



Dodec Explorer Report

## Career Interests Inventory - Dodec

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# introduction

Making a decision about which career to follow is one of the most difficult yet most important tasks we have to do. It is something that needs careful thought, not only when we are starting out, but also when we are thinking about changing our career or returning to education.

Making such an important decision can be a complex process involving an understanding of our abilities, motivations, interests and personality all of which will have been coloured by our experience and education. This report provides ideas and suggestions based on the pattern of interests suggested by your answers to the Career Interests Inventory. This can be a good starting point for choosing a career direction since the better the match between interests and career, the more satisfied and productive people tend to be.

Your answers to the questionnaire have been assessed in terms of how much interest you appear to show in relation to each of six general 'themes' as shown below:

**Doing & implementing**

**Creating & expressing**

**Persuading & influencing**

**Thinking & investigating**

**Communicating & helping**

**Planning & organising**

In addition to this, your answers are able to give an indication of whether you prefer the more 'internal' or more 'external' activities within each of these themes. Internal activities are ones which involve you thinking, reflecting or working by yourself. External activities are ones which involve you taking some sort of physical action in the real world, either in relation to things or in relation to people. Some people may be predominantly internal (i.e. reflective, thoughtful and perhaps more solitary). Others may be predominantly external (active, physical and perhaps more social). However, for some people this may depend on the situation and the nature of the work.

This report is designed to help you identify what themes and sub-themes fit the way you have answered the questionnaire. Before presenting your results, an overview of each theme and subtheme is provided on the following page.

# the career themes



Below are descriptions of the six career themes. Each main theme is made up of two sub-themes as shown below.

Main theme	Brief description	Sub-themes
<b>Doing &amp; implementing</b>	<ul style="list-style-type: none"> <li>• Being active, practical and hands-on</li> <li>• Working with things rather than with ideas or with people</li> <li>• Seeing things happen and getting things done</li> </ul>	<b>Technical / Practical</b>
		<b>Active / Physical</b>
<b>Thinking &amp; investigating</b>	<ul style="list-style-type: none"> <li>• Understanding things by analysing them</li> <li>• Using logical reasoning and working with theories</li> <li>• Working independently to solve complex problems</li> </ul>	<b>Analytical / Theoretical</b>
		<b>Inquisitive / Trouble-shooting</b>
<b>Creating &amp; expressing</b>	<ul style="list-style-type: none"> <li>• Being original, intuitive, imaginative and aesthetic</li> <li>• Seeking to express oneself with creative or artistic ideas</li> <li>• Looking for new ways of expressing ideas, concepts</li> </ul>	<b>Artistic / Creative</b>
		<b>Performing / Expressing</b>
<b>Communicating &amp; helping</b>	<ul style="list-style-type: none"> <li>• Seeking contact with others and enjoying communicating</li> <li>• Working in teams with other people</li> <li>• Helping other people</li> </ul>	<b>Individual / Caring</b>
		<b>Social / Collaborative</b>
<b>Persuading &amp; influencing</b>	<ul style="list-style-type: none"> <li>• Influencing others by persuasion</li> <li>• Achieving personal or organisational goals and targets</li> <li>• Seeking opportunities for personal advancement</li> </ul>	<b>Influencing / Control</b>
		<b>Initiating / Risk Taking</b>
<b>Planning &amp; organising</b>	<ul style="list-style-type: none"> <li>• Organising and administrating things and people</li> <li>• Using clearly defined systems and methods</li> <li>• Keeping to schedules and monitoring progress</li> </ul>	<b>Quantifying / Ordering</b>
		<b>Inspecting / Regulating</b>



# before looking at your results

Think of two jobs or careers which you might possibly be interested in. Then, for each job, explain below why it appeals to you and show which theme and sub-theme you think it might belong to by placing a tick in the appropriate box in the table below.

Job or Career 1: \_\_\_\_\_

Why it appeals to me:

Job or Career 2: \_\_\_\_\_

Why it appeals to me:

Theme	Sub-theme	Job 1	Job 2
<b>Doing &amp; implementing</b>	Technical / Practical		
	Active / Physical		
<b>Thinking &amp; investigating</b>	Analytical / Theoretical		
	Inquisitive / Trouble-shooting		
<b>Creating &amp; expressing</b>	Artistic / Creative		
	Performing / Expressing		
<b>Communicating &amp; helping</b>	Individual / Caring		
	Social / Collaborative		
<b>Persuading &amp; influencing</b>	Influencing / Control		
	Initiating / Risk Taking		
<b>Planning &amp; organising</b>	Quantifying / Ordering		
	Inspecting / Regulating		

# summary of results



Your results for the questionnaire are shown in the graph below. The maximum you can score on each theme is 10 and your scores on the six theme are indicated by the length of the pink bars in the graph.

The third column of the graph shows the balance between the internal (blue) and external (orange) sub-themes for each area and the final column shows this same information in terms of relative proportions (internal / external). The bottom row of the graph shows the overall balance between your inner and external focus across all themes.

Theme	1 2 3 4 5 6 7 8 9 10	Balance between Internal and External focus	%
Doing & implementing	7	Technical / Practical - Active / Physical	46 / 54
Thinking & investigating	7	Analytical / Theoretical - Inquisitive / Trouble-shooting	52 / 48
Creating & expressing	9	Artistic / Creative - Performing / Expressing	72 / 28
Communicating & helping	8	Individual / Caring - Social / Collaborative	40 / 60
Persuading & influencing	8	Influencing / Control - Initiating / Risk Taking	44 / 56
Planning & organising	4	Quantifying / Ordering - Inspecting / Regulating	47 / 53
		INTERNAL FOCUS - EXTERNAL FOCUS	50 / 50

Your results show that the most important career theme for you is 'Creating & expressing'. The second theme of greatest interest to you is 'Communicating & helping'. These two themes and their sub-themes are explained in greater detail in the following pages.



## Creating & expressing

- Being original, intuitive, imaginative and aesthetic
- Seeking to express oneself with creative or artistic ideas
- Looking for new ways of expressing ideas, concepts

Your score for this scale was 56. The scale was ranked 1st amongst all the scales. Your pattern of scores on this scale suggests that you are more attracted to the internal side of this scale as shown by the shaded box below.

### Artistic / Creative (72%)

The artistic or creative person has a preference for using intuition and for stimulating their aesthetic sense. This approach often involves 'thinking outside the box' or seeking different or unusual ways to express one's thoughts and ideas about the world or the human condition.

Work of this kind involves not only traditional 'artistic' activities (such as writing, painting, photography or music) but also many other activities that allow creative freedom (such as gardening, landscaping, cooking, architecture).

It is also highly relevant to many technological fields such as computer-aided design, software development or website design. Although the principal aim of such activities is to produce a useful product, the artistic / creative person will want to focus particularly on the aesthetic aspect of the work in order to produce something which is aesthetically pleasing and different.

For work of an artistic or creative nature, the ideal work environment would be one that is not too strictly regulated and which allows the freedom for creativity to emerge rather than being dictated by timelines and goals.

**Key words:** aesthetic, different

**Artistic / Creative** is associated with

- 3D Design
- Digital Media
- Creative Arts
- Crafts
- Culture & Arts Admin
- Broadcast Media

### Performing / Expressing (28%)

The performance-orientated or 'expressive' person has a preference for public performance and display. This involves having an impact on an audience - whether live (as with concerts, gigs, dance, theatre, comedy, political rallies) or with a delay before the audience receives the performance (for example, in film, broadcasting, journalism and other forms of entertainment).

All of these activities are fuelled by a desire to communicate and are characterised by a sense of urgency or high energy. Sometimes the communication can be immediate. Other times, it may be less direct such as when writing the reporting of events and news and or writing fiction. It can also take the form of more critical analysis and interpretation. Ultimately however, the emphasis and focus will always be upon communication with an audience, either in the immediate present or at some time in the future.

**Key words:** impactful, communication (of ideas and experiences)

**Performing / Expressing** is associated with

- Film/TV/Radio Production
- Performing Arts
- Written Media
- Publishing & Editing
- Languages



## Communicating & helping

- Seeking contact with others and enjoying communicating
- Working in teams with other people
- Helping other people

Your score for this scale was 46. The scale was ranked 2nd amongst all the scales. Your pattern of scores on this scale suggests that you are more attracted to the external side of this scale as shown by the shaded box below.

### Individual / Caring (40%)

The individually-orientated or caring person has a preference for dealing with other people on a one-to-one basis, often in a caring or supportive environment.

This can involve situations where talking and understanding is needed or situations where there is a need for direct help with people's physical needs. In both cases, the focus is on the well-being of the other person.

This requires firstly the ability to identify patterns with regard to issues or problems, and then an understanding of how to help resolve the problems or issues in an empathetic manner while demonstrating both patience and compassion.

Such qualities are required across the spectrum from advisory services, through counselling and therapy, to direct health care activities like nursing.

**Key words:** caring, empathic, helpful

**Individual / Caring** is associated with

- Social Care
- Counselling & Guidance
- Charity & Public Service
- Healthcare
- Holistic Therapies
- Other Therapies

### Social / Collaborative (60%)

The social or collaborative person has a preference for working in groups and building multiple relationships.

This can show itself in an interest in a wide range of activities where team working is essential as well as in instructional, educational and training contexts. There is often a desire to interact and to facilitate growth and learning of both individuals and group.

The key activities involve communication, discussion and co-operation with a focus on people helping each other to achieve a goal or to realise their potential - which is why teaching, training and helping others to gain tangible 'educational' or skill-based outcomes can be very satisfying to people of this type.

Sometimes the focus will be less on helping others and more on the individual's need to achieve (such as in some business or sports teams). And sometimes the motive can be simply to enjoy the buzz of social interaction.

In all these cases, the main focus is on being with other people, either in order to fulfil one's own needs and objectives or to help others to fulfil theirs.

**Key words:** interaction, learning

**Social / Collaborative** is associated with

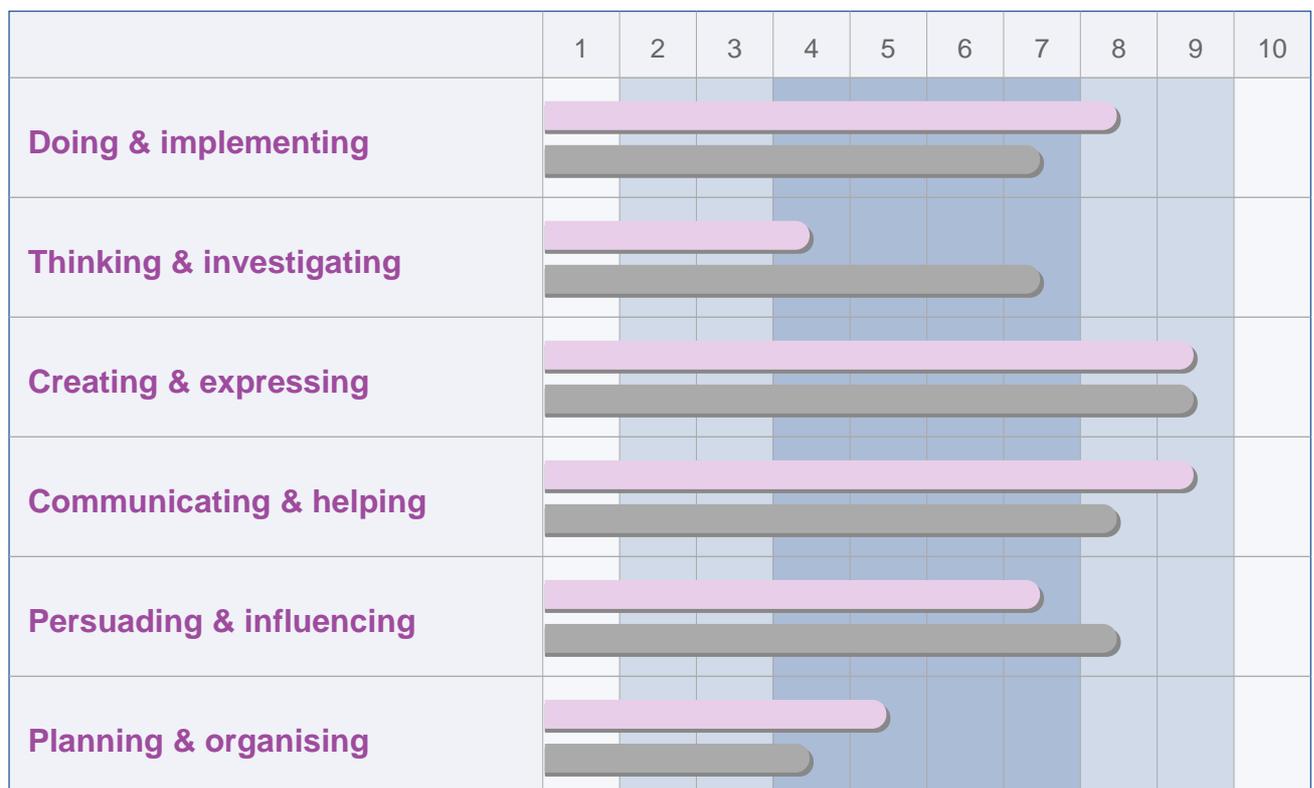
- Education
- Training

# your skills and abilities



When you completed the questionnaire you were also asked to indicate how good you think you are at a range of skills and abilities. These relate to the six main career themes.

Your results are shown by the pink bars in the graph below. And for comparison your interest level is shown by the grey bar.



When choosing a career you need to think about the career directions that interest you; and also about those careers for which you have (or could have) the appropriate skills and abilities.



# what is important to you

The questionnaire also asked about the work values that are particularly important to you when looking for a job.

As before, your results are shown by the blue bars in the graph below. And for comparison your interest level is shown by the grey bar.



Whatever career direction you choose, you will be more likely to be successful if it fits with your personal set of values. Which career themes seem to be the best match? Also, which themes seem to be the best match across skills, abilities and values?



# final remarks

If you completed the exercise in the first part of the report, you will have identified two jobs or careers that initially appealed to you. Thinking about these again:

- Which of the themes/theme pairs do you now think are relevant to the jobs/careers you mentioned? Why? (Remember a job family can span more than one theme.)
- Do you seem to be mostly interested in the 'blue' or 'orange' aspects of your preferred themes? What do you think this is telling you?
- Having read this report, are there any career directions you would now find more appealing than those you wrote down? Can you explain why?
- Looking at your least preferred theme, does this seem to make sense given what you now know? What don't you like about it?

When considering how to move forward, it is wise not simply follow what this report seems to be telling you. Find out about the different job families and the specific jobs they include.

Your exploration of jobs also needs to take into account where you are now and where you want to be in the future. For example, you may be currently studying at school, college or university, or already be in the jobs market. This will influence what you can do immediately, and might also help you to decide how to study or train in the future.

Whatever your current position you can find comprehensive information on the job families mentioned in this report, and on over 750 different individual jobs, at:

