

# **Career Directions Inventory (CDI)**

## ***Extended Report***

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*Gender:* **Male**  
*Report Date:* **May 11, 2025**

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.

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## 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, counseling, 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				
	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.

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## 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 counseling 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 counseling 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 travelers.

**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 O\*NET website. O\*NET offers a comprehensive classification of occupational titles and job categories that is based on the Standard Occupational Classification (SOC) system.

After each cluster description, you will find a list of some typical jobs found within that cluster. Across from each job name is an O\*NET/SOC 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://www.onetonline.org>. To find occupation descriptions and links to related jobs, enter either the O\*NET/SOC code (for example 27.3043.04), the job title (for example copy writer) or a keyword (such as writer) within the given fields on the site.

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 counselor 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 Archeologists 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 behavior. Social psychologists study the organization of groups, as well as a variety of other topics, including social attitudes, inter-group cooperation and conflict, and social influences on individual decision-making. In business, social scientists are employed in a number of fields, for example, market research, and industrial and labor relations. Most, if not all of the occupations in this cluster will require post-secondary education. People working in this area tend to have high scores on the Writing, Teaching, and Social Service scales of the Career Directions Inventory. 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 O\*NET listings at [www.onetonline.org](http://www.onetonline.org).

O\*Net Div. 19 - Life, Physical, and Social Science

O*Net Code	Job Title	O*Net Code	Job Title
19-3032.00	Industrial-Organizational Psychologists	19-3039.00	Psychologists, All Other
19-3041.00	Sociologists	19-3051.00	Urban and Regional Planners
19-3091.00	Anthropologists and Archeologists	19-3092.00	Geographers
19-3093.00	Historians	19-3094.00	Political Scientists
19-3099.00	Social Scientists and Related Workers, All Other	19-4061.00	Social Science Research Assistants

### Suggested Readings

1. **Careers in Psychology: Opportunities in a Changing World.** Kuther, Tara L. Cengage Learning. 2012. ISBN: 1133308422.
2. **Graduate Study in Psychology.** American Psychological Association. American Psychological Association. 2012. ISBN: 1433812207.
3. **An Introduction to the Sociology of Work and Occupations.** Volti, Rudi. Sage Publications, Inc. 2011. ISBN: 1412992850.
4. **The Market Research Toolbox: A Concise Guide for Beginners.** McQuarrie, Edward F. Sage Publications, Inc. 2011. ISBN: 1412991749.
5. **The Psychology Major's Handbook.** Kuther, Tara L. Wadsworth Publishing. 2011. ISBN: 1111302693.
6. **Custom Enrichment Module: Careers in Psychology: Opportunities in a Changing World.** Kuther, Tara L.; and Morgan, Robert D. Wadsworth Publishing. 2009. ISBN: 0495600741.
7. **Careers for Bookworms & Other Literary Types.** Eberts, Marjorie; and Gisler, Margaret. McGraw-Hill. 2008. ISBN: 0071545395.
8. **Careers for History Buffs and Others Who Learn from the Past.** Camenson, Blythe. McGraw-Hill. 2008. ISBN: 0071545379.
9. **Great Jobs for Sociology Majors.** Lambert, Stephen. McGraw-Hill. 2008. ISBN: 0071544828.
10. **NAPA Bulletin, Careers in 21st Century Applied Anthropology: Perspectives from Academics and Practitioners.** Guerron-Montero, Carla. Wiley-Blackwell. 2008. ISBN: 1405190159.
11. **101 Careers in Gerontology.** Grabinski, C. Joanne. Springer Publishing Company. 2007. ISBN: 0826115063.
12. **Careers in Focus: Government.** Ferguson. Ferguson Publishing Company. 2007. ISBN: 0071467688.
13. **Getting In: A Step-By-Step Plan for Gaining Admission to Graduate School in Psychology.** American Psychological Association. American Psychological Association (APA). 2007. ISBN: 1591477999.
14. **Great Jobs for History Majors.** Lambert, Stephen and DeGalan, Julie. McGraw-Hill. 2007. ISBN: 007148213X.
15. **What to Do with Your Psychology or Sociology Degree.** Princeton Review. Princeton Review. 2007. ISBN: 0375766251.
16. **Career Paths in Psychology: Where Your Degree Can Take You.** Sternberg, Robert J. American Psychological Association (APA). 2006. ISBN: 1591477328.
17. **Great Jobs for Economics Majors.** Camenson, Blythe. McGraw-Hill. 2006. ISBN: 0071467742.

## **Social Sciences (continued)**

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

18. **Great Jobs for Psychology Majors.** DeGalan, Julie and Lambert, Stephen. McGraw-Hill. 2006. ISBN: 007145876X.
19. **Life as a Psychologist: Career Choices and Insights.** Oster, Gerald D. Praeger Publishers. 2006. ISBN: 0275985989.
20. **Resumes for Social Service Careers.** Editors of McGraw-Hill. McGraw-Hill. 2006. ISBN: 0071467815.

### **Organizations**

1. American Anthropological Association. (<http://www.americananthro.org/>)
2. American Association of Geographers. ([www.aag.org/](http://www.aag.org/))
3. American Historical Association. ([www.historians.org](http://www.historians.org))
4. American Political Science Association. ([www.apsanet.org](http://www.apsanet.org))
5. American Psychological Association. ([www.apa.org](http://www.apa.org))
6. Association for Psychological Science. ([www.psychologicalscience.org](http://www.psychologicalscience.org))
7. The Imaging and Geospatial Information Society. ([www.asprs.org](http://www.asprs.org))

### **Activities**

1. Check out the **American Sociological Association's** website for career and employment information at [www.asanet.org](http://www.asanet.org).
2. The **Online Psychology Career Center** at [www.socialpsychology.org/career.htm](http://www.socialpsychology.org/career.htm) gives an in-depth look into the field of psychology, offering job postings, links, and career tips.
3. Visit the **Human Services Career Network** at [www.hscareers.com](http://www.hscareers.com) for employment opportunities, tips, and events for human service professionals and students.

## 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. Many individuals in this area are high scorers on the Administration and Writing scales of the Career Directions Inventory. Post-secondary education is usually required; however, some of the occupations provide training. To learn more about the occupations that make up this job cluster, search the complete O\*NET listings at [www.onetonline.org](http://www.onetonline.org).

O\*Net Div. 11 - Management

O\*Net Div. 25 - Education, Training, and Library

O\*Net Div. 43 - Office and Administrative Support

O*Net Code	Job Title	O*Net Code	Job Title
11-3021.00	Computer and Information Systems Managers	25-4011.00	Archivists
25-4012.00	Curators	25-4013.00	Museum Technicians and Conservators
25-4022.00	Librarians and Media Collections Specialists	25-4031.00	Library Technicians
43-4121.00	Library Assistants, Clerical	25-9099.00	Education, Training, and Library Workers, All Other

### Suggested Readings

1. **Starting Your Career as a Freelance Editor: A Guide to Working with Authors, Books, Newsletters, Magazines, Websites, and More.** Embree, Mary. Allworth Press. 2012. ISBN: 1581158904.
2. **Working in the Virtual Stacks: The New Library and Information Science.** Kane, Laura Townsend. Amer Library Assn Editions. 2011. ISBN: 083891103X.
3. **Building & Running a Successful Research Business: A Guide for the Independent Information Professional.** Bates, Mary Ellen. Information Today, Inc. 2010. ISBN: 0910965854.
4. **Career Opportunities in Library and Information Science.** Taylor, Allan; Parish, James Robert; and Roderer, Nancy. Checkmark Books. 2009. ISBN: 0816075476.
5. **Career Opportunities in the Publishing Industry.** Yager, Fred; & Yager, Jan. Checkmark Books. 2009. ISBN: 0816075433.
6. **Careers for Bookworms & Other Literary Types.** Eberts, Majorie; and Gisler, Margaret. McGraw-Hill. 2008. ISBN: 0071545395.
7. **Careers for History Buffs and Others Who Learn from the Past.** Camenson, Blythe. McGraw-Hill. 2008. ISBN: 0071545379.
8. **Creative Careers in Museums.** Burdick, Jan E. Allworth Press. 2008. ISBN: 1581154984.
9. **Museum Careers: A Practical Guide for Novices and Students.** Schlatter, N. Elizabeth. Left Coast Press. 2008. ISBN: 159874044X.
10. **Opportunities in Library and Information Science.** McCook, Kathleen. McGraw-Hill. 2008. ISBN: 007154531X.
11. **A Day in the Life: Career Options in Library and Information Science.** Shontz, Priscilla K. and Murray, Richard. Libraries Unlimited. 2007. ISBN: 1591583640.
12. **Career Diary of a Newspaper Reporter: Gardner's Guide Series.** Harris, Hamil R. Garth Gardner Company. 2007. ISBN: 1589650336.
13. **Computer Jobs with IT Staffing Firms: The Growing Information Technology Professional Services Sector.** Info Tech Employment. Partnerships for Community Inc. 2007. ISBN: 1933639466.
14. **Great Jobs for History Majors.** Lambert, Stephen; and DeGalan, Julie. McGraw-Hill. 2007. ISBN: 007148213X.
15. **The Whole Digital Library Handbook.** Kresh, Diane. ALA Editions. 2007. ISBN: 0838909264.
16. **Careers in Information Technology.** WetFeet. WetFeet, Inc. 2006. ISBN: 158207660X.
17. **Opportunities in Museum Careers.** Camenson, Blythe. McGraw-Hill. 2006. ISBN: 0071467696.
18. **Rethinking Information Work: A Career Guide for Librarians and Other Information Professionals.** Dority, G. Kim. Libraries Unlimited. 2006. ISBN: 159158180X.

## **Library Science (continued)**

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

19. **Whole Library Handbook 4: Current Data, Professional Advice, and Curiosa About Libraries and Library Sciences.** Eberhart, George M. American Library Association. 2006. ISBN: 0838909159.
20. **What Can You Do with a Major in Education: Real people. Real jobs. Real rewards.** Horowitz, Jennifer A. and Walker, Bruce Edward. Cliffs Notes. 2005. ISBN: 0764576070.

### **Organizations**

1. American Association of Law Libraries. ([www.aallnet.org](http://www.aallnet.org))
2. Association for Library and Information Science Education. ([www.alise.org](http://www.alise.org))
3. Institute of Museum and Library Services. ([www.imls.gov](http://www.imls.gov))
4. Medical Library Association. ([www.mlanet.org](http://www.mlanet.org))
5. Society of American Archivists. ([www2.archivists.org](http://www2.archivists.org))

### **Activities**

1. Sign up for developmental workshops offered by the **Association of Research Libraries** at [www.arl.org](http://www.arl.org).
2. Visit **IPL2: Information You Can Trust** at [www.ipl.org](http://www.ipl.org), an online library resource that posts links to dictionaries, books, magazines, and newspapers.
3. Visit the **American Library Association** website at [www.ala.org](http://www.ala.org) for information on scholarship programs, direct links to accredited schools, as well as postings of job opportunities.

## Occupations in Art

There is a wide range of occupations included in this category. Individuals working in this area are involved in any number of artistic occupations such as photography, interior design of public and private places, graphic art, or illustrating. Commercial and Multimedia Artists create illustrations, designs, cartoons or caricatures for books, magazines, billboards, and for purposes including advertising, entertainment or education. Photographers and Video Editors, 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, in addition to composing and shooting pictures or film. Many people who work in this field show high interest 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. To learn more about the occupations that make up this job cluster, search the complete O\*NET listings at [www.onetonline.org](http://www.onetonline.org).

O\*Net Div. 17 - Architecture and Engineering

O\*Net Div. 27 - Arts, Design, Entertainment, Sports, and Media

O\*Net Div. 51 - Production

O*Net Code	Job Title	O*Net Code	Job Title
17-1011.00	Architects, Except Landscape and Naval	27-1011.00	Art Directors
27-1012.00	Craft Artists	27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators
27-1014.00	Multimedia Artists and Animators	27-1021.00	Commercial and Industrial Designers
27-1019.00	Artists and Related Workers, All Other	27-1023.00	Floral Designers
27-1022.00	Fashion Designers	27-1025.00	Interior Designers
27-1024.00	Graphic Designers	27-1027.00	Set and Exhibit Designers
27-1026.00	Merchandise Displayers and Window Trimmers	27-2031.00	Dancers
27-2012.00	Producers and Directors - Stage, Motion Pictures, Television, and Radio	27-2032.00	Choreographers
27-4021.00	Photographers	27-4032.00	Film and Video Editors
51-5111.00	Prepress Technicians and Workers	51-9123.00	Painting, Coating, and Decorating Workers
51-9151.00	Photographic Process Workers and Processing Machine Operators	51-9195.00	Molding and Casting Workers
51-9195.04	Glass Blowers, Molders, Benders, and Finishers	51-9195.03	Stone Cutters and Carvers, Manufacturing
		51-9195.05	Potters, Manufacturing

### Suggested Readings

1. **The Successful Artist's Career Guide: Finding Your Way in the Business of Art.** Peot, Margaret. North Light Books. 2012. ISBN: 1440309302.
2. **Photographer's Market.** Bostic, Mary Burzlaff. North Light Books. 2011. ISBN: 1440314195.
3. **Becoming a Graphic Designer: A Guide to Careers in Design.** Heller, Steven and Fernandes, Teresa. Wiley. 2010. ISBN: 0470575565.
4. **Becoming an Interior Designer: A Guide to Careers in Design.** Allen, Danielle. CreateSpace. 2010. ISBN: 1452838348.
5. **Career Opportunities in the Film Industry.** Yager, Fred; Yager, Jan; Carradine, David; and Guber, Peter. Checkmark Books. 2009. ISBN: 0816073538.
6. **Career Opportunities in the Music Industry.** Field, Shelly. Checkmark Books. 2009. ISBN: 0816078025.
7. **How to Survive and Prosper as an Artist: Selling Yourself Without Selling Your Soul.** Michels, Caroll. Holt Paperbacks. 2009. ISBN: 0805088482.
8. **The Designer's Guide to Business and Careers: How to Succeed on the Job or on Your Own.** Faimon, Peg. How. 2009. ISBN: 1600611567.
9. **Fashion Careers: Finding the Right Fit.** Jones, Jen. Capstone Press. 2007. ISBN: 0736878831.

## **Art (continued)**

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

10. **The Career Guide for Creative and Unconventional People.** Eikleberry, Carol. Ten Speed Press. 2007. ISBN: 1580088414.
11. **Career Opportunities in Photography.** Gilbert, George and Fehl, Pamela. Checkmark Books. 2006. ISBN: 081605679X.
12. **Career Opportunities in Television and Cable.** Taylor, T. Allan; Parish, James Robert; and Taylor, Allan. Checkmark Books. 2006. ISBN: 0816063133.
13. **Career Opportunities in Theater and the Performing Arts.** Field, Shelly. Checkmark Books. 2006. ISBN: 0816062897.
14. **Career Opportunities in the Visual Arts.** Clark, Richard P.; Fehl, Pamela; and Holland, Brad. Checkmark Books. 2006. ISBN: 0816059284.
15. **Careers in Art.** Camenson, Blythe. McGraw-Hill. 2006. ISBN: 0071467726.
16. **Fashion Artist.** Burke, Sandra. Burke Publishing. 2006. ISBN: 0958239177.
17. **Opportunities in Museum Careers.** Camenson, Blythe. McGraw-Hill. 2006. ISBN: 0071467696.
18. **Smart Moves for Liberal Arts Grads: Finding a Path to Your Perfect Career.** Curran, Sheila J. and Greenwald, Suzanne. Ten Speed Press. 2006. ISBN: 1580087094.
19. **How to Get a Job in Computer Animation.** Harriss, Ed. Imprint Books. 2003. ISBN: 0974323004.
20. **Unleash the Artist Within: Four Weeks to Transforming Your Creative Talents into More Recognition, More Profit & More Fun.** Baker, Bob. Spotlight Publications. 2003. ISBN: 0971483817.

### **Organizations**

1. Allied Artists of America. ([www.alliedartistsofamerica.org](http://www.alliedartistsofamerica.org))
2. American Craft Council. ([craftcouncil.org](http://craftcouncil.org))
3. American Society of Artists. ([www.americansocietyofartists.info](http://www.americansocietyofartists.info))
4. American Society of Interior Designers. ([www.asid.org](http://www.asid.org))
5. National Association of Schools of Art and Design. ([nasad.arts-accredit.org](http://nasad.arts-accredit.org))
6. Society of Illustrators. ([www.societyillustrators.org](http://www.societyillustrators.org))

### **Activities**

1. Explore [www.absolutearts.com](http://www.absolutearts.com), an extensive listing of art resources on the web.
2. Interview a graphics designer.
3. Learn how to make our own website at [www.4creatingawebsite.com](http://www.4creatingawebsite.com).
4. Take up photography as a hobby.
5. Visit [www.sculptor.org](http://www.sculptor.org), a comprehensive resource for sculptors.

## 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	O*Net Code	Percentiles			Male Percentiles					
		Comb.	Female	Male	Dissimilar				Similar	
					0	20	40	60	80	99
Journalism	27-3021.00	99	98	99						
Advertising	11-2011.00	98	97	98						
General Arts	25-1121.00	96	94	97						
Librarian	25-4021.00	96	94	97						
Interior Design	27-1025.00	90	85	95						
Commercial Artist	27-1021.00	93	90	95						
Broadcasting	27-3021.00	92	90	95						
Drama	27-2011.00	88	82	94						
Naval Sciences	17-2121.00	95	97	94						
Education Instructor	25-9099.00	83	72	94						
Civil Engineer/Surveyor	17-1022.00	96	99	93						
Architectural Technology	17-3011.00	92	92	93						
Electronics Servicing	49-2097.00	94	94	93						
Landscape Architect	17-1012.00	93	94	93						
Horticulture	11-9013.01	96	99	93						
Power Systems Technician	51-8012.00	96	99	93						
Drafting	17-3011.00	95	98	93						
Early Childhood Education	25-2011.00	82	70	93						
Music	27-2042.00	85	78	92						
Advertising Design	27-1021.00	86	83	90						
Urban Planning	19-3051.00	94	98	90						
Graphic Art/Tech Illust	27-1024.00	86	83	90						
Dance	27-2031.00	76	64	87						
Computer Technology	15-1131.00	93	98	87						
Aerospace Engineer Tech	17-2011.00	93	99	87						
Fisheries Technician	45-2093.00	86	91	82						
Renewable Resources Tech	19-4093.00	88	96	81						
Small Motors Mechanic	49-2092.00	89	98	79						
Chemical Engineering Tech	19-4031.00	88	96	79						
Electrician	47-2111.00	89	99	76						





**Educational Specialty Groups (continued)**

Group	O*Net Code	Percentiles			Dissimilar	Male Percentiles			Similar
		Comb.	Female	Male		0	20	40	
Business Administration	11-3011.00	30	27	33	██████████				
Telecommunications Tech	49-2022.00	43	55	31	██████████				
Real Estate/Insurance	41-9022.00	28	26	31	██████████				
Administrative Assistant	43-6014.00	27	24	30	██████████				
Clerical-General	43-9061.00	22	18	26	██████████				
Water System Technician	51-8031.00	30	35	24	██████████				
Air Transport	55-3011.00	15	7	23	██████████				
Health Record Technician	29-2071.00	21	20	22	██████████				
Auto Sales	41-4011.00	20	20	21	██████████				
Farming	11-9013.02	34	48	21	██████████				
Heat/Air Condition/Refrig	49-9021.00	43	72	20	██████████				
Nurse/Med Assistant	29-1141.00	18	17	20	██████████				
Business Secretary	43-6011.00	15	10	19	██████████				
Justice Administration	33-3011.00	17	17	18	██████████				
Credit Specialist	43-4041.00	18	19	18	██████████				
Funeral/Mortuary Science	39-4021.00	9	1	17	██████████				
Paramedic/Ambulance	29-2041.00	14	12	17	██████████				
Automotive Technology	49-3023.00	35	58	16	██████████				
Physiotherapist	29-1123.00	14	13	15	██████████				
Recreation	39-9032.00	9	2	15	██████████				
Animal Health	29-2056.00	18	21	15	██████████				
Welder	51-4121.00	30	49	14	██████████				
Respiratory Technician	29-2054.00	14	14	14	██████████				
Retail Management	41-1011.00	11	10	13	██████████				
Construction Technology	11-9021.00	31	51	13	██████████				
Military Engineering Tech	55-3015.00	15	16	13	██████████				
Chef & Baker	51-3011.00	9	6	12	██████████				
Crime/Justice Admin	33-3012.00	12	14	10	██████				
Dental Hygienist	29-2021.00	9	8	10	██████				
Marketing	11-2021.00	8	6	9	██████				
Home Economics	25-1192.00	5	3	8	██████				
Insurance Administration	41-3021.00	6	4	8	██████				
Culinary Art	35-1011.00	5	3	8	██████				

### Educational Specialty Groups (continued)

Group	O*Net Code	Percentiles			Dissimilar	Male Percentiles				Similar
		Comb.	Female	Male		0	20	40	60	
Hairstylist/Esthetician	39-5012.00	5	2	7	■					
Hotel/Restaur Management	11-1021.00	4	3	5	■					
Law Enforcement/Police	33-3051.00	6	9	4	■					
Nutritionist	29-1031.00	3	2	3	■					
Fire Science	33-2021.00	3	5	2	■					
Travel & Tourism	41-3041.00	1	1	2	■					
Flight Attendant	53-2031.00	0	0	1	■					

#### Educational Specialty Cluster Profile Explanation

- O\*Net: Use the codes listed in this column to search the complete O\*NET listings at [www.onetonline.org](http://www.onetonline.org).
- 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.

**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.

**The Job-Hunter's Survival Guide: How to Find a Rewarding Job Even When "There Are No Jobs".** Bolles, Richard N.. Ten Speed Press. 2009. ISBN: 158008026X.

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

**Job-Hunting Online: A Guide to Job Listings, Message Boards, Research Sites, the UnderWeb, Counseling, Networking, Self-Assessment Tools, Niche Sites.** Bolles, Mark Emery; and Bolles, Richard N.. Ten Speed Press. 2008. ISBN: 1580088996.

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

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

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

**Monster Careers: Interviewing: Master the Moment That Gets You the Job.** Taylor, Jeffrey; and Hardy, Doug. Penguin. 2005. ISBN: 0143035770.

**New Guide for Occupational Exploration: Linking Interests, Learning, and Careers.** Farr, Michael J.; and Shatkin, Laurence. JIST Works. 2005. ISBN: 1593571798.

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

**Your Dream Career for Dummies.** McClelland, Carol L.; and Bolles, Richard N.. For Dummies. 2005. ISBN: 0764597957.

**Change Your Job, Change Your Life: Careeving and Re-Careeving in the New Boom/Bust Economy.** Krannich, Ron. Impact Publications. 2004. ISBN: 1570232202.

## 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 **Occupational Outlook Handbook** at [www.bls.gov/ooh](http://www.bls.gov/ooh) or the O\*Net Resource Center at [www.onetcenter.org](http://www.onetcenter.org).
- Check out the official job site of the **United States Federal Government for valuable employment** information at [www.usajobs.gov](http://www.usajobs.gov).
- 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 paths. Or search for suitable schools online at [www.petersons.com](http://www.petersons.com) and [www.campustours.com](http://www.campustours.com).
- Research ways to finance an education in the area that interests you. Visit [www.fastweb.com](http://www.fastweb.com) and [www.finaid.com](http://www.finaid.com) for information on available scholarships and financial aid.
- Take extra classes that relate to your potential career paths. 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.internshipprograms.com](http://www.internshipprograms.com) for more information on internship possibilities.
- Start searching for jobs in your field online. Check out [www.monster.com](http://www.monster.com), [www.jobsearchusa.org](http://www.jobsearchusa.org) and [www.aftercollege.com](http://www.aftercollege.com) for job listings, resume posting, and more.

# Career Directions Inventory (CDI)

## Counselor's Summary Report

Name: **Sam Sample**  
 Gender: **Male**  
 Report Date: **May 11, 2025**

### Basic Interest Scales

Scale	Percentiles			Male Percentiles					
	Comb.	Female	Male	Low 0	20	Average 40 60		80	High 99
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	High 99
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						

