 0133056252.
3. **School Librarian's Career Planner.** Weisberg, Hilda K. American Library Association. 2013. ISBN: 0838911781.
4. **The Whole Library Handbook.** Eberhart, George M. American Library Association. 2013. ISBN: 0838910904.
5. **How to Land a Top-Paying Administrative Clerks Job: Your Complete Guide to Opportunities, Resumes and Cover Letters, Interviews, Salaries, Promotions.** Glass, Christine. Emereo Publishing. 2012. ISBN: 9781486452675.
6. **How to Land a Top-Paying Cataloging Library Technical Assistants Job: Your Complete Guide to Opportunities, Resumes and Cover Letters, Interviews.** White, Jacqueline. Emereo Publishing. 2012. ISBN: 9781486166978.
7. **What Do Employers Want?: A Guide for Library Science Students.** Shontz, Priscilla K.; and Murray, Richard A. Libraries Unlimited. 2012. ISBN: 1598848283.
8. **Archivists, Curators, and Museum Technicians: Job-Hunting - A Practical Manual fro Job-Hunters and Career Changers.** Gladwell, Stephen. Emereo Publishing. 2011. ISBN: 9781486435913.
9. **Working in the Virtual Stacks: The New Library & Information Science.** Kane, Laura Townsend. American Library Association. 2011. ISBN: 083891103X.
10. **How to Get a Job in a Museum/Art Gallery.** Baverstock, Alison. A&C Black. 2010. ISBN: 1408109344.
11. **Career Opportunities in Library and Information Science.** Taylor, Allan; Parish, James Robert; and Roderer, Nancy K. Checkmark Books. 2009. ISBN: 0816075476.
12. **Career Paths and Career Development of Business Librarians.** Zabel, Diane. Routledge. 2009. ISBN: 0789037947.
13. **Careers for Bookworms & Other Literary Types.** Eberts, Marjorie and Gisler, Margaret. McGraw-Hill. 2008. ISBN: 0071545395.
14. **Careers for History Buffs and Others Who Learn from the Past.** Camenson, Blythe. McGraw-Hill. 2008. ISBN: 0135156645.
15. **Computer Jobs with the Growing Information Technology Professional Services Sector.** Info Tech Employment. Info Tech Employment. 2008. ISBN: 1933639466.

## **Library Science (continued)**

### **Suggested Readings (continued)**

16. **Creative Careers in Museums.** Burdick, Jan E. Allworth Press. 2008. ISBN: 1581154984.

### **Organizations**

1. Association of Canadian Archivists. ([www.archivists.ca](http://www.archivists.ca))
2. Association of Canadian Map Libraries and Archives. ([www.acmla-acacc.ca/](http://www.acmla-acacc.ca/))
3. Canadian Association of Research Libraries. ([www.carl-abrc.ca](http://www.carl-abrc.ca))
4. Canadian Council of Archives. ([www.cdncouncilarchives.ca](http://www.cdncouncilarchives.ca))
5. Canadian Museums Association. ([www.museums.ca](http://www.museums.ca))

### **Activities**

1. Search [www.liscareer.com](http://www.liscareer.com) for career development advice for new librarians and those considering a library-related career.
2. Visit **Library and Archives Canada** online at [www.collectionscanada.gc.ca](http://www.collectionscanada.gc.ca).
3. Visit the **Canadian Archival Information Network** for links to Canadian archival associations and exhibits at [www.archivescanada.ca](http://www.archivescanada.ca).
4. Visit the **Canadian Library Gateway** at [www.collectionscanada.gc.ca/gateway/index-e.html](http://www.collectionscanada.gc.ca/gateway/index-e.html) for a directory of all Canadian libraries and many other resources.

## Occupations in Art

There is a wide range of occupations included in this category. Individuals working in this area are involved in any of a number of artistic occupations, such as photography, interior design of public and private places, graphic art, or illustrating. Graphic Designers and Illustrating Artists create illustrations, designs, cartoons or caricatures for books, magazines, billboards, and for other purposes, including advertising, entertainment or education. Photographers and Art Directors, also included in this cluster, are engaged in activities such as conceiving artistic and special effects, arranging and preparing subject matter and operating special photographic or computer graphics equipment. Many people who work in this field show high interests on the Art and Writing scales of the Career Directions Inventory, but obtain low scores on the Clerical and Administrative scales, which indicate a dislike of routine and predictable activities. While some people interested in working in this area will enter it directly from secondary schools, most will enroll in the appropriate college courses. Listed below is only a small sample of the occupations available in this field. Refer to the NOC for more information on these jobs and on other related occupations. To learn more about the occupations that make up this job cluster, search the complete NOC listings at (<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>).

NOC MAJOR GROUP 22 - Technical Occupations Related to Natural and Applied Sciences

NOC MAJOR GROUP 51 - Professional Occupations in Art and Culture

NOC MAJOR GROUP 52 - Technical Occupations in Art, Culture, Recreation, and Sport

NOC Code	Job Title	NOC Code	Job Title
2252	Industrial Designers	5112	Conservators and Curators
5121	Authors and Writers	5131	Producers, Directors, Choreographers and Related Occupations
5133	Musicians and Singers	5136	Painters, Sculptors and Other Visual Artists
5134	Dancers	5221	Photographers
5212	Technical Occupations Related to Museums and Art Galleries	5223	Graphic Arts Technicians
5222	Film and Video Camera Operators	5242	Interior Designers and Interior Decorators
5241	Graphic Designers and Illustrators	5244	Artisans and Craftspersons
5243	Theatre, Fashion, Exhibit and Other Creative Designers	5245	Patternmakers - Textile, Leather and Fur Products

### Suggested Readings

1. **How to Survive and Prosper as an Artist: Selling Yourself Without Selling Your Soul.** Michels, Caroll. Owl. 2018. ISBN: 0805088482.
2. **Fashion: The Industry and Its Careers.** Granger, Michele M. Fairchild Books. 2015. ISBN: 1628923415.
3. **Talent Is Not Enough: Business Secrets for Designers.** Perkins, Shel. Peachpit Press. 2014. ISBN: 0321984110.
4. **Art Marketing 101: An Artist's Guide to Creating a Successful Business.** Smith, Constance. ArtNetwork. 2013. ISBN: 0940899809.
5. **Create Your Art Career: Practical Tools, Visualizations, and Self-Assessment Exercises for Empowerment and Success.** Schaller, Rhonda. Allworth Press. 2013. ISBN: 1581159293.
6. **Archivists, Curators, and Museum Technicians: Job-Hunting - A Practical Manual for Job-Hunters and Career Changers.** Gladwell, Stephen. Emereo Publishing. 2011. ISBN: 9781486435913.
7. **Fashion Design.** Jones, Sue Jenkins. Laurence King. 2011. ISBN: 1856696197.
8. **Becoming an Architect: A Guide to Careers in Design.** Waldrep, Lee W. Wiley. 2009. ISBN: 1118612132.
9. **Career Opportunities in the Film Industry.** Carradine, David; Yager, Fred; and Yager, Jan. Checkmark Books. 2009. ISBN: 0816073538.
10. **Publish Your Nonfiction Book: Strategies for Learning the Industry, Selling Your Book, and Building a Successful Career.** Martin, Sharlene; and Flacco, Anthony. Writers Digest Books. 2009. ISBN: 1582975787.
11. **Becoming an Interior Designer: A Guide to Careers in Design.** Piotrowski, Christine M. Wiley. 2008. ISBN: 0470114231.
12. **Creative Careers in Museums.** Burdick, Jan E. Allworth Press. 2008. ISBN: 1581154984.
13. **Opportunities in Visual Arts Careers.** Salmon, Mark. McGraw-Hill. 2008. ISBN: 0071545298.

## **Art (continued)**

### **Suggested Readings (continued)**

14. **Fashion Careers: Finding the Right Fit.** Jones, Jen. Capstone Press. 2007. ISBN: 0736878831.
15. **Internet 101 for Artists: With a Special Guide to Selling Art on eBay.** Smith, Constance; and Greaves, Susan F. ArtNetwork. 2007. ISBN: 0940899981.
16. **Opportunities in Cartooning & Animation Careers.** Sacks, Terence. McGraw-Hill. 2007. ISBN: 0071482067.
17. **Careers for Crafty People and Other Dexterous Types.** Rowh, Mark. McGraw-Hill. 2006. ISBN: 0071458786.
18. **Opportunities in Writing Careers.** Foote-Smith, Elizabeth. McGraw-Hill. 2006. ISBN: 0071458727.

### **Organizations**

1. Associated Designers of Canada. ([www.designers.ca](http://www.designers.ca))
2. Canada Council For the Arts. ([www.canadacouncil.ca](http://www.canadacouncil.ca))
3. Canadian Apparel Federation. ([www.apparel.ca](http://www.apparel.ca))
4. Canadian Artists Representation. ([www.carfac.ca](http://www.carfac.ca))
5. Canadian Association of Professional Image Creators. (<http://capic.org/>)
6. Canadian Crafts Federation. (<http://canadiancraftsfederation.ca/>)
7. Graphic Designers of Canada. ([www.gdc.net](http://www.gdc.net))
8. Interior Designers of Canada. ([www.idcanada.org](http://www.idcanada.org))

### **Activities**

1. Check out [www.canartscene.com/canartscene.html](http://www.canartscene.com/canartscene.html) for links, news, and discussions related to the **Canadian Art Scene**.
2. Check out the **Toronto Fashion Incubator** at [www.fashionincubator.com](http://www.fashionincubator.com) for tips on how to break into the fashion design industry.
3. Explore **The RBC Emerging Artists Project** online at <http://www.rbc.com/community-sustainability/community/emerging-artists/> to access opportunities for funding for your artistic pursuits.
4. Explore the **CCCA Canadian Art Database** at [www.ccca.ca](http://www.ccca.ca).
5. Find galleries, exhibitions, and schools in your area at [www.canadianart.ca](http://www.canadianart.ca).
6. Visit [www.dx.org](http://www.dx.org) for design-related events, education, and competitions.

## Similarity to Educational Specialty Groups

The profile below shows how similar your interests are to the interests of students enrolled in each of 100 different occupationally oriented educational programs. Take a close look at the educational groups on which you scored highest. These are the areas of study that you will probably find most interesting.

Group	NOC Code	Percentiles			Male Percentiles					
		Comb.	Female	Male	Dissimilar				Similar	
					0	20	40	60	80	99
Journalism	5123	99	98	99						
Advertising	0124	98	97	98						
General Arts	4021	96	94	97						
Librarian	5111	96	94	97						
Interior Design	5242	90	85	95						
Commercial Artist	5241	93	90	95						
Broadcasting	5231	92	90	95						
Drama	5135	88	82	94						
Naval Sciences	2148	95	97	94						
Education Instructor	4021/4031	83	72	94						
Civil Engineer/Surveyor	2131	96	99	93						
Architectural Technology	2251	92	92	93						
Electronics Servicing	2242	94	94	93						
Landscape Architect	2152	93	94	93						
Horticulture	2225	96	99	93						
Power Systems Technician	7243	96	99	93						
Drafting	2253	95	98	93						
Early Childhood Education	4214	82	70	93						
Music	5133	85	78	92						
Advertising Design	5241	86	83	90						
Urban Planning	2153	94	98	90						
Graphic Art/Tech Illust	5223	86	83	90						
Dance	5134	76	64	87						
Computer Technology	2242	93	98	87						
Aerospace Engineer Tech	2146	93	99	87						
Fisheries Technician	2221	86	91	82						
Renewable Resources Tech	2223	88	96	81						
Small Motors Mechanic	7334	89	98	79						
Chemical Engineering Tech	2211	88	96	79						
Electrician	7241	89	99	76						





**Educational Specialty Groups (continued)**

Group	NOC Code	Percentiles			Dissimilar	Male Percentiles				Similar
		Comb.	Female	Male		0	20	40	60	
Business Administration	0114	30	27	33	██████████					
Telecommunications Tech	7246	43	55	31	██████████					
Real Estate/Insurance	6232/6231	28	26	31	██████████					
Administrative Assistant	1241	27	24	30	██████████					
Clerical-General	1411	22	18	26	██████████					
Water System Technician	9243	30	35	24	██████████					
Air Transport	2272	15	7	23	██████████					
Health Record Technician	1251	21	20	22	██████████					
Auto Sales	6421	20	20	21	██████████					
Farming	8252	34	48	21	██████████					
Heat/Air Condition/Refrig	7313	43	72	20	██████████					
Nurse/Med Assistant	3012/3413	18	17	20	██████████					
Business Secretary	1414	15	10	19	██████████					
Justice Administration	1227	17	17	18	██████████					
Credit Specialist	1434	18	19	18	██████████					
Funeral/Mortuary Science	6346	9	1	17	██████████					
Paramedic/Ambulance	3234	14	12	17	██████████					
Automotive Technology	7321	35	58	16	██████████					
Physiotherapist	3142	14	13	15	██████████					
Recreation	4167	9	2	15	██████████					
Animal Health	3213	18	21	15	██████████					
Welder	7237	30	49	14	██████████					
Respiratory Technician	3217	14	14	14	██████████					
Retail Management	0621	11	10	13	██████████					
Construction Technology	2231	31	51	13	██████████					
Military Engineering Tech	2231	15	16	13	██████████					
Chef & Baker	6321/6332	9	6	12	██████████					
Crime/Justice Admin	4422/1227	12	14	10	██████					
Dental Hygienist	3222	9	8	10	██████					
Marketing	0124	8	6	9	██████					
Home Economics	4164	5	3	8	██████					
Insurance Administration	6231	6	4	8	██████					
Culinary Art	6321	5	3	8	██████					

### Educational Specialty Groups *(continued)*

Group	NOC Code	Percentiles			Dissimilar	Male Percentiles			Similar	
		Comb.	Female	Male		0	20	40		60
Hairstylist/Esthetician	6341/6562	5	2	7	■					
Hotel/Restaur Management	0632/0631	4	3	5	■					
Law Enforcement/Police	4311	6	9	4	■					
Nutritionist	3132	3	2	3	■					
Fire Science	4312	3	5	2	■					
Travel & Tourism	6521	1	1	2	■					
Flight Attendant	6522	0	0	1	■					

#### Educational Specialty Cluster Profile Explanation

**NOC Code:** Use the codes listed in this column to search the complete NOC listings at (<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>).

**Percentile:** The scores under this heading indicate the percentage of people in a comparison group who received a lower interest score than you did.

**Comb:** The scores in the Combined column compare your interests with the combined group of males and females.

**Male:** The scores in the Male column of percentiles compare your interests with those of the males in the comparison group.

**Female:** The scores in the Female column of percentiles compare your interests with those of the females in the comparison group.

### Administrative Indices

The following scores show how much confidence can be placed in your CDI results. For most people, these scores fall in the normal range, indicating consistent and normal responses to the CDI. If one of your scores falls outside the normal range, you should take a second look at your CDI results. If you feel that your results do not reflect your true interests, you should retake the CDI.

*Percentage of Scorable Responses:* **100**  
*Infrequency Score:* **41 (Normal)**  
*Incorrect Items:* **0 (Normal)**  
*Reliability Index:* **0.78 (Normal)**

Administrative Indices assist in evaluating the confidence with which your results can be interpreted. Your Administrative Indices are within normal limits.

## Where To Go From Here

By completing the CDI, you have taken the first step toward the thoughtful selection of your career. You have learned more about yourself, your vocational interests, and how they compare to people studying and working in a variety of career areas. However, in order to choose a career successfully, you will have to learn more about your areas of interest. Listed below are a variety of suggestions to help you explore your career options.

## Books

While the books listed along with your top 3 job groups will help you learn more about those areas, general books can help you with the process of choosing a career, obtaining the necessary education, and conducting a job search.

The books listed below can be found at Amazon.com, your local library or book store.

**A-Z of Careers and Jobs.** Hodgson, Susan. Kogan Page Ltd.. 2010. ISBN: 0749459808.

**Best Answers to the 201 Most Frequently Asked Interview Questions.** DeLuca, Matthew; and DeLuca, Nanette. McGraw-Hill. 2010. ISBN: 0071741453.

**Get the Job You Want, Even When No One's Hiring: Take Charge of Your Career, Find a Job You Love, and Earn What You Deserve.** Myers, Ford R.. Wiley. 2009. ISBN: 0470457414.

**Guerilla Marketing for Job Hunters 2.0: 1,001 Unconventional Tips, Tricks and Tactics for Landing Your Dream Job.** Levinson, Jay Conrad; Perry, David E.; and Hardy, Darren. Wiley. 2009. ISBN: 0470455845.

**Instant Interviews: 101 Ways to Get the Best Job of Your Life.** Allen, Jeffrey G.. Wiley. 2009. ISBN: 0470438479.

**Selecting A College Major: Exploration and Decision Making.** Gordon, Virginia N.; and Sears, Susan J.. Prentice Hall. 2009. ISBN: 0137152795.

**What Color Is Your Parachute? 2010: A Practical Manual for Job-Hunters and Career Changers.** Bolles, Richard N.. Ten Speed Press. 2009. ISBN: 1580089879.

**Career Match: Connecting Who You Are with What You'll Love to Do.** Zichy, Shoya; and Bidou, Ann. Amacom. 2007. ISBN: 0814473644.

**The Career Guide for Creative and Unconventional People.** Eikleberry, Carol. Ten Speed Press. 2007. ISBN: 1580088414.

**Who Gets Promoted, Who Doesn't and Why: 10 Things You'd Better Do If You Want to Get Ahead.** Asher, Donald. Ten Speed Press. 2007. ISBN: 1580088201.

**Careers for Competitive Spirits & Other Peak Performers.** Goldberg, Jan. McGraw-Hill. 2006. ISBN: 0071467769.

**From New Recruit to High Flyer: No-Nonsense Advice on How to Fast Track Your Career.** Karseras, Hugh. Kogan Page. 2006. ISBN: 0749445645.

**Monster Careers Networking.** Taylor, Jeff. Penguin Paperbacks. 2006. ISBN: 0143036017.

**301 Smart Answers to Tough Interview Questions.** Oliver, Vicky. Sourcebooks, Inc.. 2005. ISBN: 1402203853.

**The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making.** Johnston, Susan M.. Prentice Hall. 2005. ISBN: 0131149695.

**What Color Is Your Parachute? Workbook, revised: A Practical Manual for Job Hunters and Career Changers.** Bolles, Richard N.. Ten Speed Press. 2005. ISBN: 1580087299.

**Majoring in the Rest of Your Life: Career Secrets for College Students.** Carter, Carol. LifeBound. 2004. ISBN: 0974204420.

**Monster Careers.** Taylor, Jeff. Penguin Paperbacks. 2004. ISBN: 0142004367.

**The Executive Job Search: A Comprehensive Handbook for Seasoned Professionals.** Wood, Orrin. McGraw-Hill. 2003. ISBN: 0071409424.

**Rites of Passage at \$100,000 to \$1 Million+: Your Insiders' Lifetime Guide to Executive Job-Changing and Faster Career Progress in the 21st Century.** Lucht, John. Viceroy Press. 2000. ISBN: 0942785304.

## Activities

Use the general activities listed below to structure your career exploration process.

### Gather Information About Yourself

- Take a look at your school marks to see what subject areas are your strongest. See how your marks relate to your top job groups and make decisions accordingly.
- Make a list of your physical, mental, interpersonal, informational, and practical skills. Look into how to improve the skills that relate to your career matches.
- Make a list of the qualifications you have, i.e. courses, degrees, certificates, diplomas, and licenses. Check to see whether your qualifications match those required for the careers you are interested in.
- Explore your values and think about how your moral, political, and religious beliefs may affect your career decisions.
- Consider how important public contact, compensation, opportunities for advancement, challenge, travel, work environment, location, family responsibilities, and hobbies are to you. Relate these preferences to your job groups.

### Gather Information About Careers

- Check out the descriptions of occupations in your top three job groups and your other high job groups. Visit the **National Occupational Classification** at (<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>) and the U.S. **Occupational Outlook Handbook** at [www.bls.gov/ooh](http://www.bls.gov/ooh).
- Check out the official job site of the **Canadian Federal Government** for valuable employment information at <http://jobs-emplois.gc.ca>.
- Explore your local library to find books, periodicals, newspapers, and other resources related to your potential career paths.
- Visit job fairs in your area to learn more about what companies are hiring and what positions related to your high job groups are currently in demand.
- Watch educational movies on individuals in the careers that you may be interested in. Contact your local library, school, or video store for a list of titles.
- Read magazines that focus on career trends and issues as well as on industries that relate to your top occupational interests.
- Find out what it is like to actually work in a certain occupation. Read interviews from people in careers that you may be interested in at [www.jobprofiles.org](http://www.jobprofiles.org).
- Explore an exhaustive list of career resources, career links, and industry information on the web at [www.rileyguide.com](http://www.rileyguide.com).

### Start Decision Making and Action Planning

- Check out College and University Fairs to find schools that have programs that relate to your possible career path. Or search for suitable schools online at [www.schoolfinder.com](http://www.schoolfinder.com), [www.canadian-universities.net](http://www.canadian-universities.net), and [www.campusstarter.com](http://www.campusstarter.com).
- Research ways to finance an education in the area that interests you. Visit [www.studentawards.com](http://www.studentawards.com) for information on available scholarships and financial aid.
- Take extra classes that relate to your potential career path. Contact your local high schools, colleges, universities, and private organizations for more information.
- Attend Resume Writing and Interview Workshops to prepare yourself for job searching.
- Get the work experience you need by being an intern in a position that matches your career interests. Visit [www.careeredge.ca](http://www.careeredge.ca) for more information on internship possibilities.
- Start searching for jobs in your field online. Check out [www.jobpostings.ca](http://www.jobpostings.ca), [www.Jobbank.gc.ca](http://www.Jobbank.gc.ca), and [www.workopolis.com](http://www.workopolis.com) for job listings, resume posting and more.

# Career Directions Inventory (CDI)

## Counsellor's Summary Report

Name: **Sam Sample**  
 Gender: **Male**  
 Report Date: **June 13, 2021**

### Basic Interest Scales

Scale	Percentiles			Male Percentiles				
	Comb.	Female	Male	Low 0	20	Average 40 60		80
Administration	17	17	17					
Art	90	87	93					
Clerical	40	32	49					
Food Service	8	5	10					
Industrial Art	56	84	31					
Health Service	16	14	18					
Outdoors	82	92	72					
Personal Service	1	0	1					
Sales	14	15	14					
Science	95	99	92					
Teaching/Social Service	82	71	93					
Writing	99	99	99					
Assertive	42	54	29					
Persuasive	26	25	27					
Systematic	29	31	27					

### General Occupational Themes

Scale	Percentiles			Male Percentiles				
	Comb.	Female	Male	Low 0	20	Average 40 60		80
Realistic/Practical	75	91	60					
Enterprising	15	18	11					
Artistic/Communicative	98	97	99					
Social/Helping	41	28	56					
Investigative/Logical	96	98	95					
Conventional	11	8	13					
Serving	1	0	1					

### Counsellor's Summary Report *(continued)*

#### Job Clusters

Cluster	Percentiles			Male Percentiles					
	Comb.	Female	Male	Dissimilar 0	20	40	60	80	Similar 99
Social Sciences	97	96	98						
Library Science	96	94	97						
Art	93	91	96						
Communication Arts	95	94	96						
Architectural Technology, Drafting and Design	94	94	95						
Renewable Resource Technology	97	99	94						
Science and Engineering	96	99	93						
Performing Arts	82	73	91						
Electronic Technology	94	99	90						
Computer and Mathematical Sciences	93	98	88						
Education	65	44	85						
Banking and Accounting	62	66	59						
Agriculture and Animal Science	65	77	52						
Social Services	27	11	44						
Marketing and Merchandising	37	34	41						
Word Processing and Administrative Assistant	28	23	34						
Health Record Technology	19	16	22						
Skilled Trades	39	66	17						
Medical and Healthcare Services	18	18	17						
Funeral Services	9	1	17						
Sales	11	9	14						
Personal Care	9	3	14						
Administration	10	8	13						
Public and Protective Services	10	14	7						
Law Enforcement	7	8	6						
Food Services	4	2	5						
Hospitality and Travel Services	2	1	4						

#### Administrative Indices

Percentage of Scorable Responses: **100**  
 Infrequency Score: **41 (Normal)**  
 Incorrect Items: **0 (Normal)**  
 Reliability Index: **0.78 (Normal)**

*This CDI report is based on a normative sample developed in 2000. This sample consists of 2500 individuals (1250 men and 1250 women).*