

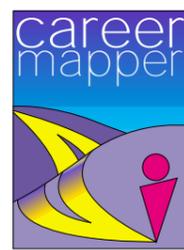


further information

career mapper life planning guide

helping you plan your route to a successful career →

For Career Mapper see www.careermapper.co.uk
For Prevue Assessment see www.prevue.co.uk
For Active Quality Recruitment Ltd. see www.aqr.co.uk
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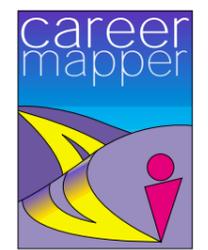


life planning guide

career mapper work-book - college and schools edition 2001
© Active Quality Recruitment Ltd & Careerdecisions Ltd.

£7.95

by derek hartley dip.cg and
carolyne kershaw ba(hons) dip.cg, Careerdecisions Ltd



life planning guide

foreword

This guide is the first of a series of Career Planning guides which will use the Career Mapper instrument as a core input.

Career Mapper itself is a specialised application of a remarkable psychometric instrument – the PREVUE ASSESSMENT SYSTEM. This was developed in the 1990's at the University of Hull under the guidance of Professor David Bartram. See www.prevue.co.uk for further information.

PREVUE is now widely (and increasingly being) used by organisations of all sizes and types for a wide variety of applications - including recruitment, coaching and succession planning. This gives it special value as a tool for Career Planning.

Derek Hartley and Carolyne Kershaw of Careerdecisions Ltd. have substantially written this guide. Both are qualified Careers Advisors with a significant experience of working with students, employers, other careers advisors and careers services as well as Trade Unions. They have drawn on this wide experience to create this workbook. It seeks to enable students to start the "career journey" with an open mind and as thoroughly as possible.

It is also important to recognise the contributions of Peter Johnson, Senior Careers Advisor from Careerdecisions Ltd and Kieran Gordon, Chief Executive – Greater Merseyside Connections Partnership. Also Dr Peter Clough, Deputy Head, Psychology Dept., Hull University. All helped to shape this workbook.

There may be errors and omissions in the text. If you spot them and are inclined to let us know we will be happy to hear from you. Similarly we are happy to hear from anyone who feels they have an idea which can improve this guide. We intend that it evolves to meet the changing needs of its audience.

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For more information about Career Mapper see
www.careermapper.co.uk

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- Why Career Mapper



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- The Reality Quiz



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- Personal Work Characteristics
- Knowledge
- Skills
- Work Environment



Decision Making



RACPAC – a structured approach to Career Planning

Appendix: List of Benchmark Jobs in Career Mapper

A brief guide to educational qualifications in the UK and R.O.I.



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objective: life planning guide
step one : introduction

IF YOU DON'T KNOW
WHERE YOU ARE GOING,
ANY ROAD WILL GET
YOU THERE

why?



Why Career Planning - why Career Mapper?

A few years ago people talked of career paths as if it was possible to join an organisation or a profession and progress upwards quickly or slowly through a number of jobs or grades. Things have now changed - and it will stay that way.

In fact you are likely to have several job destinations throughout your career.

Now people also talk about "finding your way through the career maze" and "career development". Today, planning your career is much more like planning a journey with several stopping off points or "destinations" on the way.

You need to decide on your destination(s), what to pack in your "suitcase" (skills, qualifications, etc.) and what route(s) would suit you best. Your career route is unlikely to be a straight line between where you are now and where you want to be in the future.

You may hit dead ends, some routes will be quicker than others, unexpected things do happen (road-works!) so you will have to change your plans - and you may also have to make detours before you reach your job destination.

One extremely valuable input which helps this process is the information you have in your Career Mapper report.

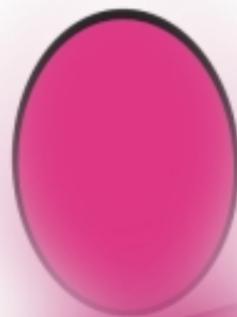
There is also the possibility that, if you have not done enough initial planning, when you reach your job destination it may not be what you expected it to be.

It is important to understand that this a guide to Career Planning. All of us are capable of being successful in a wide range of jobs and careers (how else could we contemplate career change?). Career Mapper will give you a range of options available to someone with your abilities, interests and personality.

Some options will not be attractive to you and some may surprise and interest you. This guide helps you to identify preferred options and shows you how to evaluate them properly to make high quality decisions about your future career.



"LIFE IS A JOURNEY, NOT A DESTINATION." Aerosmith.



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objective: life planning guide
step two : how does this guide work

how?



This Guide is designed to help you to make better decisions around career planning using Career Mapper as a starting point. It uses 2 simple processes to do this:

EMPLOYABILITY, which - if carefully followed - helps you to profile yourself.

RACPAC, which is a structured approach to researching jobs & careers and to making and implementing good decisions about career options.

We have also called this a Life Planning Guide because the career choice(s) you make have an effect on other areas of your life. Things like:

- how well you matched your job to your needs and therefore how satisfied you are.
- how much you can earn and therefore how much you can spend,
- the hours that you work, the amount of free time you have

Making a career/job choice is important, so take time to do it properly by following the steps in this guide. Moreover it is useful everytime you need to think about your career - even when you are already in a job.

Specifically this Guide will help you to:

- understand how the world of work is changing and realise what employers, trainers or colleges and universities are looking for in potential recruits
- understand Employability and construct your own Employability Profile
- research and explore jobs and careers and relate these to your Career Mapper Assessment and your Employability Profile.
- build a realistic Career Plan - when you have decided on a job or career direction.
- avoid disappointment with your job destination.(s) by helping you to think ahead
- pull together all the information you need to construct a successful C.V.

You will benefit from using this Guide regardless of your intentions on leaving school or college - whether you plan to go into a job or you wish into further education.



"IF YOU THINK YOU CAN, OR,
IF YOU THINK YOU CAN'T -
THEN YOU ARE PROBABLY RIGHT."
Henry Ford

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objective: life planning guide

step two : how does this guide work

how?

How does Career Mapper help?

The Career Mapper report gives you some valuable, valid and reliable insight about what makes you tick. It looks at three key areas:

- your ability with numbers, words and shapes (and your general ability level)
- your motivation and interest in working with people, data and things
- your personality in relation to 12 key workplace relevant personality traits

but you will need to take into account other things as well when deciding what job you want to do and when planning your career.

The Career Mapper report also matches your profile against over 200 benchmark career profiles. The computer generated report identifies which sample careers are a good match for you.

The report also includes a (1 – 1½) page narrative overview of you as an individual.

Career Mapper gives you important clues to your possible job destination(s).



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objective: life planning guide

step three : how is the world of work changing

question!



First try this Questionnaire

1. There are more job opportunities for skilled workers True / False
2. The more qualified I am the better chance I have of getting a job True / False
3. New technology has made employees less important True / False
4. Employers, colleges and universities are only interested in my qualifications True / False
5. Employees work less hours than 10 years ago True / False
6. 1 in 4 employees in the economy are on temporary contracts True / False
7. New technology has made work faster and change quicker True / False
8. Once I achieve my target qualifications and get the job I want, I don't have to study anymore True / False
9. From the following list decide which occupational areas are predicted to expand and which are likely to contract:

- | | |
|---------------------------------------|-------------------|
| - Clerical & Secretarial | expand / contract |
| - Craft & Skilled Manual | expand / contract |
| - Professional Occupations | expand / contract |
| - Sales | expand / contract |
| - Managers & Administrators | expand /contract |
| - Service Occupations | expand / contract |
| - Associated Professional & Technical | expand / contract |
| - Plant & Machine Operators. | expand / contract |

TURN
THE PAGE
FOR
ANSWERS

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objective: life planning guide

step three : how is the world of work changing

answers!



1. TRUE = there is more demand on people not only to have skills at a certain level, but also to acquire new skills and adapt old ones to new situations as their career develops.

2. TRUE = generally this is true, but it is important not to be over qualified for a desired career or job. You need to aim for the right qualifications at an appropriate level.

3. FALSE = employers realise what makes them most competitive is the quality of their employees. Their knowledge, skills, abilities and attitude are important. Many employers have their own staff development programmes and are constantly retraining staff to cope with changing work demands.

4. FALSE = qualifications tell an employer what level of knowledge you have. Employers and providers of education and training are interested in the whole you. What can you actually do?, what skills and personal qualities do you have?, do you like working as part of a team?, etc.

5. FALSE = unfortunately there is a trend to working too many hours in some organisations. This can affect peoples health. Most working weeks are between 35 to 40 hrs but many unskilled temporary jobs are much longer than this.

6. TRUE = it is now common for more jobs to be on short term temporary contracts of one to five years. A lot of work is project based and you would be employed for the length of the project. It is important to constantly improve your knowledge skills and abilities to make you more employable.

7. TRUE = new technology has speeded up the rate of communicated in an organisation. People now have to work at that pace. Computers and IT packages used are constantly being changed or updated. You need to be adaptable and flexible and be willing to undertake further training.

8. FALSE = jobs, careers and work are constantly changing and developing. You need to ensure that you keep up with change. Only you can take responsibility for your own development and success.

9.		
Clerical & Secretarial		contracting
Craft & Skilled Manual		contracting
Professional Occupations		expanding
Sales		expanding
Managers & Administrators		expanding
Service Occupations		expanding
Associated professional & Technical		expanding
Plant & Machine Operators		contracting



THE WORLD OF WORK & WHAT PEOPLE DO IN DIFFERENT JOBS IS CHANGING ALL THE TIME. EMPLOYERS & TUTORS EXPECT THE SAME FROM YOU - WHATEVER YOU DO !

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objective: life planning guide

step four : what do I need to succeed

KNOWING YOUR EMPLOYABILITY PROFILE WILL GIVE YOU MORE CONFIDENCE

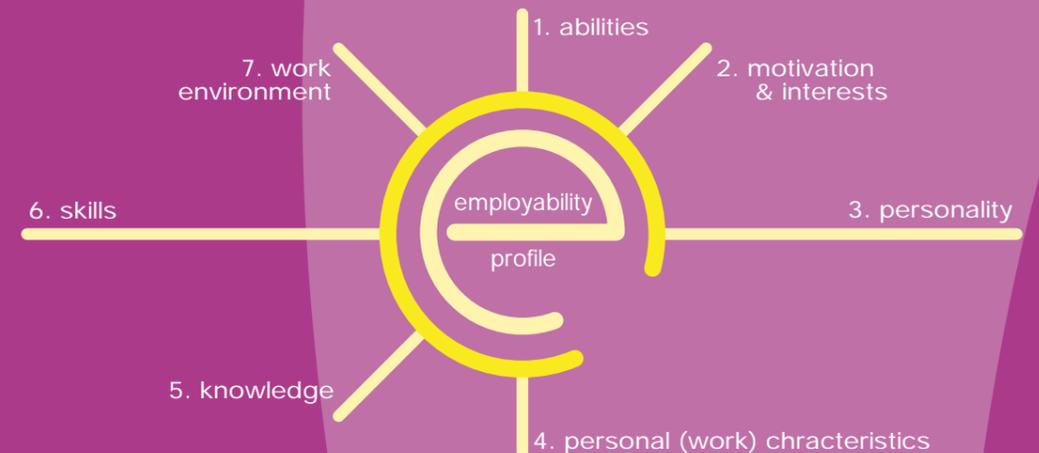
employability!

Employability reflects the kind of things employers and college /university tutors look for when they consider people for jobs and courses. Employability enables you to check you have the right combination of knowledge, skills, abilities and qualities for a particular job, course of training or education.

Your Employability Profile will help you to:

- match yourself to suitable and appropriate jobs and careers
- identify which areas you need to improve to be able to apply for particular jobs e.g. Knowledge, more skills, etc. and set out what you are good at
- create effective plans

If you were to list the main headings in an Employability Profile it would include;



These are the basic items you need in your 'suitcase' in order to plan your route.

This is why Career Mapper is extremely valuable – it provides key information on the first four items.

We now need to spend some time outlining your Employability Profile



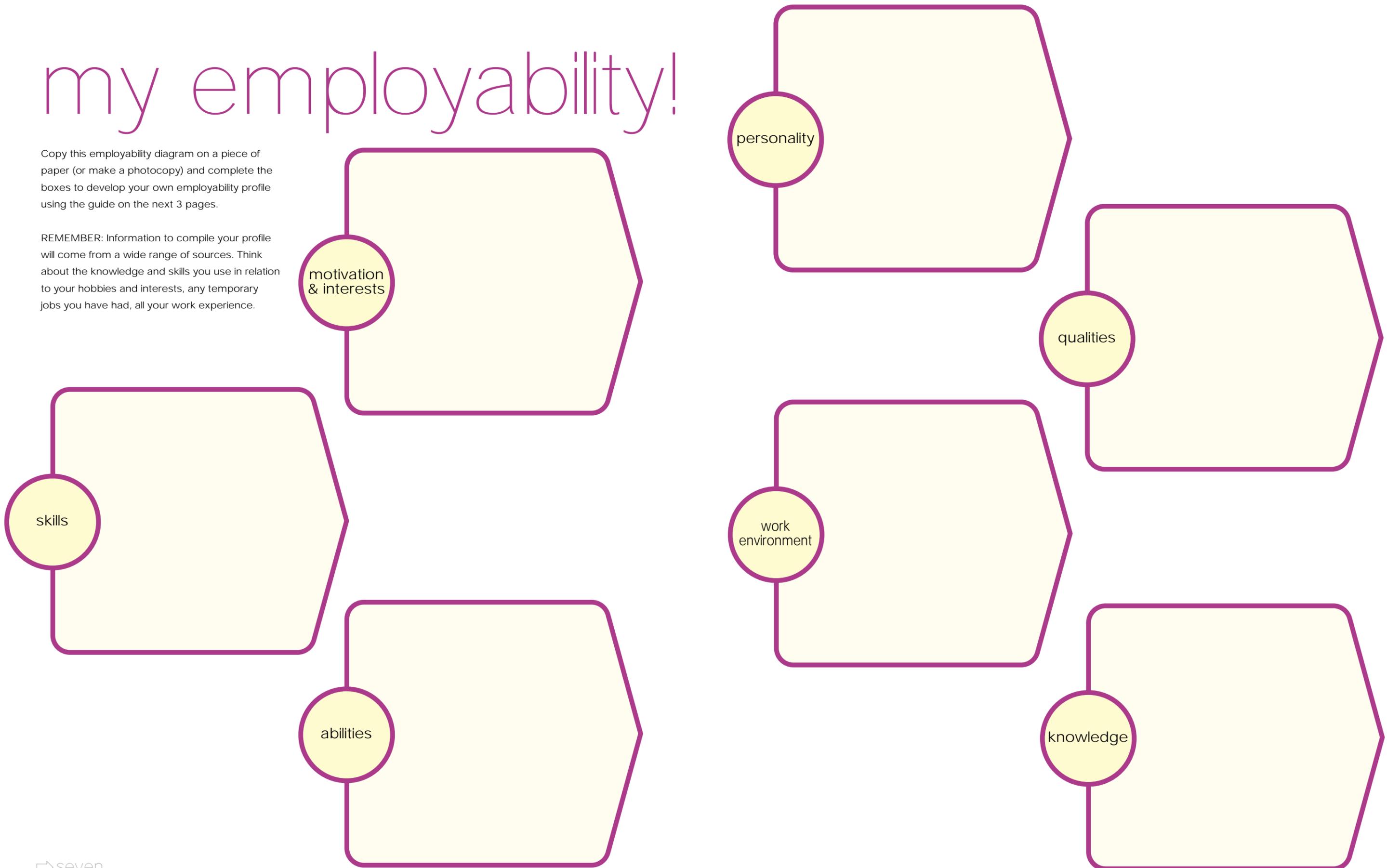
BUILDING YOUR OWN PROFILE IS EASY, IF YOU FOLLOW THE PROCESS STEP BY STEP. YOU CAN MAP OUT THE HEADINGS FOR YOUR EMPLOYABILITY PROFILE - LIKE THIS ⇨



my employability!

Copy this employability diagram on a piece of paper (or make a photocopy) and complete the boxes to develop your own employability profile using the guide on the next 3 pages.

REMEMBER: Information to compile your profile will come from a wide range of sources. Think about the knowledge and skills you use in relation to your hobbies and interests, any temporary jobs you have had, all your work experience.



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objective: life planning guide

step four : what do I need to succeed

IF YOU DON'T KNOW
WHERE YOU ARE GOING,
ANY ROAD WILL GET
YOU THERE

abilities, interests & personality!

1. ABILITIES: describes the extent to which you can carry out certain types of mental operations. These form the basis of your ability to learn – particularly in terms of numeracy and literacy. Employers are very interested in these.

Career Mapper measures your ability with words, numbers and shapes and gives you an idea of your general ability level. What did Career Mapper say about your abilities – add these comments to the 'Abilities' section of your chart.

2. MOTIVATION AND INTERESTS -

What gets you really excited and enthusiastic about certain jobs? What really interests you?

Career Mapper provides some input here. Other areas could include: Are you really keen to work with animals? Do you like solving mechanical or maths problems? Do you like working out of doors? Do you like challenging work?

Add what interest and motivates you to the diagram you have drawn.

3. PERSONALITY: how you react to people, situations & environments.

Career Mapper provides information around 4 core themes – Independence, Conscientiousness, Extraversion and Stability (See your report for details about these). Again employers and tutors are extremely interested in these.

List the main points of the profile e.g. are you organised and prefer being part of a group or do you prefer to work by yourself?

4. PERSONAL (WORK) CHARACTERISTICS -

These describe other characteristics which you will demonstrate or display in your work and in your dealings with others (reflecting other components of your personality). e.g. others may see you as risk taking, optimistic in outlook, careful, cautious, etc.

Be honest. It is important that you genuinely act in the way stated. Employers will very quickly assess your character, and recognise inconsistencies. What are you like?

Talk to teachers, friends and parents and list the qualities you can demonstrate.

Add them to the Qualities section of your chart. Here is a list to get you started. Use your Career Mapper report for further information.

- Are you cautious or will you take risks?
- Are you optimistic or pessimistic as a rule?
- Are you trusting or suspicious of others?
- Is security important or are you prepared to base earnings on your performance?
- Do you jump into things quickly or do you weight things up carefully?
- How do you respond to change?

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objective: life planning guide

step four : what do I need to succeed

knowledge & skills!

5. KNOWLEDGE – You can gain knowledge in a number of ways:

- by doing a recognised qualification in a subject
 - from experience – e.g. you may know about something (what to do and how to do it) by watching someone doing it. You may have work –shadowed someone.
 - work experience placement – what did you do? What were you good at? What did you enjoy? Did you learn any new skills? Did you learn new procedures?
- List the qualifications you have or intend to take. List any job knowledge you have.

6. SKILLS. A skill is something specific you can do to a certain standard. You need a range of skills to do most jobs. You can group them in two ways:

A. KEYSKILLS – these are higher skill levels than basic skills. Ability with each skill is measured in a similar way to NVQ's/ SVO's/ NVC's or Level 1, Level 2, Level 3 etc. The higher the level the more things you need to be able to do with that skill.

Keyskills include:

- Communication skills –take part in discussions, give short talks, or write reports.
- Information Technology – use computer packages, create, store, and retrieve information, use spreadsheets etc



- Application of numbers – gather, analyse and come to conclusions from data
- Problem solving – identify the issues, identify solutions, test the solution.
- Working with others – teamwork – can you work as part of a team – team leader, are you able to work in a group to solve a problem or organise an event?
- Improving your own learning – how to plan your own development through training or education qualifications etc. e.g. Your Record of Achievement?

IF YOU DON'T KNOW
 WHERE YOU ARE GOING,
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 YOU THERE



Skills!

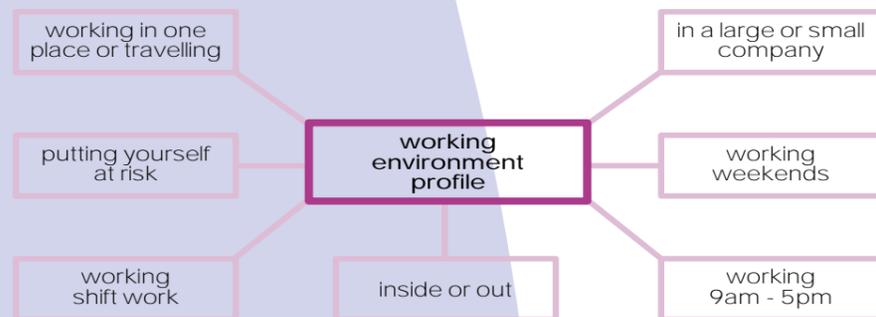
B. JOB SPECIFIC SKILLS – the skills you need to a particular job e.g. the skills you need to be an engineer are different from the skills you need to be retail assistant.

Add your skills to the Diagram you have drawn.

Here is a list of possible skills to get you started - which do you have?

- Checking for accuracy
- Classifying records
- Coaching individuals
- Compiling figures
- Organising people /work/social events
- Preparing charts or diagrams
- Editing documents
- Serving customers
- Counselling people
- Running meetings
- Sewing
- Constructing things
- Maintaining records
- Selling products
- Report writing
- Operating machinery
- Cooking
- Childminding
- Mechanics
- Painting & Decorating
- Keyboard
- Selling things
- Persuading others
- Planning meetings
- Handling customer complaints
- Programming computers
- Promoting events
- Repairing equipment
- Raising funds
- Recording data

7. WORK ENVIRONMENT - Where you work and how you work is very important to how much you will enjoy a particular job. Good examples include:



↓
 You now have a fully completed employability profile. Check one more time to make sure you have not left anything out! Update it regularly!

WHEN WORKING THROUGH THIS
 SECTION ENSURE YOU HAVE YOUR
 CAREER MAPPER REPORT AND YOUR
 EMPLOYABILITY PROFILE TO HAND



decide!

You should now have:

- information about yourself – your abilities, interests and personality
- a Career Mapper Report with a list of best matched example careers
- an Employability Profile detailing other important information about you e.g. knowledge, skills etc.

You now need to choose some jobs to examine more closely. But before you start making these kinds of decisions you should be aware that:

- Your perceptions about a job may or may not be right.
- You also may be putting up false barriers to your progress because of this.
- Other people's opinions may influence you. They could be right – they can be wrong!

You will find it useful to adopt a structured 6 step process to help make and implement good decisions and choices. We use the word (mnemonic) RACPAC to help you remember each step.

R RESEARCH thoroughly to get the facts on jobs that interest you from reliable sources.

A ANALYSE to consider all the Alternatives – which would suit you best? And why?

C CHOOSE - weigh up the Consequences of each possible action.

P When you have decided on a suitable job - make a **PLAN** of action

A ACTION! Implement the plan – work your way through it

C But be prepared to review and **CHANGE** your plans if you need to.

“IF IT DON'T GET PLANNED,
 IT DON'T GET DONE!”

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objective: life planning guide
step six : RACPAC - a structured approach

IF WE KNEW WHAT WE WERE DOING, IT WOULDN'T BE CALLED RESEARCH, WOULD IT?
Einstein

research!



RACPAC – RESEARCH all the facts – the job title alone can be misleading

You now need to find out much more about the sample jobs Career Mapper has generated for you (as well as suitable alternatives). When you are investigating jobs there are two levels at which you can operate.

- At one level there is a wealth of written information available through books, CD-ROMs, and the internet. PLEASE NOTE: The jobs suggested in the Career Mapper report are sample careers. It is important to realise that the jobs shown indicate the type of jobs for which you seem to be well suited. You should also research similar jobs – these may be good fits too. To find out more about your sample list of jobs and other jobs you can use:
- **OCCUPATIONS 2000** – this is a reference book of a wide range of career profiles. Updated annually, it is also available on CD-ROM. The Career Mapper database was constructed using this source.
- **KEYCLIPS** – a computer programme giving information on a wide range of careers. See www.lifetime-publishing.co.uk/keyclips.htm
- **KUDOS** – is a computer based programme which provides a data base of career information as well as investigating what interests you in more detail. See www.cascaid.co.uk

THEY SHOULD BE AVAILABLE IN YOUR CAREERS LIBRARY IN SCHOOL OR COLLEGE, SOME PUBLIC LIBRARIES OR AT YOUR LOCAL CAREER CENTRE.

Most public libraries have guides to specific careers (e.g. How to be an accountant/ software engineer/ salesperson). These are very useful – for specific occupations only!

YOU SHOULD RESEARCH YOUR JOBS USING THE FOLLOWING HEADINGS:

- The work – what would you do?
- Work environment – range of places where you might do the work
- Appropriate skills and interests needed
- Entry requirements & Training required
- Opportunities
- Pay & Conditions
- Prospects for the future
- Related jobs
- Sources of further information



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research!



RESEARCHING – FIND OUT FROM SOMEONE WHO KNOWS!

At another level there is no substitute for talking to people actually doing the jobs. Often overlooked this is a very good way of getting excellent information.

Of course it is easier if you have friends, acquaintances or relatives who do the work in which you are interested. They should offer information readily.

It is more difficult to contact companies or people in work – but they can often be surprisingly helpful and are very willing to tell you about their work. Often companies are also really impressed by people asking them for information. Some companies regrettably are not helpful – ignore them and try someone else.

When you do take up someone's time make sure you prepare – both to get the information you want and to ensure you don't waste their time. Don't forget to thank them!

These are suggestions for a checklist:

1. How long have you been a -----?
2. Why did you decide to become a -----?
3. What kinds of schooling/training were required?
4. How did you get your first job in this field?
5. What do you like best about being a -----?
6. What do you like least about being a -----?
7. How has being a ----- changed since you first started?
8. What changes do you expect to see in this job/career?
9. What other jobs did you, or would you, consider doing?
10. What do you do during a typical day?
11. What does a new entrant earn and what would they expect to earn after, say, 10 years?
12. Apart from formal training what kind of experience is it worth getting to help me prepare for -----? What could I read to learn more about -----?



There may be other questions you want to ask? Write them in the space below:



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step six : RACPAC - a structured approach

analysis!



RACPAC - ANALYSE to consider Alternatives - carefully!

You need to be able to sort the data and information you collect about each and to be able to answer two important questions:

- Will the job meet all or most of my requirements and needs? and
- Is it realistic for me to consider this job/career as an option?

Some questions you could ask yourself when considering the list of example jobs

1. How do you feel about them –are there any surprises? Do they seem to be a good match?
2. Look at best matched jobs in more detail -Why do you like some and not others?
3. What motivates you towards particular jobs - money, status, people, job satisfaction?
4. What lifestyle do you want in the future?
5. What route suits you best?
6. What entry level is best for you? Apprentice, Technician, Professional?
If you are interested in technician level entry there may be options available. Research them.

When you have gathered the information, you need to think about the alternatives available to you and the possible course(s) of action you can take.

RACPAC - CHOOSE - Consider the Consequences - and come to a Conclusion

The difficult bit! But you now have a lot of information to help you make better decisions. There is no magic formula to offer here. Whatever you decide you will have to move into the next step and create an Action Plan.

Sometimes this helps to "test" your decision too.



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plan!



RACPAC - Make a PLAN of action!

A CAREER ACTION PLAN DOESN'T HAVE TO BE COMPLICATED.

It sets out on paper what you need to do to achieve your job goal and has time limits on the action you are going to take. You should use the information you have researched in the previous sections of this guide. Your Action Plan can consist of the following headings:

NAME: JOHN JO

DATE: Today's date.

MY JOB/CAREER AIM IS TO BECOME:

State your job target. e.g. Medical Secretary.

WHY? - BECAUSE:

This was one of the best matched job on Career Mapper and it matches my abilities, interests and personality. I already have some of the skills and qualities needed.

THE QUALIFICATIONS I NEED TO GAIN ARE: What are the qualifications you will need to achieve your job target?

I need to achieve at least four GCSEs at grades A - C. English is especially important. I then need to do the 2-year Diploma in Medical Secretarial Studies certified by A.M.S.P.A.R

THE SKILLS & INTERESTS I ALREADY HAVE ARE:

I can already use Microsoft Word. I enjoy providing a service to people (I have a Saturday job in a hairdressers). I am interested in improving my office skills and also interested in nursing. I am reliable and honest. I can be sympathetic to peoples needs. I take pride in my work and always make sure that it is accurate.



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plan!



THE POSSIBLE ROUTES AVAILABLE TO ME ARE:

I can do this qualification at full-time college at or part-time whilst in a job.

I PREFER THE FOLLOWING ROUTE TO ACHIEVE MY AIMS:

I prefer to do a part-time because I can study, develop the skills I need and earn a wage at the same time.

I NEED TO TAKE THE FOLLOWING ACTION:

- Talk to my subject teachers to check that I can achieve the grades at A - C in my GCSEs before the end of the month.
- Try and get a work experience placement in a Hospital or a Doctors Surgery by talking to my careers teacher this week.
- Talk to my careers adviser about getting a part-time course when I leave school.
- I will apply to college as well, just in case I cannot get a Modern Apprenticeship. Find out about the college course by talking to my careers adviser and contacting the local college of Further Education now.

I WILL REVIEW MY PROGRESS:

Four weeks from now

Keep your action plan up to date – review it when you said you would, change it when you have to.

REMEMBER RACPAC! -
APPROACH WHAT YOU DO
IN A STRUCTURED WAY!



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action!

IF YOU DON'T KNOW
WHERE YOU ARE GOING,
ANY ROAD WILL GET
YOU THERE

"This is not the end.
It is not even the beginning of the end.
But it is, perhaps,
the end of the beginning."



Appropriate words. You have made a start. You've taken the assessment, considered the results, identified careers, identified routes, created a plan of action (and got the 'T'-shirt?). But this is just the beginning.

RACPAC – ACTION! - Implement the plan.

Ahead of you is the process of actually making it happen. And as we said on page one, this is a process you may have to, or choose to, go through several times during the course of your working life.

RACPAC – REVIEW and be prepared to CHANGE

As you progress through life your priorities and motives are likely to change. And when you are ready for a change, either of career direction or within the same career, consider what you've learned about yourself and about making decisions and plans about your future.

Put yourself through the same process again:

- Define who you are, what you have to offer, your current situation.
- Decide what you want.
- Gather information about how you could get to where you want to be and possible barriers that could get in your way.
- Form your plan to achieve what you want, or, at the very least, will get you nearer to where you want to be.

Good Luck!

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objective: life planning guide
appendix : benchmark jobs

Appendix: CAREER MAPPER – Benchmark Jobs

Listed below are the benchmark jobs incorporated into Career Mapper. They are selected to represent a cross section of the most "popular" jobs in the UK and ROI.

When you examine the list of "best fits" in your Career Mapper report you must bear in mind that there will be other similar jobs and careers for which you might be well suited. For instance if an armed forces career is highlighted it could be that you are suited to other armed forces careers (e.g. army) or indeed another uniformed service (Police or Fire).

Refer to OCCUPATIONS, KUDOS and KEYCLIPS for guidance on alternative jobs & careers.

GROUP B – ARMED FORCES

- ROYAL NAVY OFFICER
- ROYAL NAVY RATING
- RAF OFFICER
- RAF AIRMAN/AIRWOMAN

GROUP C – ADMINISTRATION, BUSINESS, CLERICAL AND MANAGEMENT

- CIVIL SERVICE SUPPORT STAFF
- LOCAL GOVERNMENT OFFICER
- HEALTH SERVICE MANAGER
- MEDICAL SECRETARY
- CHARTERED SECRETARY
- PERSONNEL/HUMAN RESOURCES OFFICER
- TRAINING OFFICER
- EXECUTIVE SECRETARY/PERSONAL ASSISTANT
- ADMINISTRATIVE/CLERICAL STAFF
- RECEPTIONIST
- SYSTEMS ANALYST/DESIGNER (SYSTEMS INTEGRATOR)
- SOFTWARE ENGINEERING/ANALYST PROGRAMMER
- NETWORK ADMINISTRATOR
- DATABASE ADMINISTRATOR
- WEBMASTER
- MULTIMEDIA SPECIALIST
- HELP DESK OPERATOR
- OPERATIONAL RESEARCHER – TELEVISION
- WORK STUDY OFFICER
- TRADING STANDARDS OFFICER
- ENVIRONMENTAL HEALTH OFFICER
- HEALTH AND SAFETY INSPECTOR
- POLITICIAN

GROUP E – ART AND DESIGN

- GRAPHIC DESIGNER
- ILLUSTRATOR/ARTIST
- THREE-DIMENSIONAL DESIGNER
- FASHION DESIGNER
- TEXTILE DESIGNER
- INTERIOR DESIGNER
- PHOTOGRAPHER
- PHOTOGRAPHIC TECHNICIAN

GROUP F – TEACHING AND CULTURAL ACTIVITIES

- PRIMARY SCHOOL TEACHER
- SECONDARY SCHOOL TEACHER
- TEACHER
- FURTHER EDUCATION/TERTIARY COLLEGE LECTURER
- HIGHER EDUCATION LECTURER
- JOURNALIST
- TECHNICAL AUTHOR
- PUBLISHING EDITOR
- MUSEUM CURATOR/ART GALLERY KEEPER
- LIBRARIAN
- INTERPRETER

GROUP G – ENTERTAINMENT AND LEISURE

- MUSICIAN
- DANCER
- SPORTS COACH/INSTRUCTOR
- PROFESSIONAL SPORTSMAN/WOMAN
- SPORTS AND LEISURE CENTRE MANAGER
- SPORTS AND LEISURE CENTRE ASSISTANT
- PRODUCTION ASSISTANT
- RESEARCHER
- SOUND TECHNICIAN/OPERATOR
- TOURIST INFORMATION CENTRE ASSISTANT
- TRAVEL CONSULTANT
- TRAVEL REPRESENTATIVE

GROUP I – HOSPITALITY, CATERING, AND OTHER SERVICES

- HOTEL MANAGER
- RESTAURANT/CATERING MANAGER
- HOUSEKEEPER/HOUSEKEEPING MANAGER
- CHEF/COOK
- HOSPITALITY SERVICE ASSISTANT
- KITCHEN ASSISTANT
- HOTEL RECEPTIONIST
- HOTEL ROOM ATTENDANT
- HOTEL PORTER
- PUBLICAN/LICENSEE
- BARMAN/WOMAN
- HOME ECONOMIST
- REFUSE COLLECTOR
- BEAUTY THERAPIST
- HAIRDRESSER
- FUNERAL DIRECTOR/EMBALMER

GROUP J – HEALTH AND MEDICAL SERVICES

- DOCTOR
- NURSE
- HEALTH CARE ASSISTANT
- REGISTERED MIDWIFE
- DENTIST
- DENTAL NURSE
- DENTAL HYGIENIST
- DENTAL TECHNICIAN
- PHARMACIST
- OPTOMETRIST/OPHTHALMIC OPTICIAN
- DISPENSING OPTICIAN
- ORTHOPTIST
- PHYSIOTHERAPIST
- RADIOGRAPHER
- OCCUPATIONAL THERAPIST
- SPEECH AND LANGUAGE THERAPIST
- DIETITIAN
- MEDICAL TECHNICIAN OFFICER
- PROSTHETIST AND ORTHOTIST
- HOSPITAL PORTER
- OPERATING DEPARTMENT PRACTITIONER
- LABORATORY ASSISTANT

GROUP K – SOCIAL AND RELATED SERVICES

- SOCIAL WORKER
- CARE ASSISTANT
- NURSERY NURSE
- EMPLOYMENT AGENCY CONSULTANT/INTERVIEWER
- YOUTH AND COMMUNITY WORKER (ENG. & WALES)
- /COMMUNITY EDUCATION WORKER (SCOTLAND)
- PSYCHOLOGIST
- VOLUNTEER MANAGER

GROUP L – LAW AND RELATED WORK

- SOLICITOR
- BARRISTERS' CLERK
- LEGAL EXECUTIVE

GROUP N – FINANCE AND RELATED WORK

- ACCOUNTANT
- BANK MANAGER
- BANK OFFICER/CUSTOMER SERVICE ASSISTANT
- INSURANCE UNDERWRITER
- INSURANCE BROKER
- FINANCIAL ADVISER
- INSURANCE CLAIMS OFFICIAL
- INSURANCE CLERK
- INSURANCE SURVEYOR
- INSURANCE LOSS ADJUSTER
- RISK MANAGER
- ACTUARY
- MARKET MAKER/TRADER
- STOCKBROKER/EQUITY SALESPERSON
- INVESTMENT ANALYST/FUND MANAGER

Career Mapper : 2001
objective: life planning guide
appendix : benchmark jobs

GROUP O – BUYING, SELLING AND RELATED SERVICES

- MARKETING MANAGER
- MARKET RESEARCH EXECUTIVE
- STORE MANAGER
- STORE ASSISTANT
- SUPERMARKET WORKER
- TYRE/EXHAUST FITTER
- PUBLIC RELATIONS OFFICER
- SALES REPRESENTATIVE/MANAGER
- BUYER/PURCHASING OFFICER
- TELEPHONE SALES

GROUP Q – SCIENCES, MATHEMATICS AND RELATED WORK

- SCIENTIST/TECHNICIAN
- FOOD SCIENTIST/TECHNOLOGIST/TECHNICIAN
- MATERIALS SCIENTIST/TECHNOLOGIST/METALLURGIST
- STATISTICIAN
- GEOLOGIST
- METEOROLOGIST
- OCEANOGRAPHER

GROUP R – ENGINEERING

- ENGINEER
- MOTOR MECHANIC
- ELECTRICIAN
- TELECOMS TECHNICIAN
- OIL AND GAS PRODUCTION AND DRILLING
- MAINTENANCE FITTER
- SERVICE ENGINEER
- METAL WORKER

GROUP S – MANUFACTURING INDUSTRIES

- PRODUCTION MANAGER
- QUALITY CONTROLLER/TESTER
- PRODUCTION WORKER
- ASSEMBLER (LIGHT INDUSTRY)
- PACKER
- MEAT PROCESS WORKER
- TECHNICAL BREWER
- GLASSMAKER CRAFTSMAN/WOMAN
- LEATHER TECHNOLOGIST
- TEXTILE WORKER
- TAILOR/DRESSMAKER
- PATTERN CUTTER/GRADER
- SEWING MACHINIST
- UPHOLSTERER
- FRENCH POLISHER
- FOUNDRY WORKER
- PLASTICS PROCESS OPERATIVE
- PAPER MANUFACTURING WORKER
- PRINTER

GROUP U – CONSTRUCTION/ LAND SERV'S

- ARCHITECT
- ARCHITECTURAL TECHNOLOGIST
- BUILDING TECHNICIAN
- CONSTRUCTION MANAGER
- BRICKLAYER
- CARPENTER/JOINER
- FLOOR LAYER
- GLAZIER
- PAINTER/DECORATOR
- PLASTERER
- PLUMBER
- ROOFER
- CONSTRUCTION PLANT OPERATOR
- HOUSING OFFICER/MANAGER
- BUILDING SERVICES ENGINEER/TECHNICIAN
- LANDSCAPE ARCHITECT
- PROFESSIONAL/CHARTERED SURVEYOR
- BUILDING SURVEYOR
- CIVIL ENGINEER
- TOWN PLANNER
- TOWN PLANNING TECHNICIAN/SUPPORT STAFF

GROUP W – ANIMALS, PLANTS & ENV'T

- FARMER
- FISH FARMER
- HORTICULTURAL WORKER
- GROUNDSMAN/WOMAN
- FOREST WORKER/RANGER
- VETERINARY SURGEON
- VETERINARY NURSE
- GUIDE DOG TRAINER/MOBILITY INSTRUCTOR
- KENNEL WORKER
- HORSE GROOMER

GROUP Y – TRANSPORT

- AIRLINE PILOT
- AIR CABIN CREW
- AIR TRAFFIC CONTROLLER
- ROAD TRANSPORT MANAGER
- BUS/COACH DRIVER
- TAXI/PRIVATE HIRE VEHICLE DRIVER
- LGV DRIVER
- VAN DRIVER/COURIER
- DRIVING INSTRUCTOR
- TRAIN DRIVER
- STATION ASSISTANT
- TRACK/OVERHEAD LINE WORKER
- SIGNALLING TECHNICIAN
- RAILWAY FITTER/ELECTRICIAN
- WAREHOUSE WORKER
- FORK LIFT TRUCK OPERATOR
- POSTMAN/WOMAN
- DIVER
- REMOVAL WORKER

Appendix: Qualifications - Qualifications differ between Scotland, England & Wales and the Republic of Ireland. Set out below is a guide to the comparative structure in each country.

England & Wales	Scotland	Republic of Ireland
Degree	Degree	Degree
GCSE	Highers	Leaving Certificate - Ordinary Level
A/AS Level	Advanced Highers	Leaving Certificate - Higher Level
NVQ	SVQ	NFC/NVC
GNVQ	GSVQ	