

# HR Profiling Solutions Ltd

## Vocational Aptitude Report

This analysis is based on the responses given in the Extended DISC Personal Analysis Questionnaire. This analysis should not be the sole criterion for making decisions about oneself. The purpose of this analysis is to provide supporting information to the respondent for self-development and employment opportunities.

## Sam Sample

Organisation:

FinxS

Date:

25.04.2019



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## Background to your Vocational Aptitude Assessment

The following pages consist of your Vocational Aptitude Assessment. It is solely based on the online questionnaire you completed.

This information was collected by using a forced choice method using 24 questions (48 questions when selecting a "MOST" and a "LEAST" answer). While answering, the system is able to identify if you have established a certain answering pattern consistently throughout the questionnaire. The results are reflected in the shape, size and position of the profile on page 5 of this report.

The report describes your natural behavioural style. It is the behavioural style that takes the least energy and effort, requires the least amount of concentration, and is usually the most pleasant to us. It is the mode that we normally use to react, when there is no time to rationalise. Our natural behavioural style is especially emphasised under pressure situations, when our ability to adjust our behaviour has been compromised.

This report divides all the different types of behaviour into four main styles, although Extended DISC recognises and reports on 160 different styles. These styles are not better or worse. Each of the styles has its own advantages and disadvantages. Below are brief explanations of the four main styles:

### D Style:

Competitive, aggressive, decisive and results-oriented, but can also be impatient, overbearing and even rude.

### I Style:

Talkative, sociable, optimistic and lively, but can also be inattentive to detail, overly talkative and emotional.

### S Style:

Calm, helpful, patient, modest and laid back, but also need stability and security and, therefore, need help with change.

### C Style:

Precise, logical, matter-of-fact, analytical and careful, but can also focus too much on details and lose the big picture.

The Extended DISC<sup>®</sup> Theory does not classify people into good or bad categories. Nor does it limit a person's opportunities to develop in any direction or work environment. The Extended DISC<sup>®</sup> Theory describes the person's natural behavioural style in different situations. It gives the person a better ability to understand one's own behaviour and its effects on their surroundings.

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## General

The Vocational Aptitude Assessment describes your "natural behavioural style". It is based on the Extended DISC® model, which helps us to communicate, understand our differences and develop ourselves further. The purpose of this report and workbook is to give you additional information, provoke some self-examination and to help and support you in your journey of self-development.

The Vocational Aptitude Assessment focuses in helping you recognise your natural behavioural strengths and motivators.

## Report structure

**Section 1: My Natural Behavioural Style** –section helps you understand your natural behavioural style

**Section 2: My Learning Style** –section helps you discover the best way for you to learn

**Section 3: My Career** –section helps you in your future career choices

**Section 4: Conclusions** – ideas for your future

## Utilising the report

The purpose of the report is to help you interpret the information in your report. It is also a good source of support in your daily life.

**Stage 1:** Familiarise yourself with the report by reading each page.

**Stage 2:** Complete the exercises in your report by referring back to your assessment.

**Stage 3:** Take a moment and think about your answers and write down the most meaningful ones in the conclusions page.

It is worthwhile saving your report and returning to it from time to time to evaluate your own behavior and to discover new ideas.

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## Section 1: My natural behavioural style

This section will help you to identify those characteristics that best describe your natural behaviour and their effect on your daily life.

### Attributes

Social, pleasant, sociable, thorough, organised, goal-oriented, ambitious, independent, emotionally unyielding, nice, easy to approach, people-oriented.

### Tries to avoid

This type of person does not like strict instructions nor chains that make his work boring and limited. He does not like an exaggerated pedantic attitude nor faultfinders. Sam has difficulty approaching people who do not know how to have fun or cannot enjoy each others' company.

### Communication style

This person has sometimes been described as a pleasant, people-oriented but purposeful conversationalist. He is able to encourage and inspire people, take the team's interest into account and guide his team towards the goal. He is not so receptive a listener as he seems.

### Decision making

He can certainly be a good, deliberate decision maker in his field. In new matters, he may superficially analyse the facts and to some extent trusts his intuition. Sometimes he can be cheated by involving emotions.

From the text above choose five things that describe you the most:

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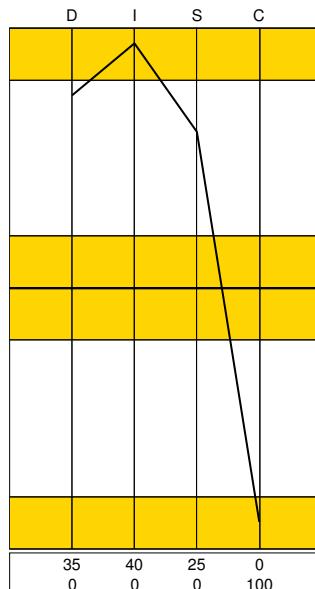
## Extended DISC - Profile

The following profile is a visual representation of your behavioural style. It is based on your responses to the online questionnaire and has identified an answering pattern based on your "most" and "least" answers.

**There are no right or wrong answers, nor good or bad answers - just different answers.**

This profile is your natural behavioural style and remains fairly stable, but not rigid, over your lifetime. It is the behavioural style that is more comfortable to you and uses the least energy and effort.

Profile II - Natural Style



### Understanding your Profile:

- Styles plotted in the very top coloured zone indicate a strong preference for this style.
- The top white zone shows the styles that are seen by others in your behaviour.
- The mid coloured zone (neutral) shows styles that you do not frequently display.
- The lower white zone shows styles that others see as your opposite behaviours.
- The lower coloured zone shows styles that require a significant amount of energy from you.
- The top line of figures at the bottom of the profile show the percentage mix of your behavioural style.
- The second line of figures at the bottom of the profile show the percentage mix of your opposite behaviour.

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## Strengths

The following is a list of your clear natural strengths. These come easily and are natural to you, taking less energy.

- Is competitive in a people-oriented way
- Can keep people motivated
- Doesn't crush others when changing things
- Takes notice of emotions
- Can generate ideas
- Has a longer perspective in perceiving things
- Can sell one's ideas to others
- Dares to work without instructions
- Is encouraging and positive
- Can be patient
- Does what is best for the team
- Likes people

From the list above choose three of your biggest strengths:

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## Development areas

The following reactions to pressure situations may become more evident when you are under pressure or over enthused.

- Makes inaccurate assessments
- Operates superficially
- Allows emotions to influence oneself
- Tries to please too much
- Doesn't behave directly
- Doesn't always expose one's real opinions
- Needs popularity
- Spends too much time with people
- Makes mistakes by being inaccurate
- Thinks about oneself a little bit too much
- Gets excited without proper analysis
- Wants to retain friends at any cost

From the list above choose three of your most important development areas:

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## Behavioural Competencies Reading Instructions:

Each slider below shows your flexibility within the competencies My Learning Style, Customer Support, Health Care, Management, Project Management, Sales, Specialist and Teacher/Trainer. Each competency has been graded on a scale of -5 to 0 or 0 to +5. A score below -1 means this competency would require more energy. If you score from -1 to 1 this area can be developed comfortably. A score of 2 or more means this competency requires very little energy from your.

**This is not a "can or cannot" do scale.**

## Section 2: My Learning Style

This section helps you recognise how your natural behavioural style influences your learning. From your assessment, contemplate some of your motivators that relate to different learning styles. Make some notes for yourself so that you remember to utilise these motivators in your learning.

Action oriented learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Being an eager learner:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Experimental learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Fact-based learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Independent action learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Learning by criticising:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Learning by focusing on details:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Learning by sharing ideas:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Learning by understanding logical processes:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Learning in a controlled environment:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Learning in group exercises:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Step-by-step learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Trial and error learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Requires a strong coach with clear vision:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Requires detailed instructions:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Requires lots of positive energy:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Requires sincere encouragement:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Requires thorough explanations and time to think:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Requires time to analyse and discuss:	-5	-4	-3	-2	-1	0	1	2	3	4	5

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Notes on how you can optimise your learning.

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What to remember when working within a group:

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## Motivators

You are more likely to respond positively if the following motivators are present in your intended job role:

- Good and lively friends
- Positive and excited atmosphere
- Freedom in how to take care of responsibilities
- People who are easy to get involved
- Openness in communication
- Freedom from detailed tasks
- Opportunity to join in
- Free discussion
- Lofty ideas and changes to work with them
- Having own opinion been heard
- New opportunities
- Positive way to promote things

From the list above choose three things that motivate you the most:

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## Situations that reduce motivation

Your motivation is likely to decrease if these situations are present or increased in your intended job role.

- Dryness and boredom
- Dull routines
- Being separated from people
- Progressive changes being prohibited
- Detailed instructions
- Losing popularity
- Own team breaking up
- Coldness and toughness
- Restrictions
- Facts-oriented thinking
- Getting stuck in one place
- Bad team-spirit

From the list above choose three things that demotivate you the most:

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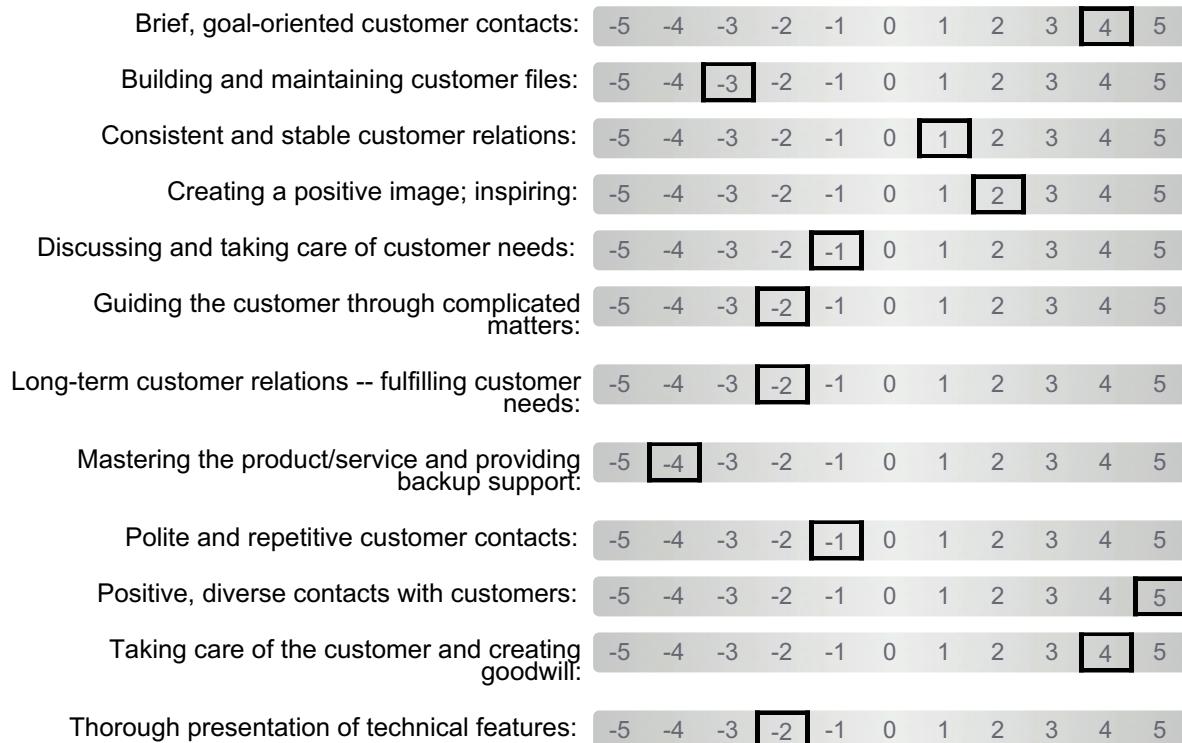
## Section 3: My Career

This section helps you to recognise those behavioural characteristics that are most natural to you and therefore will have an influence on your future career choices.

Below are the top 5 characteristics for each potential role. Consider the characteristics that are shown and then match them to jobs that interest you. Note that your career choice is by no means limited to those listed below.

It is best to choose a role that would suit your behavioural style the most, as you will find it easier to fulfil the job requirements.

### Customer Support



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## Health Care

Repetitive duties requiring accuracy: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Communicating own special knowledge to others: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Repetitive duties that require contact with people: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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Organising and completing daily activities: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Providing guidance in complicated matters: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Considerate and careful communication: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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Empathetic, positive and understanding: 

-5	-4	-3	-2	-1	0	<b>1</b>	2	3	4	5
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Showing interest, listening and participating: 

-5	-4	-3	-2	-1	0	1	2	3	<b>4</b>	5
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Polite and repetitive customer contacts: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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Working under tough time pressure: 

-5	-4	-3	-2	-1	0	1	<b>2</b>	3	4	5
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Being continuously helpful: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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Listening carefully: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Effective multi-tasking: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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## Manufacturing / Labourer

Exact following of quality standards: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Following instructions precisely: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Following the rules and ethics of the organisation: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Long-term concentration on one repetitive task: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Organising and completing daily activities: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Performing one's own tasks reliably: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Performing repetitive routines/tasks: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Repetitive duties that require concentration and accuracy: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Repetitive duties that require contact with people: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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## Management

Achieving results through and with people:	-5 -4 -3 -2 -1 0 1 2 3 4 <b>5</b>
Approaching everyone with dignity and respect:	-5 -4 <b>-3</b> -2 -1 0 1 2 3 4 <b>5</b>
Authoritative use of power:	-5 -4 -3 -2 <b>-1</b> 0 1 2 3 4 <b>5</b>
Being a leader who both plans and participates:	-5 -4 -3 -2 -1 0 1 2 3 4 <b>5</b>
Committing others to goals with their own approaches:	-5 -4 -3 -2 -1 0 1 2 3 <b>4</b> 5
Communicating detailed requirements in positive manner:	-5 -4 -3 <b>-2</b> -1 0 1 2 3 4 5
Communicating the goal in a way so others can identify with it:	-5 -4 -3 -2 -1 0 <b>1</b> 2 3 4 5
Delegating and allowing people to perform:	-5 -4 -3 -2 -1 0 1 2 3 <b>4</b> 5
Demanding maximum performance level:	-5 -4 -3 -2 <b>-1</b> 0 1 2 3 4 <b>5</b>
Demanding, people-oriented leadership style:	-5 -4 -3 -2 -1 0 1 2 3 4 <b>5</b>
Emphasising people as goal-achievers:	-5 -4 -3 -2 -1 0 1 2 3 4 <b>5</b>
Goal-focused attitude toward work:	-5 -4 -3 -2 -1 0 1 <b>2</b> 3 4 5
Is willing to invent and try anything new in the search for improvement:	-5 -4 -3 -2 -1 0 1 2 3 4 <b>5</b>
Listening, participative management style:	-5 -4 -3 -2 -1 0 <b>1</b> 2 3 4 5
Management that requires a fast, analytical approach:	-5 -4 -3 <b>-2</b> -1 0 1 2 3 4 5
Motivating people to do quality work:	-5 -4 -3 -2 -1 0 <b>1</b> 2 3 4 5
Strongly influencing people to achieve results:	-5 -4 -3 -2 -1 0 1 2 3 <b>4</b> 5
Supporting everyone to achieve the goals:	-5 -4 -3 <b>-2</b> -1 0 1 2 3 4 5

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## Project Management

Active expression of own opinions and ideas:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Assuming of a distant, expert role:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Being a goal-oriented leader in project team:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Being an active member in a project team:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Building of new structures and systems:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Comprehending the whole project to the last detail:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Daily motivating of others:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Decision-making in crisis situations:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Demonstrating the project details to outsiders:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Discussing and listening during the project:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Emphasising positive issues during the project:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Helping the other project team members:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Motivating the project members to get started:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Participating in implementing the project routines:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Planning of the daily project tasks:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Seeking of new details:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Selling of the project idea:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Setting up a detailed project plan:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Working steadily and closely with people:	-5	-4	-3	-2	-1	0	1	2	3	4	5

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## Sales

Assertively driving to end result:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Aligning an existing product to buyer's needs :	-5	-4	-3	-2	-1	0	1	2	3	4	5
Assertively moving prospects through the sales process:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Communicating actively as an expert, not a sales role:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Complex selling that requires custom product solution:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Development & assessment of systematic sales process:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Engaging the buyer; relationship selling:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Following a systematic sales process consistently:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Goal-oriented selling while considering prospects' needs:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Listening to the prospect's / customer's needs:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Maintaining and accumulating client information:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Methodically following the sales process:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Positive bonding and building rapport with prospects:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Positive guidance and sharing of information in post-sale activities:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Sales planning, reporting and documentation:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Selling complicated solutions requiring product expertise:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Short-term selling; inspiring and motivating buyers quickly:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Taking care of after-sale activities with existing clients:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Taking care of post-sale support activities:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Unique sales assignments requiring motivating of buyers:	-5	-4	-3	-2	-1	0	1	2	3	4	5

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## Specialist

Acting in a specialist role in a project: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Actively seeking completely new solutions: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Designing extensive solutions: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Detailed analysis of problems: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Detailed checking in order to secure quality: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Detailed preparation of directions for others: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Enthusiastic advising of outsiders: 

-5	-4	-3	-2	<b>-1</b>	0	1	2	3	4	5
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Long-term concentration on one repetitive task: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Participating in several projects at the same time: 

-5	-4	-3	-2	-1	0	<b>1</b>	2	3	4	5
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Performing on a completely regulated task: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Quick reaction time to unexpected and new situations: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
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Solving problems by following directions: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
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Taking action without existing solution models: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
----	----	----	-----------	----	---	---	---	---	---	---

Taking the initiative to ask for information: 

-5	-4	-3	-2	-1	0	<b>1</b>	2	3	4	5
----	----	----	----	----	---	----------	---	---	---	---

Thorough analysis before taking action: 

-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
----	----	----	-----------	----	---	---	---	---	---	---

Working under tough time pressure: 

-5	-4	-3	-2	-1	0	1	<b>2</b>	3	4	5
----	----	----	----	----	---	---	----------	---	---	---

Repetitive duties requiring accuracy: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
----	----	-----------	----	----	---	---	---	---	---	---

Repetitive duties that require concentration and accuracy: 

-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
----	----	-----------	----	----	---	---	---	---	---	---

# Vocational Aptitude Report

Sam Sample

Organisation: Date:

FinxS 25.04.2019

## Teacher / Trainer

Continuous development of new group exercises:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Describing the existing process thoroughly:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Encouraging independent thinking:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Following an exact schedule:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Forming a long-term relationship with the trainees:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Inspirational and carefree approach:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Inspiring the trainees about the subject:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Long-term delivery of the same course:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Performing to large and diverse groups of people:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Providing facts about the topic in training session:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Providing feedback during the training:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Providing feedback one-on-one:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Providing hard facts in an authoritative manner:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Providing individual attention to each trainee:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Strongly encouraging trainees to take action:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Thorough, yet encouraging training:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Training experts to be more open and expressive:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Training of experts who are already familiar with the subject:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Training session that requires a lot of detailed preparation:	-5	-4	-3	-2	-1	0	1	2	3	4	5

# Vocational Aptitude Report

Sam Sample

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Select 2-3 career fields that are of interest to you and write them down in the space provided below. Make sure to be specific. For example: Customer service, business to business sales, retail sales, leadership, specialist, teaching, healthcare etc. Define the industry as well if possible.

Consider what would motivate you in each job and how your natural strengths and development areas would fit.

**Career 1:**

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My motivation:

---

My strengths:

---

My development areas:

---

**Career 2:**

My motivation:

---

My strengths:

---

My development areas:

---

# Vocational Aptitude Report

**Sam Sample**

Organisation: Date:

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## Career 3:

My motivation:

---

My strengths:

---

My development areas:

---

## Conclusion

As a conclusion of the previous exercise, I am most interested in the following career options:

Option 1:

---

Arguments:

---

Option 2:

---

Arguments:

---

# Vocational Aptitude Report

Sam Sample

Organisation: Date:

FinxS 25.04.2019

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## Section 4: Conclusions – Ideas for my future

Think about your answers in this workbook. Use those answers to create a summary of your conclusions.

**Conclusion 1:**

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---

How does it influence my daily life (advantages/disadvantages):

---

---

Why is this important to remember:

---

---

**Conclusion 2:**

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---

How does it influence my daily life (advantages/disadvantages):

---

---

Why is this important to remember:

---

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# Vocational Aptitude Report

Sam Sample

Organisation: Date:

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Taking into account your behavioural style as defined on Page 5 (your natural behavioural style) and the information detailed in Section 3 (My Career), the following are some choices you could select that would or may suit your specific behavioural style:

## IMPORTANT NOTE:

The following list of suggested vocations is not intended to be specific to the behavioural style and it should be noted that within each occupation or job role, there are specific tasks that can be just as effectively accomplished by people with other styles. Therefore this list should be used as a broad guide only and the job description carefully considered when defining the most suitable style.

Behavioural Style	Vocational Areas	Vocational Areas
D:	<ul style="list-style-type: none"><li>• Law and Enforcement</li><li>• Corporate Leadership: executive, managerial</li><li>• Investigate/Protect: monitor, enforce regarding regulations</li></ul>	<ul style="list-style-type: none"><li>• Contract Negotiations: confront, persuade, close</li><li>• Industrial Engineering: plan, direct, install, erect</li><li>• Protecting: monitor, defend persons and property</li></ul>
DI:	<ul style="list-style-type: none"><li>• Business Relations</li><li>• Protecting: monitor, defend persons and property</li><li>• Sell in Seller's interest; gain for self: commissions</li></ul>	<ul style="list-style-type: none"><li>• Managerial: organise, coordinate departmental work</li><li>• Promotion/Publicity: advertise, market, promote</li><li>• Demonstration Sales: store contact with customers</li></ul>
I:	<ul style="list-style-type: none"><li>• Merchandising: selling, demonstrating</li><li>• Interview/Inform: gather, dispense information</li><li>• Specialty Entertainment: please others to make sales</li></ul>	<ul style="list-style-type: none"><li>• Entertainment, Promotion</li><li>• Recreation/Amusement: challenge, risk: competitive</li><li>• Radio, TV Announcing: poise</li></ul>
IS:	<ul style="list-style-type: none"><li>• Counselling, Guidance</li><li>• Interview/Inform: gather, dispense information</li><li>• Kindergarten, Elementary Education: teach nurture</li><li>• Amusement/Entertainment: physical, gymnastics, sports</li></ul>	<ul style="list-style-type: none"><li>• Personal Service</li><li>• Facilities Services; utilise, equipment and people</li><li>• Human Engineering: identify, develop/apply human skills</li></ul>
S:	<ul style="list-style-type: none"><li>• Corresponding: prepare, edit, send communications</li><li>• Secretarial: clerical; minor executive assignments</li><li>• Farming, Fishing, Forestry: outdoor craftsmanship</li><li>• Customer Service: clerical, duplicating sending</li></ul>	<ul style="list-style-type: none"><li>• Information processing: gather, verify, send, file</li><li>• Routine checking and recording: processing totals</li><li>• Purchase and Sales: merchandising; stores, markets</li></ul>
SC:	<ul style="list-style-type: none"><li>• Decorating and Art Work: design, arrange, consult</li><li>• Guidance, Counselling: personal, work, school, spiritual</li></ul>	<ul style="list-style-type: none"><li>• Information Processing: gather, verify, send, file</li><li>• Supervisory and Instructive: teach/manager service classes</li></ul>
C:	<ul style="list-style-type: none"><li>• Investigating, Testing</li><li>• Mathematics and Science</li><li>• Computing and Related Recording: numerical problems</li></ul>	<ul style="list-style-type: none"><li>• Engineering</li><li>• Accounting, Auditing: analyse, compare report</li><li>• Precision Working: rigid standards, tolerances</li></ul>
CD:	<ul style="list-style-type: none"><li>• Medicine and Health</li><li>• Musical, Instrumental: professional potential</li><li>• Material Analysis/Physical Science: test regarding specs</li></ul>	<ul style="list-style-type: none"><li>• Trade Management: plan, oversee craft activities</li><li>• Technical/Scientific Support: lab/field services</li><li>• Legal and Related: practice of law; judges, lawyers</li></ul>
IC:	<ul style="list-style-type: none"><li>• Factual 'selling' where products need explanations</li><li>• Area Surveyors for supply companies</li><li>• Positions that involve factual communication</li></ul>	<ul style="list-style-type: none"><li>• Long term Account Managers</li><li>• Academic Co-ordinators</li></ul>
DS:	<ul style="list-style-type: none"><li>• Civil Engineer</li><li>• Managing teams of Counselors / Health Professions</li></ul>	<ul style="list-style-type: none"><li>• Government / Bureaucratic institutions</li></ul>

# Vocational Aptitude Report

**Sam Sample**

Organisation: Date:

**FinxS** **25.04.2019**

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**Please provide details of three referees:**

Referee 1:

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Referee 2:

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Referee 3:

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