of which require training you may not have had. However, in such instances try to determine your feelings toward the activity. Disregard considerations of salary, social standing or future advancement. For each item decide the degree of your interest or disinterest in the activity, and mark your booklet according to the following scale:

Not All Pages Shown
Total Pages = 4
Put your answers to this page in Column 4.

<table>
<thead>
<tr>
<th>Column 4</th>
<th>Column 3</th>
<th>Column 2</th>
<th>Column 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lid</td>
<td>D</td>
<td>Lid</td>
<td>D</td>
</tr>
<tr>
<td>127. Solve math problems in chemical research.</td>
<td>128. Be in charge of designing a space shuttle.</td>
<td>129. Make custom drapes or window coverings.</td>
<td>130. Conduct a meeting of business managers.</td>
</tr>
<tr>
<td>131. Receive clients and make appointments.</td>
<td>132. Reproduce artistic masterpieces.</td>
<td>133. Lead young adults in recreational activities.</td>
<td>134. Take and compare fingerprints or footprints.</td>
</tr>
<tr>
<td>135. Tune-up automobile motors.</td>
<td>136. Replant trees in a logging area.</td>
<td>137. Sell sportswear in a retail shop.</td>
<td>138. Present news editorials for radio or TV.</td>
</tr>
<tr>
<td>139. Take photos to be displayed in a catalog.</td>
<td>140. Serve people in a restaurant.</td>
<td>141. Study rocks and fossils to find minerals.</td>
<td>142. Plot the course of a ship.</td>
</tr>
<tr>
<td>143. Repair and re-cover upholstery.</td>
<td>144. Direct an international operation.</td>
<td>145. Operate an office.</td>
<td>146. Draw pictures.</td>
</tr>
<tr>
<td>147. Teach others.</td>
<td>148.</td>
<td>149.</td>
<td>150.</td>
</tr>
<tr>
<td>151.</td>
<td>152.</td>
<td>153.</td>
<td>154.</td>
</tr>
<tr>
<td>155.</td>
<td>156.</td>
<td>157.</td>
<td>158.</td>
</tr>
<tr>
<td>159.</td>
<td>160.</td>
<td>161.</td>
<td>162.</td>
</tr>
<tr>
<td>163.</td>
<td>164.</td>
<td>165.</td>
<td>166.</td>
</tr>
<tr>
<td>167.</td>
<td>168.</td>
<td>169.</td>
<td>170.</td>
</tr>
</tbody>
</table>
Self interpretation

PROFILE & GUIDE

SAMPLE

Not All Pages Shown
Total Pages = 13
SECTION 1. Directions for scoring and plotting the profile

1. Scoring the booklet — After you have completed answering all the items, open your COPS Interest Inventory booklet to the last page and sum across each row. Count three for each big L answer, two for each small I answer and one for each small d. Nothing is added for D (Dislike very much) answers. Since there are four answers in each row, the maximum possible score for a particular row is 12. Record these sums in the spaces in the far right edge of your answer page starting with the first sum labeled "A1" and so on down to the last sum at the bottom of the page labeled "N3." When you have completed this step, there will be a scale score in each of the lettered spaces in the far right-hand column.

2. Plotting the Profile — After you have completed scoring the COPS Interest Inventory booklet as described above, turn to the Profile Sheet in this guide to plot your interest profile. Read across the top and the bottom of the boxes on the Profile Sheet. Every box is in alphabetical order. Obtain the scores to be plotted on this sheet by adding the three "A" scores in your booklet, then the three "B" scores and so on through "N," entering the total scale score in the corresponding box on the Profile Sheet. Be sure all three scores are summed for each letter. Thus, the three "A" scores will be recorded on the lines above the "A" box, added together and the sum entered in the box lettered "A," (be sure to skip a box to record your sum). Do this for all boxes "A" through "N."

The next step is plotting a scale score for females. If you have scores with those of females, turn out the profile and plot the scale for females. If not, plot the scale for males.

Your profile will come in the form of peaks and valleys according to the nature of each occupational group. The following are the occupational groups: The Clerical, the Professional and the Skilled. In the Clerical areas, scores are usually required for the Clerical occupations, usually requiring an advanced degree, and occupations requiring vocational or technical training in which a college degree may not be necessary. In some cases skilled level occupations may be used for entry to professional level occupations.

Scores in certain areas will be high for some people and low for others at your educational level. For example, you may not score at the mean (arithmetic average) who have taken the test. If your scale score falls at a score level of 75, indicated by a "C," it is of the following box, the interest you have in that area is greater than 75% of occupational group as compared to others.

If you wish to consider your interest in the job activities without regard to others at your educational level simply circle the largest scale scores in the boxes at the bottom of your Profile Sheet.

(Continued on page 11.)
The Career Clusters

1 SCIENCE, PROFESSIONAL (A) occupations involve responsibility for the planning and conducting of research. They include collecting and applying systematic accumulation of information in the related branches of mathematical, medical, life and physical sciences.

Sample occupations:
- Astronomer
- Chemist
- Mathematician
- Physicist
- Geologist
- Geophysicist
- Geotechnical Engineer

SAMPLE OCCUPATIONS
- Computer Programmer
- Computer Quality Analyst
- Data Base Design Analyst
- Demographer
- Snr. Sc. Data Manager
- Financial Analyst
- Economist
- Information Scientist
- Mathematical Technician
- Mathematician
- Microcomputer Support
- Operations Research
- Physicist
- Software Tester
- Statistician

Some skills and abilities needed in these jobs:
- Use logic or scientific thinking to deal with many different kinds of problems.
- Make decisions based on information that can be measured or verified.
- Learn and use knowledge about how living things function, how plants and animals are classified, and how to use laboratory and scientific equipment.
- Understand and use instructions that use words, numbers, diagrams, or chemical formulas.
- Do things which require you to be very accurate.


2 SCIENCE, SKILLED (H) occupations involve facts in assisting in laboratories in the fields of medicine and life.

Mathematical Sciences:
- Actuary
- Computer Programmer

Some skills and abilities needed in these jobs:
- Use non-verbal symbols to express ideas or solve problems.
- Understand and use scientific information.
- Use complex processes.
- Use measuring equipment.


1 & 2 SCIENCE, COLLEGE MAJORS:
- Biology
- Chemistry
- Physics
- Psychology

Other related courses of study:
- Science
- Anatomy
- Anthropology
- Astronomy
- Biology
- Chemistry
- Earth Science
- Geology
- Meteorology
- Oceanography
- Physics
- Psychology
- Radiological Sciences
- Soil Science
- Space Science
- Water Sciences

Specialty Cluster Books:
- Career Clusters Kit
- Career Briefs Kit
- Career Cluster Booklets

Suggested activities to get experience:
- Join biology, chemistry, math or language clubs.
- Participate in science fairs.
- Enter science fairs.
- Read science magazines.
- Take a part-time job in a drug store or laboratory.
- Collect rocks and gems.
- Make charts and graphs.
- Have a salt or fresh water aquarium with tropical fish.
- Do volunteer work at an ecology center.


(Continued on next page.)
13 SERVICE, PROFESSIONAL (G) occupations include positions of high responsibility in caring for the personal needs and welfare of others in fields of social service, health, and education.

**SAMPLE OCCUPATIONS**

- **Social/Health**
  - ART THERAPIST (276.127-010)
  - CAREER-GUIDANCE TECHNICIAN (249.387-014)
  - CASEWORKER (195.101-020)
  - CLERGY (301.101-020)
  - COMMUNITY RELATIONS ADVISOR (195.107-010)
  - EDUCATION CONSULTANT (269.017-014)
  - EDUCATIONAL PSYCHOLOGIST (463.807-010)
  - EDUCATIONAL THERAPIST (269.377-010)
  - INSTRUCTOR, VOCATIONAL ARTS (267.221-010)
  - MANUAL-ARTS THERAPIST (267.124-010)

- **Instructional**
  - ATHLETIC TRAINER (153.224-010)
  - COACH, PROFESSIONAL ATHLETES (153.227-010)
  - DAY CARE EDUCATOR (260.117-010)
  - DIRECTOR, INSTRUCTIONAL (260.187-010)
  - DIRECTOR, SPECIAL EDUCATION (260.187-022)
  - EDUCATION CONSULTANT (269.017-014)
  - EDUCATIONAL PSYCHOLOGIST (463.807-010)
  - EDUCATIONAL THERAPIST (269.377-010)
  - INSTRUCTOR, ORAL LANGUAGE (267.224-010)
  - INSTRUCTOR, VOCATIONAL ARTS (267.221-010)
  - MANUAL-ARTS THERAPIST (267.124-010)

Some skills and abilities needed in these jobs:
- **Deal with all kinds of people**
- **Care about people, their needs and their welfare enough to want to help in some way**
- **Gain the trust and confidence of people**
- **Use logical thinking and special training to counsel others**
- **Make important decisions using your own judgment**
- **Understand and use theories and methods of research in a particular field**
- **Enjoy working with people in one or more of your personal or vocational subjects**

(See DOT, Vol. 2 [1965], pages 207, 254, 296, 314, 316, 341, 343)

14 SERVICE, SKILLED (“S”) and catering to the service, social and health needs of others

- **Some skills and abilities needed in these jobs**
  - **Talk with different kinds of people**
  - **Deal easily with all kinds of people to put them at ease**
  - **Speak clearly and react quickly in emergencies**
  - **Use practical thinking to conduct or supervise investigations**
  - **Follow written and oral instructions and use time schedules, meters and traffic regulations**
  - **Move eyes, hands and feet together to control the movements of a vehicle**
  - **Read and understand laws and regulations to be enforced**
  - **Make decisions based on laws and regulations**

(See DOT, Vol. 2 [1965], pages 207, 254, 416, 423, 427, 444, 461, 477, 479, 503, 519)

NOTE: See page 9 for footnotes describing the meaning of the symbols in front of Sample Occupations above.
SECTION III. Using your scores in career planning

Identify the areas (for example, Business, Science) and the subgroups within each Career Cluster on pages 4 through 10 in which you have high or low interest. Relate your higher scores to sample occupations within each Career Cluster. Some occupations are further classified into subgroups within each Career Cluster. Note how certain skills are required in many different jobs as you review different occupations.

Check the Career Clusters you are considering:

- 1. SCIENCE, Professional
- 2. SCIENCE, Skilled
- 3. TECHNOLOGY, Professional
- 4. BUSINESS, Professional
- 5. BUSINESS, Skilled
- 6. ARTS, Professional
- 7. ARTS, Skilled
- 8. COMMUNICATION
- 9. SOCIAL SERVICES, Professional
- 10. COMMUNICATION
- 11. ARTS, Professional
- 12. ARTS, Skilled
- 13. SERVICE, Professional
- 14. SERVICE, Skilled

A. List the Career Clusters you are considering.

B. Use three occupations from column B.

C. List required skills and tasks for job performance in these three occupations.

D. List courses and training available to prepare you for these three occupations.

You may wish to use the service of a career counselor to get help in understanding and using information in your career decision making. Counselors and instructors may also have other information about your record which they can discuss with you.

Discuss your occupational plans.

Remember, plan. Discuss your scores help you.

(Continued on page 12.)
PROGRAM PLANNING GUIDE

Complete the following educational program planning subject courses by semester and summer session.

- Include activities and programs on pages 4 through 10 to help you select your activities and subject courses. Use a pencil so your Program Planning Guide can be changed because you may want to revise it later.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>Semester</th>
<th>Subject</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(School year and semester details are filled in)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>1st</th>
<th>2nd</th>
<th>ACTIVITIES</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
</table>

(Continued on page 13.)
LOCAL JOB INTERVIEW SHEET

Considering the occupations you have selected for exploration, choose one job and find local places where you can go to talk to someone regarding this job.

A. List people you know or people working in this field who know where to apply for this job. Find places where you can apply for this job.

<table>
<thead>
<tr>
<th>Places where employment may be found</th>
<th>Persons to contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

B. List the names of persons contacted or called to arrange and schedule the interview and give transportation plans to get to the interview.

<table>
<thead>
<tr>
<th>Persons contacted</th>
<th>Place</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. List questions to ask during the interview.

Outlook for jobs available now and in the future

Skills needed

D. Describe the information you learned in this interview that relates to this job?

E. 

F. Are you still interested in this job?

G. If this job does not interest you now, choose another job. Find local sources of information about job openings and repeat this activity - A through G on a separate page.