

CAP

COMPREHENSIVE APTITUDE PROFILE

MANUAL : THE DESCRIPTIVE NOTES

Composed by : Dr Louis J Fick

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CAP

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The **CAP** – the three-faceted approach to making a complete career choice.

1. INTRODUCTION

The **purpose** of the **CAP** is to assist the candidate to choose the more appropriate career(s) in terms of matching his available psychological dimensions with the more critical job/career requirements. Successful career choice and job satisfaction, as well as high levels of achievement, depend to a large extent on the match between the requirements of the job (both in terms of the *what* and the *level* of the requirements involved) and the unique competency and attribute profile brought to the job by the person.

The world of work is changing rapidly and new jobs will emerge and existing jobs disappear at an accelerating rate. In this sense a **job** is seen as *a collection of tasks* that needs to be done and a **career** again, is *a set of interrelated jobs* that a person follows over his life, with some kind of upward trajectory – e.g., in a personnel job, a person starting at a Human Resources Officer level, advanced to Senior HR-Officer, to HR-Manager, to Group HR-Manager and, finally, to HR-Director (Greenhaus & Callanan (1994). A person who remained a Personnel Officer, cannot really refer to having had a career in personnel.

Career security is not necessarily experienced nowadays in any one organization. A person's career management is no longer the responsibility of the organization that employs him, but it now rests more on his own shoulders! This is making the process of choosing the appropriate career even more important now and in the future than it was in the past.

2. CHOOSING A CAREER

The entire process of choosing a career is summarized by the process of **matching** the person's psychological dimensions (skills, attitudes, values, personality and abilities) with the critical job/career requirements and there exist various models in this field to conceptualize and describe this process, for example Holland's RIASEC-Factors Model (1985), Schein's Career Anchors Model (1990) and Fick's Core Functionality Career Categories (2010).

According to Holland, jobs can be described in terms of *six different factors* that form the acronym RIASEC. These six factors, and typical jobs associated with each, are presented as follow by Moerdyk (2009):

Please note in this document the reference to one gender includes reference to the other.

Holland's RIASEC factors			
R	Realistic/practical	Action based	Farmer, motor mechanic, engineer, sportsman
I	Investigative	Exploring	Scientific jobs such as researcher, astronomer, etc.
A	Artistic	Creative	Musician, actor, ballet dancer, novelist
S	Social	Helping	Teacher, medical practitioner, priest, social worker
E	Enterprising	Selling	Business manager, estate agent, B&B owner
C	Conventional	Rule following	Bookkeeper, accountant, conveyance

Schein has put forward a different kind of model, arguing that people's career choices are shaped by a *dominant 'anchor'* or motivator that acts as an internal compass in marking careers decisions. He outlines the following **eight career anchors**:

Schein's career anchors model	
1.	Technical/functional competence
2.	General management competence
3.	Autonomy/independence
4.	Security/stability
5.	Entrepreneurial creativity
6.	Service/dedication to a cause
7.	Pure challenge
8.	Lifestyle

The best fit/match of people to certain job/careers is determined by the *dominant anchor* they possesses regarding the eight main anchors listed above.

Fick argues that there are basically fourteen core functionalities that effectively differentiate the wide variety of job/occupational types into meaningful career-categories. He lists the following **fourteen career categories**:

Fick's Core Functionality Career-Categories (CFC)			
1.	Mechanical/Engineering (ME)	8.	Artistical (AR)
	Civil Engineer Chemical Engineer Electronic Engineer Design Engineer Mechanical Engineer		Painter Musician Composer Commercial Artist Fashion Designer
2.	Scientific/Technological (ST)	9.	Dedicated Service Provider (DSP)
	Systems Analyst/Computer (IT) Programmer Technician Biologist Pathologist/Radiologist Researcher		Recruiter Public Relations Officer Industrial Relations Officer Organizational Developer Website Writer/Developer
3.	Aesthetic (A)	10.	Personal Service Professional (PSP)
	Architect Graphic Designer Interior Designer Landscape Architect Draughtsperson		Doctor Dentist Veterinary Surgeon Psychologist (Clinical) Counselor
4.	Practical (P)	11.	Clerical (C)
	Electrician Mechanic Fitter & Turner Carpenter Plumber		Company Secretary Personal Secretary Clerk (Wage) Secretary Receptionist
5.	Persuasive (PE)	12.	Entrepreneurial (E)
	Marketer Salesperson Broker (Sales) Politician Interviewer		New Corporate Business Developer Small Business Owner – Independent Farmer Independent Professional Practitioner Product Developer & Distributor
6.	Computational/Numerical (CN)	13.	Corporate Manager (CM)
	Accountant Actuary Statistician Financial Analyst Auditor		Production Manager Financial Manager Marketing Manager Administrative Manager Personal Manager
7.	Literary (L)	14.	Routine (R)
	Editor Author Journalist Teacher Trainer		Visa Officer – Application License Renewal Officer Immigration Control Officer Recruitment Screening Officer Invoicing Officer

It is, however, important to note that there are similar jobs that exist along a single dimension, but that vary according to the *level of education* required. A good example of such a hierarchy of jobs is in engineering, with jobs ranging from unskilled labourers, through semi-skilled artisan aides, to skilled artisan, to technicians, to graduate engineers and finally to high-powered consulting engineers with Master's degrees or doctorates. This means that although a person may show an aptitude in, say the engineering field, the exact level to which he aspires will depend on his evaluation of himself and his ability to succeed at a particular level. A person who feels that tertiary education is beyond him or he cannot afford the education, may opt for the artisan or technician route. On the other hand, the person who believes he has the potential to acquire a primary or higher degree education and can effort the university fees, would decide on the university graduate engineer route. The implications of different educational levels for assessment are that we need to assess the person's *ability* and *likelihood of succeeding at a given level within a career family*.

In the matching process it is thus also important to not only focus on the current situation, but on the **future (potential)** situation within a career family – it is important not to have a narrow mind during the matching process.

The **Cognitive Ability** of the person is naturally of significant importance in choosing a career and *various general assessment measures* can be used in obtaining information in this regard (e.g., the COPAS, the Ravens, etc.) or *specialized aptitude instruments* can be used in which the specific cognitive abilities, that are considered relevant in the matching process, are included.

Just as important is the role **Personality** is playing in the process of choosing a career, because it determines the kinds of *situations* in which a person is most comfortable – referring specifically to the Work Situation in this instance (Allport, 1937 & Kaplan and Succuzzo, 2005 & Moerdyk 2009). *Various general assessment measures* can be used to gather information in this regard, including those based on the 16PF and Jung's theories. SHL has developed the so-called Occupational Personality Questionnaire (OPQ). INTEG developed the very comprehensive instrument called the Personality At work (PAW - which is based on the Big-5 theory) and the Myers-Briggs Temperament Indicator (MBTI), which is based on Jung's theories, proof to be very useful in this context. The latter assesses personality by identifying the following four different factors:

MBTI's Four Different Factors	
1.	Extroversion vs. Introversion (E-I)
2.	Intuition vs. Sensing (N-S)
3.	Thinking vs. Feeling (T-F)
4.	Perceiving vs. Judging (P-J)

These four factors can combine in 16 types/categories and each type of person is likely to be comfortable in one kind of job and uncomfortable in another.

Similar to the Cognitive Ability, a *specialized aptitude instrument* can also be used in which the specific personality attributes, that are considered relevant in the matching process, are included.

True to the general finding in the sphere of psychometric research, most of the specialized aptitude instruments addressing the career-matching-process also include a measure of **Integrity** to ensure 'optimal' declaring of the particular variance in a statistical sense (Fick, 1998).

3. DIFFERENCE BETWEEN APTITUDES AND INTERESTS

Aptitudes are the result of inheritance and early development. They are not as changeable as interests are. Research has shown that a person's aptitudes stabilize at around age fourteen, and remain so for the rest of his life. They have little to do with knowledge, culture or what you learn (education). It relates directly to the person's *basic natural general abilities*. Aptitudes are natural abilities for doing, or learning to do certain kinds of things easily and quickly. Examples of abilities that the person is good in, may be the following:

- Verbal reasoning
- Generating ideas
- Analyzing numerical information
- Thinking three-dimensional
- Organizing information
- Right-handedness vs. left-handedness
- Dealing with factual matters vs. sensitive matters
- Functioning independently
- Dealing with repetitive matters
- Being practical in dealing with matters
- Normal seeing of colours
- Thinking out of the box
- Dealing with people, etc.

These are inherent and reliable traits that are familiar to most people.

Interests are the result of what you do, what you learn, and whom you know.

These factors change greatly from year to year as the person's knowledge and experience grows. It is difficult to be interested in something if you do not have sufficient knowledge about it or understand what it really is all about - e.g., industrial psychologist or marine biologist; but more information about that may change this situation. That is why interest vary with age, experience, education and environmental exposure and are accumulative.

Interests may be supported by inherent abilities and together form a sound aptitudinal foundation for a person to choose and pursue a specific career or not. In the latter instance it may prove to be to the detriment of a person to build a career on such interests, because it will not optimally use his/her natural generic ability base.

Aptitudes, being the sum-total of a person's innate/intrinsic ability-set, should thus in the first place guide the person's career choice, but to consider in addition thereto any relevant *interests* can only enhance the success of the career/subjects choice. If any *experience* the testee may have (gathered at whatever stage in his life and for whatever reason), is also considered in addition to the above, it can further add to the success of this important choice.

<p>The <i>principle</i> that thus applies in choosing a career that best fit the person's ability-profile is, "<i>the closer you get to the person's 'aptitude', the better</i>". The success of the fit is, however improved by adding 'interest' and 'experience' to the process in that order.</p>
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4. ASSESSING INDIVIDUAL CHARACTERISTICS – APTITUDE PROFILE

- The CAP : Comprehensive Aptitude Profile

Choosing a Career is a *Matching Process* between a person's *psychological dimensions* and a set of more critical *requirements* of a particular job.

Holland's Job Factors, the Myers-Briggs Temperament Indicator Factors as well as the results of a host of general cognitive and personality assessment measures, can all assist in performing this matching-process effectively. An alternative approach to this is to devise an **aptitude instrument that specializes** in performing the matching-process by assessing a person on a range of relevant psychological dimensions and comparing it with particular selected sets of critical job requirements that typically differentiate between specific careers.

The **CAP** is one such instrument and boasts a multi-dimensional format – the Primary Extended and Less-Structured Facets in a three Faceted instrument/approach. The facets are characterised by a rippling feature – rippling from a highly structured, more covert psychometric test of intrinsic and genetically based *aptitude* centre, to a more overt *interest* questionnaire as a second facet, and lastly a less-structured counselling facet which focuses on the candidate's *experience* and an integration of the information gathered during the earlier facets to the process and, finally, to an interpretation and recommendation as to what career-fit is considered the most appropriate at this stage. The user of the **CAP** has a choice as to what facet(s) to apply. The first facet must of course be used, but thereafter, it is entirely up to the need/choice of the user what to apply.

The Primary facet of the **CAP** is more involved in the 'groundwork', so to speak, in that it is a much more basic instrument, determining the fundamental leaning the testee has in terms of the more primary and intrinsic abilities and attributes he possesses on which careers are build. It relies more on the essential human faculties of **Cognitive** and **Personality** rather than proficiencies, competencies, skills, knowledge and interests the person acquires as a result of specific exposures and experiences at a later stage of his life. The primary facet of the **CAP** is thus geared to assess and guide the testee more in terms of the basic '*broad stream of careers*' that his basic human capacity profile will 'allow' him to successfully enter into.

The basic human capacity is represented by the individual's *cognitive*-ability and specific profile as well as his *personality*-orientation and specific structure/profile. The concept of **Integrity** is also added to the assessment process considering the fact that it also forms part of personality, that it is established at an early stage of the person's life-cycle and that it is a wide and influential factor that plays an important and significant role in the testee's career-life. It may thus not really matter if a person has the ability and basic human capacity to make a success of the particular (broad) career-stream, if he does not also possess the necessary (minimum) **Integrity-orientation** in practical terms.

In summary, the primary facet of the **CAP** is focusing on assessing and guiding the testee in terms of his aptitudinal orientation based on his more genetically determined human faculties (i.e., the Gifted-Profile) in his career choice in broad terms, rather than relying also on the acquired competency and interest profiles that may result from the person's exposure and experience in later life and the more specific career choices that may flow from this – that is more the role of the second facet of the **CAP**.

- CAP : The Design Structure

- In essence the Primary facet of the **CAP** consists of *two divisions* and this is clearly reflected in the physical design and layout of the attached *Summarized Report (Addendum A)* in which the results of the **CAP** are displayed. On the vertical left-hand side, a list of *Psychological Dimensions* is presented on which the candidate is assessed and on the vertical right-hand side, the *results* of such assessments are presented in terms of **ten** selected critical differential Job/*Career Requirements* for the fourteen career-categories as presented in Fick's model.
- The List of Psychological Dimensions is presented in *three groups*, namely:
 - *Cognitive Abilities,*
 - *Personality Attributes and*
 - *Integrity Spheres.*
- The results of the *Monitor* function, included in the **CAP**, are presented as a fourth group in the Summarized Report, namely of:
 - *Lie Detector,*
 - *Consistency and*
 - *Unnatural Exaggeration.*
- The Summarized Report is headed by an *Identification Division* which reflects the personal details of the testee – i.e., Division A.
- The above is followed by a division in which the **fourteen** Career Categories (i.e., Division B) that are 'profiled' through the matching process in Division C.

- CAP: The Functioning

How does the CAP functions in practical terms?

- In the first instance a **CAP-Test Booklet** is administered to the assessee.
- The assessee completes a separate *Answer Sheet*.
- The 'scoring procedure' of the completed Answer Sheet produces the *results* reflected in the attached Summarized Report.
- The *results* of the assessment of the assessee on the Psychological Dimensions and the Monitoring Functions are reflected in the bold frame, immediately to the right thereof, on a 10-point scale.
- The ten critical differential *Requirements* for the fourteen *Career Categories* are captured on the right-hand side of the assessed psychological and monitor factors and the total 'score' for each of the ten Career Categories reported.
- The Career Category which obtained the highest 'score' (i.e., indicated by "Total for Career Category in Primary Facet) is *shaded* to highlight the natural career choice of the assessee.

- A further '(15th)' career category is also provided for the user of the instrument to 'nominate' and 'score' his unique job/career requirements; if different from those dealt with in the standard **CAP**.
- If the user opt to also use the Extended Facet of the **CAP** by completing the Interest Orientation in Part II of the Questionnaire Booklet, the results of such assessment are provided under the heading of "Total sten for Interest in Extended Facet" in the Summarized Report.
- If the second Interest facet is used in the particular assessment, the results thereof is incorporated in Division D, i.e., "GENERAL CAP RATING (GCR)".
- If the testee mentioned any significant experience, it is printed under the heading "Experience" in Division E in the Summarized Report.

- CAP : The Interpretation

How should the results of the CAP be interpreted?

- Naturally the **Career Category** in which the candidate obtained the highest 'Total Career Score' in Primary Facet (and is shaded as such), should be regarded as the obvious career category on which he must base his future career planning – or of course, where his unique career requirements (i.e. Category 15), is the highest.
- If the **Monitor 'score'** is, however, too low to accept the results obtained by the **CAP** as objective and reliable, the **CAP** should not be used to base the future career choice of the candidate on. The following 'scores' on the **Monitor Factor** can be used as guidelines for **not accepting** the results generated by the **CAP**:

IV Monitor Scores – Summarized Report		
1.	Lie Detector	'7' and lower
2.	Consistency	'5' and lower
3.	Unnatural Exaggeration	'4' and lower
4.	Integrated Monitor	'6' and lower

- It is of importance to note that the Psychological Dimensions to be assessed in the **CAP** are rather more *specific* than a general orientation only. An example of this is the more generalized approach being followed in the Myers-Briggs Temperament Indicator (MBTI) where one of the four factors is an orientation to extroversion/introversion in this primarily personality assessment instrument. In the personality section of the **CAP**, recognition is given to the importance of this orientation in the career-choice-process, but by including **specific** dimensions that are directly related thereto, e.g.,
 - + Independent
 - + Group/Team
 - + People Orientation
 - + Communication and
 - + Sensitive

This *more specific and direct approach* is making the interpretation of the **CAP** so much more simple and straight forward.

- A list of *Career Categories*, with the **ten** more critical Job/Career Requirements related to each, is also attached hereto under the heading of Career Index (**Addendum B**). This list can guide the user of the **CAP** in being more specific in the Matching-Process – referring to also employing the 15th-Career Category.
- The **Matching-Process** should not be perceived as static and ‘conclusive’. It is actually *dynamic in nature* and includes growth, evolution and potential realisation, in its functioning.

There are many **Career Families** that possess, in essence, a *similar set of Requirements* (ranging from an entry to a high-level job-type, in for example, the technical-engineering field as mentioned earlier in the document that poses only a few **conditions** in terms of the (hierarchical) level the person will be able to function effectively at. In the **CAP** this career-range is simplified by introducing a wider range of specific Career-Categories. The well-known ‘technical-engineering range’ of possible levels of complexity is simplified by defining more than the traditional one, namely ‘Mechanical/Engineering’ and ‘Practical’. The following are typical pre-conditions that can/will determine the **level** a person can aspire to in any particular Career Family:

Pre-Conditions to Level of Aspiration	
1.	Cognitive Ability Level,
2.	Education Level,
3.	Experience Level,
4.	Motivational Level, and
5.	Financial Level/ability

- Especially the higher level jobs, that require advanced educational qualifications, would naturally require higher levels of General Cognitive Ability (GCA) in the **CAP**. If the testee has the vision of entering a ‘Career Family’ to eventually progress along the career-path to the highest level allowed by the particular path, he should possess the required GCA to be able to do so – implying the longitudinal growth potential (functionally) involved.
- To progress to whatever **Level** within the particular **Career Family** of his *choice*, would always depend on his ‘degree’ of *cognitive* ability and *personality* orientation.
- It stands to reason that if the person in question does not possess the minimum level of **Integrity** required, he should not even be considered in any career.
- It is thus reasonable to note that the only ability and orientation that are involved in all jobs/career-choices, are that of *Cognition & Integrity*; numbers I.8 and III.4 respectively – the *Personality* attributes always differentiate ‘strongly’.
- In interpreting the Summarized Report of the **CAP**, the user should always consider the **Monitor Factor first** – especially the **Lie-Detector**. If that is acceptable, than only can he focus on the rest of the results provided in the Summarized Report.
- His **second** focus would be or the **Highest Career Category** - which may include the highest Career Categories considered in the 15-th Career Category.
- Each Career Category is represented by 10 Job/Career Requirements.

- In all cases no interpretation is required in the assessment of stated Psychological Dimensions (i.e., the better the person is in Communication, the higher would be the score in the relative Career Category).
- Each Career Category is assessed out of a total of 100 and should be interpreted ‘relatively’ – i.e., relative to the ‘scores’ obtained in each of the Career Categories for that particular assessee; but with 50 to be considered a knock-out score.
- It is important to note that at least one attribute must be assessed in each of the three main Psychological Dimensions, i.e.:
 - I. **Cognitive** – General Cognition Ability (Item I.8)
 - II. **Personality** – The most dominant Personality Attribute relative to the job/career, and
 - III. **Integrity** – General Integrity Rating (item III.4)
- The ‘scores’ obtained in the **CAP** should only be seen and used as an assistance in the matching process and not in absolute terms and/or final score/assessment.
- If the user opted to also apply the second Extended facet of the **CAP** by completing the Interest Questionnaire in Part II of the CAP Questionnaire Booklet, the **Interest-results** (as reflected under the heading “Total Interests in Extended Facet”) can also be considered, especially to what degree the *Aptitude-Assessment*, obtained in the Primary Facet, co-insides with the *Interest-Assessment*, obtained during the Extended Facet – as well as the ‘positioning’ of testee’s Ps (i.e., his indication of the ‘Interest of Preference’).
- **The General CAP Rating** represents the *Single Best Fit/Match* and any ‘score’ lower than a ‘5’ should be viewed with circumspection (not necessarily as a knock-out factor), but the higher this score is, the better in general terms.
- Lastly, the third **Less Structured** professional (counselling) interpretation facet to the **CAP**, must be mentioned in (**Addendum C**). According to this approach the user is not restricted to only using the ten psychological dimensions (PD) applied in the ‘CAREER INDEX’ (**Addendum B**), but all 26 PDs reflected in the **CAP** Summarized Report as well as any *additional information* (e.g., the candidate’s previous experience, interest, preferences, etc.) that the user might have gathered through his structured interview with the candidate or from any other source to his disposal to base his interpretation on to produce an expert and well considered career-proposal. The counsellor can ‘check’ the experience the testee mention during his counselling-session and those (if any) he indicated during the testing-session.

- CAP : Describing the Psychological Dimensions

What does each of the Psychological Dimensions means?

It will help the user of the **CAP** to know precisely what is meant by each of the *psychological dimensions* used to assess the ten *career requirements* in each *career category*. A description of the Psychological Dimensions, in the same order it is reported on in the Summarized Report of the **CAP**, is provided below as a definition under the four relevant headings.

I. COGNITIVE ABILITY

1. *Analytical & Logical Thinking*

This is the ability to identify the various elements/parts a complex situation/problem consists of and how it interacts in a critical, objective, logical (cause-effect) manner, generating ways and means to dealing with these issues and taking balanced and sound decisions as to which solution(s) will deal with the situation best – *in essence, it is the ability to analyse information and draw logical conclusions.*

2. *Perceptual Reasoning*

This is the ability to ‘reason out’, through symbols and shapes, what principle and meaning is at the very basis of matters the person is exposed to, not only to understand it, but to gain ‘control over’ it – *in essence, it is the ability to reason with symbols and shapes.*

3. *Numerical Reasoning and Ability*

This is the ability to be speedy and accurate in identifying a numeric base to a situation/problem, e.g. series and sequence formations and to effectively deal therewith in performing arithmetic computations such as adding, subtracting, multiplying, dividing and/or a combination thereof in providing solutions to the situation/problem – *in essence, this is the ability to reason with figures/numbers.*

4. *Verbal Reasoning Ability*

This is the ability to understand the obvious and intended meaning of words as well as deducing any logical relation there may be to it – *in essence, this is the ability to reason with words.*

5. *Spatial Ability*

This is the ability to perceive fixed geometric or spatial relations amongst figures accurately and to be able to visualize how they might look if transformed, rotated, changed in position, formation, structure, subtracted or added to in any way; in order, not only to obtain insight and meaning, but to find/generate solutions to problems – *in essence, this is the ability to ‘see’ and manipulate shapes and figures in space (not to reason with shapes, but to move them through three dimensions as quickly as possible.*

6. *Technical Ability*

This is the ability to understand and deal effectively with mechanical and technical matters and the ease of understanding the basic principles with which matters operate and function in practical terms – *in essence, it is the ‘feel’ for mechanical and technical things and the understanding of how it works.*

7. *Accuracy & Acuity Perception*

This is the ability to be sensitive and sharp to detail and in spotting small variations, deviations and/or concepts, constructs and/or problems consisting of a wide variety of variables and not to allow for obvious oversights and to make unnecessary mistakes – *in essence this is the orientation to the detail of matters – rather than the holistic side thereof.*

8. *General Cognitive Ability (GCA)*

This is best representing the person’s total cognitive capacity as an integrated holistic measure and is considered to be a good single indicator of the level of cognitive functioning a person is capable of in dealing effectively with issues and situations requiring higher levels of mental capacity in gaining insight, solving problems and acquiring know-how (experience/learning) on a continuous (ongoing) basis – e.g. mastering difficult/complex problems/situations/material/courses.

II PERSONALITY ATTRIBUTES

1. *Independent*

This is the ability and/or preference of the person to function on his own.

2. *Team Player*

This is the ability and/or preference of the person to function in a group/team orientation/context.

3. *People Orientation*

This is the ability and/or preference of the person to associate and work with and through others - to understand others, to promote good relations and social environments; to enjoy working with others.

4. *Transparent*

This is the person's preference and typical behavioural disposition to be open and transparent in anything he thinks and does – not having a hidden agenda.

5. *Manipulation*

This is the ability of the person to influence others to accept his views – even without them knowing it and serving his own interest in the process that may be to their (the other's) detriment.

6. *Communication*

This is the ability of the person to communicate effectively with others on a one-to-one or corporate basis and enjoying such communication.

7. *Administrative*

This is the ability and preference on the part of the person to be involved in administrative functions and to perform such functions well, as well as giving acknowledgement to the importance of good administration in the work situation.

8. *Factual – Tangible & Concrete*

This is the ability and preference on the part of the person to rather deal with real, concrete and factual matters/data – giving preference to tangible, hard and absolute facts rather than 'soft' and sensitive issues.

9. *Sensitive – Feelings & Ideas*

This is, in contrast to the above, the person's ability and preference to deal with more 'abstract' matters like ideas, projections, concepts or even feelings and emotions of people – the 'soft' issues.

10. *Practical*

This is the person's ability and preference to be 'hands-on' and rather to be involved in apply his knowledge and skills in real terms and in real life than spending time on developing theories without have full control over the outcome of his efforts in practice.

11. Original & Creative Orientation

This is the ability to generate new and novel ideas and ways/approaches that represents a fresh look at the situation in terms of a break-away from the traditional, obvious and stereotype ways of thinking – especially in cases where applying such original and directive thinking patterns is a prerequisite to effectively solving/dealing with the situation – in finding solutions to problems by ‘thinking out of the box’, so to speak.

12. Artistical

This is the ability of the person to create, develop, generate and/or produce something that is original, new and unique in an artistical and fine-arts sense. The practical usefulness of the product/outcome of this ability is not necessarily the core concern.

13. Entrepreneurial

This is the person’s ability and general orientation to venture into the less-known and well-trodden ways, being motivated and willing to take on the risks and efforts involved in establishing new ventures by mostly relying on himself in carving out a niche – ‘taking others with himself’ if, necessary. The practical success and usefulness of the product/outcome of such ability/effort is of prime importance.

14. Routine

This is the ability, willingness (and even preference) on the part of a person to function in a structured situation and performing tasks of a routine nature with a relative high degree of repetition, without becoming bored and or frustrated in the process, but remaining motivated, effective and productive.

III INTEGRITY

1. *Honesty*

This facet of integrity focuses on the degree of truthfulness and sincerity the person displays as a typical behavioural disposition – not deviating from the norms and standards of righteousness; e.g., never stealing, lying, etc. irrespective of the situation, circumstances or conditions.

2. *Dependability/Reliability*

This facet of integrity focuses on the degree the person is predictable to act in an expected way – always *be on time* and always *honouring his word*, undertakings, etc. irrespective of the circumstances or conditions.

3. *Work Ethic*

This facet of integrity focuses on the degree the person is dedicated to work as a way of life, is motivated to performing well, to co-operate and accept responsibility and be accountable for his own failure, etc. in his job.

4. *General Integrity Rating*

This represents the degree of integrated wholeness of the person regarding the entire spectrum/concept of integrity – including honesty, morality, truthfulness, predictability, attitudes, behaviour, values, etc.

Total Scores in the Summarized Report

The following three so-called '*Total Scores*' are reflected in the *Summarized Report*:

- **Total for Career-Category in Primary Facet**
 - Representing the inherent genetic Aptitudes of the candidate per career category as a percentage score - as generated by PART I of the CAP-test.
- **Total of Interests in Extended Facet**
 - Representing the candidate's degree of interest in each of the 14 career categories as generated by the Interest Questionnaire in PART II of the CAP-test and it is also reflected as a percentage score.

- **Total Integrated Score, including the Third Facet**

- Representing an integrated score of all three Facets the CAP-test consists of, namely the more ‘pure’ Aptitude, Interest and Experience measurements.

The latter is integrated according to ratios derived from the three distinct Career-Life Phases a ‘newcomer’ to the World of Career passes through, i.e.,

- **Primary Career Phase**

- Representing the scholastic ‘pre-career-choice-phase’ that is typified by the Primary Facet of the CAP-test and is mostly/solely founded on the more generic attitudinal psychological dimensions.

- **Evolving Career Phase**

- Practically representing the interim phase between schooling and full-time work/career phase when a person may be involved in further studies, searching for work or taking a sabbatical break before joining an employer. This is the period for more open exposure of evolving interest patterns and is typified by the Extended Facet of the CAP – perhaps more so that at any other period/phase in a person’s life – generally referred to as ‘Life-Experience’.

- **Working Career Phase**

- In addition to the phasing-in of evolving interests, this phase represents the impact the initial period of practical career exposure has (approximately the first five years) and is typified by the third Counseling Facet of the CAP-test.

The guide-ratios derived from these three Career-Life Phases to integrating the ‘scores’ embodying the three Facets of the CAP, represent the following:

Career-Life Phase	Primary Facet	Extended Facet	Third Facet
<i>Preparing</i>	80%	15%	5%
<i>Evolving</i>	70%	20%	10%
<i>Working</i>	60%	25%	15%

IV MONITOR

1. Lie Detector

This is the degree to which the person provided the information about himself openly, objectively, fairly, correctly and validly in completing the CAP-instrument.

2. *Consistency*

This is the degree to which the person comprehends the language used in presenting the test instructions and items as well as the purpose the test serves – by implication thus also how consistent he responded on similar test-items.

3. *Unnatural Exaggeration*

This is the degree the person tends to ‘inflate’ his response/reaction, as a typical behavioural disposition, on the different questions and statements the instrument consists of.

4. *Integrated Monitor Score*

This represents the best single score, to summarize the degree the results, reported in the **CAP**, deviate from the norm – where a 10-sten would represent a perfect-norm-score.

General CAP Rating

This ‘score’ again represents the best single integrated and holistic indicator/rating of the person’s career assessment regarding all Psychological Dimensions used in the **CAP**. The higher this score, the better the candidacy of the assessee to enter into any career-family of his choice – the opposite is of course also true.

- CAP : WHEN TO USE IT

This represents general guidelines to the most appropriate time/phase in applying the CAP in a person’s lifespan.

Although the **CAP** can be applied at any time in a person’s lifespan whenever he is in need of determining his aptitude regarding his field of specialization in terms of, for example, training, career choice and/or field of specialization per sé, it is the experience that it is most helpful at the schooling phase where a person must make a **choice of the Subjects** that he must select and later in the post-school phase to make a decision on what **Course** to study to prepare himself for his work career.

These two inception periods are the most popular for utilizing the **CAP**, but it is also, as a secondary phase, popular to conduct when a person is completing his academic course, for example, at a college or university, etc. in **making a Career/Work choice** and lastly, it is also important for a person who already worked for a period of time, but is uncertain about

whether the career/field of specialization is the correct one for him, to use the **CAP** results to assist him in considering a **Career-change**. In the latter instance the Less-Structured Career interpretation is added to the application of the **CAP** to give the testee the best guidance in making his decision(s).

We trust that these descriptive notes will assist the reader to understand the concepts used in the **CAP** better and to use the results generated by the instrument more optimally in practice to serve his needs. It is, nevertheless, considered necessary, in concluding these notes, and for the sake of further enhancing full comprehension of the **CAP** and its effective and consistent functionary in practice, to include a section in which the **Career-Categories** (that represent such crucial element in the unique **CAP**-‘3’-Faceted Approach), are elucidated.

5. SPECIFIC CAREERS/OCCUPATIONS PER CATEGORY

INTRODUCTION

The Fourteen Core Career-Categories of Fick's CFC-Model are listed below. Each career-category is distinctly characterized by the core functionality inherent in the job/functions that typically differentiates them from other (general) jobs/occupations in the career-market – in other words, that *single* core differential attribute. It is this attribute that provides the key to determining what human/psychological attribute/dimension is primarily required to make a success of the jobs this category consists of.

A *short description* is given of each Career-Category in which the typical differentiating attribute is highlighted and five jobs/occupations are listed as examples of the careers representing them.

Although the occupations listed in each Career-Category share the distinctive functional attribute, the category is established on, the listed occupations can vary to a significant degree in terms of the *complexity* of tasks/functions involved, the *variety* of functions involved, the basic *human-abilities* (e.g. cognitive) and the *training and experience* required to effectively perform these tasks and to make a success of the occupation as a whole in practical terms. Different 'supporting' *psychological dimensions* may (also) be required, including personality attributes, and specific interests and personal preferences, to fully enable the occupant to fit the profile of the particular occupation will and make a success thereof in an emotional, motivational, cognitive, productive and monetary sense.

In the light of the above reasons, different career-profiles may be found for occupations in the same Career-Category.

CAREER CATEGORIES

1. Mechanical/Engineering (ME)

Description

This category contains occupations with a high mechanical/engineering functional component. The complexity level of the functions and the variety thereof tends to be high, presupposing effective occupants with an advanced cognitive ability and (academic) development as well as having, a more practical, technical & spatial orientation. These occupations require of successful incumbents to display a good, analytical and logical thinking, perceptual and numerical reasoning ability as well as a leaning towards original thinking and creativity. These are typically the more advanced and higher level engineering and professional job-types in the career-market.

Occupations

Civil Engineer
 Chemical Engineer
 Electronic Engineer
 Design Engineer
 Mechanical Engineer

2. Scientific/Technological (ST)

Description

This category contains occupations with a functional component that is characterised by a technological-basis of a more scientific orientation. The tasks performed in these occupations require of the incumbents to work with more advanced technology and applying the well-established principles associated with the scientific-process, i.e., using advanced electronic mechanical instruments in analyzing, diagnosing and/or solving problems in their field of specialization – e.g., electronic scanners, computers, etc. These occupations require of successful incumbents to display an analytical and logical thinking ability and numerical skills and relative high perceptual reasoning ability. They must be accurate and factual in their approach. In most instances they must be able to function independently as well as being original and creative in their orientation and operate with a rather high level of integrity in general terms.

Occupations

Systems Analyst/Computer/IT Programmer
 Technician
 Biologist
 Pathologist/Radiologist
 Researcher

3. Aesthetical (A)

Description

This category contains occupations that all share a functional component that is common in this sense that it adds structure and a degree of tastefulness, beauty, refinement, ‘class’ (in an artistic and ‘culture’ way), etc. to the object or function the incumbent is working on. The tasks performed in these occupations require of the incumbent to display an original leaning, a feel for the artistic, a spatial, perceptual, numerical and technical ability and a high level of accuracy – the emphasis is on design and producing a highly accurate ‘product’ that is refined and pleasing (in a human sense) to the user/observer.

Occupations

Architect
Graphic Designer
Interior Designer
Landscape Architect
Draughtsperson

4. Practical (P)

Description

This category contains occupations with a distinct practical orientation – containing tasks that require particular skills, abilities and experience to perform in a specific way. In practice these are usually occupations for which particular knowledge and skills are required – like those obtained in a recognized ‘trade’, for which a prescribed training and trade-period (experience) need to be completed and adhered to in practice. The tasks to be performed by the successful incumbent of those occupations require of them a well-developed technical, factual and practical ability and a highly accurate orientation.

Occupations

Electrician
Mechanic
Fitter & Turner
Carpenter
Plumber

5. Persuasive (PE)

Description

This category contains occupations in which the success of the incumbent is to a large extent dependent on how effective he is in influencing others to act in a way he (the incumbent) wants them to act by convincing them through a variety of ways/skills, e.g. promoting, manipulating, arguing, reasoning, etc., to act in such way. In order to be effective in these positions, the incumbent need to be ‘sharp’ and ‘think on his feet’ (so to speak), verbalize well and convincingly, analyzing the situation well and to think logically. These incumbents are usually people-orientated, and function effectively in a team-approach, communicate and manipulate well and are original in their approach.

Occupations

Marketer
Salesperson
Broker (Sales)
Politician
Interviewer

6. Computational/Numerical (CN)

Description

This category contains occupations which are characterized by the importance the numerical factor is playing in it. The ‘job’ is actually based on and performed through figures/numbers – the collecting, summing, balancing, analyzing, interpreting, manipulating, projecting, concluding, etc. thereof. The successful incumbent should have above average analytical, numerical and factual abilities, a good perception and sensitivity for detail, accuracy and, in many instances, be able to work independently and be dependable and honest.

Occupations

Accountant
Actuary
Statistician
Functional Analyst
Auditor

7. Literary (L)

Description

This category contains occupations that are typified by the ability of the successful incumbent thereof to deal effectively with language – a natural leaning towards the ‘verbal side’ – including the reading, writing and talking angles to the verbal/literary, competency ability. This will require of the incumbent to possess a strong and sound literary orientation, communications skill, accuracy and, in most instances the ability to work independent and display an original and artistic flare/appreciation.

Occupations

Editor

Author

Journalist

Teacher

Trainer

8. Artistic (A)

Description

This category contains occupations with a core functional loading on the creative-artistic element – the ability to create, develop and/or produce something that is original and unique in an artistic and fine-arts sense. A sensitive, creative and artistic orientation and skill is required in this sphere.

Occupations

Painter

Musician

Composer

Commercial Artist

Fashion Designer

9. **Dedicated Service Provider (DSP)**

Description

This category contains occupations with a distinct service-rendering leaning – the providing of a specific specialized service to other occupations to assist the incumbents of those occupations to function more optimally in their functional units. These dedicated service providers are more effective and successful to the extent that they know and is sensitive to the need(s) of the people functional-units that they serve, is proactively available and ready to render their service, communicates and co-operate well with them and ‘blend’ in well with their clients’ objectives **in a people-team approach.**

Occupations

Recruiter
Public Relations Officer
Industrial Relations Officer
Organizational Developer
Website Writer

10. **Personal Service Professional (PSP)**

Description

This category contains occupations typified by service-rendering to people in their personal rights/capacity that require, in most instances, professional and advance academic training, internship-type of practical training and official and legally-guided registration and control. These occupations require above average mental, numerical, perceptual and analytical abilities. Accuracy is considered a given fact, but because these professional are working with people, they also need to be people-orientated, sensitive and to communicate well with people as being practical and transparent.

Occupations

Doctor
Dentist
Veterinary Surgeon
Psychologist (Clinical)
Counselor

11. Clerical (C)

Description

This category contains occupations that are all involved in the administrative functioning of a corporate entity – from the Company Secretary’s structuring role, the Personal Secretary to the CEO’s office in running the organization in an assistant-back-up role, the clerk in performing a specified operational function, like performing the Wages-function, the General Secretary functioning in an assisting-operational role, to the Receptionist functioning as the company’s show-window and entrance and exit door to the market-population in which the corporate-entity functions. The clerical function is operating in an assisting, back-up and operational capacity to ensure a smooth and effective running organizational unit - very much the oil in the organizational machine and in many instances unseen and/or unrecognized! The typical abilities and skills of the incumbents to such occupation are varying in accordance of the specialist function being allocated to the particular position, but commonly represents the following:

A sound mental ability, a strong orientation to people, sensitivity, accuracy, dependability and a good Work Ethic as well as a good communication and a deep seated administrative skill.

Occupations

Company-Secretary
 Personal Secretary
 Clerk (Wage)
 Secretary
 Receptionist

12. Entrepreneurial (E)

Description

This category contains occupations with a distinctive feature on the part of the incumbents dealing with the unknown, breaking of new frontiers, originality, creativity, independence, guts, risk-taking, motivation, perseverance, tenacity, endurance, self-confidence, taking the lead and taking other with him-her, etc. It is typically the opposite of the well-trodden or establish employment-career route, where the ‘incumbent’ has the benefit of making use of proven guidelines, being part of a well-established corporate system or network. The person is mostly reliant on himself and carving out a niche for himself.

Occupations

New Corporate Business Developer
 Small business Owner – Independent
 Farmer
 Independent Professional Practitioner, e.g. Medical, Dentistry, Veterinarian
 Product Developer & Distributer – e.g. Psychometric Tests

13. Corporate Manager (CM)

Description

This category contains occupations typically in management in functional control of the various departments a (corporate) organization consists of.

In essence it is a managerial position/function. The main difference between these positions, is the specialized function the incumbent is responsible for in such organization and what he must thus perform. The commonality to such occupations is that of management. Successful incumbents must, in this regard possess good managerial abilities, skills and attributes, – e.g., above average cognitive ability such as analytical and logical thinking, perceptual reasoning, insight, planning; numerical and verbal ability. They must be able to work well with people, take well based decisions and accept responsibility for applying them in practice and reach their objectives. They must be dependable and demonstrate a high work ethic. These are more often than not, group/team-orientated people that can also function independently when needed. In addition to their general managerial orientation, they must also possess the knowledge, abilities, skills and attributes that are typically associated with their specific field of specialty, e.g., finance, marketing, technical-production and development, personnel, legal, etc.

Occupations

Production Manager

Financial Manager

Marketing Manager

Administration Manager

Personnel Manager

14. Routine (R)

Description

This category contains occupations of which the core function is highly structured in nature and consists predominantly of a high proportion of routine activities. The tasks involved in performing these jobs can be highly repetitive – not only in terms of the kind of tasks, but even sometimes the order in which they must be performed. People involved in performing these jobs, must not only be prepared to do routine functions with a high degree of repetition, but like/prefer being involved in a structured and predictable work environment – not getting bored, frustrated and demotivated in the process. They demonstrate a high toleration level, is normally accommodating and emotionally well-balanced – keeping their ‘cool’ and remaining attentive and productive even under extreme repetitive situations over a prolonged period of time. They are not necessarily in need of variation and change to remain motivated, productive and effective.

Occupations

Visa Officer-Applications
License Renewal Officer
Immigration Officer
Stock Controller
Invoicing Officer

*CAP

COMPREHENSIVE APTITUDE PROFILE

SUMMARIZED REPORT

A. IDENTIFICATION

First Name : _____ Surname : _____

I.D. Number : _____ Organization : _____

Date : _____ Career-Life Phase : Preparing Evolving Working

B. CAREER CATEGORIES

- | | |
|---|--|
| <p>1. Mechanical/Engineering (ME) – e.g. Civil
 2. Scientific/Technological (ST) – e.g. Systems Analyst/IT Programmer
 3. Aesthetical (A) – e.g. Architect
 4. Practical (P) - e.g. Electrician
 5. Persuasive (PE) - e.g. Marketer
 6. Computational/Numerical (CN) – e.g. Accountant
 7. Literary (L) – e.g. Editor
 8. Artistical (A) – e.g. Painter (CAP : THE THREE FACETTED APPROACH - i.e., Primary, Extended & Counseling Facets)</p> | <p>9. Dedicated Service Provider (DSP) – e.g. Recruiter
 10. Personal Services Professional – (PSP) – e.g. Doctor
 11. Clerical (C) – e.g. Company Secretary
 12. Entrepreneurial (E) – e.g. Non Corp Business Developer
 13. Corporate Manager (CM) – e.g. Production Manager
 14. Routine (R) - e.g. Visa Officer
 15. Specific Career of Choice (SCC)</p> |
|---|--|

C. PSYCHOLOGICAL DIMENSIONS

JOB/CAREER REQUIREMENTS

I. COGNITIVE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Analytical & Logical Thinking	X	x	x	x		x	x	x	x		x		x	x		
2. Perceptual Reasoning	X	x	x		x				x		x					
3. Numeric Reasoning & Ability	X	x	x	x			x				x		x	x		
4. Verbal Reasoning Ability	X					x		x		x		x				
5. Spatial Ability	X	x	x	x	x				x							
6. Technical Ability	X	x			x									x		
7. Accuracy & Acuity Perception	X	x	x	x	x		x	x			x	x			x	
8. <i>General Cognitive Ability (GCA)</i>	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

II. PERSONALITY

1. Independent	X				x		x	x	x			x	x		x	
2. Group/Team	X									x						
3. People Orientation	X					x				x	x	x		x		
4. Transparent	X						x				x				x	
5. Manipulation*	X					x							x			
6. Communication	X					x		x		x	x	x	x	x	x	
7. Administrative	X							x		x		x			x	
8. Factual	X	x	x	x	x		x	x			x		x	x	x	
9. Sensitive	X					x			x	x		x				
10. Practical	X	x	x	x	x				x						x	
11. Original & Creative Orientation	X		x	x		x		x	x	x				x		
12. Artistical	X			x					x							
13. Entrepreneurial	X													x		
14. Routine	X				x		x			x		x				x

III. INTEGRITY

1. Honesty	X						x									x
2. Dependability/Reliability	X															
3. Work Ethic	X					x									x	
4. <i>General Integrity Rating (GIR)</i>	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Total for Career Category in Primary Facet

Total for Interests in Extended Facet

Total Integrated score, including Third Facet

IV. MONITOR

1. Lie-Detector	X
2. Consistency	X
3. Unnatural Exaggeration	X
4. <i>Integrated Monitor Scoring (IMS)</i>	X

E. Experience in Third Facet :

INTEG

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D. GENERAL CAP RATING (GCR)

X

*The higher the score, the better the ability – also more * 'Manipulative'*

CAREER INDEX
CAP CRITICAL JOB PROFILES

See attached document.

LESS-STRUCTURED CAREER INTERPRETATION

In this instance a **lesser structured** approach is used by the professional psychologist to analyse the results generated by the **CAP** flowing from the information provided by the assessee during the test-session.

The user is not restricted, as is the case with more structured ‘CAREER INDEX’-approach, to only use the ten psychological dimensions (PD), but all 26 PDs reflected in the **CAP**-Summarized Report as well as any other/additional information he may have to his disposal (e.g., the candidate’s previous (work) experience, interests, preferences, etc.), to base his interpretation on to produce an expert and well considered career-disposal.

In order to assist the user in this *open-ended approach*, a few examples are presented below where a *lesser-structured* table is used to capture the information, on which the analysis, interpretation and career-proposal(s) will be based.

Case One : The Ex-Teacher – Bookkeeper/Admin

Amanda was 37. She had once been a teacher but left work in order to have a family. Now she was divorced and faced increasingly with the responsibility of providing herself and her two children, one of whom was in high school and the other well into junior school. Although she had worked for several successful years as a teacher before having a family, the idea of returning to teaching was unattractive. She had thought of herself as a good teacher, but felt that the present-day demands on teachers would involve her much more in extramural, caring and social work, which she did not think she would like or be good at. The following represents a summary of the relevant abstracts from her **CAP** results:

	Least Suitable	Most Suitable
Cognitive abilities	Technical ability Spatial ability	Analytical Numerical Accuracy
Personality attributes	Manipulation	Factual Administrative Transparent People
Integrity orientation	Unpredictable	Honesty Dependability
Additional Information e.g., Experience, Interest, Preference, etc.	Mechanical Machinery	Hands-on Admin

Amanda was not surprised to find she had done well in the numerical and analytical tests because she had pursued sciences at school and had in fact been a biology teacher. It was her

personality results, showing a high preference for the administrative, which made her think of putting education to one side and moving into the administrative or office-based areas of work. She would still have the contact with people she enjoyed, though it looked as though she ought to avoid a business in which she would have to be persuasive personally or sell herself. The quality of contact she should have with others was made clearer by the personality test results, which showed her to be rather more on the transparency and reliable, than the manipulative side. This was in tune with the way she thought of herself – as wanting to fit in with people rather than actually take charge of them. She felt she had a factual and matter-of-fact personality and it was this side of her that was probably attracted by administrative careers. Although there was some hands-on interest in a scientific way, she thought that what she liked about science was logic and being able to work in a systematic way – something which is clearly available in administration in the area of computers and office systems.

The interpreter of Amanda's test results, decided on the total leaning of her psychological dimensions profile, to recommend a Bookkeeping-Administrative career and for her to rather move away altogether from an educational/teaching career at this stage of her work life.

Amanda obtained a clerical job working in accounts and within a year had embarked upon accounting and administration courses as a local college in order to obtain qualifications in what she expects to be a satisfactory third career.

Case Two : Lecturer in Engineering Faculty – Engineer in Practice

Roy was 34. He was a successful lecturer at a well-known university where, research and the regular publication of research findings in professional journals, formed an integral part of the job success requirements/criteria. He became somewhat frustrated with repeating the same class-material year after year. He missed the yearning that originally motivated him to follow an engineering degree, for the practical application of his technical ability on a day-to-day basis. He felt that his time was mostly taken up by 'soft'-issues; the writing of articles, lecture-material and lecturing to students - he was more involved in communication than in his beloved technical environment and activities.

Roy submitted himself to the **CAP** at a local career counseling group and the following represents his results in the Summarized Report:

	Least Suitable	Most Suitable
Cognitive abilities	Verbal	Analytical & Logical Thinking Perceptual Reasoning Numerical Spatial Ability Technical Accuracy & Detail
Personality attributes	Communication People Sensitive Manipulation Administration	Practical Technical Factual
Integrity orientation	Less Structured 'Grey area'	Dependability Proven Principles 'Real Self' Reliability
Additional Information e.g., Experience, Interest, Preference, etc.	Writing Communicating 'Soft'-issues	Involved with Technical Work 'Hard'-issues

Roy was not really surprised to see that his *cognitive*-profile centered around the typical scientific-abilities and that his verbal-orientation was not really of any significance. It was, however, especially considering his *personality* attributes where the *strongest differentiation* between his present career in lecturing, talking, presenting, writing, people and more sensitive issues compared to being predominantly involved with the hard factual environment and issues represented by the practical, technical and factual came to the fore in absolute terms. His *integrity* orientation and other *additional information* also supported this differentiation.

In line with the close **profile-match** between the relevant Psychological Dimensions and Job/Career Requirements of the practicing Engineer, the user/interpreter recommended a switch from a lecturing to a practicing Engineering Career to Roy.

Roy submitted his name and CV to a reputable recruitment agency, obtained an appointment as a Development Engineer with a well-established private engineering group and is currently enjoying a significantly higher degree of job-satisfaction, recognition and financial income than before – as remarked by himself in this regard, “After four years in private enterprise and my hands dirty on a day-to-day basis, I now realize what I would have missed remaining a lecturer – I was dying slowly without even knowing it!”.

Case Three : School Leaver - Accountant

Robert was 18. He had to decide what career-future he must adopt while being in the last few months in school. He was doing well at school and offered the following subjects in the final year:

- Two languages – of which one was English
- Mathematics
- Biology
- Accounting
- Science

Only English was offered at a Lower Grade. He was expecting to pass his final year with a university exception and at least two distinctions in Mathematics and Accountancy – with a possible third in Biology.

Although Robert knew that he wants to go the graduate route, he was not at all certain what degree or subjects to choose. He completed the **CAP** at school and the following 19 abstracts were presented by mainly using the results generated by the **CAP** and reflected in the Summarized Report:

	Least Suitable	Most Suitable
Cognitive abilities	Verbal Spatial Technical	Analytical & Logical Thinking Numerical Accuracy Good General Cognitive Ability
Personality attributes	People Manipulation Communication Original Sensitive	Independent Factual Transparent Administrative
Integrity orientation	Risk Taking	Honesty High General Integrity
Additional Information e.g., Experience, Interest, Preference, etc.	Not applicable (was doing well at school)	Gifted Cognitive Ability – obtained from a cognitive test administered at school

By using the ‘Career Index’ to obtain the *Job/Career Requirements* related to a variety of careers and **matching** it with the *Psychological Dimensions* (as well as the Additional Information obtained from the school’s records) obtained from the above abstracts, the interpreting psychologist found a significant match with a career in **Accounting**.

After conducting an in-depth ‘feedback’ session with Robert, it was established that he in principle agree with this prognoses of a successful future career in accounting, a decision was

made that he will follow a degree in B.Comm (Accounting), the relevant subjects chosen and an application submitted to the university of choice.

This is now nine years later and Robert is employed (after successfully completed his academic requirement at the university and his prescribed internship) by the accounting firm where he completed his internship, as Manager. He enjoys his work and has the aspiration of one day be selected as a director to the said accounting firm.

Case Four : The Ex-Graduate - Marketing

Joe was 21. He had enjoyed obtaining a degree in Pure Mathematics. He had felt intellectually stimulated at university which he liked for all its aspects, including the social side. He had not only been a keen member of a sports team but had also participated in a debating society and was a leading light on the students committee. He was uncertain what to do, although he had been offered a research post at the university which would not only pay him but lead on to a higher degree. However, he had a feeling that he had been too long a student and felt a hankering for the real world. Amid pressure from his parents, who were justly proud of him, and the expectations of his tutors he saws no credible alternative until he tested his aptitude by completing the **CAP** and receiving feedback from the responsible psychologist on the following abstracts from the said test's Summarized Report:

	Least Suitable	Most Suitable
Cognitive abilities	Perceptual Reasoning Spatial Ability Technical Acuity & Detail	Analytical & Logical Verbal General Good Cognitive Ability Numerical
Personality attributes	Independent Transparent Factual	People & Social Communication Manipulative Sensitive Original & Creative
Integrity orientation	Manipulative & Self Centered	General Good Integrity
Additional Information e.g., Experience, Interest, Preference, etc.	Like dealing/associating with people and not working independently – established from his varsity years and the feedback session	Well orientated to people Good communicator – established during feedback session

Joe's aptitudes were good, but he saw little chance to use his verbal ability if he stayed in the academic world, except as a teacher or perhaps a writer. He felt that he wanted to break away from the university environment and that his strong verbal ability held the promise of a job where communication and dealing with people would play a large rather than just an

occasional part. The personality results showed a lively, social and group-orientated personality which made him think that he might find university life confining. The strongest evidence came from his personality results; the emphasis here was not related to mathematics or science, but much more to a job in which he might be involved with organisations. It seemed clear that he had ambitions and wanted a life-style that he would not find in a purely academic career.

Looking through the lists of opportunities corresponding to his summary pattern, the idea of marketing appealed strongly. He then reflected that he had once considered studying economics rather than mathematics, and this might have been more relevant to his interest in politics and business. With marketing as a career, he could make use of all his logical and numerical talents but have plenty of chance to draw them out working with others and making decisions in a challenging and varied commercial environment.

During the feedback session all this were covered and discussed in some detail.

In weighing up all the relevant pros and cons, it was decided he would attend business school and take a degree in Business Administration. He joined a large company as a graduate trainee gaining general experience until he joined the marketing department. He hopes to become director of marketing of a sizable company or alternatively run his own business one day.

In a sense, this also represents an example of a person making a wrong academic/degree choice at the stage of leaving school and, after proper assessing his aptitude profile, taking 'corrective action' before entering into the obvious (wrong) career.

Concluding

The above four case studies represent different stages/phases in a person's life where it is required necessary to making an informed career-choice. It is demonstrating the use of a more open-ended approach, but is using, to a large extend, still the results generated by the **CAP** (Comprehensive Aptitude Profile). It allows however more freedom and latitude for the role the user (interpreter) and the assessee can play in the entire matching process.

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