The MajorsOEM™ Professional Users Manual

The MajorsOEM™
Professional Users Manual

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Preface

This manual provides basic information to assist the ethical use of the Majors Occupational Environment Measure (MajorsOEM) instrument. Most instrument manuals contain hundreds of pages of detailed information and statistics on one instrument, much of which is of limited value to the average professional user of psychological assessments. Most professionals want to know the information for their population of involvement (client base) and will read text that pertains to that use. The intent of this manual was to provide a simple easy to use method of learning the information about the assessment that allows informed ethical use.

Acknowledgements

I would like to thank the many individuals who participated in the development of the MajorsOEM. This includes the persons who took the measure in its many research forms, as well as those who gave me feedback on the reports and assessment process itself. A special thanks to my wife Mary who cheered me on while providing good edits of content and correction for my continuously poor spelling. I would also like to thank the many individuals who support my work by buying and using my instruments. Lastly, I want to thank the Creator who has given me the gift of creativity and understanding to produce helpful psychological work.

PART I

Manual Overview and Introduction to Psychological Measurement

Purpose of this Manual

This manual is intended to provide the professional user with the relevant information for the ethical use of the Majors Occupational Environment Measure (MajorsOEM), which is electronically published by Breckenridge. In recent years, this measure has been developed and published for the enhancement of personal growth and knowledge as well as professional or organizational utility. Access to the measure requires that the professional user be properly trained in the use of psychological instruments. Such training requires knowledge of the underlying theory, intended use, and psychometric properties of the instrument. This manual assumes the professional has completed the training, but this manual may also be incorporated as a component of the training process. Reading the manual is not intended to represent adequate training for ethical use of psychological instruments (the one contained herein or any others), and thus may only be used as a part of a comprehensive training program.

Organization and Content of the Manual

This manual is divided into two major sections. The first section includes an introduction to instrument content and an overview of basic measurement and psychometric understanding for professionals. The second section contains the individual chapters covering the MajorsOEM assessment instrument published by the Breckenridge Institute. The instrument chapters contain brief discussions of development history and theoretical foundations as well as information on psychometrics and ethical use.

Introduction to Instrument Content

The Majors Occupational Environment Measure (MajorsOEM) contains advanced psychometric and theoretical thought in the measurement of the individual's behavior and psychological characteristics. In this section of the chapter you will be introduced to the MajorsOEM instrument. This brief introduction will provide the basic descriptive information for the instrument.

The Majors Occupational Environment Measure (MajorsOEM)

A completely new way of evaluating individual differences within type and the person/environment fit; the Majors Occupational Environment Measure (MajorsOEM) is a 93-item measure that provides information about preference and avoidance for eleven common Occupational Action Groupings (OAG), as well as six Global Interest Areas (GIA) that represent aspects of your developed personality that are commonly used to provide matching between the environment and the individual. The MajorsOEM is developed on the truth that all jobs include a collection of differing tasks and activities that are commonly performed in one or more environmental settings. The "perfect" job, and the "perfect" environmental setting are elusive and require knowledge and understanding to locate or achieve. True satisfaction with career paths and job choices comes when we are able to structure and balance the tasks and activities that are part of our daily work experience based upon our personalities and preferences. The results from the MajorsOEM (web-based only) illuminate this interaction of human activities and individual differences in two different reports:

The **Satisfaction and Retention Profile**TM, helps the individual develop a more satisfying experience in their current position or job,

And the **Career Exploration Profile**TM that provides a foundation for effective career exploration and development.

The author of the MajorsOEM is Mark S. Majors Ph.D. who has authored and contributed to the development of numerous measures of individual differences. You can find the information on this instrument in the MajorsOEM chapter.

Overview of Measurement and Psychometrics

As mentioned previously, this manual is not intended to provide an in-depth education into the subject of psychometrics and psychological instruments. However, this section gives a brief overview and description of important psychometric terms and principles that are necessary for understanding the information presented in the psychometric sections of the instruments presented in this manual. Individuals who use psychological instruments need to meet all of the requirements for ethical use of such measures, including the appropriate training in psychological measurement.

What is a Psychological Measurement Instrument?

All psychological measurement instruments (frequently called tests) are attempts at measuring one or more elements of human experience, personality or genetic endowment. The common goal of all psychological measurement is gathering information. The results from the questions or elements of the instrument are supposed to provide meaningful information about the individual who is responding. The value of the information that is gained from any psychological measurement effort is dependent upon the accuracy of the theory from which the instrument is constructed and the ability of the questions to provide the intended information. If either the theory or questions are faulty, then the information may be useless or potentially damaging to the individual receiving feedback from his or her results. The notion of theoretical accuracy represents the ability of any theory to correctly present reality. The accuracy of complex psychological theories requires time and research to substantiate. The theoretical foundations of the instruments presented in this manual have longstanding track records of accuracy, which are briefly presented for each one in their respective chapters.

This manual presents information to show that the instruments under discussion accurately provide results that clearly reflect the intentions of the theory upon which they are based.
This information is known as an instrument's psychometric properties. There are two main evaluative areas in psychometric research—reliability and validity. In addition, there will be a brief discussion of the importance of proper sampling and data collection procedures.

Instrument Reliability

Does the psychological instrument perform the same all the time? With the intended population? This question is answered by the psychometric property of reliability. If we are talking about the reliability of an automobile then the machine's ability to start and go when needed by any competent driver is our focus. When the battery of an auto is beginning to fail it may start the engine, or it may not. It is common to refer to the condition of the auto as unreliable. If it leaves you stranded in traffic you may refer to it as many other terms. When a psychological measurement instrument is unreliable then it provides accurate information for one individual one time, but provides inaccurate information at other times or with other individuals. The result of using an unreliable psychological instrument may be psychological damage to the individual under evaluation or damage to the reputation of the user. In which case the instrument or user, like the automobile, may be referred to under pseudonyms. There is an ethical responsibility to make sure that all psychological measuring instruments chosen for use by a professional are reliable. There are two main forms of reliability in the psychometric properties of a psychological instrument: internal consistency and test-retest reliability.

Internal consistency reliability is represented by a metric (a decimal number from 0 to 1) that expresses the extent that the scales of an instrument are composed of items (questions or other verbal elements) that tend to measure a unified construct.

For example, a scale that is intended to measure your preference for Business/Management (from the Majors OEM; page 34) must contain questions or elements that consistently assess interest in Business/Management. The metric most commonly used to express the internal consistency of an instrument scale is Cronbach's coefficient alpha. To clarify the meaning of internal consistency, consider the automobile analogy once again. It is important that the elements that comprise the auto be consistent with an auto. This includes engine, tires, doors (access to the interior) seats and so on. If you open the door of an auto and find a toilet commode where the driver's seat should be you may think that the machine has another function beyond that of transportation. Is it a car, or is it a pit stop on wheels? Similar confusion may occur with scales of psychological instruments if they are measuring more than one theme or construct. We will not be sure which theme or construct has been measured and reported in the result. The measure is inconsistent. The other means of establishing internal consistency is referred to as split-half consistency reliability. In modern statistical software this psychometric will be accomplished when the items of a scale or instrument are randomly sorted or split into two scales (thus the name split-half) and the results of both of the two half-scales are compared by correlation. The metric reported for split-half reliability is a Pearson product moment correlation. Both common forms of internal consistency provide a metric of reliability within the scale or instrument. The level or quality of reliability is considered good based on the number of questions or elements on the scale and the statistic (decimal number) reported. Perfect instruments will have an internal consistency of 1 and there are no such instruments. A scale that has a statistic below .6 is poor. A four-question scale with a reliability Alpha of .6 is more internally consistent than a ten-question scale also with a .6 Alpha. This difference is due to the influence upon the statistic by the number of questions on the scale. The simplest way to interpret internal consistency statistics is that the higher the statistic (the closer to 1) the better (more internally consistent) the scale or instrument was constructed.

Test-retest reliability is a measure of an instrument or scale's ability to perform consistently over time. The previous analogy of the auto with the failing battery is representative of test-retest reliability. When sometimes the auto goes, and sometimes no go, then it is inconsistent.

When an instrument is given a second time to the same individual, and the results are consistent across administrations, then it is said to have good test-retest reliability. If there is a meaningful difference across the two administrations then there is a problem. This psychometric element of an instrument's character is assessed by collecting results from a group of individuals (50 or more) in two administrations across an interval of 30 days or more. The test-retest statistic is the Pearson product moment correlation (ranging from 0 to 1). As with the internal consistency statistics, the higher the decimal the better the test-retest result.

Issues with who is to be taking the instrument need to be carefully considered because they can affect all results—psychometric and instrument. Most psychological tests and measures are intended for a specific range of persons. This may include the age range, educational level, or specific work environments. Giving an instrument to someone who is not part of the intended population may result in unreliable results and be potentially harmful to the individual. Knowing the correct population of usage is a clear ethical principle that all professionals must follow. The appropriate range of individuals who are the intended population for the instruments presented in this manual is found in each respective chapter.

Instrument Validity

Validity addresses the issue of what does the instrument measure. While reliability is important, it is possible for an instrument to be reliable and yet be invalid. It can measure reliably, but it may not be measuring what it is supposed to be measuring. An automobile is a valid piece of equipment for going to the market or store. A bulldozer is a valid piece of equipment for knocking down trees and making roads. Both the auto and bulldozer may start and go reliably, but only one will be valid for trips to the market and only one for knocking down trees and making roads. You only get one tree down with the auto and it is hard on the operator. The law enforcement authorities will not let you casually drive your dozer down city streets without impeding your progress. Validity concerns the intended purpose of an instrument. As stated previously if the theory is valid and the psychometric properties of the instrument are good then the instrument assesses accurately some element of the theory. Validity is assessed by a number of different methods and psychometric processes.

Face validity is the simplest form of instrument validity. It involves examining whether or not the questions or other verbal elements of the instrument make sense with respect to the theory. If one is measuring the speed that an individual runs in a race, words like fast and slow have good face validity. Because the individual who has developed the psychometric instruments within this manual has extensive experience with the theoretical foundations underlying the intended psychological measures, face validity is assured and can be confirmed by anyone who understands the theory when they simply read and evaluate the questions/items. There are no commonly used measures of face validity. The content of the instrument either makes sense or it does not.

Criterion validity is frequently the most important for psychometrics as the instrument is used with some outside criterion, usually some kind of performance. For typology instruments, the critical question is whether or not the instrument's results sort or categorize individuals into the theoretically predicted groups. With this form of validity an instrument's results are compared to a relevant criterion group to demonstrate its strength of accuracy. Often referred to as Hit-Rate or Accuracy-Rate, this assesses the instrument's ability to perform the expected and desired task. Hit-Rates of about 75% are considered acceptable for an individual scale.

Content validity concerns the extent to which the items of a scale or instrument adequately cover the content material that is intended to be assessed. This is also an evaluation of the measure's accuracy of mirroring the theory that underlies its development. The establishment of content validity is performed in the examination of the breadth of result accuracy. For example does the results of the MajorsPTI Introversion/Extraversion scale work equally well with those who prefer introversion and those preferring extraversion? If the content represented by the ten items on that scale cover the thoughts and experiences of both introverts and extraverts then it is said to have good content coverage. If the coverage were poor then it may not accurately assign either one or the other of those two groups into the correct psychological characteristic. The use of appropriate sized samples from the intended population during instrument development helps to insure content validity.

Concurrent validity is the most commonly reported validity metric for psychological measures. When an external measure or benchmark of the same psychological construct or element is assessed along with the instrument in question then the concurrent validity of the measure can be established. With some of the instruments in this manual there are no other concurrent assessments that demonstrate good psychometrics and thus can be used to establish concurrent validity. It is critical to only compare an instrument with other assessments that are known to be accurate to adequately establish validity. Frequently the Pearson product moment correlation is the statistic that is used to report concurrent validity. One instrument is correlated with another to establish whether or not there is a theoretically predicted pattern of results.

While there are other forms of validity, the above discussion covers the forms used for the instruments presented in this manual. Each form of validity research adds a piece to the picture of the instrument's ability to accurately reflect the underlying theory's intent. The professional user will base what they say to clients upon instrument results (and other direct person to person assessment). The validity of the instrument that is being used will reflect directly upon that professional. Therefore validity is critically important. The author of the assessment instruments presented in this manual is well established in the theoretical areas that underlie the development work for both measures; this, along with the psychometric properties, yields extremely valid instruments.

Issues with Samples and Data A final area that needs to be addressed involving psychometric quality concerns issues with sampling and data collection. What samples or who is included in the data that is collected and the methods of collection are important for insuring that the instrument is going to function appropriately with the correct population. Sometimes the developers of psychological instruments intend for their assessments to be used with a wide range of individuals. This requires the collection of very large samples that represent the full range of that target population. Look for information concerning each instrument in this manual that demonstrates that the data collected was sampled from the population of intended use. If the choice is made to use an instrument in populations beyond that for which it is established, look to see if information is provided about that population. Most well designed measures will have a specific population of intended use, but the measure will provide useful information in other populations if the potential shortcomings are clearly known and described. Another topic frequently discussed with data collection is, how large does the sample have to be to be an honest reflection of the true psychometric facts? The answer to this question is that it depends on the measure and the intended population. The longer or more items (questions or other verbal elements) on an instrument, or the different scales of an instrument, the more data that will need to be collected to guarantee an accurate psychometric picture of reliability. There is much debate about the exact number. A good rule to follow is that the number of people in the evaluation sample should exceed 10 times the number of scale or instrument items. This is the bare minimum and psychometric confidence is increased when the sample is larger than this minimum. Assessing forms of validity require that enough people in each of the criterion groups to be sorted by the measure are present. This means that the sample must have some individuals from every element that is to be reported on by the instrument.

Summary

This psychometric overview is intended to help the professional user evaluate the psychometric information and instruments presented in this manual. To evaluate an instrument's value certain criteria must be achieved in its development. All ethical instruments must demonstrate both reliability and validity for the intended population of use, and the samples used in the evaluation of the psychometric properties must adequately reflect that population and be of adequate size.

MAJORS™ oem

The Majors Occupational Environment Measure

By Mark S. Majors Ph.D.

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Introduction

The MajorsOEM is a 93-item instrument that is designed to help individuals discover valuable information about their interactions with occupational tasks, activities, environments and experience-developed personality. The results from the online (only) assessment are given in two different reports: The Majors Satisfaction and Retention Profile (Majors SRP report) is a 12-page report that provides valuable information to the individual and professional about how to maximize their occupational satisfaction. It was developed for use as either a stand-alone report or in combination with other measurement tools that are employed by professionals providing services to individuals in business and organizational settings. The Majors Career Exploration Profile (Majors CEP report) is a 12-page report that helps individuals explore their fit into the world of work. The Majors CEP report is not based upon any one theory, and can be used in conjunction with other career development tools to help make satisfying career choices. The results of the MajorsOEM in either report form can be used to explain individual differences found within the results of assessments for other theories (e.g. Psychological Type).

This chapter is intended to provide an overview of the characteristics, development process, psychometric properties, and proper use of the MajorsOEM instrument and the two different MajorsOEM Reports.

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SECTION I

Characteristics and Description of the MajorsOEM

The Majors Occupational Environment Measure (MajorsOEM) is a tool to help individuals develop a greater self-understanding that helps in choosing a satisfying career or improving satisfaction in the current one. The human condition is a complex interwoven tapestry of genetics, experiences and beliefs. An individual's self-understanding can best be thought of as the result of the process of examining one's own tapestry in order to learn why they are the way they are.

> The results from the MajorsOEM assessment provide information regarding ***responses to life experiences*** involving school, work, leisure and relationships.

Some activities and the environmental settings in which they occur will be attractive to and preferred by some individuals, while others may dislike and tend to avoid those same situations. This does not indicate that any activity in its particular environment is good or bad, neither does it imply that one group of individuals is correct in their impressions and the other wrong. It merely points to the ***interaction of human activities and individual differences***.

The results from the MajorsOEM measure do not tell people what to do, place people in a box nor does it tell them who they are now or tell them what they are to be. Rather, the results provide a ***general structure to guide them*** into an understanding of how some of their individual experiences and differences shape behaviors that they have chosen in the past and will choose in the future. It gives insight to increase personal satisfaction in current situations and make choices that result in a more satisfying future.

It is normal for individuals to seek happiness and satisfaction while avoiding discomfort and irritation. The decisions that go into picking a satisfying occupational career are complex, and if made with proper knowledge and understanding will lead to satisfaction.

> Knowing ***specifics*** about what is disliked and thus should be avoided will improve the prospects of choosing a satisfying career, and can also serve to improve levels of satisfaction with current employment situations.

Avoidance behaviors are learned patterns in the individual's tapestry. When avoiding is seen as simply a response to personal pain and dislike, then the emotional response disrupts good decision-making. In order to improve the likelihood of choosing a satisfying career or improve satisfaction at current occupations and during leisure time,

> the MajorsOEM provides ***specific information*** about what is attractive or preferred and what is disliked and to be avoided.

This information is presented as knowledge about patterns of responses (preference or avoidance) connected to specific tasks/activities and the various environments in which they are commonly found. This knowledge provides some valuable understanding of the ***dynamic interaction between personality and environment*** (occupational, home and leisure). These interactions may be considered as reoccurring patterns in the individual's tapestry.

The results that are presented in the MajorsOEM reports are descriptive and not part of any complex theory. They are based upon the individual's responses across two different dimensions: Eleven Occupational Action Groupings (OAG) formed from common occupational tasks and activities and the environments in which they occur, and six Global Interest Areas (GIA) that represent aspects of developed personality, which are commonly used to provide matching between the environment and the individual (Table 6). The GIA also correspond to the common occupational 6-letter typology that provides a three-letter code used in career and government literature.

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For each of the eleven OAG there is the potential for both patterns of Preference for and/or Avoidance that provides a wealth of information about current and potential occupation satisfaction and environmental influences. The interaction of the GIA in the person environment fit gives insights into strategies for matching individuals to prospective careers.

Table 6:

Occupational Activity Groupings
Business/Management
Business/Financial
Digital Data
Mechanical
Scientific
Artistic
Social/Group Involvement
Home and Nature
Individual/Personal Service
Governmental Service
Health and Medical

Global Interest Area
Working With Physical Things
Working With Mental Information
Creativity and Art
Helping and Serving Others
Persuading and Leading Others
Organizing Work and Environments

Preference and Avoidance Patterns

True satisfaction with a career path and occupational choice can occur when an individual structures and balances the tasks and activities that are part of the everyday work experience. This process of structure and balance is based upon the individual's personality and preferences.

One of the key features of the MajorsOEM is the assessment of preference and avoidance patterns (responses and attitudes) across the Occupational Activity Groupings (OAG). It is normal for individuals to wonder why some days in their life may seem to be more satisfying than others. It is also common for people to go to college or complete a training program and begin working in a career that they are very excited about (and believe they will enjoy for the rest of their lives) only to find their satisfaction with that choice changing from day to day. This can be confusing but does not mean they have made the wrong choice. Careers are not based upon occupations that have one set of activities and tasks. All occupations contain a collection of differing tasks and activities that are commonly performed in one or more environmental settings. No one will find the perfect occupation that is free from all tasks and activities that they wish to avoid and seldom do individuals find themselves in the "perfect" environmental setting. True satisfaction with career paths and occupational choices can occur when an individual can structure and balance the tasks and activities that are part of our daily work experience based upon his or her personality and preferences. While most can point to unpleasant tasks that they are required to perform during the performance of their jobs, it is frequently the attitude held toward those tasks that make them a pleasure or a challenge. Unlike many other assessments of occupational concerns, the MajorsOEM separates the extent to which the individual prefers or is interested in a task, activity or environmental setting from the dislike and subsequent desire to avoid. The reasons for this are presented in the next two sections on preferred or avoided tasks and activities and their corresponding environments.

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Preferred Tasks, Activities and their Environments

The Occupational Activity Groupings (OAG) (tasks/activities and their environmental settings) that will result in the development of a "preference" are those that individuals have found to be rewarding and satisfying in their life. The broader the experience with OAGs, the more knowledge that will accumulate about developed preferences. This interaction between developed preferences and learned experiences results in a sense of personal understanding and an increased potential for satisfaction in the individual's work and leisure life. There is no right or wrong pattern of learned and developed preferences. Some individuals may hold a preference for only one or two different OAG that are assessed on the MajorsOEM measure, while others may have a broad range of preferences. These differences and preference patterns represent the range of individual differences that are normal and healthy. The preference results from the MajorsOEM measure are presented in bands as high, mid or low preferences (see Figure 1).

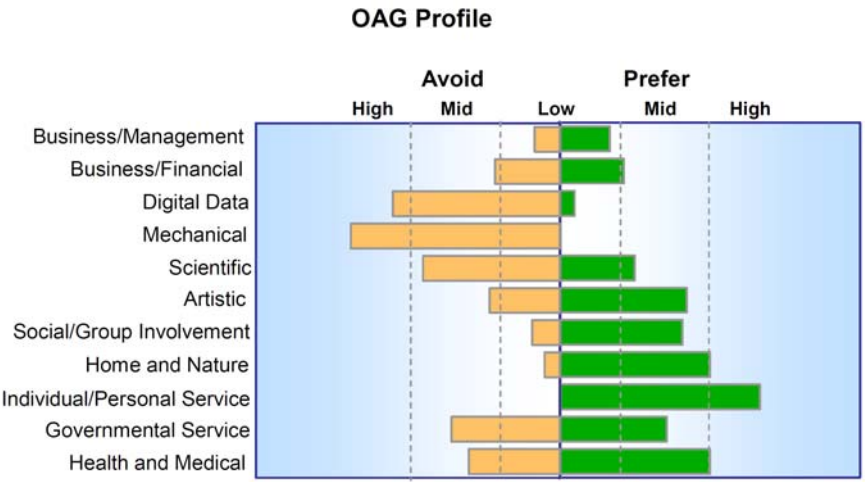

Figure 1
OAG Graph Output

These ranges do not represent a value statement. They are merely a reflection of a person's individual preferences for a particular task/activity and the environments in which they are commonly performed. The level of preference for any area of life or occupation does not in any way reflect one's ability to perform in those areas.

After all, it is common to experience receiving a good grade in a high school or college subject and yet being very grateful when the course was over because the subject material was disliked. The ability to perform in work and leisure is not bound by the preferences that are held. The knowledge that is gained from the MajorsOEM about developed preferences can result in more informed decisions that lead to increased happiness and motivation in everyday life. It is important to recognize that an individual's pattern of preferences will tend to change over time as experiences or the very nature of tasks, activities and their environments themselves change and evolve. Also, the absence of a preference for an area of life or occupation does not indicate a dislike or desire to avoid that area. Preference and Avoidance are separate characteristics and they do not need to be mutually exclusive.

With respect to choosing a career, knowing your level of preference for an OAG based upon your experience (school work or observance of others) can provide a practical match between interest and potential occupations. Discovering what types of OAGs are found in which occupations can confirm a choice or broaden the exploration leading to a good fit between person and occupation.

Avoided Tasks and Activities and their Corresponding Environments

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It is normal and healthy to develop a dislike of and the subsequent tendency to avoid one or more of the Occupational Activity Groupings (OAG) (tasks/ activities and their environmental settings) found on the MajorsOEM. Some individuals may have a preference for the work environment of a group or team while others would express avoidance for group or team activities and a preference for one-on- one or individual interaction. If the experience that an individual has in an area of work or leisure is found to be repeatedly uncomfortable for them, then there may be a tendency to avoid or wish to avoid the corresponding tasks/activities and the environments in which they are performed. Yet, preferring to work alone does not necessarily indicate the dislike of or avoidance for working within groups or teams. It may be that there has been no experience in organizational group or team environments and there will therefore be no opinion or little preference for or avoidance of that area.

The desire or actions to avoid certain activities and environments are typically because of previous experiences (school work or observance of others). There is no right or wrong pattern of learned and developed avoidance. The MajorsOEM provides information about the level of dislike and avoidance that individuals hold for the eleven OAGs in the report. Strong dislikes will often translate into various avoidance behaviors that serve to reduce the discomfort associated with the OAG.

The need for the use of Avoidance information in career choice cannot be overstated. No one ever leaves a job because they are too interested in it. Further occupations are not changed because there is to high of a preference for a given OAGs associated with that occupation. Making a good career choice must include knowledge of what is disliked and needs to be avoided. Connecting this personal information to OAGs found on the MajorsOEM helps prevent choices that fail to weigh all of the information. Good career guidance must contain a discussion of what is disliked.

Both sides of the OAG, preference and avoidance are needed to make an informed career choice that maximizes the probability of satisfaction.

As with the learned preferences, learned avoidance and dislike can change with experience and changes in the nature and quality of the activities themselves. Further, the absence of avoidance does not indicate the presence of a preference for the area, just as the absence of preference does not indicate a presence of dislike and the need to avoid.

Descriptions of the MajorsOEM eleven common areas

The following are general descriptions of the 11 Occupational Activity Groupings (OAG) that are sampled on the MajorsOEM measure. While the number of new tasks and activities is continuously increasing, these 11 areas cover much of what is commonly found in work and leisure today. The descriptions are not intended to be detailed, but are to be considered as guidelines for understanding the general range of tasks and activities and their environments that each area represents.

1. Business/Management
Business/Management tasks and activities involve leading and directing organizations and individuals in the day-to-day and/or long-range processes of operating an organization or unit (division or section of an organization). They may include, but are not limited to managing a private business, corporation executives, leadership roles in civic organizations and projects. Common tasks and activities include oversight of procedures and activities necessary to carry out the mission and vision of the organization. There tends to be frequent if not continuous direct involvement with individuals as well as a high level of responsibility for success. The environment in which these tasks

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are performed is typically an inside office facility, yet may involve frequent travel and meetings in other environments. Individuals preferring this area are typically comfortable making decisions that affect the lives and future of others.

2. Business/Financial
Business/Financial tasks and activities involve the interaction with and responsibility for budgetary and financial resource development and utilization. These thought-based activities involving the use of mathematics and statistics serve to inform individuals and organizations of their financial status and financial resource management. Involvement with computers and software is common throughout the range of occupations in this area. The work environment that these tasks and activities are performed in is nearly always indoor office space with limited interruption and interaction with others.

3. Digital Data
Digital Data Tasks and Activities include the development, maintenance and utilization of information on computer platforms. This includes using computers to develop methods of meeting the needs within businesses and organizations for data and resource management as well as individual communication and dissemination of information. The environment within which these tasks are performed involves a desk and a computer. There may be limited meetings with other individuals as projects are developed and limited environmental interruptions, which facilitates the thinking processes necessary for this work. People preferring these activities and tasks will enjoy hours of concentrating on problem solving and creating ways of using and managing information.

4. Mechanical
Mechanical Tasks and Activities tend to involve thought and action used to move, manipulate and construct in the physical environment. This area will frequently involve a lot of physical motion and activity during interaction with the physical world. Frequently, knowledge of machinery and tools is necessary to perform the tasks and activities associated with jobs in this area. The environment in which these tasks and activities are frequently performed is physically large. It may be outdoors, industrial or factory-like settings. People preferring this area of tasks and activities will typically be successful at designing and producing tangible objects and results.

5. Scientific
Scientific Tasks and Activities focus upon exploratory processes where mental activities are typically used to discover or describe unknown information. These types of tasks and activities may be performed in either indoor or outdoor environments (laboratories). Due to the intense mental activities associated with this area, the setting is frequently quiet, with minimal intrusion and interaction with others. Occupations involving this area frequently require advanced education or training.

6. Artistic
Artistic Tasks and Activities are associated with creativity of all forms. The tasks and activities in this area range from quiet isolated production of fine artistic (painting, sculpting, writing) works to group performance in front of large audiences or simply the appreciation of any artistic pursuit. Central to all of the tasks and activities in this area, is the desire to produce and create something new and different that is typically shared with others. There is a wide range of artistic medium production, from purely mental as in writing to physical as in performing arts (ballet). There is an equally wide range of environments from quiet and serene to crowded and chaotic.

7. Social/Group Involvement
This area of task and activity is involved with serving the needs and desires of others in groups or teams. A common theme to this area is the experience of being part of a collection of individuals with a common purpose or goal. It may involve one individual serving a group or a group serving an individual. In either case it is not typically a singular or one-on-one activity. Because of the consistent group activity, most occupations associated with this area involve physical activity or verbal interaction. The environments in which these

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activities occur may range from an office type space to an outdoor athletic field.

8. Home and Nature
Home and Nature Tasks and Activities are focused around exploring and impacting the natural world including our home environments. They may range from aesthetic acts of home remodeling, flower gardening and landscaping to exploring the geology of rock formations or forestry management. The activities typically involve interactions with smaller numbers of people or family units and require reflective and creative thought. Further, there is frequently involvement with building or making something in a natural setting. Central to this area is a desire to be involved in a more native or natural environment, including one's home.

9. Individual/Personal Service
Individual/Personal Service Tasks and Activities focus on people who serve the needs and desires of others. These individuals are involved with obtaining information from others, then applying knowledge and understanding to that information in order to provide meaningful help and service. These tasks and activities most often occur in quieter surroundings with only one or two other individuals present. Although providing service for someone may occur in any setting, it frequently is done in office settings, with scheduled activities and a quiet comfortable setting.

10. Governmental Service
Government Service Tasks and Activities represent a variety of occupations within the structure and organization of a governmental organization or body. The most common element of this area is the existence of the highly structured organization unit where all of the tasks and activities are described by clear guidelines, and the chain of authority is articulated and promoted as part of the structure itself. There is very little ambiguity or flexibility within the occupations of this area as far as what tasks and activities an individual will perform. People who prefer governmental service tasks and activities will find themselves in environments that range from office buildings to police cars.

11. Health and Medical
Health and Medical Activities focus upon the care and maintenance of the physical bodies of individuals. Consistent in all forms of this area is the desire to be involved with the improvement of the physical health of others. Activities in this area will typically be performed in hospitals or doctors' offices, but may be found out in the open as at the scene of an accident. The education/training level in this area is typically high, requiring two or more years of training beyond high school. Individuals preferring this area usually function well in the face of traumatic events. Interaction with people commonly ranges from individuals to small groups or family units.

Utility of the Eleven OAG Areas

> "It is the tasks/activities and the environments in which they are performed for each of the eleven Occupational Activity Groupings areas that are the ***elements of similarity*** with other occupations."

As mentioned previously, there are more occupational areas than the eleven that are assessed in the Occupational Activity Groupings on the MajorsOEM. Yet, elements of these eleven areas will be found in most of the common occupations of today. It is the tasks/activities and the environments in which they are performed for each of the eleven OAG areas that are the elements of similarity with other occupations. When individuals gain an understanding of the elements of similarity between an occupation that they are considering or their current occupation and the MajorsOEM's OAG results, then the utility of this instrument becomes powerful for career choice, self-understanding and satisfaction building. The principal role of the professional in providing guidance and feedback with the MajorsOEM is cultivating an awareness of the elements of similarity for their clients.

***Response Style*—"Important to Consider"**

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The numeric results presented in the table are based on percentages of the total amount of weighted response possible (more information in the development and psychometric chapters). This represents important information about potential response styles held by the responder/client. Some individuals will respond with many strong statements (strong dislike or very interested) while others will seldom use those responses. Frequently this variation in responding is more a function of innate personality type than a true expression of range of interest or dislike. The numeric information is provided on the report, but requires care and consideration in feedback sessions. Discussing the limitations of the numeric data prevents false or erroneous comparisons between individuals when the MajorsOEM is used within group settings. The numbers are important information, but the professional must insure that the interpretation and use are meaningful and accurate for their clients.

The General Interest Areas

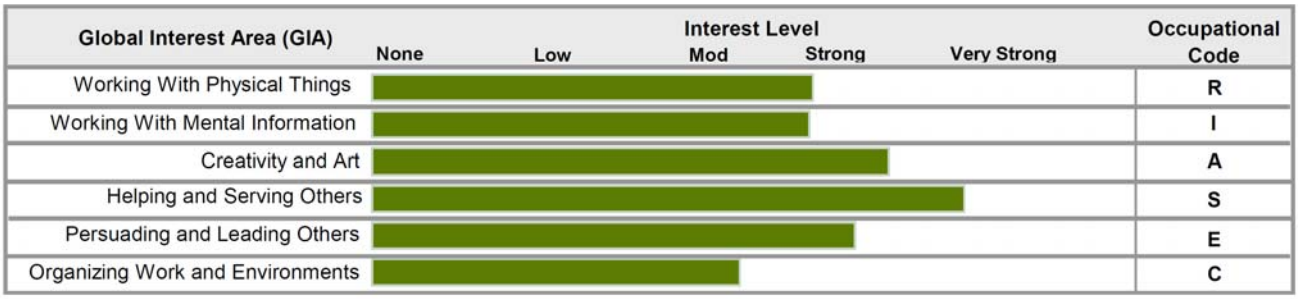
In addition to the MajorsOEM's OAG results there are six Global Interest Areas (GIA; Fig. 2) that represent aspects of your developed personality that are commonly used to provide matching between the environment and the individual. These six areas are very valuable in helping individuals understand their overall global interest patterns and provide a direct connection with volumes of information about career choice. The MajorsOEM Career Exploration Profile can be very valuable as a career guidance tool using the GIA result information.

The Satisfaction and Retention Profile SRP does not use the GIA information to suggest a career change. That is not the intention of the report. Rather, the information is used to help the individual gain a better understanding of how they fit into the current work environment. The SRP report is designed to provide information for those already in their chosen occupational settings. Organizational leaders and business managers typically wish to avoid the potential turnover that comes with employees being directed to different occupations. The MajorsOEM SRP report is intended to increase the individual's satisfaction in his or her existing occupation; not cultivate a change of occupation.
The CEP report serves the opposite function as the SRP. Its intent is to establish a new or change an occupation.

The GIA are related to the common six-letter Occupational Code for use in career guidance. The individual's highest three scores on the GIA results form a three-letter code. There is a wealth of information that involves matching an individual's reported personality three-letter Occupation Code to occupations. This in conjunction with the OAG information provides detailed information that guides the career counseling process toward a satisfying occupation.

Figure 2 below presents the report chart (both reports) for the GIA. The levels of interest range from "None" or no interest to a "Very Strong" interest in a Given GIA. The Occupational Code relationship is to the right on the chart. More is said about the results for the GIA in later chapters.

Figure 2



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Numeric Results and Overview

On the summary page of the MajorsOEM reports (SRP & CEP) is valuable numeric information. The instrument and reports are "B" level or restricted; providing numeric results requires interpretation to avoid misconceptions. A complete overview of the limitations for the psychometric qualities of the MajorsOEM is found in Section 3 of this chapter. The professional must learn a solid understanding of those limitations before giving accurate feedback to the client/respondent.

Professional Feedback is Critical

The MajorsOEM is a web-based only instrument. There are no paper/pencil or face-to-face versions available as the scoring methods prohibit this. There are a number of features that come with the MajorsOEM results that require professional interpretation. The use of numeric results in a report allows the professional to tailor the feedback experience to the need of the client. For this reason detailed explanations are not presented in the report. This also limits the potential for misconceptions by the respondent/client.

The following statement appears before the numeric data:

Below are two tables with your response results for the MajorsOEM presented in percentage form. Be careful not to compare your percentage results with others and assume that there is a real difference because your percentage in one OAG or GIA is higher or lower than theirs. Individual response style must be taken into account for such comparisons to be valid. Your MajorsOEM professional can help you to use these results effectively to further your satisfaction and understanding.

Figure 3

OAG Results:

Avoidance Percentage	Occupational Activity Grouping	Preference Percentage
8%	Business/Management	17%
21%	Business/Financial	21%
55%	Digital Data	5%
69%	Mechanical	0%
45%	Scientific	25%
23%	Artistic	42%
9%	Social/Group Involvement	41%
5%	Home and Nature	50%
0%	Individual/Personal Service	67%
36%	Governmental Service	36%
30%	Health and Medical	50%

GIA Results:

Occupational Code	Global Interest Area	% of Responses Indicating Interest
R	Working With Physical Things	58%
I	Working With Mental Information	57%
A	Creativity and Art	68%
S	Helping and Serving Others	78%
E	Persuading and Leading Others	63%
C	Organizing Work and Environments	48%

Note: The three-letter Occupational Code is formed by the letters corresponding to your three highest percentages.

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Section Summary

The MajorsOEM instrument and reports are designed to provide general information about common occupational tasks and activities and the environments in which they occur, to help the individuals grow in self-understanding and maximize their occupational satisfaction and select a satisfying career. The clear presentation of both preference and avoidance information makes it a unique tool to help professionals serve clients in either exploring new occupations or in helping them remain in their existing occupational settings. The lack of direct connection with any one theoretical orientation allows the MajorsOEM to be used with most other measures without introducing conflicting and confusing theoretical information. It is an aid in the development of personal growth through increased self-understanding.

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SECTION 2

Administration and Ethical use of the MajorsOEM

The ethical use of psychological measures requires that professional users have a clear understanding of potential issues that exist for each of the instruments that they use. In this section of the chapter administration and ethical use of the MajorsOEM will be presented. Proper administration of the MajorsOEM involves knowledge of who should take the measure and how the different reports should be used and interpreted to the client. The range of appropriate application of an instrument is an expression of the boundaries for its ethical use. Therefore to use the MajorsOEM ethically requires knowledge of psychometrics, administration parameters, and interpretation guidelines.

Administration

The MajorsOEM is an online web-based electronic instrument that is published by Breckenridge Institute. It requires an Internet connection for both the client and professional. The process to administer the MajorsOEM instrument is consistent with the MajorsPTI. Internet assessment instructions are presented from the publisher and distributors that provide training and materials for professionals. The instruction link that is provided to the client/respondent is presented below:

Dear ……..,

You are about to take the MajorsOEM. The MajorsOEM consists of a list of education subjects, occupations and work activities. Based on your experience or knowledge, use the scale provided to describe how much you are Interested in or Dislike each one. Use the Neutral response only if you are not familiar enough to have formed an opinion.

To complete the instrument, click on the URL shown below. Please note that you will be able to take this instrument anytime from any computer anywhere in the world. Your results will be saved once you have clicked on "Next" for the page that you are on, so you may complete the instrument in multiple sessions (for the most accurate results please complete the instrument in one session).

It is important that you take the instrument in a place that is quiet and free from disruptions. It is also important that you be as open and honest as you possibly can, and consider what is correct for you.

If you encounter any technical problems while taking the instrument, please e-mail help@breckenridgeinstitute.com. If you have any other questions, please contact your facilitator. Please do not reply directly to this e-mail.

Thank you,

It is important that all individuals who will be taking this assessment know the boundaries of confidentiality and level of privacy that can be expected with the information provided in the results for the professional and the MajorsOEM client report. Clients should be encouraged to complete the assessment in a quiet setting, keeping in mind that their responses cannot be right or wrong. Responses only express beliefs based upon experience. The neutral response provides an important point of departure from other measures of personality characteristics. They may have no real experience or knowledge on which to respond to an item. Therefore, the neutral should be used if they cannot express an informed opinion; otherwise their response may be measurement noise.

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As stated previously, this avoids reporting error. The administration of the MajorsOEM is fast and typically is completed in 10 -15 minutes. Encourage the clients not to labor over any one of the items, but to simply respond based on their reaction and experience.

Discuss in advance any plans to share the information provided in the results with any other individual or group. Informed consent is an important element of proper ethical administration and setting the stage for open self-reporting. Also the client should be encouraged to recognize that the reports present their own reported information free from any interpretive bias. The reported information is valid only if they believe that it accurately represents their experience.

The age range for ethical administration of the MajorsOEM begins with high school juniors and stretches to the end of retirement. The less exposure an individual has had to the world of academics and work the fewer items that will be responded to in a meaningful way. Keep in mind that responding to 50% of the items on the MajorsOEM will still provide an image of the individual's experience and knowledge of the assessed areas. Any item responded to knowingly and honestly is a piece of valuable information.

For example; a 15-year-old high school sophomore can express his or her experience based on classroom learning and talking with older relatives and still provide meaningful information about what they know and then be guided into exploration into unknown experiences. At issue with younger populations is that they will learn and change rapidly. A 15-year-old sophomore may have a new science class that results in them changing their beliefs about science all together (for or against science).

The intent of both reports of the MajorsOEM is to improve inclusion in the workplace -- not foster exclusion. This assessment is perfect for helping in the process of building highly effective teams and work crews (either report may be used for this purpose). Knowledge of Preference and Avoidance areas helps even out workloads and reduce resentment and stress. The intended application of the information must be presented to the client prior to administration to fulfill proper ethical requirements of this or any other measure of personal characteristics.

The report information from the MajorsOEM should not be sent out to the respondent unless they have been briefed upon the limits of the importance of the information, and a follow up feedback session should always be part of the use of the MajorsOEM. Clients should always be given an opportunity to ask question of the professional at any point along the administration and interpretation process.

In Sum:

The MajorsOEM and the two available reports provide a wealth of information about the client/respondent. Ethical use requires that the professional have a strong understanding of personality expression and career/occupational guidance. Large, detailed reports as the ones provided with this instrument require sound professional guidance to maximize their utility and prevent misinterpretation. The MajorsOEM is quick and easy to administer, but the range of utility is wide and adaptable. Individual career counseling with the Career Exploration Profile report, Couples conflict resolution over free time and household duties with the Satisfaction and Retention Profile report, or Executive Coaching with either report; all are possible ethical uses of the MajorsOEM. But the professional must be properly trained in the use of the instrument and specific dimension of intervention for which it will be used.

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SECTION 3

Development and Psychometric Properties of the MajorsOEM

In this section information on the development and psychometric properties of the MajorsOEM are presented. The process of developing the instrument took over five years and involved quantitative and qualitative data collection and analysis. The chapter includes important information to enable the professional to ethically administer and use this tool with its intended populations.

Development of the MajorsOEM

The decision to develop the MajorsOEM arose out of an understanding that it is what an individual dislikes and chooses to avoid that creates the greatest liability to occupational satisfaction and therefore impacts occupational stability. Those elements of a chosen occupation that are preferred are what typically attract a person to a career area in the first place and are seldom an issue for the individual. The discomfort from the experience of the disliked and avoided tasks/activities and environments presents the biggest challenge to satisfaction. It is helpful to think of these issues in a simple formula:

Preference	– Avoidance =	Level of Occupational Satisfaction

With this formula in mind the development of the MajorsOEM was intended to provide professionals with a tool that would reduce the discomfort of Avoidance through self-understanding and the introduction of simple processes of change. As the formula indicates, if Avoidance attitudes and behaviors are high then levels of satisfaction can be low or dropping into attitudes of dissatisfaction. Any time that Avoidance behaviors and attitudes decrease, then satisfaction increases.

The development of the first research version of the instrument began in the fall of 2001 by writing 180 items that sampled a number of occupational areas. The information was collected along with three other measures of personality and career interest. After the initial data collection (N=87), the measure was evaluated by performing internal consistency analysis on each of the Occupational Activity Grouping (OAG) areas, General Interest Areas (GIA), and collecting qualitative information about the accuracy of the results. Based on these analyses, the number of items was reduced to 119 and the number of scales to the eleven OAG areas and six GIA areas that currently exist. A second round of data collection occurred in the summer of 2002 where 105 individuals completed the second research form of the MajorsOEM and two other measures of personality. Another evaluation process that used the combined samples (N=192) was performed again using analysis of internal consistency and qualitative information that resulted in the current 93-item version of the instrument. Data collection has continued (N = 647) up to this time including test re-test and frequent qualitative focused group evaluations of the measure's utility and effectiveness. Specifics of the psychometric analysis and instrument characteristics follow in the next section.

Psychometric Properties of the MajorsOEM

The information in this section will focus upon the statistical or psychometric properties of the MajorsOEM instrument. It is important for professionals who intend to use this or any other measure of psychological characteristics to have a firm understanding of the instrument's psychometric properties. It is not the intent of this manual to take the place of proper training in ethical use of psychological measures. Therefore, the necessary information on the MajorsOEM will be presented with the belief that the reader has previously received the proper training.

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Structure of the MajorsOEM

The MajorsOEM is a 93-item instrument with eleven OAG areas and six GIA, or 17 dimensions total. The instrument is responded to in a divided Likert-scale format ranging from Strong Dislike, Dislike, Neutral, Interested and Very Interested. The neutral position (middle position) is not a weighted position in the scoring. Neutral responses are intended to remove measurement noise caused by forcing a response that does not contribute to the accurate measure of the intended dimension or occupational area.

Respondents are told to use the neutral response only if they are not familiar enough with the item to have formed an opinion. By dividing the Likert-scale results for the eleven OAGs during the scoring routines, the result is 22 different scales and scoring routines (28 with the six interest areas). The scales for Preference and Avoidance on each of the eleven OAG areas are independently scored ***to avoid measurement problems that would arise from the false inference that the dimensions of Preference and Avoidance must be inversely related for the individual***. In truth, it seems intuitive that to Prefer a task/activity or environment would mean that one would not want to Avoid it, but it is possible (and frequently the case) to not Prefer something and also not Avoid it at the same time. Simply not caring or not having enough exposure to the area should result in no relationship between the two attitudes or responses. ***No interest at all means no score in either direction***. A correlation analysis was performed between the Avoid and Prefer sides of the eleven occupational areas. All of the correlation statistics were between -.5 and -.7 (Pearson Correlations). In simple terms, this indicates that there is between 25% and 49% relationship (using adjusted r2 to indicate variance accounted for) across the Avoid and Prefer sides of the scales. This confirms the notion that there is a strong element of independence between the independently scored responses to the eleven OAG areas.

The eleven OAG area scales are scored by calculating the respondent's percentage of total possible score for each scale in both the Avoidance and Preference directions. The total possible score is based upon sums of the item weights that form the scale. (Note: there will be no published discussion of the item weights as the scoring system is proprietary). By using the percentage of total possible score the effect of different scale lengths is eliminated. The scores are intended to form a descriptive pattern of the individual. Comparing across individuals to determine who has the highest Preference or Avoidance on any of the occupational areas is ONLY to be done when the differing response styles are taken into account. Because this measure focuses on the individual's response patterns (an ipsitive approach), no normative information is presented in this manual (it will be provided in instrument reference material from the publisher/distributors). The development of norms within an organization can be accomplished when personality type is taken into account and simple norming statistics are applied.

Psychometric Statistics

This section of the chapter will present the psychometric properties of the MajorsOEM. The data for the initial development was collected over a four-year period and involved participants from high schools to boardrooms all across the United States and around the world. Much of the data that has been collected does not contain demographic information and will be excluded from some of the analysis. Many of the participants who contributed to the collection process were part of career counseling and career coaching workshops. A post development sample is continuously being collected and that information is reported where applicable.

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Reliability

In order for an instrument to be used with consistent results it must be reliable. There are two main forms of reliability that were used in evaluation of the MajorsOEM. The first form was internal consistency reliability. This was employed during the instrument's development to select the items that appeared to be measuring the same or one consistent construct for each scale. It was also used after the final items were selected and all of the data collected to publish in this manual. The second form of reliability is test re-test reliability. For results of a measure to be reliable they must be consistent (give the same or similar results) when repeated over time. Internally consistent and consistent over time must both be demonstrated for a measure to be declared reliable. Internal consistency: Internal consistency measures the relational stability across the items (questions) within a scale. Table One presents the results of internal consistency analysis (Cronbach's coefficient alpha) for the eleven OAG areas and the six GIAs. As can be seen from the results, all of the scales display very high internal consistency. This indicates that the items on each of the scales appear to be measuring the same occupational dimension. These results represent all of the data that has been collected on the MajorsOEM.

Table One:

Internal Consistency Reliability Alphas for the 17 MajorsOEM scales.

OAG	Alpha	# items
Business/Management	.88	6
Business/Financial	.85	7
Digital Data	.93	10
Mechanical	.89	8
Scientific	.90	10
Artistic	.89	13
Social/Group Involvement	.83	11
Home and Nature	.88	10
Individual/Personal Service	.84	6
Governmental Service	.80	7
Health and Medical	.83	5
Mean Alpha	.86	8.4
GIA	**Alpha**	**# items**
Working With Physical Things	.92	18
Working With Mental Information	.89	15
Creativity and Art	.89	13
Helping and Serving Others	.84	17
Persuading and Leading Others	.88	6
Organizing Work and Environments	.88	17
Mean Alpha	.88	14.3

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Test Re-test Reliability:

This form of reliability reveals the extent to which an instrument or scales within an instrument will reliably measure the same construct or dimension over an interval of time. The interval used in this analysis was 30 days (N=84). The results of test re-test analysis are the Pearson product moment correlations of the 17 scales across the two administrations (see Table 2). Because the MajorsOEM is measuring responses and attitudes toward occupational areas (for the eleven OAGs) that are changeable, it would be inappropriate to have a longer interval or include younger individuals (age less than 21) in the analysis. The rapid change of experiences in the lives of younger adults results in changes in attitudes that are natural, but not good for Test Re-test reliability analysis. The measurement of an instrument's reliability should not be confounded with the unreliability of youth. Results from the analysis demonstrate that the MajorsOEM has very good test re-test stability across administrations.

Table 2: Test Re-test Pearson Correlations (N = 84).

OAG	Pearson Correlation
Business/Management	.86
Business/Financial	.82
Digital Data	.91
Mechanical	.88
Scientific	.88
Artistic	.87
Social/Group Involvement	.82
Home and Nature	.85
Individual/Personal Service	.82
Governmental Service	.78
Health and Medical	.82
Mean correlation	.85
GIA	**Pearson Correlations**
Working With Physical Things	.90
Working With Mental Information	.87
Creativity and Art	.86
Helping and Serving Others	.81
Persuading and Leading Others	.85
Organizing Work and Environments	.86
Mean correlation	.86

The statistical results from the two forms of reliability analysis demonstrate that the MajorsOEM is a very reliable instrument. If the reliability statistics are compared to other psychological measures with similar numbers of items per scale it is easy to see that this measure is constructed with strong internal consistency and stability over time. There are other important factors to consider in addition to reliability. The validity of a psychological testing instrument is also extremely important.

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Validity of the MajorsOEM

Establishing the validity of a psychological measure proves that the instrument is measuring what it is intended to measure. For most measures this means that it is also providing support for the theoretical foundation that is the basis of the instrument. In the case of the MajorsOEM eleven OAG area scales there is no theory that needs to be confirmed. It is measuring attitudes and responses to everyday experiences in occupational settings by assessing the interest in or dislike of 93 questions about tasks, activities and the environments in which they occur.

GIA Interest Area Validity

Because the six interest areas are being related to existing information and theoretical notions, it is important that the validity of these scales be established by comparing results to other existing measures. This is the concurrent form of criterion related validity. The six interest areas were compared to results from Holland's Self-Directed Search (SDS; Holland 1994) to establish their relationship to the commonly used occupational code. Holland is the leader in this area of career assessment and his SDS measure has many years of proven validity. As can be seen from Table 3 the MajorsOEM GIA scales have a strong relationship with the six dimensions sampled on the SDS. This supports the use of the results from the six interest scales in the same career exploration process as is commonly used by the SDS and other career instruments. These six GIA scales are measuring what they are intended to measure.

Table 3:

Correlations of the M-OEM Interest areas with the SDS (N = 53)

GIA	Correlation with SDS	SDS Code
Working With Physical Things	.81	R
Working With Mental Information	.80	I
Creativity and Art	.82	A
Helping and Serving Others	.78	S
Persuading and Leading Others	.80	E
Organizing Work and Environments	.79	.C
Mean Correlation	.80	

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OAG *Area Validity*

To confirm the validity of the eleven OAG area scales (22 reported results) feedback was collected from data collection participants. A total of 86 individuals were surveyed to establish that the results from the MajorsOEM were consistent with their experience in occupational settings. Table 4 presents the results of validity questions that were collected from participants. The response set to the validity questions was a 10-point Likert format from "Not at all like me" to "Very much like me".

Table 4:

Validity Questions for the MajorsOEM

Survey directions: Answer the following questions based on how closely you believe the results of the Majors OEM fit your personal occupational environment experience.

Use the following scale to state to what extent you believe that the following M-OEM results were like you?

Not at all like me **A Little** **Some what Like** **Like me** **Very much like me**
1 2 3 4 5 6 7 8 9 10

OAG Area	Average Agreement
Business/Management	7.9
Business/Financial	8.3
Digital Data	8.8
Mechanical	8.4
Scientific	9.0
Artistic	8.2
Social/Group Involvement	7.6
Home and Nature	8.0
Individual/Personal Service	8.8
Governmental Service	8.3
Health and Medical	7.9
Mean Agreement	8.3

(Note: N = 86)

The results from the validity survey indicate that the MajorsOEM is clearly measuring the eleven occupational areas consistent with the experience of the sample participants. This is the strongest form of validity for a stand-alone instrument, not connected to any existing theory or having another measure with which to compare. For all scales the individuals on average are reporting that the measure results are like their experience.

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Section Summary

The results of the psychometric, and survey evaluation of the MajorsOEM indicate that the measure is performing as was intended. The development process allowed for necessary changes in the measure to be completed and result in a brief and accurate measure of important occupational environmental experiences. More psychometric information is given in the additional resources provided by the publisher/distributors using the MajorsOEM results with the Majors PTI and other measures of psychological type.

Chapter references:

Holland, J. L. (1994). *Self-Directed Search*. Odessa, FL: Psychological Assessment Resources, Inc.

Manual Summary

This manual provides the information necessary to ethically and effectively use the MajorsOEM instrument. Basics on administration, psychometrics and interpretation have been given, but it needs to be stressed that the professional must have completed an appropriate training or educational level in order to properly use this assessment. The manual is a temporary presentation of the necessary information to be used in training and preparation for using these two instruments. If any professional would like more specific information on using this instrument they may contact the author at mmmajors@juno.com.

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MAJORS™ oem

Career Exploration Profile

Overview

The Majors Occupational Environment Measure - Career Exploration Profile (MajorsOEM-CEP) provides you with valuable information to help you to make career decisions that are satisfying and a good fit for your personality. Whether you are starting out or changing careers, making the right career choice is one of the most important decisions that we all make. We rely upon our careers to meet many of our personal needs including income/security, identity and satisfaction. Unfortunately, the process necessary to choose the "right" career or occupation is not very clear. We are told that we are to pick something, but there is very little instruction in how to make the choice. The MajorsOEM-CEP report will help you put structure into your decision-making process. You will learn how to identify the possible occupations that can lead to a satisfying career experience, and reduce the chance that you will be surprised later by unexpected disappointments. The CEP report teaches you about your pattern to Avoid or Prefer on the 11 Occupational Activity Groupings, which consist of groups of tasks, activities and environments in which they are performed, and your Global Interest Area results that relate your work personality to different working environments. This report will not tell you "who you are" or what occupation or career you should seek; rather it will help you to make a better-informed decision regarding a career path or change.

Report Contents

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Breckenridge Institute
HARNESSING THE POWER OF CULTURE™

MajorsOEM™ and Career Basics

We can think of our life as a tapestry of woven fabric, based on genetics, social or environmental opportunities, experiences and beliefs or values. Each person has a tapestry with a unique color, texture, fabric and pattern. Your tapestry may change as experiences change you. The career choices you make will become an important part of who you are (perhaps the dominant feature of your tapestry). We all have experiences that we like and are interested in or dislike and/or find uncomfortable, but to connect those experiences together in a structured or systematic framework is ***not*** something that we naturally do. Your responses (Strongly Dislike to Very Interested) to the education subjects, occupations and work activities on the MajorsOEM™ have been scored and the results reveal some of your tapestry pattern (a structured and systematic framework). When we can correctly overlay the fabric of different occupational environments upon our own tapestry, we can easily see how well the different occupations match us. Those of us who are tightly woven may not be comfortable in a loose and changeable work environment, and those of us who have a loosely woven tapestry that enjoy the flexibility of frequent change may find the tightly woven fabric of a well-structured environment restricting and uncomfortable. The matching of our tapestry into the fabric of a matching occupation gives us a satisfying career, yet requires the examination of many threads that are interwoven into each other. This report will allow you to closely examine many characteristics of yourself and match them to general characteristics of the occupational tasks, activities and environments that are common in careers.

The information presented on the bar charts and tables found in this report are based upon your responses to the questions on the MajorsOEM instrument. Keep in mind that the structured information describes parts of your tapestry, and is not part of any complex theory. It will ***not*** tell you what to do or force you to make a career decision. It is based upon your responses across eleven Occupational Activity Groupings (OAG) and six Global Interest Areas (GIA). You will be able to see how your individual Prefer and Avoid patterns across the OAGs match different occupational tasks, activities and the environments in which they occur. Your work personality profile on the GIA will allow you to match yourself with similar work environments. A brief description of each of the eleven OAG and six GIA will be presented to help you understand your pattern of results. Throughout this report you will be given information on the process of using this MajorsOEM-CEP report information to help you make a career decision that is satisfying and a good fit for your tapestry.

Understanding your Prefer and Avoid Pattern

Have you ever wondered why some days in your life seem to be more satisfying than others? Why is it that some individuals go to college or complete a training program, and then begin working in a career that they are very excited about (and believe they will enjoy for the rest of their lives) only to find their satisfaction with their choice changing from day to day or disappearing altogether? This is confusing but does it mean that they have made the wrong choice? The answer is that a choice was made without all the facts and information that was needed. Careers are not based upon jobs that have one set of activities and tasks. All jobs contain a collection of differing tasks and activities that are commonly performed in one or more work environments or work settings. No one will find the "perfect" job, free from all of the tasks and activities that they wish to avoid and seldom do we find ourselves in the "perfect" environment or work setting. As mentioned earlier, matching the right person to occupation information makes for a good career choice. It is important to also realize that true satisfaction with your chosen career and occupations will come when you are able to structure and balance the tasks and activities that are part of your daily work experience based upon your personality and preferences. You will learn how the knowledge you acquire in this report can help you choose and maintain a satisfying career experience.

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Preferred Tasks, Activities and their Environments (eleven OAG areas)

All careers are made of occupations, and all occupations are made up of different jobs. You can think of the jobs as the different tasks/activities and their environmental or settings within an occupation. In this Career Exploration Profile (CEP) report we call these tasks/activities and their environments the eleven common Occupational Activity Groupings (OAG). You have developed a preference for some of the OAGs because you have typically found them, or information about them, to be rewarding and satisfying. The more knowledge or experience you have had with occupational and educational settings, the more knowledge you will have about your own OAG patterns and preferences. The more understanding you have about your preferences and experiences the more likely you are to choose satisfying work and leisure activities. There is no right or wrong pattern of learned and developed preferring (no bad patterns in the tapestry). Some individuals may hold a preference for only one or two different OAG areas, while others may have a broad range of areas that they Prefer. These differences and Prefer patterns represent the range of individual differences (different forms of tapestries) that are normal and healthy. Your Prefer (preferences) results from the eleven OAG areas are presented on a chart with the ranges of High, Mid or Low Prefer. The range of results is not a value statement about you or your character; it is merely your preferences for particular tasks/activities and the environments in which they are commonly performed (OAG). Your level of Prefer for any of the OAG areas does not in any way show your ability to perform in those areas. After all, most of us experience receiving a good grade in a high school or college subject and yet being very grateful when the course was over because we did not like the subject material. Our ability to do good work and have a good leisure time is not always related to what we prefer. What you learn about your developed OAG Prefer results will help you make decisions that lead to satisfaction and stronger motivation in your everyday life. It is important to recognize that your pattern of OAG Prefer results may change over time as your experience increases with different subjects or occupations.

Avoided Tasks and Activities and their Corresponding Environments

It is normal and healthy to develop a dislike of, and therefore a tendency to avoid, one or more of the OAG areas found on the MajorsOEM™. Some individuals may have a preference for the work environment of a group or team while others would express avoidance for group or team activities and a preference for one-on-one interaction. If the experience that you have had with one of the particular OAG areas presented in the MajorsOEM™ results has been repeatedly uncomfortable for you, then you may have the tendency to avoid or wish you could avoid the corresponding tasks/activities and the environments in which they are performed. Preferring to work alone does not necessarily indicate that you will dislike or avoid working within groups or teams. Perhaps you have no experience in organizational group or team environments and will therefore report no opinion or little need to Avoid. Avoiding certain OAG is typically done because of previous experiences. The MajorsOEM™ provides information about the level of dislike or Avoid that you have on each of the eleven OAG areas in the report. Your strong dislikes will often show up as various Avoid behaviors that help you to reduce the discomfort you find with that particular OAG area. As with the learned preferences (Prefer), it is important to recognize that your pattern of OAG Avoid may change over time as you experience more about different subjects or occupations.

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Descriptions of the Occupational Activity Groupings (OAG)

The following are general descriptions of the eleven Occupational Activity Groupings (OAG) that are found on the MajorsOEM™. The conclusion of nearly two decades of research and development indicate that while the number of new occupational tasks and activities is continuously increasing, these eleven common Occupational Activity Groupings continue to be representative of virtually all occupational tasks/activities today. Read these descriptions carefully before going on to your individual OAG profile. You will also want to refer back to them often.

1. Business/Management

Business/Management tasks and activities involve leading and directing organizations and individuals in the day-to-day and/or long-range processes of operating an organization or unit (division or section of an organization). They may include, but are not limited to managing a private business, corporation executives, leadership roles in civic organizations and projects. Common tasks and activities include oversight of procedures and activities necessary to carry out the mission and vision of the organization. There tends to be frequent if not continuous direct involvement with individuals as well as a high level of responsibility for success. The environment in which these tasks are performed is typically an inside office facility, yet may involve frequent travel and meetings in other environments. Individuals preferring this area are typically comfortable making decisions that affect the lives and future of others.

2. Business/Financial

Business/Financial Tasks and Activities involve the interaction with and responsibility of budgetary and financial resource development and utilization. These thought-based activities involving the use of mathematics and statistics serve to inform individuals and organizations of their financial status and financial resource management. Involvement with computers and software is common throughout the range of occupations in this area. The work environment that these tasks and activities are performed in is nearly always indoor office space with limited interruption and interaction with others.

3. Digital Data

Digital Data Tasks and Activities include the development, maintenance and utilization of information on computer platforms. This includes using computers to develop methods of meeting the needs within businesses and organizations for data and resource management as well as individual communication and dissemination of information. The environment within which these tasks are performed involves a desk and a computer. There may be limited meetings with other individuals as projects are developed and limited environmental interruptions, which facilitates the thinking processes necessary for this work. People preferring these activities and tasks will enjoy hours of concentrating on problem solving and creating ways of using and managing information.

4. Mechanical

Mechanical Tasks and Activities tend to involve thought and action used to move, manipulate and construct in the physical environment. This area will frequently involve a lot of physical motion and activity during interaction with the physical world. Frequently, knowledge of machinery and tools is necessary to perform the tasks and activities associated with jobs in this area. The environment in which these tasks and activities are frequently performed is physically large. It may be outdoors, industrial or factory-like settings. People preferring this area of tasks and activities will typically be successful at designing and producing tangible objects and results.

5. Scientific

Scientific Tasks and Activities focus upon exploratory processes where mental activities are typically used to discover or describe unknown information. These types of tasks and activities may be performed in either indoor or outdoor environments (laboratories). Due to the intense mental activities associated with this area, the setting is frequently quiet, with minimal intrusion and interaction with others. Occupations involving this area frequently require advanced education or training.

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6. Artistic

Artistic Tasks and Activities are associated with creativity of all forms. The tasks and activities in this area range from quiet isolated production of fine artistic (painting, sculpting, writing) works to group performance in front of large audiences or a deep appreciation of any artistic pursuit. Central to all of the tasks and activities in this area, is the desire to produce and create something new and different that is typically shared with others. There is a wide range of artistic medium production, from purely mental as in writing to physical as in performing arts (ballet). There is an equally wide range of environments from quiet and serene to crowded and chaotic.

7. Social/Group Involvement

This area of task and activity is involved with serving the needs and desires of others in groups or teams. A common theme to this area is the experience of being part of a collection of individuals with a common purpose or goal. It may involve one individual serving a group or a group serving an individual. In either case it is not typically a singular or one-on-one activity. Because of the consistent group activity, most occupations associated with this area involve physical activity and verbal interaction. The environments in which these activities occur may range from an office type space to an out of doors athletic field.

8. Home and Nature

Home and Nature Tasks and Activities are focused around exploring and impacting the natural world including our home environments. They may range from aesthetic acts of home remodeling/flower gardening and landscaping to exploring the geology of rock formations or forestry management. The activities typically involve interactions with smaller numbers of people or family units and require reflective and creative thought. Further, there is frequently involvement with building or making something in a natural setting. Central to this area is a desire to be involved in a more native or natural environment, including one's home.

9. Individual/Personal Service

Individual/Personal Service Tasks and Activities focus on you, the individual serving the needs and desires of others. These individuals are involved with obtaining information from others, then applying knowledge and understanding to that information in order to provide meaningful help and service. These tasks and activities most often occur in quieter surroundings with only one or two other individuals present. Although, providing service for someone may occur in any setting, it frequently is done in office settings, with scheduled activities and a quiet comfortable setting.

10. Governmental Service

Government Service Tasks and Activities represent a variety of occupations within the structure and organization of a governmental organization or body. The most common element of this area is the existence of the highly structured organization unit where all of the tasks and activities are described by clear guidelines, and the chain of authority is articulated and promoted as part of the structure itself. There is very little ambiguity or flexibility within the occupations of this area as far as what tasks and activities an individual will perform. People who prefer governmental service tasks and activities will find themselves in environments that range from office buildings to police cars.

11. Health and Medical

Health and Medical Activities focus upon the care and maintenance of the physical bodies of individuals. Consistent in all forms of this area is the desire to be involved with the improvement of the physical health of others. Activities in this area will typically be performed in hospitals or doctors' offices, but may be found out in the open as at the scene of an accident. The education/training level in this area is typically high, requiring two or more years of training beyond high school. Individuals preferring this area usually function well in the face of traumatic events. Interaction with people commonly ranges from individuals to small groups or family units.

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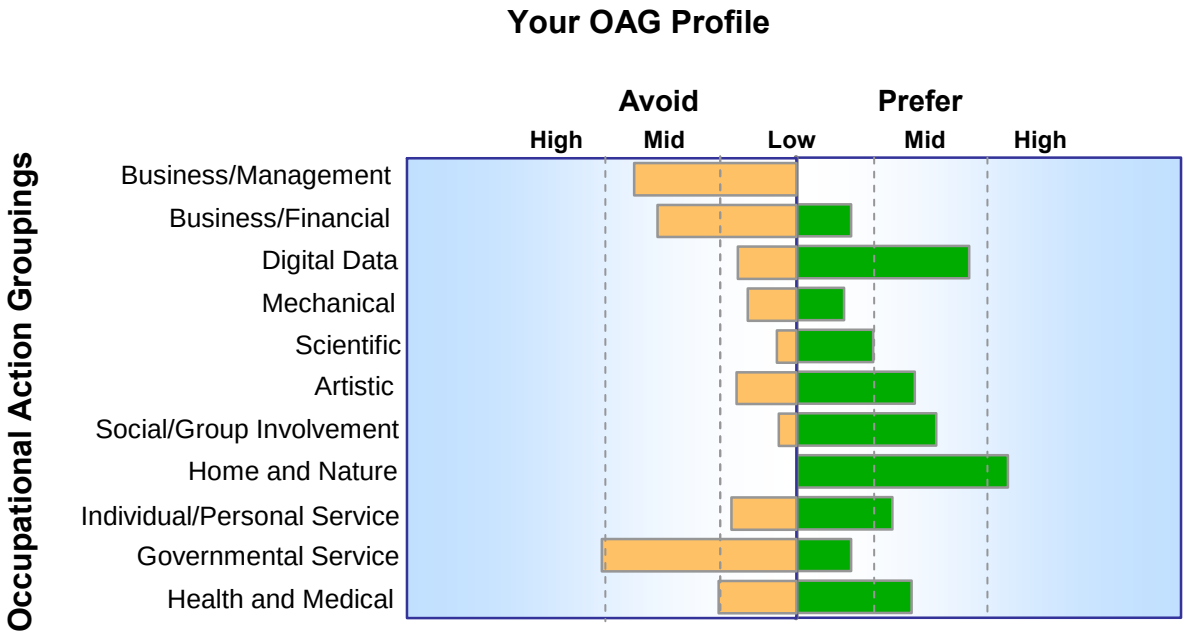
Your MajorsOEM™ OAG Profile

The bar chart below shows your results for the eleven OAG areas. Keep in mind it is based on ***your responses*** to the MajorsOEM™ instrument. It is important that you read the descriptions presented in the previous section in order to understand the specifics of each of the OAG areas. How to interpret your results is found below in the section immediately following the graph.



Interpreting Your MajorsOEM™ OAG Profile

The chart above is based on your responses to the MajorsOEM. Understanding this information will give you more knowledge about yourself that can help you with your career choices. When trying to learn what your OAG Profile means, it is important for you to keep in mind the following guidelines:

1. Use caution if you compare your results with those from another person. Your profile is not intended to be comparative with others. Each person has their own style of responding to questions on inventories and measures. The differences that are found between people do not mean that you or they have more or less of something. What can be compared are the differences in "which ones" of the OAG areas are reported as Avoid or Prefer (e.g. You report High Avoid and others report High Prefer). This profile does not present all of the statistical and mathematical information that would be required to make meaningful comparisons of "how much" of a difference exists between people.
2. It is important to recognize that the graph categories of High, Mid and Low do not indicate any value or worth about you. They are merely a simple way of helping you to group your results across the eleven OAG that are presented on the MajorsOEM™ measure.
3. Your results can and will vary over time. Remember these are based on learned experiences, and therefore as life goes on, experiences are accumulated, resulting in changes in your preference or an avoidance of tasks and activities and their environments. Re-taking the MajorsOEM after a few years at a new occupation or after continuing education will result in some differences that have been learned and experienced.

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Looking to Your Individual Highs and Lows

Looking at Your Prefer Pattern

Take a moment and look at the bars on the Prefer (right) side of the graph. Examine the bars and notice which one (or ones) of the eleven OAG areas is your highest level of Prefer. Remember, this is what you've reported having an interest in, and therefore a preference for. If you have no bars that reach into the High Prefer range, then the bars that are your highest (farthest to the right) represent your high preferences. Don't forget that the Low, Mid, and High zones indicated on the graph do not mean ability or value.

The following points are important to keep in mind:

1. The combination of your reported preferences and your response style will determine your general range of results (Highs to Lows).
2. Bars that are in the Low range (your shorter bars or ones that don't show up at all) indicate that you either have had little experience with this area or the experience that you had has left you with little or no preference for these particular OAG (again, little or no Prefer does not mean little or no ability).
3. Bars that fall into your Mid range of Prefer indicate a level of preference or interest in those particular OAG areas, to the extent that you know about the areas.

Your bars on the Prefer (right) side of the graph represent all of the OAG areas with which you have had some contact and about which you have formed an opinion. Your higher preferences represent collections of tasks/activities and environments that are interesting to you, and to the extent that you know about them you seem to like them or be attracted to them.

Looking at Your Avoid Pattern

Now examine the Avoid or left side of the graph, noting all of the bars that are your highest (farthest to the left) bars. These represent the OAG areas for which you have reported your strongest dislike. As with the Prefer side, this does not reflect any sense of value toward you or your abilities in those areas. If you report a High level of Avoid, you may have had a good deal of experience in that area and decided that you do not like it. This does not mean that you would not be able to work or perform well in that area.

Keep in mind the following:

1. The Avoid bars that fall into the Low band (short bars or no Avoid) do not mean that you have a preference for that area, but merely the absence of or very little need to Avoid and disapproval.
2. Having a Low Avoid score can indicate that you have not had experience in that OAG area and have not had the opportunity to learn that you dislike it or that you have already had an experience and only dislike a small portion of what is done in that OAG area.
3. Avoid Bars that fall into the Mid range indicate that there are some parts of that OAG area that you have experienced thus far that you would prefer to avoid (this is not an indication of ability or values).

All of the bars that extend to the left or Avoid represent your responses that you dislike something. You have had some experience or knowledge of those OAG areas and you would prefer not to have an experience in them at present. The dislike that you have reported is because of facts from your experiences.

Your Area-by-Area Evaluation

The next step in looking over your OAG profile is to examine the level of Avoid and Prefer for each OAG area one at a time. Read down the graph and observe the level of Prefer and Avoid for each OAG. If needed, return to the OAG descriptions and review where unclear. On some of your OAG results the Prefer will be High (to the right) with little or no Avoid. In others, the Avoid will be High (to the left) with little or no Prefer indicated. This means that you know this OAG area enough to have a clear strong opinion or belief about that area. You are either attracted to it (Prefer) or dislike and wish to Avoid it. Some bars may be of equal length in both directions indicating that there are similar amounts of the OAG area that you prefer and avoid. This typically reveals that you have had some personal experience in the OAG area that has resulted in differing experiences. When your results are Low or are missing on both sides, this can indicate no direct experience for that OAG, or simply a neutral response (no real opinion) to the questions on the MajorsOEM instrument.

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Using Your OAG Results to Assist in Career Decisions

As was mentioned earlier, the purpose of the MajorsOEM-CEP Report is to provide structure to: (1) your experience, attitudes about work (Prefer and Avoid) and work personality factors; (2) to put structure on the tasks, activities and the environments in which they are performed. Now that you have studied your OAG Profile, you know more about your own personal tapestry and how your preference and avoidance patterns for different OAG areas form your personal occupational pattern. The descriptions of the eleven OAG areas provide you with information about various work tasks, activities and environments so that you can see the different patterns and structure formed by each of the OAG areas. It is easy to look at your higher levels of Prefer and think that these OAGs represent general descriptions of occupations that might be a fit for you. This is what much of career counseling today attempts to do. But this process is only good up to a point. It represents only one side of the tapestry: the side that attracts us. When you flip a tapestry over, it shows you how the different fabric colors and textures are woven in together. You see things (patterns) that you don't normally see from the front of the tapestry.

> ***It is the things that you dislike and want to avoid that will create discomfort and problems in your career decisions. Any potential occupation that you consider has to be examined for the things that you dislike and would prefer to avoid as well as the liked and preferred.***

The eleven OAG areas represent specific descriptions and patterns, but all occupations are frequently combinations of two or more of these OAG areas. For example, you may desire and find that you have a strong/High Prefer for the OAG areas of Business Management and Social Group Involvement. You know that you enjoy leading people in groups to accomplish tasks and meet goals. But many business management positions will have a large focus upon financial structure and fiscal management. If you have little interest in the OAG area of business/financial, and accept a management position that has a strong component related to that area, you could find yourself regretting your decision.

We are all pulled toward what we prefer, but we must seek out and discover the full range of tasks and activities and environmental conditions that exist in potential occupations that we are exploring. It is important to note that simply having a strong dislike and Avoid for an OAG does not mean you would be unable to do those tasks and behaviors or that you would not be able to find satisfaction in a position that requires them in the job description. ***We all make adjustments to the things that we dislike***. This CEP report is providing you with information to help you make an informed decision regarding the OAG areas.

> ***Knowing how much of an occupation will contain elements of OAG areas that you typically want to avoid allows you to make a clearly thought-out and well-informed decision.***

Satisfaction in the workplace does not have to be limited to perfection (total absence of disliked OAG). The back of a fine tapestry contains well thought-out processes that the weaver had to learn and do on the backside to make it work and look beautiful on the front side.

Another important point to bring to your attention is that your results are based upon the knowledge that you currently have about the world of work. As mentioned earlier in the section on interpreting your results, short bars in both directions may simply indicate a lack of knowledge or understanding about that particular OAG area: they may be unknown OAGs. When you are exploring different occupations and find that part of the job description includes one of those unknown OAG areas, it means that you may need to explore that OAG area more and understand in greater detail what is involved with those particular tasks, activities and environments that it represents. Doing this prevents surprises later on after you have made a commitment.

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When you were evaluating the results based on one side of the chart or the other, you may have noticed a pattern to be attracted to or Prefer one type of work environment and Avoid or dislike others. For example, some occupations are not performed in an office or room environment. They may either be done out-of-doors or require going to numerous rooms and environments. If you notice a pattern of Prefer for one of these areas and a dislike for the other, this is critical information to keep in mind as you explore your career possibilities. Those who enjoy activity, travel and the out-of-doors, may quickly become stifled, bored and frustrated with only four walls and a window. Conversely, those who are productive in the controlled environment of an office may find the distractions of travel and the out-of-doors limiting to their productivity.

There are many ways that your OAG area results can be evaluated to help you to understand yourself and your connections to clusters of OAG work environments. For example:

> Consider the amount of social or verbal activity that is in your chosen occupational environment. How much you believe is comfortable for you may be answered by examining your Avoid and Prefer results on OAGs that have high levels of social or verbal activity compared to results on OAGs that have low levels of that activity. The OAG areas of Scientific and Digital Data often have environments that have limited verbal or social activities, and the OAG areas of Social/Group Involvement and Individual/Personal Service may have continuous verbal and social activities. Assume your Prefer results on Scientific and Digital Data are in the High range (you like and are interested in them) and your Avoid results for Social/Group Involvement and Individual/Personal Service are in the High range (you dislike and want to avoid them), then you may consider avoiding occupational environments that are filled with social action and lots of talking.

The ways in which the avoid and prefer information of your OAG profile can increase your knowledge and understanding of your individual career tapestry is limited only by the amount of information you possess or collect about the eleven different OAG. You can use this process yourself of developing your own OAG areas that are more specific and closer to your occupational aspirations if you find that those tasks, activities and environments have not been covered in this report. Simply ask yourself how much you like or dislike the different elements that you learn about this new OAG and include it in the process of evaluating its fit in your tapestry.

To use the OAG information in evaluating a potential career decision, ask what is it like in those occupations, and what have I reported on the MajorsOEM-OAG profile that I like and do not like. Then for the elements of the occupation that you may want to avoid ask yourself, “Can I put up with that amount of that task/activity or environmental condition?” We all have to do this to some extent in our occupations, but we can avoid the surprise of discovering that it is too much too late.

The next section will present your GIA results and how you can use them to help in the matching process. You will find that the matching of GIA results to occupations is easy and helpful in using the OAG information to evaluate your occupational fit. Keep in mind the more that you know about your workplace tapestry the greater the chance of making a satisfying career decision.

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Your Global Interest Areas (GIA) Descriptions & Profile

GIA Descriptions:

The Global Interest Areas (GIA) results will help you to see how your learned personality characteristics contribute to your overall career pattern or tapestry. These GIA areas are learned or developed patterns of interest formed by experiences you've had in your life. The GIA patterns help you see why you interact the way that you do with many work and leisure situations. These interacting patterns are based upon the theory of John Holland who proposed a matching system between personalities and working environments. The occupational code letters presented in the GIA descriptions (in parentheses) and on the charts and tables represent where the GIA fit or match the Holland codes. There are no dislikes associated with these GIA patterns, and all that is presented represents how much you are interested in each of the six GIA. Read the following descriptions and consider how each GIA fits you and others that you know in your work, home and leisure environments. Attempt to recognize how these patterns reveal instances of conflict and harmony, with individuals and environments, which you have experienced. The common occupational code letter is listed in parentheses.

Working With Physical Things (R): These individuals are seen as "Doers" that work with their hands frequently using tools or machines to make or manipulate things. They are practical, may be mechanically inclined and physical in their activities.

Working With Mental Information (I): Individuals with this GIA are known as "Thinkers" that are typically found working with theory and information. They are analytically inclined, and will often enjoy intellectual and scientific environments.

Creativity and Art (A): This GIA represents individuals that are viewed as "Creators" that may be somewhat non-conforming and original in their approach to tasks/activities. They can be very independent in both work and leisure activities.

Helping and Serving Others (S): These "Helpers" are found in cooperative environments that are supporting of the needs and goals of others. They are typically involved with aspects of healing, encouraging or nurturing others.

Persuading and Leading Others (E): "Persuaders" are often found in competitive environments, leading and convincing others through processes like selling or promoting.

Organizing Work and Environments (C): These "Organizers" are precise in their work with attention to detail. They enjoy being orderly and organizing elements of the environment.

Your GIA Profile

The results from your responses for the six GIA scales are found in the bar chart below. Observe your Strong(*er)* and Low(*er)* areas of interest. This information represents your overall pattern or style of interest. We are attracted to high interest area environments and individuals. The meaning of your responses to areas of lower interest may range from no response (don't know about it) to a strong aversion. The information presented is the level of interest, not levels of dislike. Therefore, no assumptions can be made about the meaning of the lower interest results. You alone will know the answer to the meaning of the lower interest results.

Global Interest Area (GIA)	Interest Level (None / Low / Mod / Strong / Very Strong)	Occupational Code
Working With Physical Things		R
Working With Mental Information		I
Creativity and Art		A
Helping and Serving Others		S
Persuading and Leading Others		E
Organizing Work and Environments		C

Note: There is no dislike information contained in the GIA bar graphs (don't assume that low interest = dislike).

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Note: The interpretation information that applied to the OAG results are equally valid for your GIA results. This information simply describes aspects of your personality based upon your responses to the MajorsOEM instrument. They do not put you in a box or limit you in any area of life. Revew these GIA descriptions and results along with the OAG information to help you to continue to develop your career decision making abilities.

Using Your GIA Results to Assist in Career Decisions

These six areas are seen as general areas that most people and most work environments will fit into. Because the work environment areas are directly parallel to personalities, then the matching of the person directly to the work environment is quickly done. The GIA results make this easy by giving you the common Holland Occupational Code (presented on the right hand side of the bar chart and numbered results; page 13). Your work personality will probably be a combination of two or more of the six GIAs. If you reread the two or three GIA descriptions that are associated with your highest levels (strongest) of interest you will quickly recognize a pattern that resembles what you already know about yourself (things you like). The GIA results put more structure on the knowledge that you have about your fit to various occupations (more fabric and threads in your work tapestry).

What makes the GIAs helpful with respect to developing a well thought-out occupational choice is the wealth of information available that matches the Holland Occupational Code directly to specific occupations. Your three strongest areas of interest represent what is termed your three-letter occupational code. There are many sources that can help you with information regarding the matching of your code with occupations (search the internet for "3-letter Holland Occupational Codes"). In the Occupational Code Appendix at the end of this report you will find a sample of three letter Holland Occupational Codes that have been matched with Canadian NOC, and Australian/New Zealand ANZSCO codes. This will can give you an idea of what types of occupations tend to be found under which code. Go through the following steps to use all of your MajorsOEM-CEP results.

First: Use the bar chart or the numbered results from page 13 and obtain your top three highest GIA and form your three-letter code. For results that are close you can switch the order of the occupational code letters. If there is a clear separation between the results, put your highest of the three GIA first, then the second and so on. Write your three-letter code in the space provided here:

_____ _____ _____

Next: Find occupations in the Occupational Code Appendix at the end of this report that seem to be interesting to you and that fit your code (or a variation of the code with close letters switched). A larger list is available from your MajorsOEM professional that will allow a more detailed search. List a few of the occupations in the space here:

_____ _____ _____ _____

Next: Think of the OAG areas that are a part of the occupations that you listed or that match your code. Check your OAG results to see which areas that are in those occupations seem to fit you the most. The process should be repeated and refined making sure that when you match an occupation with the code you check the OAG for potential areas of Avoid that may result in being uncomfortable if you were to choose that occupation.

Repeat the two steps above using alternative three-letter codes until you find a list of occupations that are a good fit for you. Ask yourself what OAGs are in common across your list of matching occupations. Remember to include both Avoid and Prefer OAG information in your evaluation.

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The Process Never Ends

Finally, spend time researching the final set of occupations to find out more about the tasks/activities and environments in which they occur. This will allow you to continue to refine your career choices and reduce the opportunity of future disappointments. It is your tapestry and your career choice. The more you find out about how you're put together, the better the decision regarding your career path. The more work that you put into this process the greater chance you will have a satisfying and productive career.

Finally, if you are using the results from your MajorsOEM-CEP report to help you select a college major you will need to discover the educational requirements to achieve the occupational goals that you will choose. Talking with college and university faculty and career counseling staff can help you to select the college major(s) that will give you the foundation required for the career that you are going to eventually choose.

Summary & Results Overview

Your results from the MajorsOEM-CEP report give you valuable information that helps you improve your ability to make good career decisions. By providing you with insights and understanding of how you respond to various tasks and activities and the environments in which they occur (OAG), you can put structure into the process of understanding yourself (your unique tapestry), and the structure of working environments. Further, with knowledge of your GIA personality style and how it matches specific occupations, you can select from numerous occupational possibilities to find a good occupational fit. This knowledge, and the subsequent decisions you make, will result in increased satisfaction with your career path. Having an accurate understanding of what you Prefer and what you wish to Avoid allows you to develop a clearer self-understanding. Further, as you grow in knowledge of yourself you will continue to make better choices that increase your levels of satisfaction and enjoyment in your occupational and leisure experience.

Note: The information from the MajorsOEM-CEP can be used with results from the MajorsPTI™ and/or MajorsPT-Elements™ to help you grow in the understanding of your innate and learned personality characteristics. These natural patterns color the way you interpret your day-to-day occupational experience.

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Your Results Overview

Below are two tables with your results for the MajorsOEM presented in percentage form. Be careful not to compare your percentage results with others and assume that there is a real difference because your percentage in one OAG or GIA is higher or lower than theirs. Individual response style must be taken into account for such comparisons to be valid. Your MajorsOEM professional can help you to use these results effectively to further your understanding and personal growth.

OAG Results:

Avoidance Percentage	Occupational Activity Grouping	Preference Percentage
42%	Business/Management	0%
36%	Business/Financial	14%
15%	Digital Data	45%
13%	Mechanical	13%
5%	Scientific	20%
15%	Artistic	31%
5%	Social/Group Involvement	36%
0%	Home and Nature	55%
17%	Individual/Personal Service	25%
50%	Governmental Service	14%
20%	Health and Medical	30%

GIA Results:

Occupational Code	Global Interest Area	% of Responses Indicating Interest
R	Working With Physical Things	72%
I	Working With Mental Information	65%
A	Creativity and Art	66%
S	Helping and Serving Others	69%
E	Persuading and Leading Others	43%
C	Organizing Work and Environments	64%

Note: The three-letter Holland Occupational Code is formed by the letters corresponding to your three highest percentages.

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Occupational Code Appendix

Holland Codes Beginning with **R** Occupations

Holland	Occupation	NOC	ANZSCO
R	Greenhouse workers	8432	841412
R	Sheet Metal Worker	7261	322311
R	Upholsterer	7341	393311
RAE	Floral Designer	5244	362111
RAE	Woodworking	7271	394299
RAI	Recording Engineer/Tech.	5225	399516
RC	Cabinet Maker	7272	394111
RC	Painter	7294	332211
RC	Structural Steelworker	7264	322311
RCE	Groundskeeper	8255	841411
RCI	Carpenter	7271	331212
RCI	Drafter	2253	312111
REC	Cement/Terrazzo Worker	7282	821211
REC	Construction Worker	7291	821111
REC	Corrections Officer	6462	442111
REC	Horticulturalist	2225	311111
REC	Jeweler	7344	399411
REC	Military Officer	0643	111212
REC	Police Officer	6261	441312
REI	Dental Technician	3223	411213
REI	Electrician	7241	341111
REI	Optician	3231	399913
REI	Plumber	7251	334111
REI	Water Quality Specialist	9424	234313
RES	Bus driver	7412	731211
RES	Farm Manager	8251	121221
RES	Firefighter	6262	441212
RES	Logger	8211	841313
RES	Welder	7265	322313
RIC	Computer Support Specialists	2281	313199
RIE	Air-Conditioning Mechanics	7313	342111
RIE	Aircraft Mechanic	7315	323112
RIE	Automobile Body Repairer	7322	394213
RIE	Automotive Engineer	2132	233512
RIE	Automotive Mechanic	7421	321211
RIE	Forest Ranger	2224	234113
RIE	Instrument Repair/Mant.	2243	323314
RIE	Laboratory Technician	3211	311414
RIE	Machinist	7231	323214
RIE	Air Plane Pilot	2271	321111
RIE	Tool and Die Maker	7231	323412
RIS	Farmer	8251	121299
RIS	Forester	2223	234113
RIS	Mechanical Engineer	2132	233512
RS	Ambulance Attendant	3234	411111
RS	Lifeguard	5254	452414
RSE	Aerospace Physiologist	2121	234512
RSE	Bricklayer	7281	331111
RSE	Fiber Optics Technician	2241	342412
RSE	Practical Nurse	3152	423312
RSE	Truck Driver	7411	733111

Holland Codes Beginning with **I** Occupations

Holland	Occupation	NOC	ANZSCO
IAS	Marketing Research Analyst	4163	225112
IAS	Sociologist	4169	272499
IC	Ergonomics	4161	232511
IC	Safety Inspector	2263	312611
ICR	Management Consultant	1122	224711
IER	Computer Systems Analyst	2171	263211
IER	Industrial Arts Teacher	4141	242211
IER	Mathematician	2161	224112
IES	Pharmacist	3131	251513
IR	Aerospace Engineer	2146	233911
IR	Oceanographer	2113	234412
IRC	Computer Engineer	2147	263299
IRC	Computer Programmer	2174	261312
IRC	Research Analyst	2161	224412
IRE	Agricultural Engineer	2148	233912
IRE	Anthropologist	4169	272499
IRE	Archeologist	4169	272499
IRE	Biochemist	2211	234513
IRE	Cardiopulmonary Technician	3217	311212
IRE	Cartographer	2255	232213
IRE	Chemical Engineer	2134	233111
IRE	Chemical Technician	2211	311411
IRE	Chemist	2112	234211
IRE	Ecologist	2121	234313
IRE	Electrical Engineer	2133	233311
IRE	Geographer	4169	272499
IRE	Geologist	2113	234411
IRE	Medical Lab Technologist	3211	311213
IRE	Software Engineer	2173	261313
IRE	Statistician	2161	224113
IRE	Web Site Developer	2175	261212
IRS	Agronomist	2123	234112
IRS	Anesthesiologist	3111	253211
IRS	Civil Engineer	2131	233211
IRS	Hazardous Waste Technician	2263	234313
IRS	Horticulturist	2225	311111
IRS	Meteorologist	2114	234913
IRS	Technical Writer	5121	212415
IRS	Veterinarian	3114	234711
ISA	Economist	4162	224311
ISA	Nurse Practitioner	3152	254411
ISA	Physician Assistant	3235	411411
ISA	Psychologist	4151	272399
ISE	Physician, General Practice	3112	253111
ISR	Biologist	2121	234511
ISR	Chiropractor	3122	252111
ISR	Dentist	3113	252312

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Occupational Code Appendix (cont.)

Holland Codes Beginning with **A** Occupations

Holland	Occupation	NOC	ANZSCO
AE	Art Dealer	0621	142112
AE	Arts Administration	522	139911
AEC	Editors	5122	212412
AER	Choreographer	5131	211112
AES	Actor/Actress	5135	211111
AES	Art Director	5131	212311
AES	Film/Video Producer	5131	212112
AES	Furniture Designer	4213	232312
AES	Hairstylist	6271	391111
AES	Interior Designer	5242	232511
AES	Multi-Media Artist	2174	211499
AES	Museum Curator	5112	224212
AES	Music Teacher	5133	249214
AES	Musician	5133	211213
AES	Performing Arts Technician	5226	399599
AES	Photographer	5221	211311
AIC	Desktop Publisher	1423	392211
AIE	Scientific/Medical Illustrator	5241	232412
AIR	Architect	2151	232111
AIR	Landscape Architect	2152	232112
ARE	Illustrator	5241	232412
ARE	Graphic Designer	5241	232411
ARS	Dancer	5134	211112
AS	Art Therapist	3144	423314
ASE	Advertising Director	0611	225111
ASE	Drama Teacher	4141	249213
ASE	English Teacher	4141	249311
ASE	Journalist	5123	212499
ASE	Multi-media Technician	2174	399516
ASE	Social Psychologist	4151	272399
ASE	Technical, Scientific Publications Editor	5122	111211
ASI	Copywriter	5121	212411
ASI	Writers	5121	212412
ASR	Clothing/Fashion Designer	5243	232311
ASR	Fashion Photographer	5221	231311

Holland Codes Beginning with **S** Occupations

Holland	Occupation	NOC	ANZSCO
SA	Day/Child Care worker	4214	421111
SAC	Primary School Teacher	4142	241213
SAC	Special Education Teacher	4142	241599
SAE	Counselor/Therapist	4153	272199
SAE	Cruise Director	6672	272612
SAE	Family & Consumer Scientist	4169	234212
SAE	Relocation Counselor	4213	272199
SAE	School Counselor	4143	272115
SAE	Secondary School Teacher	4141	241411
SAI	Dental Hygienist	3222	411211
SAI	Minister, Rabbi & Priest	4154	272211
SAI	Speech Pathologist	3141	252712
SCE	Executive House Keeper	6213	431411
SCE	Paralegal	4211	271299
SCE	Real Estate Appraiser	1235	224512
SCE	Ticket Agent	6433	639411
SEA	Community Planner	2153	232611
SEA	Cosmetologist	6482	621111
SEA	Preschool Worker	4214	422115
SEA	Public Health Educator	4165	251911
SEA	Social Worker	4152	272511
SEC	City Manager	0012	111311
SEC	Personnel Recruiter	1223	223111
SEC	Recreational Therapist	3144	411311
SEC	Vocational-Rehab. Counselor	4213	272114
SEI	College Professor	4131	242111
SEI	Historian	4169	272411
SEI	Ind./Org. Psychologist	4151	272313
SEI	Park Naturalist	2223	234314
SEI	School Principal-Admin.	0313	134311
SER	Air Traffic Controller	2272	231112
SER	Detective	6465	441311
SER	Hospital Administrator	0311	111211
SER	Recreation Director	0513	272612
SIA	Counseling Psychologist	4151	272399
SIC	Registered Nurse	3152	254499
SIE	Dietitian	6212	251111
SIE	Insurance Claims Examiner	1233	599611
SIE	Medical Record Admin.	0114	224213
SIE	Physical Therapist	3142	252511
SIE	Probation and Parole Officer	4155	411714
SIR	Nurse/Midwife	3232	254111
SR	Licensed Practical Nurse	3233	411411
SRC	Mail Carrier	1462	561211
SRC	Professional Athlete	5251	452499
SRE	Athletic Trainer	5252	452111
SRE	Occupational Therapist	3143	252411
SRI	Exercise Careers	5252	234999
SRI	Radiological Technologist	3215	311299

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Occupational Code Appendix (cont.)

Holland Codes Beginning with **E** Occupations

Holland	Occupation	NOC	ANZSCO
EAS	Credit Analyst	1232	552211
EAS	Public Relations Rep.	5124	225311
EAS	Reporter	5123	212416
EAS	Restaurant Manager	0631	141111
EC	Bank Management	0122	149914
EC	Property Manager	1224	612112
EC	Securities Dealers /Brokers	1113	222211
ECR	Food Service Manager	6212	141111
ECR	Health Care Administrator	0311	134299
ECS	Financial Planner	1114	222199
ECS	Hotel Manager	0632	141311
ECS	Insurance Agent	6231	611211
ECS	Office Manager	0114	512111
ECS	Retail Store Manager	0621	142111
ECS	Tax Accountant	1111	221113
ECS	Travel Agent	6431	451612
ECS	Wedding Planner	6481	149311
EIR	Industrial Engineer	2141	233511
EIS	Educational – Training Mgr.	4131	132311
ERA	Cook/Chef	6241	351311
ERC	Bartender	6452	431111
ERS	Construction Project Mgr.	0711	133111
ERS	Credit/Financial Manager	0122	132211
ERS	Sales Representative	6411	611399
ESA	Advertising, marketing, and public relations managers	5124	131112
ESA	Educational Administrator	0313	134499
ESA	Financial Manager	0111	132211
ESA	Flight Attendant	6432	451711
ESA	Foreign Service Officer	4168	272499
ESA	Interpreter	5125	272412
ESA	Lawyer/Attorney	4112	271299
ESA	Lobbyist	4163	224999
ESA	Manufacturer's Rep.	6411	225499
ESA	Retail Buyer	6233	639211
ESA	Sales Manager	0611	131112
ESA	Social Service Director	0411	134299
ESC	Human Resources Manager	0112	132311
ESC	Police Captain	0641	139113
ESI	Emergency Medical Tech.	3234	411112
ESI	Stockbroker	1113	222213
ESI	Urban Planner	2153	232611
ESR	Advertising Sales Rep.	1122	611312
ESR	Barber/Hairdresser	6271	391111
ESR	Housekeeper	6471	811412
ESR	Real Estate Agent	6232	612114
ESR	Retail Sales Person	6421	621999

Holland Codes Beginning with **C** Occupations

Holland	Occupation	NOC	ANZSCO
CEI	Budget Analyst	1112	221111
CEI	Customs Inspector	1228	599511
CEI	Insurance Underwriter	1234	611211
CEI	Internal Auditor	1111	221214
CES	Administrative Assistants	1222	521111
CES	Cost Accountant	1111	221112
CES	Kindergarten or Elementary Teacher	4142	241111
CES	Medical Secretary	1243	599911
CES	Tax Consultant	1111	221113
CIE	Actuary	2161	224111
CIE	Database Administrators	2172	262111
CIR	Computer Security Specialists	2171	262112
CIR	Web Developers	2175	261212
CR	Medical Transcriptionist	1244	532113
CRI	Data processing worker	1422	532111
CRI	Electronic Drafters	2253	312411
CRS	Dental Assistant	3411	423211
CRS	Library Assistant	5211	599711
CSA	Legal Secretary	1242	521212
CSE	Accountant	1111	221111
CSE	Bank Teller	1434	552111
CSE	Building Inspector	2264	312113
CSE	Business Teacher	4141	242111
CSE	Cashier	6611	631112
CSE	Catalog Librarian	5111	224611
CSE	Clerk	1411	531111
CSE	Court Reporter	1244	532112
CSE	File Clerk	1413	561311
CSE	Insurance Adjuster	1233	599612
CSE	Librarian	5111	224611
CSE	Medical Records Technician	1413	599911
CSE	Receptionist	1414	542111
CSE	Telephone Operator	1224	561611
CSI	Financial Analyst	1112	221111
CSR	Accounting Clerk and Bookkeeper	1431	551111
CSR	Mail Clerk	1461	561411

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Prepared for MARY SAMPLE
August 19, 2009

MAJORS™ oem

Satisfaction & Retention Profile

Overview

The Majors Occupational Environment Measure™ (MajorsOEM™) Satisfaction and Retention Profile (SRP) is designed to help you improve your occupational experience. The results are descriptive and not part of any complex theory. This report won't tell you what to do or encourage you to make career changes. Your results are from your responses across two dimensions: Eleven Occupational Activity Groupings (OAG) formed from common occupational tasks and activities and the environments in which they occur, and six Global Interest Areas (GIA) that represent aspects of your developed personality that are commonly used to provide matching between work environments and the individual. You will discover your preference and avoidance pattern across the eleven OAGs as well as your matching profile for the GIA. These results will increase your understanding of how you interact with your working environment and match your occupational setting. Suggestions for how to use the information in this report to improve occupational satisfaction are included.

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Breckenridge Institute
HARNESSING THE POWER OF CULTURE™

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MajorsOEM™ & Satisfaction Basics

Who we are is a complex interwoven tapestry of genetics, experiences and beliefs. Our self-understanding may be thought of as the process of examining our own personal tapestry in order to learn why we are the way we are. The results presented on your MajorsOEM-SRP™ report provide important information regarding your responses to experiences involving work, leisure and relationships. Some activities and the environmental settings in which they occur will be attractive and preferred by some individuals, while others may dislike and tend to avoid those same situations. This does not indicate that any activity or environment is good or bad, neither does it imply that one group of individuals is right and the other wrong. It merely points to an interaction between human activities and individual differences. Your results do not tell you what or who you are. Rather, they place some meaningful structure on personal information that you reported on the MajorsOEM. This structure allows you to see how some of your experiences and individual differences shape the behaviors that you have chosen in the past and will choose in the future.

It is normal to seek out happiness and satisfaction while avoiding discomfort and irritation. Also, we view work and employment more positively when we understand the reasons behind some of our avoiding behaviors. We engage in avoiding behaviors because we dislike involvement in various tasks, activities and environments. These "Avoid" behaviors should be viewed as patterns in our tapestry that are developed through experiences. But, if the avoiding behaviors are seen as a bad or flawed part of our character (e.g. I'm a poor worker), then we will have a negative belief about work and/or ourselves. This distorted negative view stems from a lack of information, and may lead to changing jobs (quit or fired). To prevent this and to improve your satisfaction, at work and during leisure time, it is important to have practical knowledge about the connection between your preference and avoidance patterns and the specific tasks/activities and the various environments that you experience them in. This report will provide you with a structured process for gaining that knowledge. You will receive information regarding the dynamic interaction between your learned behaviors (responses) and the experiences you have had. These interactions represent reoccurring patterns in your tapestry.

The information presented on the bar charts and tables found in this Satisfaction and Retention Profile report are based upon your responses to the questions on the MajorsOEM™ instrument. It is intended to simply describe you and is not part of any complex theory. The information will not tell you what to do, nor is it intended to motivate you to change jobs or careers. It will present results from your responses in a structured way across the Occupational Activity Groupings (OAG) and Global Interest Areas (GIA). You will be able to see your individual preference and avoidance pattern across the OAG and understand your personality matching profile on the GIA. This knowledge will help you to gain greater satisfaction, as you understand many of your work experiences.

Understanding your Preference and Avoidance Pattern

Have you ever wondered why some days in your life seem to be more satisfying than others? It is common for individuals to go to college or complete a training program and begin working in a career that they are very excited about (and believe they will enjoy for the rest of their lives) only to find their satisfaction with their choice changing from day to day. This can be confusing but does not mean they have made the wrong choice. Careers are not based upon jobs that have one set of activities and tasks. All jobs contain a collection of differing tasks and activities that are commonly performed in one or more environmental settings. No one will find the perfect job, free from all tasks and activities that they wish to avoid and seldom do we find ourselves in the "perfect" environmental setting. True satisfaction with our career paths and job choices comes when we are able to structure and balance the tasks and activities that are part of our daily work experience based upon our personality and preferences. While most of us can point to unpleasant tasks that we are required to perform during the performance of our jobs, it is frequently our attitude toward those tasks that make them a mountain or a molehill.

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Preferred Tasks, Activities and their Environments (Prefer OAGs)

All careers are made of occupations, and all occupations are made up of different jobs. You can think of the jobs as the different tasks/activities and their environmental or settings within an occupation. In this Satisfaction and Retention Profile (SRP) report we call these tasks/activities and their environments the eleven common Occupational Activity Groupings (or OAGs for short). The tasks/activities and their environmental settings that you have developed a preference for are those that you have typically found to be rewarding and satisfying in your life. The more experience you have had in occupational and educational settings, the more knowledge you will have about your preferences. This interaction between your preferences and experiences results in a sense of personal understanding and a potential for satisfaction in your work and leisure life. There is no right or wrong pattern of learned and developed preferences. Some individuals may hold a preference for only one or two different OAG areas presented on the MajorsOEM-SRP report, while others may have a broad range of preferences. This variation in preference patterns represents the range of individual differences that are normal and healthy. Your preference (what you Prefer) results are presented as High, Mid or Low OAG area preferences. This range does not represent a value statement. It is merely a reflection of your individual preference for a particular collection of tasks/activities and the environments in which they are commonly performed. Your level of preference for any of the areas presented in this report does not in any way reflect your ability to perform in those areas. After all, most of us have experienced receiving a good grade in a high school or college class/subject and never the less being very grateful when the course was over because we did not like the subject material. Our ability to perform in work and leisure are not bound by our preferences. The knowledge you gain from the MajorsOEM-SRP about your developed preferences will result in more informed decisions, which lead to increased satisfaction and motivation. It is important to recognize that your pattern of preferences (Prefer pattern) may change over time as your experiences or the job or occupation changes and evolves.

Avoided Tasks and Activities and their Corresponding Environments (Avoid OAGs)

It is normal and healthy to develop a dislike of, and the subsequent tendency to avoid, one or more of the OAG areas found on the MajorsOEM-SRP. Some individuals may have a preference for the work environment of a group or team while others would express avoidance for group or team activities and a preference for one-on-one interaction. If the experience that you have had with one of the particular OAG areas has been repeatedly uncomfortable for you, then you may have the tendency to avoid or wish you could avoid the corresponding tasks/activities and the environments in which they are performed. Preferring to work alone does not necessarily indicate that you will dislike or avoid working within groups or teams. Perhaps it means that you have no experience in organizational group or team environments and will therefore report no opinion or little preference for or avoidance of it. Avoiding certain activities and environments is typically done because of previous experiences. The MajorsOEM-SRP provides information about the level of dislike or avoidance (Avoid levels) that you have for the eleven OAG areas in the report. Strong dislikes will often translate into various avoidance behaviors that serve to reduce the discomfort associated with the OAG that they are commonly performed in. As with the learned preferences, learned avoidance and dislike can change with experience and changes in the workplace activities themselves.

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Descriptions of the Occupational Activity Groupings (OAG)

The following are general descriptions of the eleven Occupational Activity Groupings (OAG) that are sampled on the MajorsOEM™. While the number of new tasks and activities is continuously increasing, these 11 areas cover much of what is commonly found in work and leisure today. Read these descriptions carefully before going on to your individual OAG profile. You will also want to refer back to them often.

1. Business/Management

Business/Management tasks and activities involve leading and directing organizations and individuals in the day-to-day and/or long-range processes of operating an organization or unit (division or section of an organization). They may include, but are not limited to managing a private business, corporation executives, leadership roles in civic organizations and projects. Common tasks and activities include oversight of procedures and activities necessary to carry out the mission and vision of the organization. There tends to be frequent if not continuous direct involvement with individuals as well as a high level of responsibility for success. The environment in which these tasks are performed is typically an inside office facility, yet may involve frequent travel and meetings in other environments. Individuals preferring this area are typically comfortable making decisions that affect the lives and future of others.

2. Business/Financial

Business/Financial Tasks and Activities involve the interaction with and responsibility of budgetary and financial resource development and utilization. These thought-based activities involving the use of mathematics and statistics serve to inform individuals and organizations of their financial status and financial resource management. Involvement with computers and software is common throughout the range of occupations in this area. The work environment that these tasks and activities are performed in is nearly always indoor office space with limited interruption and interaction with others.

3. Digital Data

Digital Data Tasks and Activities include the development, maintenance and utilization of information on computer platforms. This includes using computers to develop methods of meeting the needs within businesses and organizations for data and resource management as well as individual communication and dissemination of information. The environment within which these tasks are performed involves a desk and a computer. There may be limited meetings with other individuals as projects are developed and limited environmental interruptions, which facilitates the thinking processes necessary for this work. People preferring these activities and tasks will enjoy hours of concentrating on problem solving and creating ways of using and managing information.

4. Mechanical

Mechanical Tasks and Activities tend to involve thought and action used to move, manipulate and construct in the physical environment. This area will frequently involve a lot of physical motion and activity during interaction with the physical world. Frequently, knowledge of machinery and tools is necessary to perform the tasks and activities associated with jobs in this area. The environment in which these tasks and activities are frequently performed is physically large. It may be outdoors, industrial or factory-like settings. People preferring this area of tasks and activities will typically be successful at designing and producing tangible objects and results.

5. Scientific

Scientific Tasks and Activities focus upon exploratory processes where mental activities are typically used to discover or describe unknown information. These types of tasks and activities may be performed in either indoor or outdoor environments (laboratories). Due to the intense mental activities associated with this area, the setting is frequently quiet, with minimal intrusion and interaction with others. Occupations involving this area frequently require advanced education or training.

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6. Artistic

Artistic Tasks and Activities are associated with creativity of all forms. The tasks and activities in this area range from quiet isolated production of fine artistic (painting, sculpting, writing) works to group performance in front of large audiences or a deep appreciation of any artistic pursuit. Central to all of the tasks and activities in this area, is the desire to produce and create something new and different that is typically shared with others. There is a wide range of artistic medium production, from purely mental as in writing to physical as in performing arts (ballet). There is an equally wide range of environments from quiet and serene to crowded and chaotic.

7. Social/Group Involvement

This area of task and activity is involved with serving the needs and desires of others in groups or teams. A common theme to this area is the experience of being part of a collection of individuals with a common purpose or goal. It may involve one individual serving a group or a group serving an individual. In either case it is not typically a singular or one-on-one activity. Because of the consistent group activity, most occupations associated with this area involve physical activity and verbal interaction. The environments in which these activities occur may range from an office type space to an out of doors athletic field.

8. Home and Nature

Home and Nature Tasks and Activities are focused around exploring and impacting the natural world including our home environments. They may range from aesthetic acts of home remodeling/flower gardening and landscaping to exploring the geology of rock formations or forestry management. The activities typically involve interactions with smaller numbers of people or family units and require reflective and creative thought. Further, there is frequently involvement with building or making something in a natural setting. Central to this area is a desire to be involved in a more native or natural environment, including one's home.

9. Individual/Personal Service

Individual/Personal Service Tasks and Activities focus on you, the individual serving the needs and desires of others. These individuals are involved with obtaining information from others, then applying knowledge and understanding to that information in order to provide meaningful help and service. These tasks and activities most often occur in quieter surroundings with only one or two other individuals present. Although, providing service for someone may occur in any setting, it frequently is done in office settings, with scheduled activities and a quiet comfortable setting.

10. Governmental Service

Government Service Tasks and Activities represent a variety of occupations within the structure and organization of a governmental organization or body. The most common element of this area is the existence of the highly structured organization unit where all of the tasks and activities are described by clear guidelines, and the chain of authority is articulated and promoted as part of the structure itself. There is very little ambiguity or flexibility within the occupations of this area as far as what tasks and activities an individual will perform. People who prefer governmental service tasks and activities will find themselves in environments that range from office buildings to police cars.

11. Health and Medical

Health and Medical Activities focus upon the care and maintenance of the physical bodies of individuals. Consistent in all forms of this area is the desire to be involved with the improvement of the physical health of others. Activities in this area will typically be performed in hospitals or doctors' offices, but may be found out in the open as at the scene of an accident. The education/training level in this area is typically high, requiring two or more years of training beyond high school. Individuals preferring this area usually function well in the face of traumatic events. Interaction with people commonly ranges from individuals to small groups or family units.

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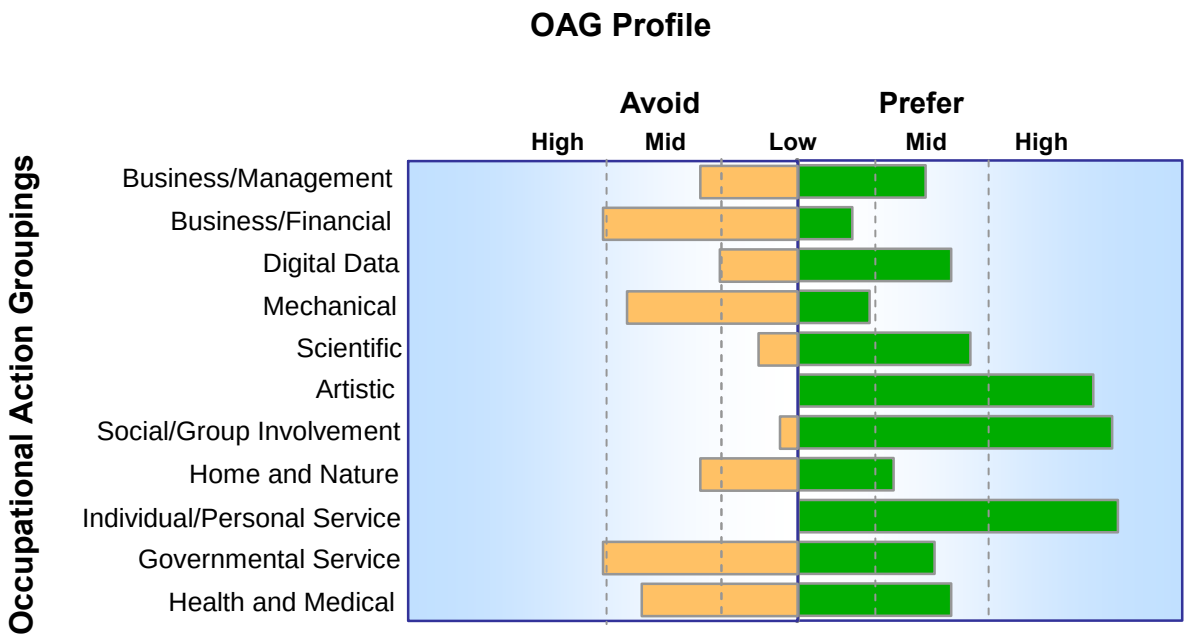
Your MajorsOEM™ OAG Profile

The bar graph below shows the results on the eleven OAG from your responses on the MajorsOEM™ instrument. It is important that you read the descriptions presented in the previous section in order to understand the tasks/activities and their environments, which are contained in each of the eleven OAG presented. How to interpret your results is found in the section immediately following the graph.



Interpreting Your MajorsOEM™ OAG Profile

The preceding graph is based upon your responses to the MajorsOEM™ measure. This information is intended to help you grow in your own self-understanding. When interpreting your OAG Profile, it is important for you to keep in mind the following truths:

1. Never compare your results with those from another person. Your profile is not intended to be comparative with others. Each person has their own style of responding to questions on inventories and measures. It is not the designed intent of this profile to take into account the statistical and mathematical analysis that would be required to make such associations. This type of information can be obtained from a competent counselor who understands how individual differences impact profile results.
2. It is important to recognize that the graph categories of high, medium and low do not indicate any value or worth about you, the individual. They are merely a simple way of helping you to group your results across the eleven OAG that are presented on the MajorsOEM™ measure.
3. These results can and will vary over time. Remember these are based on learned experiences, and therefore as life goes on, experiences are accumulated, resulting in changes in our preference or an avoidance of tasks and activities and their environments.

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Looking to Your Individual Highs and Lows

Looking at Your Prefer Pattern

Take a moment and look at the bars on the Prefer (right) side of the graph. Examine the bars and notice which one (or ones) of the eleven OAG areas is your highest level of Prefer. Remember, this is what you've reported having an interest in, and therefore a preference for. If you have no bars that reach into the High Prefer range, then the bars that are your highest (farthest to the right) represent your high preferences. Don't forget that the Low, Mid, and High zones indicated on the graph do not mean ability or value.

The following points are important to keep in mind:

1. The combination of your reported preferences and your response style will determine your general range of results (Highs to Lows).
2. Bars that are in the Low range (your shorter bars or ones that don't show up at all) indicate that you either have had little experience with this area or the experience that you had has left you with little or no preference for these particular OAG (again, little or no Prefer does not mean little or no ability).
3. Bars that fall into your Mid range of Prefer indicate a level of preference or interest in those particular OAG areas, to the extent that you know about the areas.

Your bars on the Prefer (right) side of the graph represent all of the OAG areas with which you have had some contact and about which you have formed an opinion. Your higher preferences represent collections of tasks/activities and environments that are interesting to you, and to the extent that you know about them you seem to like them or be attracted to them.

Looking at Your Avoid Pattern

Now examine the Avoid or left side of the graph, noting all of the bars that are your highest (farthest to the left) bars. These represent the OAG areas for which you have reported your strongest dislike. As with the Prefer side, this does not reflect any sense of value toward you or your abilities in those areas. If you report a High level of Avoid, you may have had a good deal of experience in that area and decided that you do not like it. This does not mean that you would not be able to work or perform well in that area.

Keep in mind the following:

1. The Avoid bars that fall into the Low band (short bars or no Avoid) do not mean that you have a preference for that area, but merely the absence of or very little need to Avoid and disapproval.
2. Having a Low Avoid score can indicate that you have not had experience in that OAG area and have not had the opportunity to learn that you dislike it or that you have already had an experience and only dislike a small portion of what is done in that OAG area.
3. Avoid Bars that fall into the Mid range indicate that there are some parts of that OAG area that you have experienced thus far that you would prefer to avoid (this is not an indication of ability or values).

All of the bars that extend to the left or Avoid represent your responses that you dislike something. You have had some experience or knowledge of those OAG areas and you would prefer not to have an experience in them at present. The dislike that you have reported is because of facts from your experiences.

Your Area-by-Area Evaluation

The next step in looking over your OAG profile is to examine the level of Avoid and Prefer for each OAG area one at a time. Read down the graph and observe the level of Prefer and Avoid for each OAG. If needed, return to the OAG descriptions and review where unclear. On some of your OAG results the Prefer will be High (to the right) with little or no Avoid. In others, the Avoid will be High (to the left) with little or no Prefer indicated. This means that you know this OAG area enough to have a clear strong opinion or belief about that area. You are either attracted to it (Prefer) or dislike and wish to Avoid it. Some bars may be of equal length in both directions indicating that there are similar amounts of the OAG area that you prefer and avoid. This typically reveals that you have had some personal experience in the OAG area that has resulted in differing experiences. When your results are Low or are missing on both sides, this can indicate no direct experience for that OAG, or simply a neutral response (no real opinion) to the questions on the MajorsOEM instrument.

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Making Use of Your OAG Results

Very few individuals would claim to have an occupation that is 100% satisfying. For most, one or more parts of the workday involve some tasks or activities that are not desirable to do. Frequently there are aspects of the work environment itself that are less than ideal for some individuals. Now that you have had an opportunity to become familiar with your results from the MajorsOEM™ you can begin the process of trying to establish the optimum occupational environment experience.

Listed below are three general processes that will help you find more enjoyment with your current occupation, or can be used in helping you make decisions if you currently are seeking a new position.

Ordering the Occurrence of Your Tasks and Activities:

The "When To" in Satisfaction Building: This process involves different ways of structuring the day to minimize the discomfort that you experience from you strongest avoidance areas. When (at what time of the day) we perform the avoided tasks and activities during our workday impacts our satisfaction. The following are three methods of "When To" order tasks and activities to increase occupational satisfaction.

GET IT (THE AVOIDED) OVER WITH

Simply put, some individuals experience less impulse to avoid when the task or activity is done at the start of the workday. In other words, you get it out of the way first. This leaves the rest of the day with more enjoyable tasks and activities and you will leave your occupation at the end of the day with the unpleasant experience long behind you. Consistent with this method, when possible do the most preferred tasks and activities at the end of the day, thus having a strong positive memory from the preferred activities at the end of the day.

GET INTO IT (THE PREFERRED)

For some people the opposite order is most satisfying for them. They will do the more preferred tasks and activities at the beginning of the day, while leaving the unpleasant avoided tasks to the end of the day. This allows them to greet the workday with a positive attitude toward the preferred task and escape at the end of the day after doing the unpleasant task and activity. Individuals who choose this order of events find that the preferred tasks and activates promote energy to complete the avoided.

MIX THEM (THE AVOIDED AND PREFERRED) UP

The obvious third method in this particular process is to intersperse the preferred and the avoided tasks throughout the day. This serves to prevent large blocks of time from being focused on the unpleasant or avoided tasks and activities, while allowing the rewarding tasks and activities of the preferred to promote the energy (Get into it) to carry you through the challenges of the avoided (Get it over with) tasks and activities. In this method you conserve your own satisfaction throughout the day.

These ordering methods only work for individuals who have a measure of control and flexibility in ordering the tasks and activities in their workdays, and it does not have a great deal of effect on the actual environment (that will be addressed in subsequent methods). Frequently individuals are unaware of potential flexibility that is available to them during their workday. Discover what tasks and activities can be reorganized in your occupation and then apply the next method to the avoided tasks and activities where possible.

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Modifying the Avoided Tasks, Activities and Environments:

The "How To" in Satisfaction Building: This process involves using the information from your previous examination of your individual High Avoid areas. For each of your High Avoid areas ask yourself the question: What is it about the description of this OAG area that is consistent with my particular daily work experience? For some people, it may help to list the specific characteristics of their occupation that match the reported High Avoid area. This matching of the reported area and the specific tasks and activities of your occupation provides a clearer picture of the elements of your occupation that reduce your satisfaction. The more that you understand precisely "what is it" about areas of your occupation that you want to avoid, the more power you have to make changes that result in increases in satisfaction.

The next step in this process is to change what is changeable. Having discovered what specifically about your workday creates the most discomfort, begin the process of altering the way in which the task and activity is done or the environment in which it is done to minimize the discomfort. For example, if sitting at a desk and reviewing departmental or organization financial reports is a task that you strongly dislike (you reported high avoidance on business financial practices), then you might try changing the physical location in which you review those reports, i.e. move your chair over to a window where you can periodically look out and away from the report and reduce the stress of the task. Turn on soft music (if you are in your own office space) or adjust the lights up or down to change the mood if possible. Frequently we learn to dislike a task or activity in a particular environment or environmental condition. Changing elements of the environment that are changeable can change our attitude about a task. A more favorable environment while performing a disliked task or activity can be less draining.

At times it is the environment itself that produces the avoidance response. Those who have some measure of personal space available during their workday can frequently make changes in that personal environment that result in greater occupational satisfaction. For example, some individuals possess a personality type that prefers more isolated and quieter work environments (see the MajorsPTI™ for information about personality types). They may have high avoidance scores on the areas of Social/Group Involvement. For these individuals satisfaction and efficiency are maximized in environments free from excessive noise or vocal distractions. Changing the orientation of their workspace (away from distractions) or adding acoustical material to soften the sounds of the workplace can greatly improve occupational satisfaction.

When changes in the tasks and activities themselves can be accomplished, then avoidance feelings change quickly. If the tasks and activities cannot be changed, then systematically restructuring the environmental conditions can result in the performance of the required tasks and activities with less desire to avoid. Frequently all the elements of an occupation are taken for granted as unchangeable. This is seldom the case. Explore the possibilities of making changes or doing things differently. Supervisors or management tend to welcome most changes that improve performance and satisfaction.

Trading the Avoided Tasks, Activities and Environments:

The "With Whom To Trade" in Satisfaction Building: This process to consider involves locating individuals with whom you work who prefer what you wish to avoid and wish to avoid what you prefer. If the individuals in your organization or unit have all taken the MajorsOEM™, then consider presenting your highest avoidance tasks and activities as a trade with others. This will require the approval and cooperation of management or supervisors, but can result in a general improvement in occupational satisfaction with everyone who is involved. If you agree to make the trade temporary at first, with a discussion about a more permanent swap after enough time to prove that it is valuable to all, then there is little to lose and much to gain.

When the nature of the tasks and activities cannot be changed due to necessary constraints, and the environment in which the work is performed is satisfactory, then this process can result in increasing the overall satisfaction of the organization or unit. Issues that may arise with this process concern existing flexibility in changing elements of job descriptions. Frequently many of the tasks and activities present in a job description can be replaced with others if they do not represent a central aspect of the position. If the tasks and activities and the environments in which they occur do represent a central or core aspect of the position then the two previous processes of change should be considered.

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Global Interest Areas (GIA) Discriptions & Profile

GIA Descriptions:

The Global Interest Areas (GIA) will help you to see aspects of your personality that have been learned or developed by experiences throughout your life. The patterns provide understanding for the way you interact with many of your work and leisure situations. Read the following descriptions and consider how each GIA fits you and others in your work, home and leisure environments. Attempt to recognize how these patterns reveal instances of conflict and/or harmony, with individuals and environments, in your life.

Working With Physical Things (R): These individuals are seen as "Doers" that work with their hands frequently using tools or machines to make or manipulate things. They are practical, may be mechanically inclined and physical in their activities.

Working With Mental Information (I): Individuals with this GIA are known as "Thinkers" that are typically found working with theory and information. They are analytically inclined, and will often enjoy intellectual and scientific environments.

Creativity and Art (A): This GIA represents individuals that are viewed as "Creators" that may be somewhat non-conforming and original in their approach to tasks/activities. They can be very independent in both work and leisure activities.

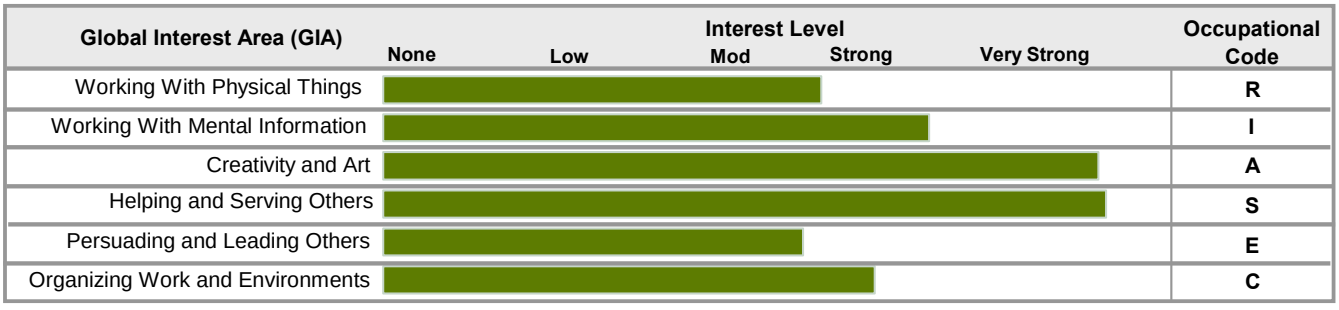
Helping and Serving Others (S): These "Helpers" are found in cooperative environments that are supporting of the needs and goals of others. They are typically involved with aspects of healing, encouraging or nurturing others.

Persuading and Leading Others (E): "Persuaders" are often found in competitive environments, where leading and convincing others through processes like selling or promoting.

Organizing Work and Environments (C): These "Organizers" are precise in their work with attention to detail. They enjoy being orderly and organizing elements of the environment.

Your GIA Results

The results from your responses for the six GIA scales are found in the bar chart below. Observe your highest and lowest area of interest. This information represents your overall pattern or style of interest. We are attracted to high interest area environments and individuals. Your responses to areas of lower interest may range from no response to a strong aversion. Your MajorsOEM professional can help you to use this information effectively to explore more about your relationship with individuals and occupational environments.



The interpretation guidelines that applied to the OAG results are equally valid for your GIA results. This information simply describes aspects of your personality based upon your responses to the MajorsOEM instrument. They do not put you in a box or limit you in any area of life. Revew these GIA descriptions and results along with the OAG information to help you to continue to develop more satisfaction and enjoyment in you occupational experience and personal interactions.

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Summary & Results Overview

Your results from the MajorsOEM™ are intended to help you gain greater satisfaction from your work in your occupational environment. By providing you with insights and understanding of how you respond to various tasks and activities and the environments in which they occur (OAG), you can effect changes in your personal attitude and practices while at work. Further, knowledge of your GIA style of interacting with others and the environment allows you to recognize the bases for much of your conflict and harmony experiences. This knowledge, and the subsequent changes you make, will result in increased satisfaction with your occupation. The information from the MajorsOEM™ can be used with results from the MajorsPTI™ and/or MajorsPT-Elements™ to help you grow in your self-understanding of your innate and learned personality characteristics that impact how you interpret your day-to-day occupational experience. Having an accurate understanding of what you Prefer and what you wish to Avoid allows you to develop a clearer self-understanding. The result is empowerment to make meaningful changes that increase levels of satisfaction and enjoyment that you experience in your occupational environment.

Your Results Overview

Below are two tables with your response results for the MajorsOEM presented in percentage form. Be careful not to compare your percentage results with others and assume that there is a real difference because your percentage in one OAG or GIA is higher or lower than then theirs. Individual response style must be taken into account for such comparisons to be valid. Your MajorsOEM professional can help you to uses these results effectively to further your satisfaction and understanding.

OAG Results:

Avoidance Percentage	Occupational Activity Grouping	Preference Percentage
25%	Business/Management	33%
50%	Business/Financial	14%
20%	Digital Data	40%
44%	Mechanical	19%
10%	Scientific	45%
0%	Artistic	77%
5%	Social/Group Involvement	82%
25%	Home and Nature	25%
0%	Individual/Personal Service	83%
50%	Governmental Service	36%
40%	Health and Medical	40%

GIA Results:

Occupational Code	Global Interest Area	% of Responses Indicating Interest
R	Working With Physical Things	56%
I	Working With Mental Information	69%
A	Creativity and Art	91%
S	Helping and Serving Others	92%
E	Persuading and Leading Others	53%
C	Organizing Work and Environments	62%

Note: The three-letter Holland Occupational Code is formed by the letters corresponding to your three highest percentages.

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