

Jackson Career Explorer

Report for: **Sam Sample**
Report Date: **December 7, 2025**
Gender: **Male**



Introduction to your Report

Congratulations on completing the first step in your career development. Whether you are just starting to explore careers or reconsidering your options, it is critical to make the right decisions based on all the information at your fingertips. The Jackson Career Explorer (JCE) report is one important resource that can start you on a path to finding a rewarding and satisfying career.

When reviewing your JCE report, understand that...

- Results only provide information about your interests - they do not indicate whether you have the ability, skill, personality, or education necessary to do a particular line of work.
- The report was designed as a self-help tool to guide you in choosing a career that matches your interests. Treat your results as a starting point for career exploration.
- Use other information to help you make career decisions (e.g., experience, skills, knowledge, talents, values, personal characteristics, and previous performance).
- Your interests can also be fulfilled outside of your job, through hobbies, community activities, family, education, and volunteer work.
- A trusted counsellor or advisor can help you integrate the information in this report with other sources, and can provide additional guidance and local resources.
- You are encouraged to find out more about the specific occupations and fields that interest you, such as job descriptions, work environments, education requirements, and labour market information.

Keep In Mind ...

Your answers were consistent and did not show any unusual patterns.

Report Contents

| | |
|--|----------------|
| <i>Basic Interests</i> | Page 2 |
| <i>Work Personality Scores</i> | Page 3 |
| <i>Education Groups</i> | Page 4 |
| <i>Job Groups</i> | Page 5 |
| <i>Top 3 Job Groups</i> | Page 6 |
| <i>Summary</i> | Page 11 |
| <i>Exploring My Options</i> | Page 12 |
| <i>Appendix A: Basic Interest Descriptions</i> | Page 14 |
| <i>Appendix B: Work Personality Descriptions</i> | Page 16 |
| <i>Appendix C: Job Group Descriptions</i> | Page 18 |
| <i>Appendix D: Detailed Scoring Information</i> | Page 21 |

Jackson Career Explorer

Report for: Sam Sample
Report Date: December 7, 2025
Gender: Male



Basic Interests

What are they?

The Basic Interests represent your areas of interest and your preferences for 34 work roles and work styles. **Work roles** describe preferences for activities associated with certain occupations. **Work styles** describe preferences for certain types of work environments. All 34 Basic Interests are described in detail in Appendix A.

How are they helpful?

Use your list of Basic Interests to learn what types of job-related activities you would most enjoy and what types of activities aren't very interesting to you.

How do you interpret them?

Longer bars indicate your strongest interests and shorter bars indicate low interests. Your percentile scores reflect how your interests compare with the interests of other people who have taken the JCE. They represent the percentage of people who scored lower than you did on that interest. Note that males and females sometimes show different interest patterns. To see how your results compare to scores from people of your own gender, see the Detailed Scoring Information at the end of the report.

Keep in Mind...

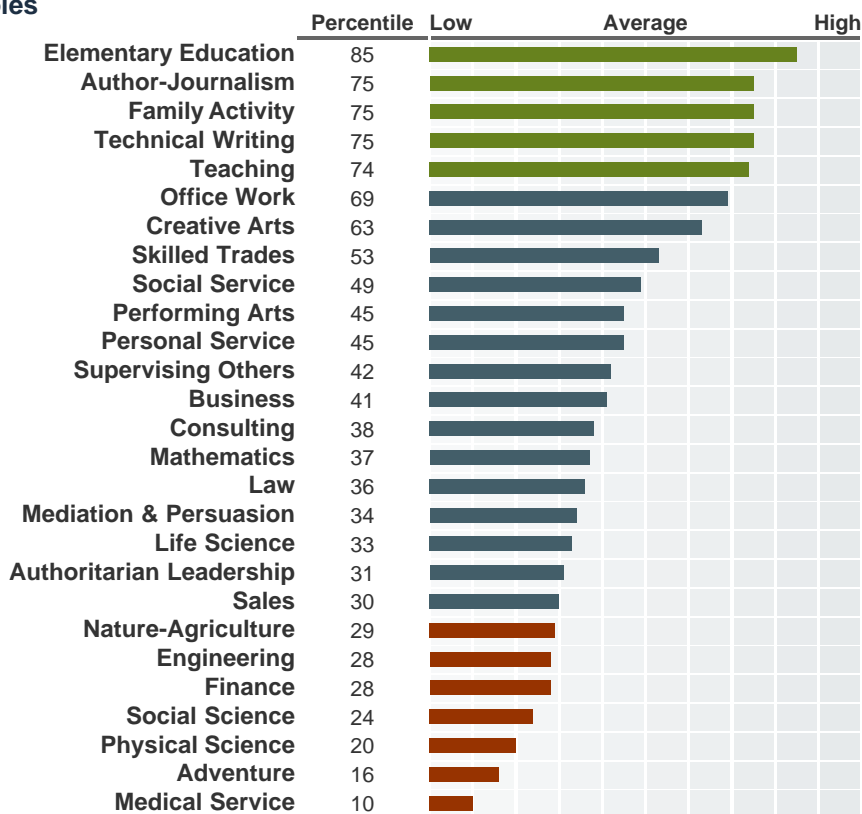
Your **Basic Interests** are the building blocks of your results.

In fact, your **Basic Interests** were used to generate your rankings on all of the **Job Groups**.

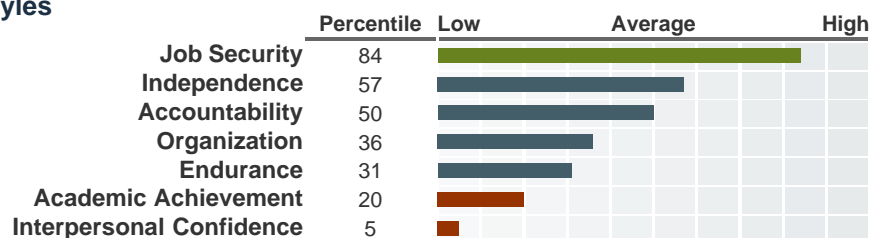
Tip

Remember, your interests can also be fulfilled in areas outside of your job including hobbies, community activities, family, education, and volunteer work.

Work Roles



Work Styles



Jackson Career Explorer

Report for: Sam Sample
Report Date: December 7, 2025
Gender: Male



Work Personality Scores

What are they?

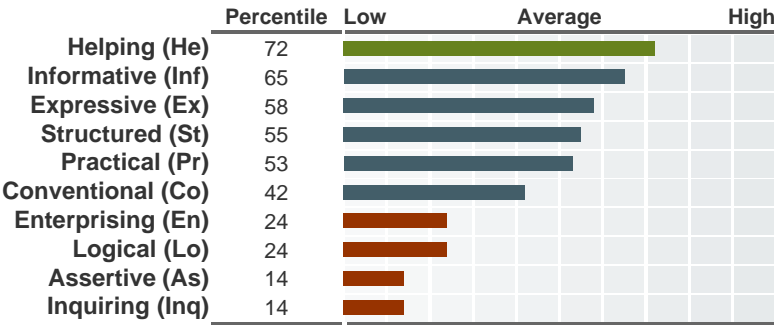
The Work Personality Scores reflect general patterns of interest that can be used to understand more about your personal work characteristics, work style, and preferred work environment. The 10 Work Personality Scores are described in detail in Appendix B.

How are they helpful?

Use your results on these Work Personality Scores to help you better understand yourself and refine your career planning.

How do you interpret them?

Longer bars indicate strong preferences for how you like to do things and approach your work. Shorter bars indicate preferences and approaches that are uncharacteristic of you. Your percentile scores reflect how your interests compare with the interests of other people who have taken the JCE. They represent the percentage of people who scored lower than you did on that work personality. Note that males and females sometimes show different interest patterns. To see how your results compare to scores from people of your own gender, see the Detailed Scoring Information at the end of the report.



Keep in Mind...

If you scored high on a Work Personality Score, many, but not necessarily all, of the characteristics will describe you. You may find elements of each Work Personality Score that describe you. See Appendix B for the Work Personality Score descriptions.

Generally, you will enjoy and be more productive in work environments that reflect your top Work Personality Scores.

Tip

Read the descriptions of your top Work Personality Scores, determine what characteristics best suit you, and combine these characteristics with your interests to help guide your career plan.

Jackson Career Explorer

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Report Date: December 7, 2025
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Education Groups

What are they?

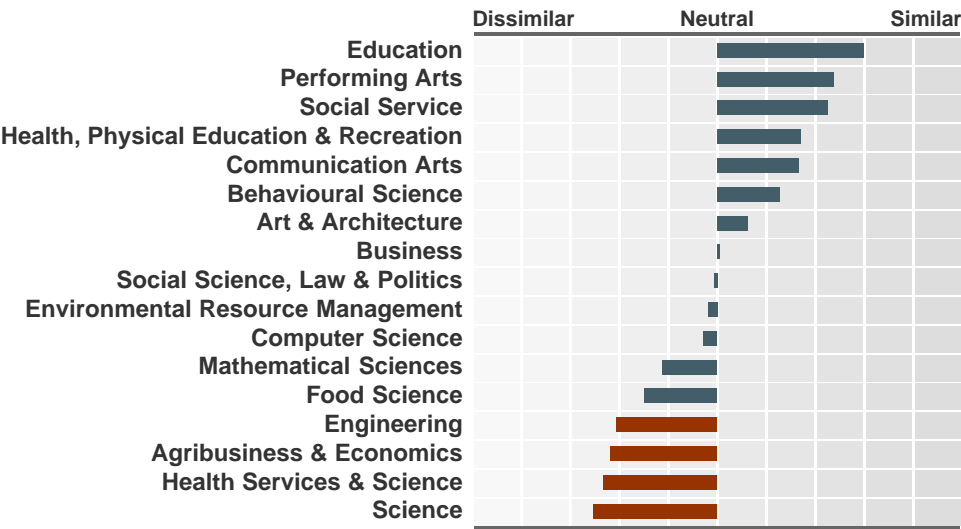
Your ranking of Education Groups was determined by comparing your entire pattern of 34 Basic Interests to the interest patterns of university students enrolled in the education programs associated with each of the 17 groups.

How are they helpful?

Use your Education Groups rankings to determine what education programs might interest you the most, as well as those you may not enjoy.

How do you interpret them?

A positive score indicates that your pattern of interests is similar to the profiles of university students in the Education Group, while a negative score indicates dissimilarity. Sample training programs at various college and university levels for your high interest Education Groups are listed below.



Sample Programs

| | |
|-----------------|---|
| Education | Secondary Education, Music Education, Alternative Education, Elementary Education, Early Childhood Education & Development, Adult Education, Educational Psychology, eLearning, Tutor, Educational Assistant, Teaching English as a Second Language, Training & Development |
| Performing Arts | Music Education, Theatre Arts, Dance, Musical Theatre & Performance, Acting for Film & Television, Drama, Radio & Television Broadcasting, Motion Picture Arts, Applied Music |
| Social Service | Social Welfare, Child Development, Speech Pathology & Audiology, Psychology, Sociology, Rehabilitation Education, Addictions & Mental Health, Community Studies, Public Safety, Social Work, Community Support Worker, Autism & Behavioural Science, Child & Youth Worker, Community & Justice Services, Developmental Services |

Keep in Mind...

A strong match between your **Education Groups** and your **Basic Interests** means that you share the same overall pattern of interests with students in these groups.

If your **Education Groups** don't seem to match up with the scores you received on the **Basic Interests**, it's probably because you share some interests with students enrolled in these programs, but you don't share the same overall pattern of interests.

Tip

This profile can help you understand how to integrate your interests with the type of learning program that suits you best. If your top **Basic Interest** scores don't match your scores on the corresponding **Education Groups**, you might consider an applied or hands-on alternative that doesn't require as much formal education.

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Job Groups

What are they?

Your entire Basic Interest profile was compared to the interests of people working in 30 different Job Groups and the degree of similarity is ranked below. Scores indicate your probable interest and satisfaction with jobs in each group; they do not tell you whether or not you will be successful in any particular field or job. Additional details on your **Top 3** Job Groups can be found on the following pages. All 30 Job Groups are described in detail in Appendix C.

How are they helpful?

Use your Job Group rankings to identify careers or sectors that you would enjoy and those that you may want to avoid.

How do you interpret them?

A positive score indicates that your pattern of interests is similar to the profiles of people working in these areas, while a negative score indicates dissimilarity.

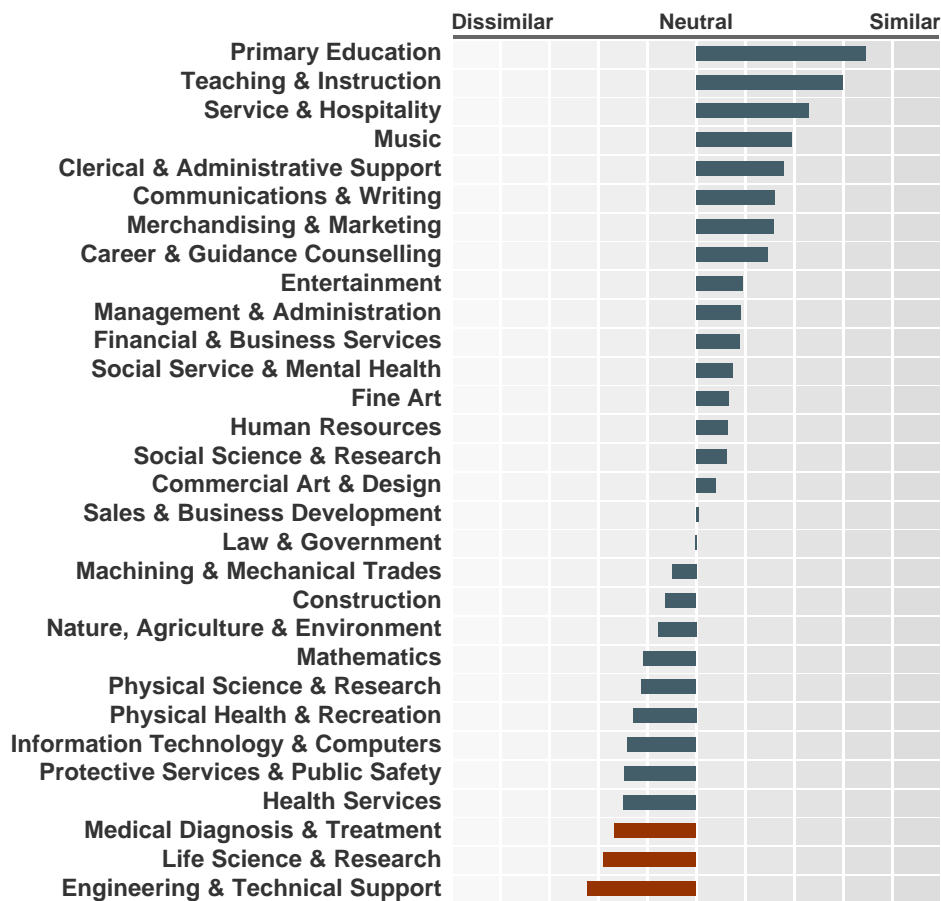
Keep in Mind...

A strong match between your **Job Groups** and your **Basic Interests** means that you share the same overall pattern of interests with people working in these job groups.

In rare cases, one of your **Job Groups** may not align with your **Basic Interests**. This means that you share many, but not all, interests with individuals working in this field. It is recommended that you still explore sample jobs listed for this job group given that there may be a job listed that satisfies many of your interests.

Tip

Check out the **Exploring My Options** section at the end of the report for additional resources and suggestions for next steps in building your career plan.



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Top Job Group #1: Primary Education

Occupations in **Primary Education** involve teaching and helping pre-school children and students in elementary schools. These educators teach the fundamentals for a broad range of subjects, including math, literacy, science, social studies, and art. They also promote the physical, mental, and social development of children. Most jobs require teacher education or post-secondary training in child development or early childhood education.

Below is a sample of related jobs. Browse through this list and look for jobs you'd like to learn more about. The jobs are listed according to the education level that may be required. The National Occupational Classification (NOC) code and the Work Personality (WP) code that may be associated with the job are included. See Appendix B for descriptions of the Work Personality Scores.

Sample Jobs

Secondary School or Occupation Specific Training

| NOC Code | Sample Job | WP Code |
|----------|--|----------|
| 43100 | Elementary & Secondary School Teacher Assistants | He,Co,St |
| 44100 | Home Child Care Providers | He,Ex,En |

College, Vocational Education or Apprenticeship Training

| NOC Code | Sample Job | WP Code |
|----------|--|---------|
| 42202 | Early Childhood Educators & Assistants | He,Ex |
| 42203 | Instructors of Persons with Disabilities | He,Ex |

University Bachelor's Degree, Master's Degree or Doctorate Degree

| NOC Code | Sample Job | WP Code |
|----------|---|----------|
| 40012 | Government Managers - Education Policy Development & Program Administration | En,Co,He |
| 40021 | School Principals & Administrators of Elementary & Secondary Education | En,He,Co |
| 41221 | Elementary School & Kindergarten Teachers | He,Ex,Co |
| 41405 | Education Policy Researchers, Consultants & Program Officers | He,En |
| 51100 | Librarians | Co,He,En |

Where can I find more information?

Professional Associations provide valuable, up-to-date information on specific professions, including certification, education and training, professional development, current events, and career resources.

Sample Professional Associations

- Canadian Association for Young Children - <https://www.cayc.ca/>
- Canadian Association of Child Life Leaders - <https://www.cacll.org/>
- Canadian Association of Principals - <https://cdnprincipals.com/>
- Canadian Child Care Federation - <https://cccf-fcsge.ca/>
- Canadian Education Association - <https://www.edcan.ca/>
- Canadian Library Association - <https://cla.ca/>
- Canadian School Boards Association - <https://www.cdnsba.org/>
- Canadian Teachers' Federation - <https://www.ctf-fce.ca/>
- Child Care Advocacy Association of Canada - <http://childcareadvocacy.ca/>
- Montessori Society of Canada - <https://www.ami-canada.com/>
- National Alliance for Children & Youth - <https://www.nacy.ca/>

Keep in Mind...

People with careers in this job group tend to have high Basic Interest scores on **Elementary Education, Social Service, Teaching, Office Work and Personal Service**.

Here's how your **Basic Interest** scores match up:

| | |
|----------------------|---------|
| Elementary Education | High |
| Social Service | Average |
| Teaching | High |
| Office Work | Average |
| Personal Service | Average |

Tip

The jobs listed here are just a sample - investigate other career opportunities that are not on this list. See the **Exploring My Options** section.

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Top Job Group #2: Teaching & Instruction

Occupations in **Teaching & Instruction** focus on education, instruction, course development, and research in specialized subjects. People in this field work in high schools, colleges, universities, and organizations. Teachers tend to specialize in specific subject areas, such as art, engineering, or the social sciences. Consider combining your interest in teaching with your other interests. An undergraduate degree and/or teacher education is required for most teaching jobs, while other jobs as instructors require specialized training in topics such as adult learning.

Below is a sample of related jobs. Browse through this list and look for jobs you'd like to learn more about. The jobs are listed according to the education level that may be required. The National Occupational Classification (NOC) code and the Work Personality (WP) code that may be associated with the job are included. See Appendix B for descriptions of the Work Personality Scores.

Sample Jobs

Secondary School or Occupation Specific Training

| NOC Code | Sample Job | WP Code |
|----------|--|----------|
| 43100 | Elementary & Secondary School Teacher Assistants | He,Co,St |

College, Vocational Education or Apprenticeship Training

| NOC Code | Sample Job | WP Code |
|----------|---|--|
| 42201 | Social & Community Service Workers Personal Skills Development Instructor - Social Services Independent Living Instructor Life Skills Instructor | He,Inq He,Inq Co,St,He He,Ex |
| 42203 | Instructors of Persons with Disabilities | |
| 42204 | Other Religious Occupations Religious Education Worker | |
| 43109 | Other Instructors Modelling & Finishing School Instructor Sewing Instructor - Non-vocational Driver's Licence Examiner Driving Instructor | He He,Ex,En Co,St,En He,Ex,En |
| 54100 | Program Leaders & Instructors in Recreation, Sport & Fitness Fitness Instructor Arts & Crafts Instructor Ski Instructor Gymnastics Instructor | He,Pr,En He,Pr,En He,Pr,En He,Pr,En |

University Bachelor's Degree, Master's Degree or Doctorate Degree

| NOC Code | Sample Job | WP Code |
|----------|---|----------------------------------|
| 31200 | Psychologists School Psychologist Educational Psychologist | Inq,Lo,He Inq,Lo,He |
| 40012 | Government Managers - Education Policy Development & Program Administration | En,Co,He |
| 40020 | Administrators - Post-Secondary Education & Vocational Training Vocational School Administrator University Registrar Faculty Administrator | En,Co,He En,Co,He En,Co,He |
| 40021 | School Principals & Administrators of Elementary & Secondary Education | En,He,Co |

Keep in Mind...

People with careers in this job group tend to have high Basic Interest scores on **Teaching, Elementary Education, Social Service, Office Work and Mediation & Persuasion**.

Here's how your **Basic Interest** scores match up:

| | |
|------------------------|---------|
| Teaching | High |
| Elementary Education | High |
| Social Service | Average |
| Office Work | Average |
| Mediation & Persuasion | Average |

Tip

The jobs listed here are just a sample - investigate other career opportunities that are not on this list. See the **Exploring My Options** section.

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Teaching & Instruction (continued)

University Bachelor's Degree, Master's Degree or Doctorate Degree (continued)

| NOC Code | Sample Job | WP Code |
|----------|--|------------|
| 40030 | Managers in Social, Community & Correctional Services | |
| | Religious Education Director | En,As,He |
| 41200 | University Professors & Lecturers | |
| | Religion Professor | He,Ex,Inq |
| | Physics Professor | He,Lo,Inq |
| | Mechanical Engineering Professor | Lo,Pr,He |
| | Humanities Professor | He,Inq,Inf |
| | Economics Professor | He,Inq,Lo |
| | Criminology Professor | He,Inq,Lo |
| | Biochemistry Professor | He,Inq,Lo |
| 41201 | Post-Secondary Teaching & Research Assistants | He,Co,St |
| 41210 | College & Other Vocational Instructors | He,Pr |
| 41220 | Secondary School Teachers | He,Ex,Inf |
| 41221 | Elementary School & Kindergarten Teachers | He,Ex,Co |
| 41320 | Educational Counsellors | He |
| 41405 | Education Policy Researchers, Consultants & Program Officers | He,En |
| 51100 | Librarians | Co,He,En |

Where can I find more information?

Professional Associations provide valuable, up-to-date information on specific professions, including certification, education and training, professional development, current events, and career resources.

Sample Professional Associations

- Canadian Association for University Continuing Education - <https://cauce-aepuc.ca/>
- Canadian Association of Immersion Teachers - <https://www.acpi.ca/>
- Canadian Association of Principals - <https://cdnprincipals.com/>
- Canadian Association of School System Administrators - <https://www.cassa-acgcs.ca/>
- Canadian Association of Second Language Teachers - <https://www.caslt.org/en/>
- Canadian Association of University Teachers - <https://www.caut.ca/>
- Canadian Corporation for Studies in Religion - <https://ccsr.ca/en/>
- Canadian Council for the Advancement of Education - <https://ccaecanada.org/>
- Canadian Education Association - <https://www.edcan.ca/>
- Canadian Library Association - <https://cla.ca/>
- Canadian School Boards Association - <https://www.cdnsba.org/>
- Canadian Teachers' Federation - <https://www.ctf-fce.ca/>
- Colleges and Institutes Canada - <https://www.collegesinstitutes.ca/>
- The Institute for Performance and Learning - <https://performanceandlearning.ca/>
- Universities Canada - <https://univcan.ca/>

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Top Job Group #3: Service & Hospitality

Occupations in **Service & Hospitality** are highly focused on ensuring the physical and social comfort and well-being of people, on either an individual or group basis. These jobs provide a wide variety of services to others, such as food service, accommodations, travel and tourism, and personal services, such as hairstyling and esthetics. Responsibilities may include serving patrons at a restaurant, booking airline tickets, cleaning hotel rooms, or giving a client a manicure. Most of these jobs provide training on the job; however, some may require specialized education.

Below is a sample of related jobs. Browse through this list and look for jobs you'd like to learn more about. The jobs are listed according to the education level that may be required. The National Occupational Classification (NOC) code and the Work Personality (WP) code that may be associated with the job are included. See Appendix B for descriptions of the Work Personality Scores.

Sample Jobs

Secondary School or Occupation Specific Training

| NOC Code | Sample Job | WP Code |
|----------|--|----------|
| 44101 | Home Support Workers, Housekeepers & Related Occupations | He,Pr,St |
| 63211 | Estheticians, Electrologists & Related Occupations | Ex,En,He |
| 64201 | Image, Social & Other Personal Consultants | Ex,En,He |
| 64300 | Maîtres d'hôtel & Hosts/Hostesses | En,He |
| 64301 | Bartenders | En,Co,Pr |
| 64310 | Travel Counsellors | En,As,Co |
| 64311 | Pursers & Flight Attendants | En,He,Co |
| 64312 | Airline Ticket & Service Agents | Co,En,He |
| 64313 | Ground & Water Transport Ticket Agents, Cargo Service Representatives & Related Clerks | Co,En,He |
| 64314 | Hotel Front Desk Clerks | Co,En,He |
| 64320 | Tour & Travel Guides | He,En,As |
| 64321 | Casino Occupations | Co,En,Pr |
| 64409 | Other Customer & Information Services Representatives | |
| | Customer Service Clerk | En,He,Co |
| 65200 | Food & Beverage Servers | He,En,Co |
| 65229 | Other Personal Service Occupations | |
| 73300 | Transport Truck Drivers | Pr,Co,St |
| 73301 | Bus Drivers, Subway Operators & Other Transit Operators | Pr,He |
| 74202 | Air Transport Ramp Attendants | Pr,He,En |
| 74205 | Public Works Maintenance Equipment Operators & Related Workers | Pr,Co,St |
| 75200 | Taxi & Limousine Drivers & Chauffeurs | Pr,En |
| 75201 | Delivery & Courier Service Drivers | Pr,Co,En |
| 75210 | Boat & Cable Ferry Operators & Related Occupations | |
| | Sightseeing boat operator | En,Pr |
| 94132 | Industrial Sewing Machine Operators | Pr,Co,St |
| 95105 | Fabric, Fur & Leather Cutters | Pr,Co,Ex |

College, Vocational Education or Apprenticeship Training

| NOC Code | Sample Job | WP Code |
|----------|---|----------|
| 12103 | Conference & Event Planners | En,Co,He |
| 42204 | Other Religious Occupations | |
| | Salvation Army Field Worker | |
| 62020 | Food Service Supervisors | En,Co,Pr |
| 62021 | Executive Housekeepers | Pr,Co,St |
| 62022 | Accommodation, Travel, Tourism & Related Services Supervisors | |

Keep in Mind...

People with careers in this job group tend to have high Basic Interest scores on **Personal Service, Office Work, Family Activity, Business and Skilled Trades**.

Here's how your **Basic Interest** scores match up:

| | |
|------------------|---------|
| Personal Service | Average |
| Office Work | Average |
| Family Activity | High |
| Business | Average |
| Skilled Trades | Average |

Tip

The jobs listed here are just a sample - investigate other career opportunities that are not on this list. See the **Exploring My Options** section.

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Service & Hospitality (continued)

College, Vocational Education or Apprenticeship Training (continued)

| NOC Code | Sample Job | WP Code |
|-----------------|---|----------------|
| 62023 | Customer & Information Services Supervisors | En,Co,Pr |
| 62024 | Cleaning Supervisors | |
| 62029 | Other Services Supervisors | |
| | Dry Cleaning Supervisor | Pr,Co,St |
| 62200 | Chefs | En,Pr,Ex |
| 62201 | Funeral Directors & Embalmers | En,He,Co |
| 63200 | Cooks | Pr,En,As |
| 63201 | Butchers, Meat Cutters & Fishmongers - Retail & Wholesale | Pr,Co,En |
| 63202 | Bakers | Pr,Co,St |
| 63210 | Hairstylists & Barbers | Ex,En,He |
| 63220 | Shoe Repairers & Shoemakers | Pr,Co,Ex |
| 63221 | Upholsterers | Pr |
| 64200 | Tailors, Dressmakers, Furriers & Milliners | Pr,Ex,En |

University Bachelor's Degree, Master's Degree or Doctorate Degree

| NOC Code | Sample Job | WP Code |
|-----------------|--|----------------|
| 60030 | Restaurant & Food Service Managers | En,Co,Pr |
| 60031 | Accommodation Service Managers | En,Co,He |
| 60040 | Managers in Customer & Personal Services | Ex,En,He |
| | Hairdressing Salon Manager | |

Where can I find more information?

Professional Associations provide valuable, up-to-date information on specific professions, including certification, education and training, professional development, current events, and career resources.

Sample Professional Associations

- Association of Canadian Travel Agencies - <https://www.acta.ca/index.php>
- Baking Association of Canada - <https://www.baking.ca/>
- Canadian Aesthetic Association - <https://www.canadianaesthetics.ca/>
- Canadian Culinary Federation - <https://www.ccfcc.ca/>
- Canadian Federation of Independent Business - <https://www.cfib-fcei.ca/en/>
- Canadian Society of Professional Event Planners - <https://www.canspep.ca/>
- Canadian Taxi Association - <https://cantaxi.ca>
- Cosmetic Alliance Canada - <https://www.cosmeticsalliance.ca/>
- Fabricare Canada - <https://fabricarecanada.com/>
- Food & Consumer Products of Canada - <https://www.fhcp.ca/en/>
- Funeral Service Association of Canada - <https://www.fsac.ca/>
- Hotel Association of Canada - <https://hotelassociation.ca/>
- Restaurants Canada - <https://www.restaurantscanada.org/>
- Tourism Industry Association of Canada - <https://tiac-aitc.ca/>
- United Food & Commercial Workers Union Canada - <https://www.ufcw.ca/>

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Summary

Your results are summarized below, including your top 3 Basic Interests, top 3 Work Personality Scores, top 3 Education Groups, and top 3 Job Groups.

Basic Interests

| | Percentile | Low | Average | High |
|----------------------|------------|-----|---------|------|
| Elementary Education | 85 | | | |
| Author-Journalism | 75 | | | |
| Family Activity | 75 | | | |

Work Personality Scores

| | Percentile | Low | Average | High |
|-------------------|------------|-----|---------|------|
| Helping (He) | 72 | | | |
| Informative (Inf) | 65 | | | |
| Expressive (Ex) | 58 | | | |

Education Groups

| | Dissimilar | Neutral | Similar |
|-----------------|------------|---------|---------|
| Education | | | |
| Performing Arts | | | |
| Social Service | | | |

Job Groups

| | Dissimilar | Neutral | Similar |
|------------------------|------------|---------|---------|
| Primary Education | | | |
| Teaching & Instruction | | | |
| Service & Hospitality | | | |

Keep in Mind...

It is important to consider your scores on all the **Basic Interests** and **Work Personality Scores**, not just your top 3. Your low-ranking Basic Interests and Work Personality Scores can often be just as informative as they can help you decide what types of jobs and work environments you may want to avoid when exploring career options.

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Exploring My Options

By completing the JCE, you have taken a very important step toward the thoughtful selection of your career. You have learned more about yourself, your interests, and how they compare to people studying and working in a variety of fields. The sections below will help you learn more about your areas of interest in order to continue to build your career plan.

Where do I start?

Web-based research can provide virtually endless information and resources. Start by searching topics related to your top job groups. In particular, look for information on:

- Job descriptions, tasks
- Working conditions
- Salary, wages
- Knowledge, skills required
- Education, training
- Apprenticeship opportunities
- Professional associations
- Employment trends
- Job prospects, outlook
- Potential employers
- Employment statistics
- Local labour market
- Industry-leading companies
- Job postings

Check out the following links as a starting point but let your search expand and grow as you generate alternatives, learn more, and eliminate options.

- <https://noc.esdc.gc.ca/>
- <https://www.onetonline.org/>
- <https://www.bls.gov/ooh/>
- <https://www.canada.ca/en/services/jobs/opportunities.html>
- <https://www.dcp.edu.gov.on.ca/en/transferable-skills>
- <https://alis.alberta.ca/occinfo>
- <https://ca.indeed.com/?r=us&hl=en>
- <https://www.jobbank.gc.ca/home>
- <http://www.canadian-universities.net/>
- <https://www.schoolfinder.com/>
- <https://www.apprenticetrades.ca/>

Who should I talk to?

Talk to people who have experience and who are willing to share their knowledge with you. This is the best way to get the most accurate and up-to-date information about careers that interest you.

- People working in the field
- Career or Employment Counsellors
- Teachers or Instructors
- Human Resource Professionals
- Guidance or Academic Counsellors
- Family or Friends

What can I do today to help me take a step in the right direction?

- *Think about my Future.* Respond to the questions below to help you understand more about the type of career and lifestyle that you want.
- *Learn the Requirements.* Research certification, education, and training requirements in your area.
- *Interview.* Contact someone in the field and set up an "information interview" with them.
- *Job Shadow.* Go to work for a day with someone who works in the field.
- *Get Experience.* Apply or volunteer for a position in the field.

Questions to consider before I choose my career...

The questions below provide help and direction if you feel overwhelmed by your career prospects. Your answers to these questions will change over time, but for now, reflect on how you see your future by trying to answer each question.

Type of Work and Work Environment

- Do I want to live and work in a small community or a large urban centre?
- Do I want to work for a big organization or a small organization?
- Do I want a job where I have to perform or speak in front of people?
- Do I want to be on my feet, sitting at a desk/computer, or driving for most of the day?
- Do I want to be doing hands-on work?
- Do I want to work indoors or outdoors?
- Do I want to be working on a team with other people or working alone?

Schedule

- Do I want to work a regular schedule, shift work, flexible or unpredictable hours?
- Do I mind being on-call, working casual, overtime or long hours?
- Do I want to work days, evenings or weekends?
- Do I want to travel as part of my job?
- Do I want to commute?

Personal Values

- What are my priorities in life? Work, family, travel, money, leisure activities, or something else?
- What do I want to get out of my career?
- What do I find personally rewarding?
- Do I want to be able to leave my work behind when I go home at night?
- Do I want to be able to devote a lot of my free time to hobbies, sports, volunteering, or other things?
- How important is salary? Benefits? Other employee incentives?
- Will I want to be promoted to a manager (or higher) someday?
- Do I want a challenging career? Do I perform better under pressure?

Experience and Education

- In what areas do I already have experience and knowledge?
- Do I have the education and courses I need for the career I'm considering?
- Are my grades strong enough?
- Do I want to invest the time and money to acquire more education?
- What other experience have I gained through hobbies, volunteer, or personal life?

Opportunities

- How competitive is it to get into the education/training programs and job market in the field I'm interested in?
- How many opportunities in this field are available in the community I want to live in?
- Will the opportunities be different once I'm done my education or training?
- Who are some potential employers?
- What factors might increase or decrease the demand for people working in this field?

Jackson Career Explorer

Report for: Sam Sample
Report Date: December 7, 2025
Gender: Male



Appendix A: Basic Interest Descriptions

Work Roles

Work Roles describe preferences for activities associated with certain occupations (e.g., people in occupations related to **Medical Service** are typically interested in activities like examining a patient).

| | |
|-----------------------------------|--|
| <i>Adventure</i> | Represents an interest in novel situations and seeking out somewhat dangerous or risky types of jobs. High scorers may enjoy participating in extreme sports and exploring new places and environments. |
| <i>Authoritarian Leadership</i> | Represents an interest in work environments that encourage an assertive or aggressive style of leadership that involves active, direct supervision, such as in the military. High scorers may enjoy demonstrating authority, maintaining discipline, enforcing rules and standards, and giving performance feedback. |
| <i>Author-Journalism</i> | Represents an interest in creative writing for a general audience. High scorers may enjoy writing, editing, and publishing novels, short stories, poetry, news stories, and communications for a variety of purposes. |
| <i>Business</i> | Represents an interest in the day-to-day work responsibilities and functions associated with running a company or organization. High scorers may enjoy doing administrative work involving planning, organizing, marketing, budgeting, and supervising employees. |
| <i>Consulting</i> | Represents an interest in counselling and giving expert advice to clients. High scorers may enjoy consulting, surveying, and providing professional recommendations and advice in a specific industry. |
| <i>Creative Arts</i> | Represents an interest in the applied or fine arts and in expressing ideas in creative, original, and artistic ways. High scorers may enjoy sketching, decorating, painting original artwork, and composing music. |
| <i>Elementary Education</i> | Represents an interest in teaching or caring for young children. High scorers may enjoy teaching basic subjects and skills, and planning interesting activities to engage young children and support their development. |
| <i>Engineering</i> | Represents an interest in designing, testing, or manufacturing a wide variety of products. High scorers may enjoy working with raw materials, industrial equipment and technology, and applying scientific principles to the solution of practical problems. |
| <i>Family Activity</i> | Represents an interest in domestic activities and an active participation in family life and household responsibilities. High scorers may enjoy planning family activities, decorating and renovating the home, and entertaining guests. |
| <i>Finance</i> | Represents an interest in handling the financial needs of the public. High scorers may enjoy solving financial problems, keeping up on market trends, and making decisions related to investment and trade. |
| <i>Law</i> | Represents an interest in legislation, policy, and justice. High scorers may enjoy defending and representing clients, writing and reviewing legal documents, compiling facts, and referencing cases. |
| <i>Life Science</i> | Represents an interest in investigating various aspects of living organisms and life processes. High scorers may enjoy studying and researching in fields such as biology, medicine, and ecology. |
| <i>Mathematics</i> | Represents an interest in working with numbers and formulas to solve problems. High scorers may enjoy doing calculations, estimating figures, and planning and applying mathematical methods to solve problems. |
| <i>Mediation & Persuasion</i> | Represents an interest in mediating conflicts and resolving interpersonal situations that are difficult or emotionally charged. High scorers may enjoy advocating for others, representing individuals, groups, or parties, and negotiating positive outcomes. |
| <i>Medical Service</i> | Represents an interest in the prevention and treatment of human illness and disease and promoting good health. High scorers may enjoy assessing patients, treating injuries, administering medication, and providing therapy. |
| <i>Nature-Agriculture</i> | Represents an interest in working outdoors with animals or plants. High scorers may enjoy preserving nature and the environment, planting and tending to gardens, working in greenhouses and orchards, raising animals, and harvesting crops. |
| <i>Office Work</i> | Represents an interest in clerical work and other administrative tasks relevant to a business context. High scorers may enjoy routine work and responsibilities that require a high degree of detail, organization, and planning. |
| <i>Performing Arts</i> | Represents an interest in performing for an audience. High scorers may enjoy acting, singing, entertaining, or playing a musical instrument. |

Jackson Career Explorer

Report for: Sam Sample
Report Date: December 7, 2025
Gender: Male



Appendix A: Basic Interest Descriptions (continued)

| | |
|---------------------------|---|
| <i>Personal Service</i> | Represents an interest in providing direct services to the public. High scorers may enjoy helping people arrange plans, providing basic and luxury services, and accommodating special needs and requests. |
| <i>Physical Science</i> | Represents an interest in investigating and studying nonliving matter in subjects such as physics, chemistry, astronomy, and geology. High scorers may enjoy studying scientific theory, researching, analyzing information, observing chemical reactions, and experimenting with various elements and compounds. |
| <i>Sales</i> | Represents an interest in engaging customers and selling products and services. High scorers may enjoy demonstrating products, influencing people, and developing effective marketing strategies. |
| <i>Skilled Trades</i> | Represents an interest in skilled manual labour and working with hands or machines to make, repair, or manufacture products and supplies. High scorers may enjoy servicing and operating equipment, and assembling and installing materials and products. |
| <i>Social Science</i> | Represents an interest in investigating and learning about topics related to society, organizations, human behaviour, and social interaction. High scorers may enjoy conducting research, surveying people to collect data, and using this data to analyze and investigate relationships and trends. |
| <i>Social Service</i> | Represents an interest in helping people cope with problems and providing for the social welfare of individuals. High scorers may enjoy counselling and providing guidance, resources, and social programs to people in need. |
| <i>Supervising Others</i> | Represents an interest in planning, organizing, and coordinating the activities of employees. High scorers may enjoy managerial responsibilities such as delegating, training, providing direction, and reviewing the work and performance levels of employees. |
| <i>Teaching</i> | Represents an interest in instructing and teaching a specific subject. High scorers may enjoy designing course materials, planning learning activities, helping students, and answering questions. |
| <i>Technical Writing</i> | Represents an interest in writing detailed factual reports, manuals, or essays about scientific, technical, legal, or historical topics. High scorers may enjoy compiling facts, defining concepts, translating documents, and writing communications. |

Work Styles

Work Styles describe preferences for certain types of work environments and situations (e.g., people in work environments that emphasize **Endurance** typically don't mind working overtime to complete a project).

| | |
|---------------------------------|--|
| <i>Academic Achievement</i> | Represents an interest in scholarly activities and typically has disciplined study habits. High scorers may enjoy studying, reading, completing assignments, researching, and learning about new subjects. |
| <i>Accountability</i> | Represents an interest in work environments that require a high degree of integrity and traditional values. High scorers may enjoy keeping on top of responsibilities, respecting others, and fulfilling obligations. |
| <i>Endurance</i> | Represents an interest in working at a task for long hours at a time and persevering in the face of difficulty. High scorers may enjoy spending extra time to solve challenging problems and finish lengthy tasks. |
| <i>Independence</i> | Represents an interest in work environments that are free from restrictions, rules, and close supervision. High scorers may enjoy independently solving problems rather than seeking advice from others. |
| <i>Interpersonal Confidence</i> | Represents an interest in work environments requiring a high degree of self-assurance when dealing with others and confidence in accomplishing interpersonal tasks. High scorers may enjoy meeting new people, leading discussions, giving presentations, and speaking confidently on a variety of topics. |
| <i>Job Security</i> | Represents an interest in work environments that provide a stable and predictable future with little chance of failure or personal loss. High scorers tend to favour well-established procedures, employ safe practices, and avoid social and financial risks. |
| <i>Organization</i> | Represents an interest in work environments that encourage organized work habits, structure, and dependability. High scorers may enjoy keeping things in order, following through with obligations, adhering to a plan or schedule, and meeting deadlines. |

Jackson Career Explorer

Report for: **Sam Sample**
Report Date: **December 7, 2025**
Gender: **Male**



Appendix B: Work Personality Descriptions

| | |
|--------------------------|---|
| <i>Assertive (As)</i> | A high score on Assertive may indicate a preference for being in control and occupying a position of authority over others. You tend to be self-confident in your abilities and feel that you can make your own decisions without seeking advice or assistance from others. High scorers may sometimes be seen as outspoken and direct with others, and will enjoy working with people, especially in a dominant role. People working in environments such as the military, where this style of leadership is appropriate, frequently receive high scores on this Work Personality Score. |
| <i>Conventional (Co)</i> | A high score on Conventional indicates that you may prefer a well-defined role in a business or large organization. You likely enjoy the day-to-day operations of a business, such as overseeing office work, selling products, making decisions, and supervising others. You may prefer working in a stable, established organization to working in a constantly changing environment. You may also enjoy detail-oriented work, rather than work that requires high creativity, mechanical skill, or the potential for physical risk. |
| <i>Enterprising (En)</i> | A high score on Enterprising indicates that you likely enjoy work involving talking with others, especially if the purpose is to persuade or influence. You tend to be self-confident and outgoing in new situations. High scorers are usually interested in the marketing or management aspects of business. They are often motivated by conventional symbols of social status, such as money, influence and prestige, rather than other forms of recognition. In addition to careers in business, high scorers may enjoy careers in law, administration, public relations, and related areas. |
| <i>Expressive (Ex)</i> | A high score on Expressive indicates that others likely consider you to be artistic. You tend to enjoy creative activities related to drama, music, writing, and applied or fine arts such as painting, sketching, or design. You probably enjoy and appreciate the creative work of others. High scorers tend to be perceptive, inventive, sensitive, imaginative, and aware of their environment. People who work in the arts typically receive high scores on this Work Personality Score, but a high score can also suggest creativity in areas outside of the arts, such as teaching and engineering. |
| <i>Helping (He)</i> | A high score on Helping indicates that you tend to express a genuine concern for others, particularly those with problems or those who require assistance. High scorers enjoy social interaction, giving advice, and may be described as kind, comforting, sympathetic, supporting, charitable, and cooperative. If you scored high on this Work Personality Score, consider occupations in which you may take a direct role in helping, serving, or teaching others. |
| <i>Informative (Inf)</i> | A high score on Informative indicates that you tend to be interested in ideas and in communicating these ideas to others, especially through writing. You likely enjoy thinking about topics in great depth, reading, attending lectures, studying, and participating in thoughtful discussions. High scorers tend to have a broad range of interests and are often described as intellectual. Professional writers typically receive high scores on this Work Personality Score. However, since writing and communicating ideas are important in a wide range of occupations, many others score highly as well. |
| <i>Inquiring (Inq)</i> | A high score on Inquiring indicates that you are very curious about many aspects of society and the environment, including human and life processes. You likely have a strong desire to learn about many topics and subjects, and may be described as investigative, reflective, and inquisitive. If you scored high on this Work Personality Score, consider a career in the social or biological sciences, or in a profession that involves researching and analyzing information to solve problems. |
| <i>Logical (Lo)</i> | A high score on Logical indicates that you likely prefer working with data and facts rather than relying on intuition. You may enjoy work that involves rational judgment, precision, testing assumptions, solving abstract problems, and using sound reasoning to make decisions. You tend to enjoy intellectually stimulating and challenging work, particularly in the areas of mathematics and physical sciences, and in applications such as engineering and information technology. If you scored high on this Work Personality Score, you may prefer task-based work with objective data and facts to working directly with people. |
| <i>Practical (Pr)</i> | A high score on Practical indicates that you likely enjoy activities requiring physical or mechanical skill. You tend to seek satisfaction from the quality of the work you produce. You likely enjoy working outdoors and are not overly concerned about physical risks. You may tend to avoid activities that require you to be the centre of attention, and may not enjoy exerting influence over others. You may prefer practical, applied jobs that involve working outdoors, building things, and ensuring the comfort and well-being of others. High scorers may enjoy careers in agriculture, skilled trades, and service occupations. |

Appendix B: Work Personality Descriptions (continued)

| | |
|-----------------|---|
| Structured (St) | A high score on Structured may indicate that you tend to be a responsible, stable, and disciplined person who may prefer structured work to that which involves a great deal of creativity. You would rather be confident about a relatively certain and somewhat predictable future than accept the uncertainty of a riskier but possibly more rewarding prospect. You will likely favour occupations that offer stability and reward traditional values. |
|-----------------|---|

Jackson Career Explorer

Report for: **Sam Sample**
Report Date: **December 7, 2025**
Gender: **Male**



Appendix C: Job Group Descriptions

| | |
|--|---|
| <i>Career & Guidance Counselling</i> | Occupations involve providing guidance to people as they make life transitions. Responsibilities may include sharing important career or education information and resources with clients to help them make personal decisions and future career plans. Some jobs may also involve helping others understand and overcome personal problems. Many occupations in this group require post-secondary training in psychology, sociology, social work, education, or the social services. |
| <i>Clerical & Administrative Support</i> | Occupations involve a variety of duties and responsibilities, such as preparing, transcribing, transferring, organizing, and storing documents, files, and records, and using business computer applications. Other responsibilities might include assisting customers, delivering messages, collecting accounts, and distributing information. As clerical work is a part of almost every operation, clerical and administrative jobs are listed under other job groups as well. Some jobs in this field require post-secondary education or specialized training in areas such as computer applications. |
| <i>Commercial Art & Design</i> | Occupations use creative designs, plans, drawings, computer programs, and other artistic skills to develop, sell, and market a range of products and services. Jobs may involve decorating and furnishing homes and offices, designing the structure of buildings, or capturing images for advertising purposes. Many occupations in this field require artistic talent and specialized college or university training. |
| <i>Communications & Writing</i> | Occupations involve writing for many different contexts, including materials for editorial, informative, dramatic, technical, or creative purposes. Writing and communication is part of virtually every field and can involve reporting, editing, promoting, and interpreting ideas and facts in written form. For example, many careers in journalism, business, research, social service, and education require reports and written communications. Look for writing opportunities that involve your other interests. Many jobs require post-secondary education in communications, English, journalism, or a specific subject. |
| <i>Construction</i> | Occupations involve making, building, assembling, and repairing products, buildings, roads, bridges, and machinery. Jobs may involve working with various materials, such as wood, stone, metal, and plastic, using equipment and tools like cement mixers and air hammers, or operating heavy machinery such as bulldozers. Many of these jobs require apprenticeships and on-the-job training. |
| <i>Engineering & Technical Support</i> | Occupations focus on the application of the physical laws and principles of engineering to a variety of products, materials, structures, systems, and processes. Activities may involve designing roads and highway systems, researching solutions to environmental problems, developing computer hardware, consulting on health and safety practices, or supervising the manufacturing of electrical equipment. People working in this area generally have a high interest and ability in math and science. Occupations require a university degree or college diploma in a particular area of engineering, such as civil, electrical, mechanical, industrial, or environmental. |
| <i>Entertainment</i> | Occupations may include a variety of interests, such as drama, dance, and music, as well as creative writing for radio, television, and motion pictures. Jobs range from directly performing for an audience to making creative decisions about scripts, actors, and choreography. An interest in this area can be fulfilled through activities outside of your career. Most jobs in this field require natural talent while some provide training on the job and others require specialized training. |
| <i>Financial & Business Services</i> | Occupations involve maintaining, analyzing, and interpreting financial and business records, and working with institutions and the public regarding banking and financial planning. People working in this area may provide various advisory services, draft statements, keep record of billing collection and status of accounts, examine budget estimates, and prepare taxes. Many occupations in this group require post-secondary education in subjects such as accounting, commerce, economics, or business administration, although some provide training on the job. |
| <i>Fine Art</i> | Occupations involve representation, design, and personal expression through different types of artistic media, such as painting, drawing, photography, and sculpture. Related jobs may include illustrating for books or comics, designing and arranging layouts for printing, or planning and organizing the exhibition of art collections. An interest in this area can be fulfilled through areas outside of your career. Jobs in this field require artistic talent and often specialized education. |
| <i>Health Services</i> | Occupations cover a wide range of jobs that provide a variety of healthcare services. Job responsibilities may include assessing patients, providing special therapies, preparing medications, giving x-rays, conducting laboratory tests, operating medical tools and equipment, and using specialized knowledge and training to assist healthcare providers with specific medical treatments. Most of these jobs require specialized training and education. |

Jackson Career Explorer

Report for: Sam Sample
Report Date: December 7, 2025
Gender: Male



Appendix C: Job Group Descriptions (continued)

| | |
|---|--|
| <i>Human Resources</i> | Occupations involve planning, directing, and coordinating employee activities and resources. Tasks and responsibilities include recruiting, selecting, and training employees, maintaining employee information on compensation, benefits, and performance, developing workplace policies and procedures, and mediating disputes between employees and employers. Many jobs require post-secondary education or specialized training or certification through professional development courses. |
| <i>Information Technology & Computers</i> | Occupations involve working with computers, numbers, and formulas. There are a wide range of jobs in this group. Duties and responsibilities might include developing, programming, maintaining, and updating computer applications and software, designing and evaluating network systems, designing Internet websites, and providing computer-related technical support. Most jobs in this group require either a university degree in computer science or engineering, or a specialized college diploma. Computers play a role in almost every discipline, so look for computer-related occupations involving your other interests as well. |
| <i>Law & Government</i> | Occupations involve legal and government services. Jobs and responsibilities might include legal representation of individuals, organizations, or government, preparation of legal documents, providing legal advice services, conducting research, developing laws, policies, and procedures, and ensuring compliance with regulations. Many jobs in this group require a university degree or specialized college diploma in legal studies. |
| <i>Life Science & Research</i> | Occupations are focused on the study of living organisms and in applying this knowledge in specific areas, such as food science, microbiology, environmental science, health science, and forestry. People working in this area may work in laboratories as scientists, researchers, technologists, and technicians. Jobs may involve designing and conducting research through lab tests and experiments, using scientific technology and equipment, and preparing research or technical reports. Most occupations in this group require college or university education. |
| <i>Machining & Mechanical Trades</i> | Occupations involve repairing mechanical and electrical equipment and operating, controlling, and setting up machines used to prepare, manufacture, and create materials. Responsibilities may include cutting, fitting, shaping, or printing materials, such as metal, paper, wood, and stone, according to required specifications. There are a wide variety of jobs in this field so look to combine your interest in this area with your other interests. Specialized training and apprenticeships are usually available for this type of work. |
| <i>Management & Administration</i> | Occupations involve supervising employees and planning and overseeing activities in the workplace. Many administrative roles also involve counselling, coaching, and supporting employees. A range of tasks are involved with management, but some focus on formulating policies, guidelines, programs, and procedures that provide overall direction to the team, unit, or organization. Some management jobs require post-secondary education; however, many can be acquired with several years of relevant job experience. |
| <i>Mathematics</i> | Occupations involve working with numbers, formulas, research, and statistics. Applied work might combine with other fields such as the physical, life, or social sciences, engineering, computer programming, economics, financial services, and education. Tasks may include data analysis for research, determining statistical probability of risk, technical problem solving, and decision-making based on calculations. Jobs in this area require a high level of interest and ability in mathematics. Consider combining your interest in mathematics with your other career interests. |
| <i>Medical Diagnosis & Treatment</i> | Occupations include various branches of medicine that are highly focused on the prevention, diagnosis, and medical or surgical treatment of illness, disease, and disorders. Responsibilities may include examining patients, ordering, performing and interpreting diagnostic tests, prescribing medication or other therapies and treatments, and counselling patients on diet, hygiene and preventative healthcare. Occupations in this group require a high level of medical education. |
| <i>Merchandising & Marketing</i> | Occupations involve those that contribute to the sale of products in a wide variety of fields. Responsibilities may include negotiating and contracting for the purchase of materials for use or resale, determining the demand for products and services, developing pricing strategies, monitoring market trends, and analyzing marketing systems. Careers in related areas include advertising, sales, distribution, printing, and clerical work in the merchandising field. Some jobs may require post-secondary education, while others provide training on the job or require several years of experience. |
| <i>Music</i> | Occupations involve the composition, arrangement, performance, and/or direction of instrumental or vocal music. Musical skills can be incorporated into various medical and/or social service functions and into areas of special education as well. Keep in mind that a professional career in this field is typically highly competitive and often requires high levels of talent. Interests in music can also be satisfied through hobbies, volunteering, and social activities. Training in a specific instrument or musical skill, extensive practice, and musical talent is often necessary for a career in this field. |

Jackson Career Explorer

Report for: **Sam Sample**
Report Date: **December 7, 2025**
Gender: **Male**



Appendix C: Job Group Descriptions (continued)

| | |
|--|--|
| <i>Nature, Agriculture & Environment</i> | Occupations typically include farming and working outdoors. Jobs involve a range of activities such as planting, cultivating, and harvesting crops, tending to nurseries and greenhouses, raising animals, and managing, improving, and protecting natural resources. Related jobs might include landscaping, gardening, and groundskeeping. This interest can often be fulfilled through recreational activities and hobbies outside of your work. Both post-secondary education and on-the-job training are available for many of these jobs. |
| <i>Physical Health & Recreation</i> | Occupations typically involve individuals who have an interest in physical health and education, sport, and recreation. Tasks and responsibilities may include providing and promoting athletic, fitness, or rehabilitative programs, instructing recreational activities to improve the physical health of people, training, coaching, and evaluating athletes, or officiating and enforcing rules at athletic events. Consider satisfying an interest in this field outside of work through hobbies or recreational activities. Many jobs in this group require post-secondary education or specialized certification, while some may provide on-the-job training. |
| <i>Physical Science & Research</i> | Occupations involve research aimed at the discovery of scientific principles and their application to specific fields such as chemistry, physics, geology, astronomy, and environmental science. Jobs involve conducting lab experiments, analyzing data, designing research equipment, developing synthetic substances, and studying cause and effect relationships. Most jobs in this area require post-secondary education and a high interest and ability in mathematics and sciences. |
| <i>Primary Education</i> | Occupations involve teaching and helping pre-school children and students in elementary schools. These educators teach the fundamentals for a broad range of subjects, including math, literacy, science, social studies, and art. They also promote the physical, mental, and social development of children. Most jobs require teacher education or post-secondary training in child development or early childhood education. |
| <i>Protective Services & Public Safety</i> | Occupations involve protecting the public from accidents, injury, crime, and fire, and providing emergency services to people in need. Jobs in this area seek to ensure the health and safety of others by adhering to guidelines, laws and regulations. Responsibilities may include administering first aid, educating the public on fire and crime prevention or public and workplace safety, investigating crimes or accidents, or rescuing people from danger. Most jobs in this group require specialized training or education. |
| <i>Sales & Business Development</i> | Occupations cover a broad range of products and services, and might involve selling investments, insurance, real estate, advertising, or specific products and services. Jobs could involve telemarketing, customer service, retail sales, product demonstration, marketing, and advertising. Most sales work involves having a good understanding of the product or services and customer service skills. Look for sales work involving your other interests as well. On-the-job training is often provided but some employers require post-secondary education. |
| <i>Service & Hospitality</i> | Occupations are highly focused on ensuring the physical and social comfort and well-being of people, on either an individual or group basis. These jobs provide a wide variety of services to others, such as food service, accommodations, travel and tourism, and personal services, such as hairstyling and esthetics. Responsibilities may include serving patrons at a restaurant, booking airline tickets, cleaning hotel rooms, or giving a client a manicure. Most of these jobs provide training on the job; however, some may require specialized education. |
| <i>Social Science & Research</i> | Occupations involve studying human society and social behaviour through subjects such as psychology, sociology, anthropology, economics, political science, history, and geography. Jobs may involve collecting and analyzing data, searching archives, compiling information, researching, writing reports, studying trends, or examining artifacts. Social scientists work in a variety of settings, such as universities, government, and businesses and often conduct research in their chosen field. Most occupations in this group require a university or graduate degree. |
| <i>Social Service & Mental Health</i> | Occupations provide individuals, families, organizations, and communities with psychological, emotional, physical, and social support. Responsibilities may include delivering counselling and helping those in need, holding workshops and information sessions to educate the public, writing reports, identifying and evaluating social and community-based program needs, and consulting with clients and patients on a wide range of social and personal situations to provide guidance on life problems and issues. Jobs in this group often require college or university education. |
| <i>Teaching & Instruction</i> | Occupations focus on education, instruction, course development, and research in specialized subjects. People in this field work in high schools, colleges, universities, and organizations. Teachers tend to specialize in specific subject areas, such as art, engineering, or the social sciences. Consider combining your interest in teaching with your other interests. An undergraduate degree and/or teacher education is required for most teaching jobs, while other jobs as instructors require specialized training in topics such as adult learning. |

Jackson Career Explorer

Report for: Sam Sample

Report Date: December 7, 2025

Gender: Male



Appendix D: Detailed Scoring Information

Your results are detailed below, including your raw scores and gender based percentile scores for your **Basic Interests** (Work Roles and Work Styles) and **Work Personality Scores**.

Basic Interests

Work Roles

| | Raw | Female | Male | Combined | Low | Average | High |
|--------------------------|-----|--------|------|----------|-----|---------|------|
| Elementary Education | 20 | 81 | 89 | 85 | | | |
| Author-Journalism | 17 | 76 | 74 | 75 | | | |
| Family Activity | 20 | 64 | 89 | 75 | | | |
| Technical Writing | 13 | 79 | 70 | 75 | | | |
| Teaching | 18 | 70 | 78 | 74 | | | |
| Office Work | 13 | 62 | 77 | 69 | | | |
| Creative Arts | 16 | 52 | 76 | 63 | | | |
| Skilled Trades | 11 | 73 | 29 | 53 | | | |
| Social Service | 14 | 34 | 67 | 49 | | | |
| Performing Arts | 12 | 50 | 39 | 45 | | | |
| Personal Service | 13 | 38 | 54 | 45 | | | |
| Supervising Others | 15 | 46 | 37 | 42 | | | |
| Business | 12 | 46 | 34 | 41 | | | |
| Consulting | 12 | 44 | 30 | 38 | | | |
| Mathematics | 7 | 49 | 23 | 37 | | | |
| Law | 10 | 42 | 28 | 36 | | | |
| Mediation & Persuasion | 13 | 35 | 32 | 34 | | | |
| Life Science | 9 | 40 | 24 | 33 | | | |
| Authoritarian Leadership | 12 | 38 | 24 | 31 | | | |
| Sales | 11 | 31 | 30 | 30 | | | |
| Nature-Agriculture | 9 | 31 | 28 | 29 | | | |
| Engineering | 7 | 44 | 9 | 28 | | | |
| Finance | 8 | 36 | 18 | 28 | | | |
| Social Science | 12 | 21 | 27 | 24 | | | |
| Physical Science | 6 | 29 | 9 | 20 | | | |
| Adventure | 10 | 23 | 8 | 16 | | | |
| Medical Service | 5 | 10 | 10 | 10 | | | |

Work Styles

| | Raw | Female | Male | Combined | Low | Average | High |
|--------------------------|-----|--------|------|----------|-----|---------|------|
| Job Security | 20 | 81 | 89 | 84 | | | |
| Independence | 18 | 64 | 48 | 57 | | | |
| Accountability | 21 | 49 | 51 | 50 | | | |
| Organization | 18 | 34 | 38 | 36 | | | |
| Endurance | 18 | 32 | 31 | 31 | | | |
| Academic Achievement | 14 | 20 | 20 | 20 | | | |
| Interpersonal Confidence | 10 | 6 | 5 | 5 | | | |

Work Personality Scores

| | Female | Male | Combined | Low | Average | High |
|-------------------|--------|------|----------|-----|---------|------|
| Helping (He) | 64 | 82 | 72 | | | |
| Informative (Inf) | 69 | 61 | 65 | | | |
| Expressive (Ex) | 59 | 56 | 58 | | | |
| Structured (St) | 53 | 57 | 55 | | | |
| Practical (Pr) | 47 | 61 | 53 | | | |
| Conventional (Co) | 45 | 40 | 42 | | | |
| Enterprising (En) | 28 | 19 | 24 | | | |
| Logical (Lo) | 38 | 7 | 24 | | | |
| Assertive (As) | 17 | 10 | 14 | | | |
| Inquiring (Inq) | 14 | 14 | 14 | | | |

Keep in Mind...

Gender based percentile scores reflect how your scores compare to scores from people of your own gender. Look at the column that indicates your gender to see the percentage of people who scored lower than you did on that interest.

Administrative Indices

Response Consistency Index:

Normal

Score = 0.90

Response Infrequency Index:

Normal

Score = 0.43

Keep In Mind ...

Your answers were consistent and did not show any unusual patterns.