

Careers Guidance Report

Ann Example

12th March 2010

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Career Analysts

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Report Code: ENPAESTA

This report

This report has been prepared by computer. It looks at your abilities and interests, and makes some suggestions about your career choices. It reflects your current interests and your performance during the tests. There are many other specific factors which will affect your career choice but which cannot be included in this analysis. These need to be discussed with your adviser when you talk over this report. Throughout the report, general text is printed in italics and personal text is in bold.

Your Future

Options you could consider include:

- **Continuing your education at University**
- **A VET (Vocational) course at school or TAFE**
- **Vocational training or apprenticeship while in work**

Whichever route you choose, you need to ensure that it matches your abilities and intentions. Your Careers Adviser will be able to provide you with information and advice to help you make your decision.

Introduction

This report should help you think about the sort of career that would suit you best. When you choose a career, you need to know what you can do, what you would like to do, and which way of working suits you. The Morrisby Profile (MP) and Morrisby Careers Questionnaire (MCQ) work together to show what you do well, how you prefer to work, how you approach learning and what you are likely to enjoy most.

The Morrisby Profile reflects your abilities and the MCQ shows what you are interested in now and what you would like from a job. The MP and the MCQ may not say exactly the same things. Sometimes people find that they would be very good at something they have never thought of before. It is helpful to look at both parts of this report before deciding on a range of suitable career options.

The results can give you an idea of why you prefer doing certain things, and how to make the most of what you do best. They can also show that you might be very good at some things that you cannot do at school, but could pursue afterwards through training or study. It is very important to know as much as possible about yourself, your strengths and interests, and about the careers you might choose, before making up your mind.

You must also research the entry routes to jobs and careers and what they require in terms of qualifications and training. Appropriate courses may not always be available locally and you will need to explore your options. There is a list of websites that you may find useful at the end of this report.

This report should help you to make the important decisions that lie ahead. Read it carefully and talk it over with your advisers and your family.

Scores

Test scores are grouped in the following way. These groups give you an idea of how your scores compare with others your own age. If you get an average score, your test result is in the middle 40% of people your own age (the most usual result). **Although it is quite useful to know how you did when compared with other people, it is much more important to compare your own scores with one another, to see what you do best and what you find most difficult.**

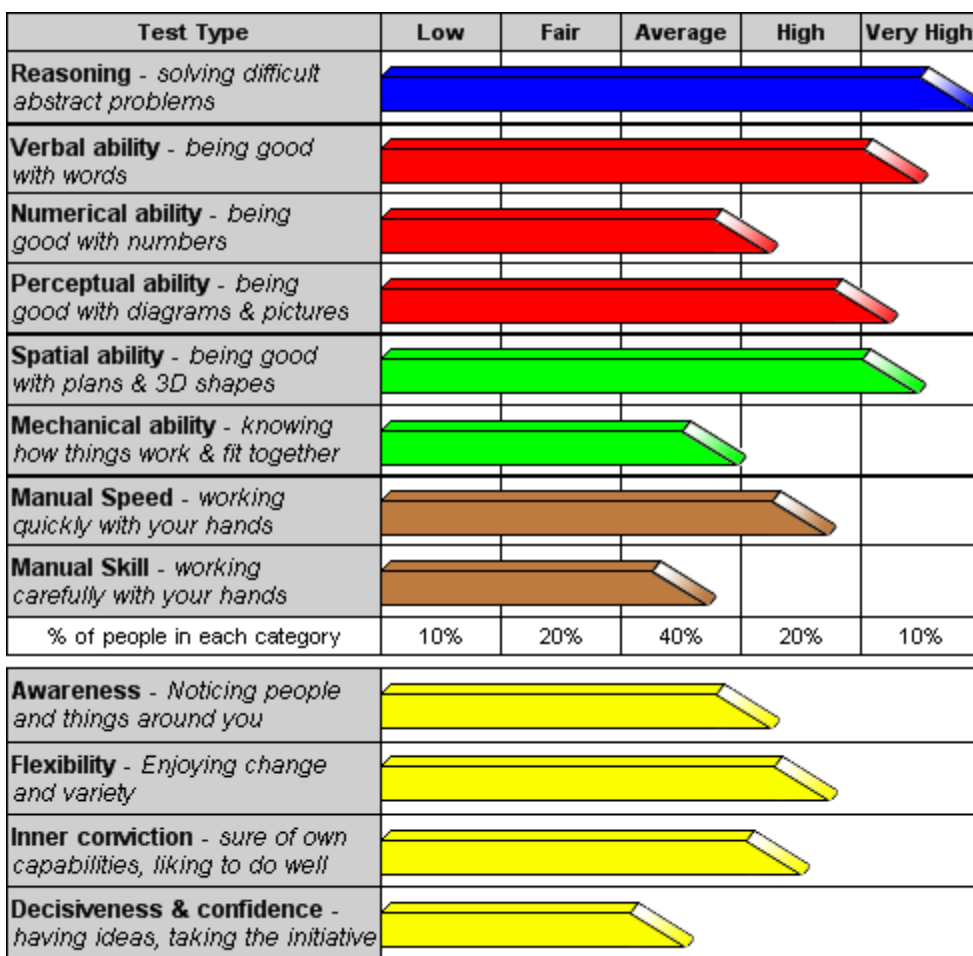
Group	You are in the ...	
<i>Very High</i>	- <i>Upper</i>	10%
<i>High</i>	- <i>Next</i>	20%
<i>Average</i>	<i>Middle</i>	40%
<i>Fair</i>	- <i>Next</i>	20%
<i>Low</i>	- <i>Lower</i>	10%

All through the report the level of your scores is given in comparison with a wide range of other people your own age.

Test Results

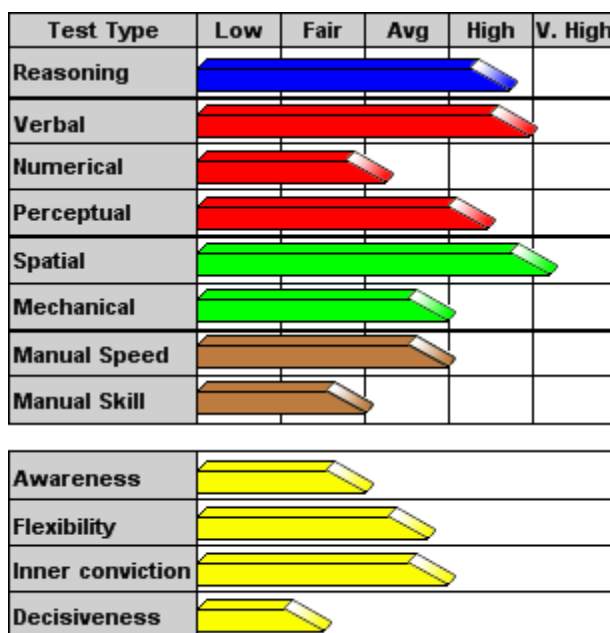
This section shows how you did in the Morrisby Profile. It goes through your results in detail and what they suggest about your career choices.

This chart shows how you did in each of the measures and compares your performance with that of others. **It is the pattern of your scores that matters more than individual results viewed in isolation.**

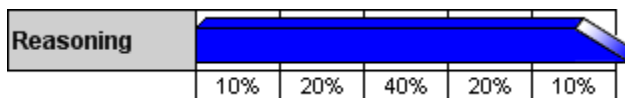


These tables show how your scores compare with those of others your own age and also how your scores compare with each other. Although the comparison with others is quite useful, it is much more important to compare your own scores with one another, to see what you do best and what you find most difficult.

The chart on the right shows how your scores compare against girls of your own age in non-government schools in Australia.



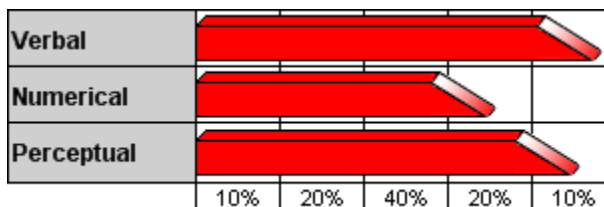
Reasoning



This tested how well you understand new, difficult ideas and solve problems you have not met before. Even if people do very well on this test, they may not always be good at passing exams, as it does not test how well they remember things. You do not need a high score to do most jobs once you have been trained, but some types of study and training are easier for people with high scores. Some people with very high scores get bored easily and can feel frustrated as they do not do as well as they feel they should.

Your score shows that you understand new ideas quickly, even when they are highly complex, and would enjoy thinking up different ways of doing things. This very high score means that you are likely to find routine or repetitive work particularly dull. You would prefer a career which provides you with an intellectual challenge rather than one where you mostly had to follow standard procedures or be told how to go about your work.

General abilities

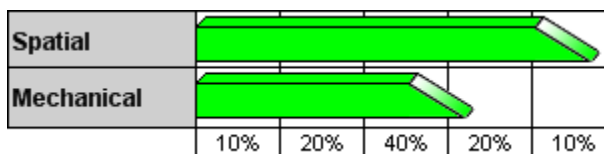


These tests looked at whether you prefer to work with words, numbers, pictures and diagrams, or a mixture of these. Some people understand things best when they are explained in words. Some people find it easier to look at a chart or table of numbers; others like plans, diagrams and pictures. Please remember that the career suggestions at the end of this report also take your interests and qualifications into account.

Your very high verbal score and high perceptual score when compared with the less strong numerical, gives a pattern that is linked with success in working with people. It is also associated with careers in the media, literature, creative and performing arts. These scores seem to fit well with your answers to the interest questionnaire, which also showed you are interested in people. Although these tests cannot measure how good an artist you actually are, many people with this pattern of scores do have artistic or design skills.

The sort of careers which match this include psychology, teaching/lecturing, law, human resources, public relations, advertising, publishing and media as well as working in the fields of health and social care. Please remember that the career suggestions at the end of the report also take your interests into account.

Practical ability



Both these tests are about being practical, but they are looking at different ways of being practical. The spatial test asked you to visualise drawings from different angles. This is important in engineering, architecture and design work. The mechanical test was about knowing how things work and are put together.

Your results show a high level of general practical ability. You are obviously very good at coping with down-to-earth, practical problems.

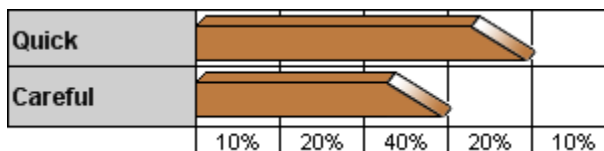
Planning Style



Some people are very good at coping with problems as they arise but not so good at planning ahead. Others are good at planning, but do not always notice the details. Some people can do both these things. It is helpful to know whether you are better at seeing the details or the overall picture.

Your scores suggest that you much prefer to take an overall view of the situation, to work out what you want in the end, rather than concentrating on the details. This means that you are probably good at planning ahead and deciding how things should turn out but you may miss some details and seem to dislike being faced with sudden unexpected changes in the overall aim. You may prefer a career which uses your overall planning skills, rather than one where you have to pay a lot of attention to detail.

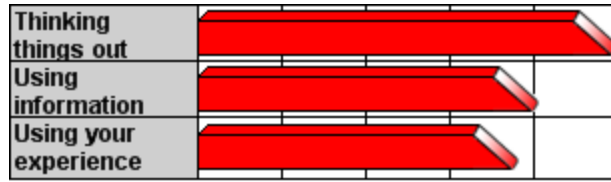
Working with your hands



The two manual dexterity tests show how quickly and accurately you can work with your hands.

Your scores on these dexterity measures show that you are able to work quickly with your hands but seem not so good at being neat and careful when working at this fast speed. You probably need to slow down a bit if you have to be particularly precise.

Problem Solving



By looking at groups of your scores on the first six aptitude tests, it is possible to see how you like to solve problems. Some people like to work out a solution to a problem from scratch, by thinking it out for themselves. Others like to look for the solution in books, or to be taught how to find a solution. Some like to ask other people, or to rely on past experience, or try out different ways in a trial and error approach.

All these are good ways of solving problems, but some are better for some jobs than others. It is also quite useful if you are thinking about further or higher education to know how you like to deal with problems, because there are many different types of teaching and training, and not all methods suit everybody.

Your approach to work and problem solving reflects your very high level of reasoning which is higher than your other abilities. You have plenty of ability to see the point of a problem and to work out an original solution, rather than solving the problem the way you have been taught, using methods you have learned.

As you seem to like solving problems by thinking them through beforehand, it is important that your career gives you the chance to understand the ideas behind what you are asked to do, rather than just expecting you to follow the rules. It is also important that your chosen career matches your other abilities and holds your interest. If not, you may find yourself becoming bored with things quickly.

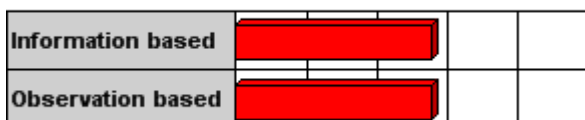
Learning Styles

There are many different ways of learning and studying, and we all prefer some ways to others. For example, many people prefer to work from books and to study in an academic manner; others like to work things out by themselves and develop practical skills. Your style of learning also includes things like where you prefer to work, the time of day you feel you learn best, and whether you prefer to learn on your own or in a group. You might also want to consider how active you like to be, or if you prefer to watch a demonstration or listen to/read an explanation.

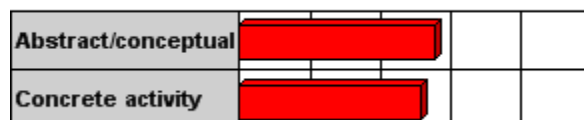
The diagrams below tell you some of the preferences you have, but you should also consider the results of your interest questionnaire before deciding on a course or training method.

Preferred Learning Style

Learning Approach



Purpose of Learning

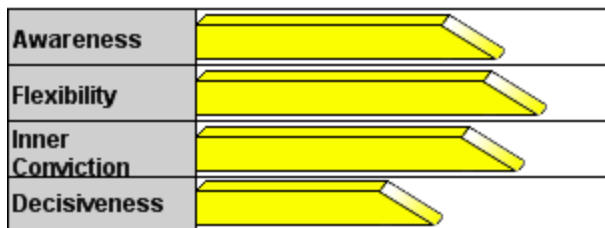


As mentioned under the 'General abilities' section, your perceptual ability is at roughly the same level as your verbal ability. You seem equally at home learning through observation, experiments and diagrams, as you are learning through more traditional methods. You may enjoy courses which involve a variety of ways of learning; book-based as well as demonstrations, experiments and interactive learning.

You are the sort of person who may learn best 'in your head'. When faced with a problem you may prefer to start with the basics and work out why the problem happened in the first place, before doing something about solving it. You may find yourself often asking 'Why?' and may therefore learn better when you have the chance to work out solutions for yourself, before being told what to do or reading the answer from books. You may also find yourself questioning others peoples' ways of solving problems, and may find that you prefer to learn in short bursts rather than sitting still for long periods. In any training or educational course, you may enjoy it most when you are left to work on a project, rather than when the teacher or lecturer gives a lesson.

Personality

It is important to understand the way in which people prefer to apply their abilities to the problems and situations they face everyday. Although people change and develop, there are some things which do not change very much and which are useful to know about.



For instance, some people like to stick at one thing until it is finished, while other people like having a lot of things to do at once, and do not mind if they cannot finish them all. Some are very confident about expressing their ideas, while others might be quite sure what they think, but a little unsure when it comes to putting it across to others. Some people are very aware of what goes on around them, and very sensitive to how other people are feeling, while others are quite tough and take less notice of what is going on.

The fairly high score on awareness and your high score on flexibility suggest that you can adapt to changing situations quite easily, accepting new responsibilities and changing direction of thought quickly when necessary. You seem able to cope well with interruptions and distractions. You would want to avoid highly repetitive work tasks, preferring some variety and change in your day. You are not so flexible that you find it difficult to stick with something until it is complete.

The results indicate that you have plenty of inner conviction. This suggests that you could be very conscientious and committed to doing a job really well, as long as you feel that it is worthwhile, interesting and is something you know you can do well. You do not seem to have quite as much decisiveness, but there is really not much difference between the scores.

You seem to be able to take responsibility when necessary, and can show initiative. However, sometimes you may seem to hesitate a little before making up your mind and in expressing yourself, especially if you feel you are being rushed or that you are not being given enough support. You probably prefer to have plenty of time to think about pros and cons before making up your mind, and do not like being expected to make snap decisions.

Abilities and personality



Your abilities and your personality are both very important when it comes to choosing a career, but you may need to take one into account even more than the other. Some people prefer a job that matches their personality, and do not mind if it does not fit their abilities too well. Others want a job which matches their abilities most.

Whilst your personality is obviously a very important consideration in deciding your career direction, the level of your abilities suggests that you must also pay particular attention to this aspect of your make-up. Try to ensure that your future development gives you the opportunity to use your abilities fully.

Questionnaire Report

On the following five pages are your results from the Interest Questionnaire which you completed.

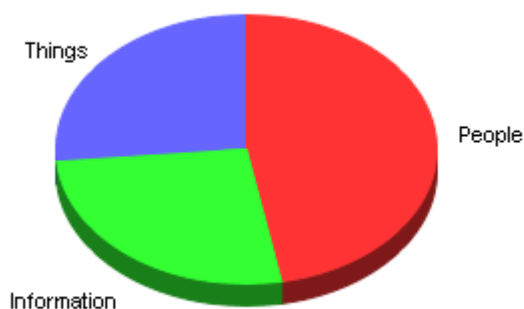
The results reflect your present preferences regarding a career and NOT your test results. If there are differences between what you prefer (the Questionnaire Report) and what you seem good at (the Test Results), you should think about the reasons for your preferences.

Your answers to the questionnaire have been analysed to find out what matters most to you when choosing a career. The first part of this report looks at what interests you. Then it looks at the type of setting you would prefer working in. It then goes on to suggest some career area which fit in with these results.

1 What interests you most - People, Things or Information?

Most jobs involve a mixture of these. For example, a police officer may spend much of the time dealing with people, but also has to keep records and be familiar with computer systems. An engineer may spend much of the time designing structures or systems, but also needs to use mathematics and to work with clients and colleagues.

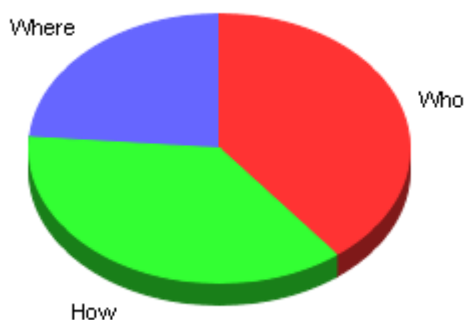
You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



Of these three areas your results show that you very much prefer working with people. You are much less interested in a job revolving around facts and figures or one dealing with machines, science and technology.

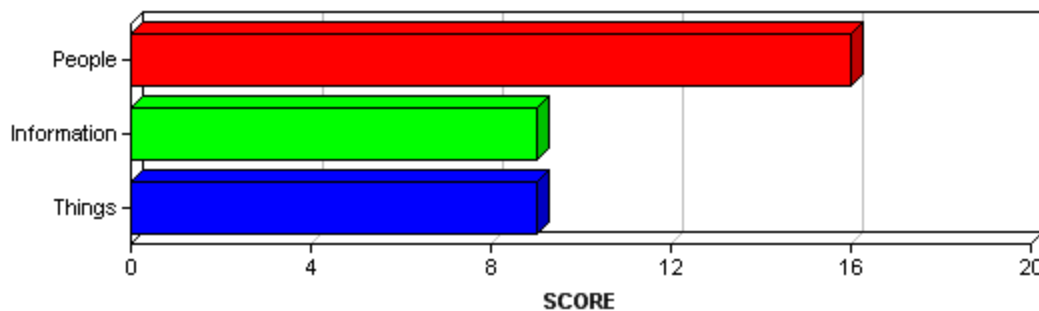
2 What matters most to you - Where, how or with whom you work?

Some people need to work by themselves, or with close friends, or with a larger group of people. Other people don't really mind. Some people mind very much where they work, others may not mind whether they work in an office, outdoors or in a manufacturing environment. Some people can switch from being practical to being imaginative or systematic when they need to; others want to work in one way all the time.

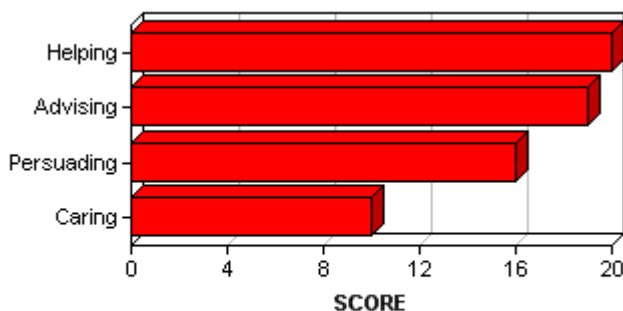


Who you work with and how you go about your work are both important to you. Your surroundings are much less important for you.

This is explained more fully on the next three pages.

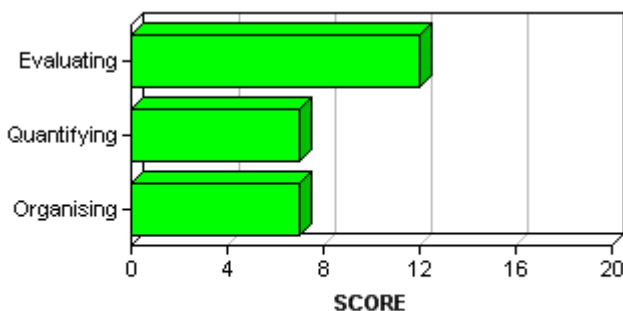


You are most interested in working with people.



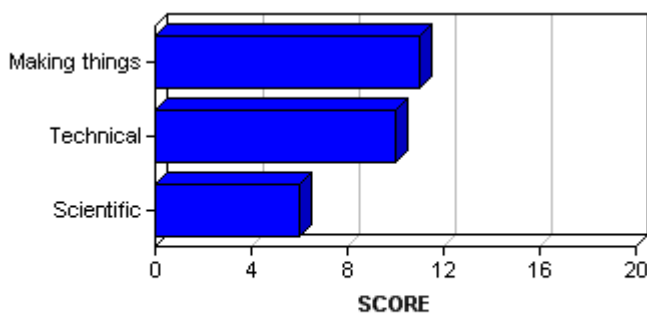
You would enjoy a job which involved helping people cope with their personal or emotional problems and advising people what to do. You seem to enjoy talking to people persuasively to bring them round to your point of view but you might prefer to work with people in other ways. Of the four areas, caring for ill or unhappy people interests you the least.

You are less interested in working with information.

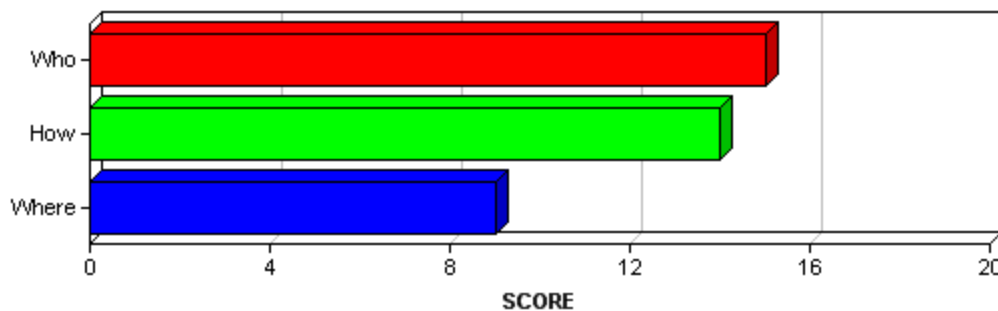


Although working with information as a full time job would not be your first choice, you wouldn't mind evaluating facts and information to work out what it really means, summarising it and maybe writing reports. You are not keen on using maths and statistics to analyse facts and figures or spending most of your time sorting through information systematically.

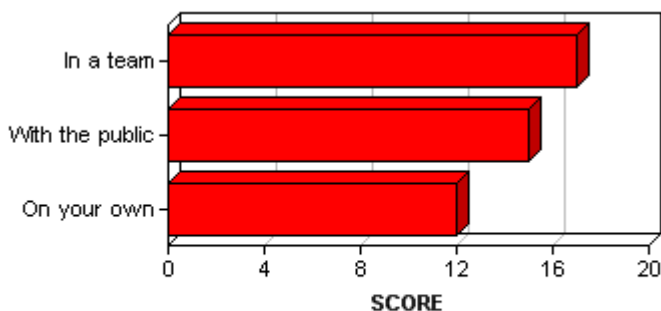
You are not particularly interested in working with things.



Although your first choice of career would not be working with things, you are quite interested in building or making things so you have something physical and long lasting to show for your work. You are equally interested in the working of machines. You seem least interest in an area where you would need to apply scientific theories and methods.

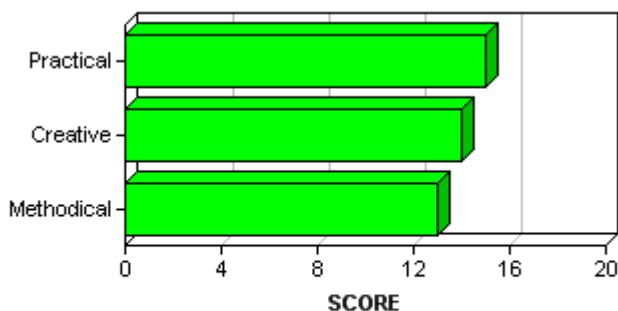


Who you work with is important to you.



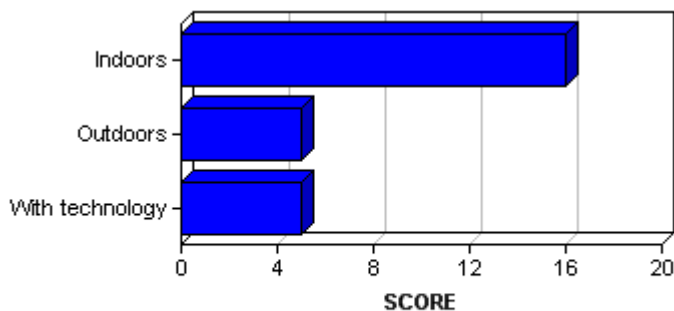
You would like to work in a team with people you know and trust or to work with the general public, meeting different people each day. The idea of working on your own does not appeal to you.

How you go about your work also matters to you.



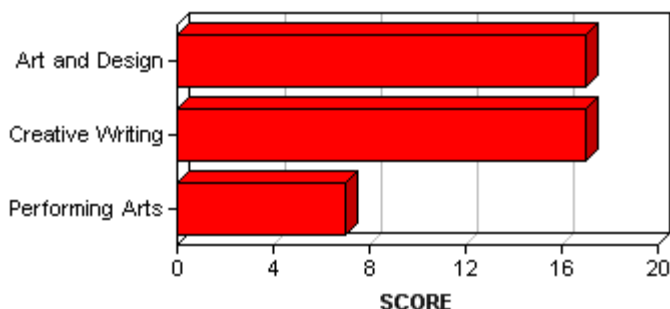
It is also important for you to be able to plan ahead and to organise your work, and to know that your work has a practical and real result, something which will last.

You are not so worried about where you work.



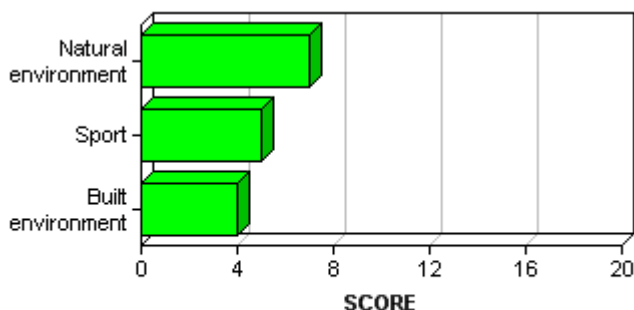
You would prefer working in an office or organisation; probably in some sort of business or public service. You are not very keen on working outdoors or working in an industrial area.

How you prefer to use your imagination



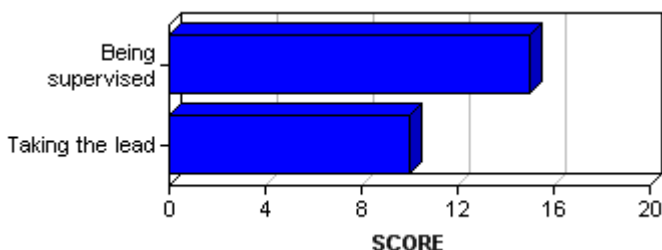
You would like to have the chance to work in the visual arts, which might mean art and design or art appreciation. You would also enjoy being able to write creatively or critically, expressing your ideas on paper. You are not very interested in working in the performing arts.

Your specific feelings towards working Outdoors



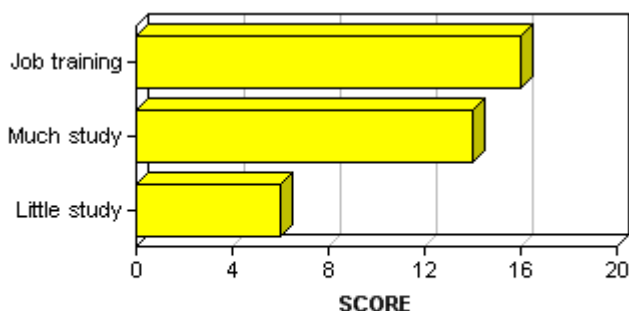
You do not want to work outdoors and, in particular, you have no interest in working with the built environment, or sporting careers. Of the three areas, you might prefer working with the natural environment, landscapes, plants and animals.

Do you prefer to take the lead or be supervised?



You are not too concerned about whether or not you take the lead at work. However, you would prefer to have a clear idea of what you need to do at work and how you should go about doing it. You would also prefer there to be someone to turn to for help and advice when you needed it.

How much study are you prepared to do?



All other things being equal, you would prefer a career that requires specific training and job-related study, probably including a significant period of time in the workplace. You might be willing to pursue a career which requires a lengthy period of full time study providing it leads to something you really want to do. You are not interested in a job which needs few formal qualifications.

The next step

After reading this report and talking it over with your family and your careers adviser, you are probably ready to consider what your greatest strengths are, and how they fit your interests.

Maybe there is a perfect match between what you want to do and what you are best at doing. However, you may find that you could be good at things that you have never really thought about before. If so, it might be helpful to try to find out why you are not so interested in these areas and, maybe, to reconsider how you feel about them.

In the 'World of work' chart, on the previous page and in the 'Career suggestions' section, are some job and career ideas for you to think about. More information on all of these careers can be found in your careers library and books such as the Job Guide. The Job Guide plus a range of other resources are available on-line and Page 20 lists a number of websites that you might find useful.

Choosing a career will also depend on the sort of qualifications you will have. Your careers library should have plenty of information about careers, training, further study and the entry qualifications required. Your adviser will talk the report over with you and help to plan the next stages. If you are interested in a higher education course, try to go to the various open days offered by the universities, and read the prospectuses which describe the courses they offer and the sort of life you are likely to lead there.

Deciding on a career is one of the most important decisions you will ever have to make, so you need to know as much as possible about yourself, about possible careers and how to go about entering them. This report should have helped you to think about your strengths and your preferences, and may be something you will want to keep as a useful guide in deciding your future.

Career Suggestions

The career suggestions listed on the following pages have been selected from a list of over 500. They match your particular abilities and interests.

These suggestions do not take into account the subjects you are studying. Many tertiary courses require applicants to have specific subjects and/or knowledge, known as prerequisites. Be sure to research any such requirements as part of your decision making process.

These are not the only jobs for you to think about. You may have other career ideas to add to these, and you may have talents and abilities - such as sport or music - which cannot be measured by paper and pencil tests.

Career suggestions

These career **suggestions** are made on the basis of your results. They do not form a definitive list of everything that is suitable and your research may well lead you in slightly different directions.

<p>Teacher: Secondary</p>	<p>Associated Areas:</p>
<p>Secondary teachers teach 11-18 year olds and usually specialise in one or two subjects. They deliver lessons to classes in all the age groups and need to be aware of the syllabus requirements for each group. Teachers' work includes planning lessons, setting and marking homework and writing reports. They need to make sure they meet the learning styles and educational needs of the class group. They may lead a form group and work with children in the class who may have problems that affect their work. Some teachers run after school activities, such as clubs and concerts. They are often expected to take part in camps and trips that take them away from home, working after hours. They encourage children to take an active part in their learning and to develop relationships and social skills that will help them as they get older. Teachers are organised and able to motivate and relate to young people. They are IT literate with strong communication skills.</p>	<p>Further Information</p>
<p>Journalist</p>	<p>Associated Areas:</p>
<p>Journalists write news stories and features. They can work for local and national newspapers, magazines, TV, radio, online or for news agencies. Some journalists specialise in one area, such as sports, music, politics or legal. Journalists attend planning meetings with their editors and colleagues to decide on stories to research or follow up. Information for potential stories is collected from a variety of sources, including press releases, press conferences, leads from emergency services, court proceedings, or from direct contact with members of the public. When developing a story, the journalist interviews the people involved, including witnesses, and researches backgrounds to events. Using this information, they write up their story and pass it to their editor.</p> <p>People who do this work need excellent communication skills and a high standard of English. They need to be interested in current affairs. They must be confident and able to stay calm under pressure. Good IT skills are also needed.</p>	<p>Further Information</p>
<p>Social worker</p>	<p>Associated Areas:</p>
<p>Social workers work in the community with people who need extra help and support, either short or long term. They deal with a range of clients of all ages with all kinds of problems: mental health issues, abuse, disability, violence in the family and self harm. Social workers tend to specialise in an area - such as Family, or Youth and Child Welfare. They will start by assessing a person and their situation. They will then produce a report of their findings and work with other professionals to plan and deliver support. They work as adviser, advocate, counsellor or listener to help clients to overcome issues.</p> <p>This can be very stressful work and it may take social workers a long time to develop a rapport with some clients. Social workers need to be patient, resilient, mature, insightful and able to work under pressure, with good listening and negotiation skills.</p>	<p>Further Information</p>

Career suggestions

<p>Recruitment consultant</p>	<p>Associated Areas:</p>
<p>Recruitment consultants support companies in their search for suitable employees. Executive search consultants find senior or specialist people to fill high level jobs. An employer who wants to fill a senior post is looking for very specific skills. Some posts are advertised in specific ways. These include specialist or executive magazines and on a website. The consultant carries out a first interview to start the selection process. They then send a list of names of suitable people for the employer to follow up.</p> <p>People who do this job know how business works and may have experience doing the types of job they are helping to recruit for. They are discreet, confident and motivated. Good communication skills, particularly listening and questioning skills, are needed. The ability to work under pressure is looked for and the willingness to work long hours, including evenings, is important for success.</p>	<p>Further Information</p>
<p>Public relations officer</p>	<p>Associated Areas:</p>
<p>People who work in public relations (PR) work to present a consistently positive image of organisations, government departments, companies, charities, universities, professions or individuals. Their work involves carrying out research using a range of methods such as focus groups and surveys. They plan and oversee the launch of publicity campaigns, write promotional literature and supervise films, videos etc. They also deal with enquiries from the public and journalists.</p> <p>Some PR officers work for a single company, while others work as consultants who are contracted by companies as they are needed. PR officers need to be excellent communicators, with strong written and presentation skills. They need to be able to work under pressure and with confidence.</p>	<p>Further Information</p>
<p>Publisher</p>	<p>Associated Areas:</p>
<p>Publishers may work with newspapers, magazines or journals, books and more recently with on-line content. Books can fit into different categories, such as general consumer, children's and educational, academic or reference. Publishers may commission books to meet an identified need. They contact literary agents or authors that they already work with to supply the work.</p> <p>Some writers or literary agents contact publishers with proposals or manuscripts, which may be taken up. Once the contract has been negotiated the item is produced. This involves printing, editing, proofreading, delivery and distribution - processes overseen by the publisher. The design and printing team plan the layout of the book, magazine etc, order the paper and arrange for it to be printed. Marketing teams arrange promotional advertising and promotional campaigns - like a book signing tour. Publishers need to be excellent communicators, able to work to deadlines and possess sound judgement skills.</p>	<p>Further Information</p>

Career suggestions

<p>Speech pathologist</p>	<p>Associated Areas:</p>
<p>Speech pathologists (speech therapists) help children and adults who may have speech problems or problems to do with eating, drinking or swallowing. This can be the result of a birth defect, hearing problem, illness, accident or injury. The therapist meets the patient, assesses their needs and works out a programme of treatment for them. They also meet with the patient's family, teachers and other health professionals to discuss the kind of support the patient needs. They then have regular meetings with the patient and check progress.</p> <p>Speech and language therapists can work in hospitals, rehabilitation centres, community and mental health services, schools, day centres and some work in prisons. Speech therapists need to have strong listening and communication skills, patience and enjoy problem solving. They need to enjoy working with all ages of children and adults.</p>	<p>Further Information</p>
<p>Clinical psychologist</p>	<p>Associated Areas:</p>
<p>Clinical psychologists work in hospitals, health centres, mental health teams, social services, community and maternal health settings. They form part of a support team made up of a variety of healthcare professionals. Clinical psychologists work with people who have mental health problems such as anxiety, depression, relationship issues and more serious problems. Their aim is to reduce psychological stress and to promote well-being. They meet with patients and carry out a range of assessment tests to help choose the most suitable treatment. These include an interview, psychometric tests and observation of behaviour. The treatment may be therapy, counselling or advice and promotion of positive action.</p> <p>Clinical psychologists need to be observant, good listeners and strong communicators. They need to be able to relate to and motivate all types of people.</p>	<p>Further Information</p>
<p>Solicitor</p>	<p>Associated Areas:</p>
<p>Solicitors give expert legal advice and assistance to clients. Their clients can be individuals, businesses, charities and others. Advice can be on such things as criminal matters; wills and probate; buying and selling property and litigation. Many solicitors work in partnerships. In large partnerships it is normal to specialise in a specific area of the law. Some work in industry and commerce providing legal advice. Here they may advise on tax issues, mergers and employment matters. Others work for Commonwealth or State Governments, or in community law centres.</p> <p>Some solicitors will engage the services of specialist barristers to support their clients and plead cases in courts of law. Some will become barristers themselves. People who do this work need to be able to explain complex information in a way that others understand. They also need to be able to interpret complex documents quickly and accurately. Solicitors have good critical thinking skills and ability with the written word.</p>	<p>Further Information</p>

Career suggestions

<p>Copywriter (advertising)</p>	<p>Associated Areas:</p>
<p>Advertising copywriters are responsible for the textual aspects of any type of advertising. This can be a brochure, press advert, television advert or promotional display work. They work with the art director to put together images and words, although some basic ideas may have already been decided on by the client and account executive and planner. The copywriter looks at ways to deliver the message, such as slogan, jingles or scripts for adverts. Usually more than one idea is put together and stronger ones finished off and shown to the client, who makes the final decision on which ideas to use.</p> <p>People who do this work need to be creative, good team players and able to work under pressure.</p>	<p>Further Information</p>
<p>Broadcaster (radio & TV)</p>	<p>Associated Areas:</p>
<p>Television and radio broadcasters work in a variety of areas, including music, drama, news and general interest programmes or light entertainment. They may be presenters, journalists or DJs, working in studios or on outside broadcasts. Some are employed by the main TV and radio companies; others work for private companies that sell their work to the broadcast organisations. Many broadcasters are self-employed and can be contracted to either of these types of company. IT is making a large impact and many roles are now combined; for example, reporters may carry out their own editing.</p> <p>People who work in this industry are resilient, dedicated, and able to work under pressure. Competition is intense.</p>	<p>Further Information</p>
<p>Translator / Interpreter</p>	<p>Associated Areas:</p>
<p>Translators convert written materials from one language to another, while interpreters work with the spoken word. They usually work from the foreign language into their mother tongue in such areas as translating for software and web applications, proofreading and writing subtitles. They ensure that when they translate a document the meaning of the text remains the same; they understand technical, scientific, legal or any other terms that are used. They may be employed by private and public organisations, charities or organisations such as the UN; some also work as freelancers.</p> <p>Interpreters carry out simultaneous interpretations to relay instantly what is being said. This takes a lot of concentration. They can also work in small groups where they listen to what the speaker says and then relay it to others. Translators/interpreters need to pay attention to detail and understand the confidential nature of the work. Computer translation is now becoming an important field.</p>	<p>Further Information</p>

Further information

There is no shortage of information available about careers, education and training. Some useful websites and titles are listed below. The Careers Library at school may have many other useful information sources.

Morrisby Report on-line - One place to start your exploration is the website for the Morrisby Report. From the website www.morrisby.com, register using the code at the bottom of the front page of your report. This gives access to an electronic version of your Morrisby Report as well as the Career Ideas page.

Within the Career Ideas page you can follow links to on-line information on careers (mostly the Job Guide and myfuture). You can also use the 'find similar' button to broaden the search for careers that might suit you from those listed in this report. Finally, the Information Resources page has all the links below as well as listing a number of other sources of information.

www.jobguide.deewr.gov.au - An on-line version of "The Job Guide". Designed as a primary source of information for Year 10 students.

www.myfuture.edu.au - A site to help with career planning and for researching careers information - for all ages.

www.jobjuice.gov.au - A website aimed at young people. It offers information on choosing career directions, job seeking tips, apprenticeships etc.

www.itsyourfuture.com.au - This features careers in many areas of the Manufacturing sector. An overview of each sector is provided, with profiles of workers and links to further relevant sites.

www.careergov.com.au - Covering careers in Government sectors. Short videos for each sector provide further insight into various careers.

www.youthcentral.vic.gov.au - A diverse site focusing on areas of interest to young people. A broad range of "Career Profiles" provides personalised information about jobs through the responses of workers themselves. They speak about what they do, the pros and cons of their jobs and the training they have taken to get into their occupations.

www.abc.net.au/acedayjobs - A series of profiles and videos, featuring people in cutting edge jobs.

www.bigplans.com.au - This site provides information on a wide range of professional and trade careers through profiling people involved in the building industry.

www.GradsOnLine.com.au - A site that focuses on graduate destinations. Their activities, salaries and jobs.

Recommended Reading

Career FAQs – A series of up-to-date, Australian vocational guidance books, with separate titles across a wide range of careers. Refer to www.careerfaqs.com.au for a list of titles currently available.

Cambridge Student Career Guides - Two or three page entries cover Career Facts, Training, related Jobs and Personal Skills and Qualities. Then each presents a profile of a person in the job, together with a diary type entry for a "Typical Day" as well as what they both like and dislike about the job. See: www.cambridge.edu.au

Tertiary Course and Application Information

Good Universities Guide (www.thegoodguides.com.au) - Compares universities across Australia on the basis of their performance rating, with additional information on institutions, courses, careers and scholarships.

www.goingtouni.gov.au - Through "Coursefinder" this site provides details on all courses offered by Universities and Higher Education Providers throughout Australia, allowing users to compare courses in terms of content, duration, location and costs. Also includes information on fees, loans, scholarships and student support services.

Tertiary Entrance Information - Each state produces a guide to tertiary courses - listing tertiary courses available to students at the end of Year 12, depending upon their final results. They are called by various names eg VTAC Guide (Victoria) - www.vtac.edu.au/publications/guide.html, UAC Guide (NSW) www.uac.edu.au, SATAC Guide (South Australia), QTAC Guide (Queensland).