This report will help in the better understanding of your areas of interest, and of the connections between these interests and different professions and occupations practiced in Romania.

It is extremely important to recognize that interests are different from abilities. These results tell you only about your interests. They do not indicate whether or not you have the ability, skill, or educational background necessary to do a particular kind of work. Thus, a high score on the Mathematics scale would indicate an interest in using mathematical reasoning to solve problems, but would not necessarily mean that you have the ability to become a mathematician. Other sources of information, especially the one referring to abilities, as well as your past record of performance, should be considered in addition to your JVIS results.

Also, the interests in a certain area are no warrantee for success. They generally indicate a higher probability to get satisfaction from a certain job.

The JVIS has been developed in order to assess the vocational interests of students, college students or adults by various specialists, including vocational counselors, psychologists, or other professionals in the educational or organizational area. This test can be used in vocational and educational counseling of students and college students, in planning adult career, in changing careers, in continuous education, in personnel recruiting and selection, in organizational development, in coaching, in coherent planning of employees' potential, as well as in vocational interest research, labor psychology research and educational psychology.

Most people find their vocational interest results very useful. However, you should not expect this report to choose a career for you without some careful thinking on your part and on your counselor’s part. Results quite often turn out to be what you expected. If so, it is of some benefit to know that an objective comparison of your interests to those of others confirms the direction of your present planning. However, if this report suggests career directions very different from your present plans, you should carefully review these plans and your reasons for making them. Generally, people are more likely to be satisfied in an occupational area to which their interests are similar.

We must stress that the test refers only to personal interests. In choosing a career direction, these results must be analyzed together with other information, like abilities, personality traits and personal values, the availability to attend the studies and formation necessary for achieving the qualification in the desired profession, the job availability on the labor market a.s.o.
Although formulated like a stand-alone report, which can also be easily read by persons not trained in the usage of psychological tests, like parents, teachers and even students, this report has been projected and developed so as to offer assistance to the professional who is interpreting the test.

This report is based on your answers to the Jackson Vocational Interest Survey (JVIS), psychometric instrument that has been validated in a wide variety of research programs.

The JVIS is a structured, verbal, omnibus measure of vocational interest. The questionnaire consists of 289 pairs of statements (items), which describe various occupational activities in relatively simple words. The items are grouped on 34 scales, named Basic Interest Scales, each comprised of 17 items. It can be administrated beginning with the age of 14.

WHAT INFORMATION IS CONTAINED IN THIS REPORT

In addition to the introductory section, the report contains seven other sections:

1. JVIS Basic Interest Profile,
2. General Occupational Themes Profile,
3. Holland Experimental Profile,
4. Similarity to Different Jobs and Job Groups,
5. Description of the Most Compatible Categories,
6. Academic Satisfaction and Administrative Index,
7. Modus Operandi Data.

1. THE JVIS BASIC INTEREST PROFILE

The JVIS profile shows your scores on the 34 JVIS Basic Interest scales. A high score indicates that you show a preference for working in settings involving the activities described by the scale name. A low score indicates that you would prefer not to work in such settings and would probably find such work unsatisfying. Thus, if your profile indicates a high score for LAW and a low score for PLANFULNESS, you would likely prefer to work at activities like those performed by lawyers, but not those requiring a high degree of planning. Such scores would not necessarily mean that you would make a good lawyer, or that you lack the trait of playfulness.

The scores for the JVIS scales are presented in raw scores and in percentiles.

Each of the names in the Scale column represents an area of interest. The column labeled Raw Score lists the number of activities you preferred in each area. The three Percentile columns show how your raw scores compare to those of the females, males, as well as the combined females and males, in the normative sample. Each percentile score is the percentage of people that received a raw score equal to or less than yours. The bars at the right illustrate the scores in the Combined Percentile column. Use the longer bars
to identify your areas of greatest interest, compared to the normative sample. Short bars show you the areas in which you are not interested. Bars that end in the middle indicate that your interest in that area is about average.

The scores in percentiles between 30 and 70 are considered average scores. A percentile of 51 means that approximately half of the respondents in the normative sample scored less than you did. The higher the percentile, the higher the percentage of people in the normative sample who received a lower score than you did and, therefore, the stronger the interest towards the activity set that the basic interest scale comprises.

On principle, the preferences with scores between 50 and 54 are considered low, between 55 and 70 are considered medium preferences, between 71 and 84 are strong preferences, and between 85 and 99 are very strong preferences. Similarly, we can talk about a stronger or less strong rejection of a certain area of interests for the scales that show scores under the 50 percentile.

The JVIS profile is accompanied by a detailed description of the strongest preferences, which are the scales with standardized scores above 85. For each scale is presented in short the objective of the scale and, in some more extensive paragraphs, the meaning of the scale, describing which are the activities usually preferred by the persons with high scores on that scale. Also, for each scale it is presented a series of adjectives that describe the persons with high and respectively low scores.

It is very important to emphasize the fact that the scores of the scales should not be interpreted mechanically, only on the basis of this section. The meaning of the scales shape together to form the profile, therefore, in the discussion you have with your counselor, the scales have to be discussed in correlation.

2. THE GENERAL OCCUPATIONAL THEMES PROFILE

This section presents a bar graphic, based on 10 general interest types. These general types of interests are named “General Occupational Themes”. Studies with the JVIS have revealed 10 general patterns of interest. These patterns reflect general orientations to the world of work, rather than specific interests in particular areas. Your scores on these 10 General Occupational Themes are plotted below. There is to be noticed that the General Occupational Themes reflect general orientations to the world of work, rather than specific interests in particular areas. Having as a starting point John Holland’s research, who has defined six occupational themes, which he considered to be a kind of personal substrate for vocational interests, the studies for factor analysis of JVIS revealed 10 different dimensions, which sum specific interests.

The ten themes are the following: Expressive, Logical, Inquiring, Practical, Assertive, Socialized, Helping, Conventional, Enterprising, and Communicative. The meaning of the General Occupational Themes is presented in short below the graphic.

3. THE HOLLAND HEXAGON PROFILE

In this section we present a bar chart based on the six interest styles component of John Holland’s theory and known as “the Holland hexagon”. The JVIS scoring of these styles is experimental, and these scores may be somehow different from the similar scores extracted directly from Holland/SDS (Self-Directed Search). However, it is a very slight chance that they are very different.
The six styles are the following: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The meaning of the Holland styles and their implications are presented in short in the report, below the graphic.

4. SIMILARITY WITH DIFFERENT JOBS

In this section we present the similarity of your JVIS profile Basic Interest profile to the modal profiles realized in Romania for 32 occupational clusters. These modal profiles are formed based on over 82000 JVIS administrations, administrated for 350 occupations in Romania, with the support of the World Bank and the Romanian Ministry of Labor. The similarity scores reported in this case are correlation coefficients between each job group and your profile.

In the profile, the name for each of the 32 clusters, together with the similarity index are ranked from the highest to the lowest. The similarity indexes have values between -1.00 and +1.00, and can therefore show extreme similarity, neutrality or extreme difference.

The profile is organized so that the job groups that show the highest similarity with your profile are shown first. It is recommended for the counselors to guide their clients towards exploring the occupations related to the job groups ahead the list, because these are the ones most likely to bring them satisfaction. If they consider practicing one of the occupations in the clusters for which they scored a negative index of similarity, they should pay a great attention to weighting the risks and the factors that can affect their choice.

5. DESCRIPTION OF THE MOST COMPATIBLE CATEGORIES

În aceasta sectiune sunt descrise mai pe larg cele trei categorii ocupationale care au obtinut cel mai mare scor de similaritate cu profilul persoanei evaluate. Sunt enumerate o parte din profesiiile cele mai uzuale care fac parte din fiecare din cele trei grupuri si sunt date si alte detalii, cum ar fi scurte descrieri ale altor aptitudini critice pentru respectiva ocupatie. In this section the three job groups that obtained the highest similarity score with your profile are described. There are also enumerated the most usual jobs in each of the job groups and other details are offered, like short descriptions of other critical abilities for that occupation.

6. ACADEMIC SATISFACTION AND ADMINISTRATIVE INDEX

The Academic Satisfaction Index reflects the similarity with a large number of college students and shows the satisfaction you are likely to experience in an academic setting. The administrative indexes are very useful to show the attention with which the JVIS has been completed, and therefore the fidelity of the profile. The administrative indexes are the Unscorable Responses, the Response Consistency Index and the Infrequency Index.

7. MODUS OPERANDI

The section Modus Operandi contains a review of the your item responses.
THE JVIS BASIC INTEREST PROFILE

The profile below shows your scores on the 34 JVIS Basic Interest scales. A high score indicates that you show a preference for working in settings involving the activities described by the scale name. A low score indicates that you prefer not to work in such settings and would probably find such work unsatisfying. On the next page a short description for each scale is shown.

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</table>
1. **CREATIVE ARTS**
Interested in arranging materials in an aesthetically pleasing manner; enjoys being creative and original in the applied or fine arts, for example in music, drawing or decorating.

2. **PERFORMING ARTS**
Enjoys performing for an audience.

3. **MATHEMATICS**
Enjoys working with mathematical formulas and quantitative concepts; interested in performing computations and in planning and applying mathematical methods to the solution of problems.

4. **PHYSICAL SCIENCE**
Interested in the systematic investigation of various aspects of nonliving nature, for example, chemistry, physics, geology or astronomy.

5. **ENGINEERING**
Interested in the designing, testing or manufacturing of a wide variety of products; applies scientific principles to the solution of practical problems.

6. **LIFE SCIENCE**
Interested in investigating various aspects of living organisms.

7. **SOCIAL SCIENCE**
Interested in investigating and learning about various aspects of the organization of society, human behavior, and social interaction.

8. **ADVENTURE**
Enjoys novel situations; seeks out the unusual or dangerous.

9. **NATURE-AGRICULTURE**
Likes to work outdoors with animals or plants.

10. **SKILLED TRADES**
Prefer working with hands or with machines, usually in making or repairing some product.

11. **PERSONAL SERVICE**
Enjoys providing direct services to individuals, e.g., travel guide or cosmetician.

12. **FAMILY ACTIVITY**
Enjoys domestic activities, likes to take an active part in family life and child care, in decorating and caring for a home and garden, entertaining guests, and related activities.

13. **MEDICAL SERVICE**
Interested in working toward promoting health and curing disease in individuals.

14. **DOMINANT LEADERSHIP**
Prefers a forceful aggressive style of leadership. Enjoys a position of authority in which active, direct supervision and criticism of the work of others is involved.

15. **JOB SECURITY**
Prefers a job with a definite and predictable future. Avoids taking social or economic risks on the job.

16. **STAMINA**
Reports a willingness to work at a task for long hours without rest; perseveres in the face of difficulty. Is likely to be challenged by difficult, involved assignments.

19. **SOCIAL SERVICE**
Interested in helping troubled people cope with their problems.

20. **ELEMENTARY EDUCATION**
Enjoys teaching or caring for young children.

21. **FINANCE**
Interested in meeting the financial needs of the public, in solving financial problems, and in investment and trade.

22. **BUSINESS**
Interested in the day-to-day functioning of business and commercial organization.

23. **OFFICE WORK**
Interested in clerical work and in activities involving detail, usually in a business context.

24. **SALES**
Interested in selling; likes to work with and to attempt to influence other people.

25. **SUPervision**
Interested in planning, organizing and coordinating the activities of others. Enjoys holding a position of managerial responsibility.

26. **HUMAN RELATIONS MANAGEMENT**
Enjoys acting as “the person in the middle” between people in conflict; enjoys resolving interpersonal situations, including those which are difficult or emotionally charged.

27. **LAW**
Interested in legal matters.

28. **PROFESSIONAL ADVISING**
Enjoys counseling and giving expert advice.

29. **AUTHOR-JOURNALISM**
Likes to be creative and original in writing; enjoys writing for a general audience.

30. **ACADEMIC ACHIEVEMENT**
Is interested in scholarly activities, particularly of a verbal nature. Reports systematic study habits.

31. **TECHNICAL WRITING**
Enjoys writing detailed, factual reports, manuals, or essays about scientific, technical, legal, or historical matters.

32. **INDEPENDENCE**
Prefers working in an environment free from restraints and close supervision; feels confined by rules and regulations. Would rather find own solutions to problems than seek advice from others.

33. **PLANFULNESS**
Is organized in work habits and prefers working in an environment in which activities occur in an expected sequence.

34. **INTERPERSONAL CONFIDENCE**
Prefers a working environment requiring a high degree of self-assurance in dealings with others; reports not being afraid of meeting strangers and speaking with confidence about a variety of topics. Believes in own ability to accomplish most interpersonal tasks undertaken.
GENERAL OCCUPATIONAL THEMES

Studies with the JVIS have revealed 10 general patterns of interest. These patterns reflect general orientations to the world of work, rather than specific interests in particular areas. The scores for the 10 occupational themes are shown below. There are shown the scores for both women and men, but only the scores for your gender are shown.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Raw score</th>
<th>Percentile</th>
<th>Low</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>Average</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>High</th>
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<tbody>
<tr>
<td>Expressive</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td></td>
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</tr>
<tr>
<td>Logical</td>
<td>26</td>
<td>93</td>
<td>79</td>
<td></td>
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<tr>
<td>Inquiring</td>
<td>19</td>
<td>66</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Practical</td>
<td>29</td>
<td>34</td>
<td>31</td>
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<tr>
<td>Assertive</td>
<td>27</td>
<td>27</td>
<td>34</td>
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<td></td>
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<tr>
<td>Socialized</td>
<td>55</td>
<td>98</td>
<td>99</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Helping</td>
<td>24</td>
<td>14</td>
<td>34</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Conventional</td>
<td>27</td>
<td>5</td>
<td>10</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Enterprising</td>
<td>59</td>
<td>10</td>
<td>16</td>
<td></td>
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<td>Communicative</td>
<td>17</td>
<td>3</td>
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</tr>
</tbody>
</table>

Below you will find a short description of each of the 10 General Occupational Themes.

**EXPRESSIVE**
If you scored high on this theme, you will likely be considered artistic by others, even if you are not presently engaged in any artistic work. You will likely enjoy creative activities such as drama, music, writing, visual art, or any of the applied or fine arts. You will also enjoy the creative work of others. High scorers tend to consider themselves perceptive, inventive, sensitive, imaginative, and aware of their environments. People in the arts receive high scores on this theme, but many others combine this theme with others in finding expression for their interests.

**LOGICAL**
High scorers enjoy rational abstract thought that is characterized by testable generalizations, deductive reasoning, and precision. They enjoy the challenge of difficult intellectual work, particularly in the areas of mathematics and physical sciences, and in applications such as engineering, work with computers, as well as a variety of other areas where quantitative and exacting work is required. If you scored high on this theme, you may prefer working with the physical world and abstract ideas to working primarily with people.

**INQUIRING**
A high score on this theme indicates that you have a great deal of curiosity about your environment, living things, other people and social institutions. You have a desire to learn about many areas of knowledge, and may be described as investigative, intellectually probing, and reflective. Consider entering one of the social or biological sciences, one of the professions, or combine this theme with others when choosing a career.

**PRACTICAL**
If you scored high on this theme, you are likely to enjoy activities requiring physical or mechanical skill -- seeking satisfaction from the quality of your work, rather than from exercising influence or power over others. You are also likely to enjoy outdoor work and not to be overly concerned about physical risks. You may tend to avoid activities that require you to be the center of attention, and may prefer practical arts to the world of abstract ideas. You are also likely to enjoy close family ties and may enjoy arranging for the comfort and well-being of others. High scorers can be found in a wide variety of activities, such as agriculture, skilled trades, and service occupations.
ASSERTIVE

A high score on this theme may indicate a preference for working in situations in which you can exercise control, and where your authority is clearly defined. You may enjoy exercising authority over others, and will do so self-confidently, without the need to seek advice or assistance. High scorers may sometimes be seen as outspoken and direct with others, and will enjoy working with others, especially in a dominant role. People working in environments, such as the military, where this style of leadership is appropriate, frequently receive high scores on this theme.

If you scored high on this theme, you are likely to be regarded as a responsible, stable worker - disciplined, prompt, systematic and deliberate, but not usually creative. You would rather be confident about a relatively certain future at a predictable salary, than accept the uncertainty of a riskier but possibly more rewarding prospect. You will likely favor occupations that offer stability and reward traditional virtues.

SOCIALIZED

People with high scores on this theme express a genuine concern for others, particularly those with problems or requiring assistance. High scorers enjoy social interaction, giving advice, and may be described as benevolent, comforting, sympathetic, supporting, charitable, assisting and cooperative. If you scored high on this theme, consider occupations in which you may take a direct role in helping, serving or teaching others.

HELPING

If your score on this theme is high, you may prefer a well-defined role in a business or other larger organization. You will likely enjoy the day-to-day operations of a business, such as operating an office, selling products, making decisions, and supervising others. You may prefer working in a smoothly running organization to working in a highly-charged or variable environment. You may also thrive on detail, preferring not to be required to be highly creative, nor to work at tasks involving mechanical skill, discomfort, or physical risk.

CONVENTIONAL

Scoring high on this theme indicates that you will likely enjoy work involving talking with others, especially if the purpose of that discussion is to persuade or influence. Self-confident, rarely shy in difficult situations, dominant, forceful; high scorers are usually interested in the marketing or management aspects of business, rather than in the details of daily operation or in particular specialties. They are often motivated by the conventional symbols of social status -- money, influence and prestige -- rather than by other forms of recognition. In addition to business, high scorers can be found in the legal profession, administration, public relations, diplomacy, and related areas.

ENTERPRISING

If you scored high on this theme, you will tend to be interested in ideas and in communicating these ideas to others. You are likely to enjoy serious expressions of thoughts, reading, attending lectures, studying, or engaging in intellectual discussions. Your enjoyment of communication may focus more on the formulation and expression of concepts than on the entertainment of others. High scorers tend to be described as intellectual, articulate, and well-informed, having a broad range of interests. Professional writers score highly on this theme. However, since communication is important in a wide range of occupations, many others score highly as well.

COMMUNICATIVE
THE HOLLAND HEXAGON

The Holland hexagon is a standard for evaluating vocational interests. The scoring presented here is experimental and should be treated accordingly, although there are low risks that the scores are fundamentally different from those obtained by administrating the original Holland/SDS.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Raw Score</th>
<th>Percentile F</th>
<th>Percentile M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>13</td>
<td>95</td>
<td>73</td>
</tr>
<tr>
<td>Investigative</td>
<td>8</td>
<td>58</td>
<td>38</td>
</tr>
<tr>
<td>Artistic</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social</td>
<td>11</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>Enterprising</td>
<td>14</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>Conventional</td>
<td>15</td>
<td>46</td>
<td>46</td>
</tr>
</tbody>
</table>

You will find a short description of the 6 Holland types below.

REALISTIC

The Realist type enjoys realistic occupations, like auto mechanic, air traffic controller, foreman, rancher, electrician; shows mechanical abilities, but can lack social abilities. Prefers activities that require machine, tools and instruments handling. Values material rewards where tangible things can be achieved. They see themselves as practical, conservatory, with skilled trades and mechanical abilities, but lacking social abilities. The people around them see them as normal, regular, direct. Avoid interaction with other people. They require from the others manual and mechanical abilities, abilities in interaction with machines, tools or objects. They admire and reward at people around them the conformist behavior and practical achievements. At the work place they value practical, productive and concrete values and prefer robust, risk oriented and adventurous styles. Generally they tend towards concrete, practical activities, that require handling machines, tools and materials.

INVESTIGATIVE

The Investigative type enjoys investigative occupations, like biologist, chemist, physicist, anthropologist, geologist, and medical technician. These people show mathematical and scientific abilities, but may not have leadership abilities. They enjoy activities that require exploration, understanding, prediction or control of natural and social phenomena. See themselves as analytical, intelligent, skeptical and academically talented, but lacking interpersonal abilities. The others see them as asocial (as lacking sociability), intellectual. They avoid selling activities or those that require convincing people. They ask from others to have analytical, technical, scientific and verbal competences. Admire and reward in others skepticism and persistency in solving problems, acquiring new knowledge, understanding and finding solutions to problems. At work they value intellectual or analytical activities, directed towards solving problems or creation and usage of knowledge.

ARTISTIC

The Artistic type enjoys artistic occupations, like composer, musician, director, writer, interior designer, actor or actress. They show artistic abilities, but may not show clerical abilities. They prefer activities that involve literature, music and arts. They value the creative expression of ideas, emotions and feelings, as well as the unconventional ideas and methods, aesthetic values. They see themselves as opened to new experiences, innovative, intellectual, but lacking administrative and clerical abilities. The others see them as unconventional, orderless and creative. They avoid routine and conformance to established rules. They ask from the others creative or innovative abilities and emotionally expressive interactions. They admire and require in others imagination regarding
literary, artistic and musical achievements. At work they value creative work in music, writing, artistic performances, sculpture, and not structured intellectual activities.

The Social type enjoys social occupations, like teacher, priest, counselor, clinical psychologist, psychiatrist, speech therapist. These people show social abilities, but may not show mechanical and scientific abilities. They prefer activities that require helping, teaching, looking after, counseling or servicing the others through personal interactions. They value others' wellbeing, the existence of social services and helping activities. They see themselves as empathic, patient, and with interpersonal abilities, but as lacking technical and mechanical abilities. The others see them as caring, agreeable, extravert. They avoid technical and mechanical activities. They require from the others interpersonal competences, abilities to look after, heal and teach others, as well as being a good mentor. They admire and reward in others empathy, humanitarian sociability, friendship, altruism. At work they value working with others in a facilitating and helping way.

The Enterprising type enjoys enterprising occupations, as sales agent, manager, executive manager, television producer, buyer. These people show leadership and linguistic abilities, but often lack scientific abilities. They prefer activities that require convincing, manipulation or giving directions to the others. They value the material achievements and social status. They see themselves as having persuasive or selling abilities, but as lacking scientific abilities. The others see him as having energy and being sociable. They avoid scientific, intellectual or vague subjects. They ask of others persuasive and manipulative abilities. Admire and reward in others the initiative of being after financial or material achievements; dominance and self confidence. At work they value selling activities, directing or manipulating others in order to achieve some personal or organizational goals.

The Conventional type likes conventional occupations, like librarian, stenograph, financial analyst, banker, tax expert, selling expert, manager, executive director, television producer, buyer. These people show clerical and arithmetic abilities, but often lack artistic abilities. They prefer activities that require establishing and maintaining order, following standards. They value material and financial achievements, as well as power in the social, business or political environments. They see themselves as being animated by technical abilities in business or production, but as lacking artistic competencies. The others see them as attentive, conformist. They avoid ambiguous or not structured tasks. They ask from others administrative abilities, abilities in reaching precise standards in order to achieve performance. They admire and reward in others organizational abilities, conformism, and like persons they can rely on. At the work place they value responsible work, done with material things, numbers or machines in order to achieve previously established organizational requirements or specified standards.
## SIMILARITY WITH OCCUPATIONAL PROFILES

Ranked below is the similarity of your JVIS Basic Interest profile to the interests of people working in 32 job groups. A positive score indicates that your profile shows some degree of similarity to those already in the job cluster, while a negative score indicates dissimilarity.

Descriptions of the three highest ranked job groups are presented on the next pages. Remember, the ranking of these job groups reflects the similarity of your JVIS Basic Interest profile to those of people employed in these areas, and not your abilities.

<table>
<thead>
<tr>
<th>Score</th>
<th>Similarity</th>
<th>Cluster occupational</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 0.54</td>
<td>SIMILAR Agriculturalists (15)</td>
<td></td>
</tr>
<tr>
<td>+ 0.54</td>
<td>SIMILAR Sciences (25)</td>
<td></td>
</tr>
<tr>
<td>+ 0.52</td>
<td>SIMILAR Food industry (28)</td>
<td></td>
</tr>
<tr>
<td>+ 0.46</td>
<td>SIMILAR Computers and IT (22)</td>
<td></td>
</tr>
<tr>
<td>+ 0.46</td>
<td>SIMILAR Telecommunications (29)</td>
<td></td>
</tr>
<tr>
<td>+ 0.46</td>
<td>SIMILAR Extractive industry (30)</td>
<td></td>
</tr>
<tr>
<td>+ 0.44</td>
<td>SIMILAR Medicine (1)</td>
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<tr>
<td>+ 0.43</td>
<td>SIMILAR Sport and leisure (6)</td>
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</tr>
<tr>
<td>+ 0.41</td>
<td>SIMILAR Automobile and machine industry (32)</td>
<td></td>
</tr>
<tr>
<td>+ 0.40</td>
<td>SIMILAR Public services (5)</td>
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</tr>
<tr>
<td>+ 0.34</td>
<td>MODERATELY SIMILAR Construction (26)</td>
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</tr>
<tr>
<td>+ 0.26</td>
<td>MODERATELY SIMILAR Applied mathematical sciences (24)</td>
<td></td>
</tr>
<tr>
<td>+ 0.25</td>
<td>MODERATELY SIMILAR Textile industry (27)</td>
<td></td>
</tr>
<tr>
<td>+ 0.24</td>
<td>NEUTRAL Visual arts (10)</td>
<td></td>
</tr>
<tr>
<td>+ 0.18</td>
<td>NEUTRAL Services (4)</td>
<td></td>
</tr>
<tr>
<td>+ 0.06</td>
<td>NEUTRAL Craftsmen (31)</td>
<td></td>
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<tr>
<td>+ 0.02</td>
<td>NEUTRAL Music (9)</td>
<td></td>
</tr>
<tr>
<td>- 0.04</td>
<td>NEUTRAL Entertaining, showbiz (8)</td>
<td></td>
</tr>
<tr>
<td>- 0.07</td>
<td>NEUTRAL Clerical / archival (21)</td>
<td></td>
</tr>
<tr>
<td>- 0.10</td>
<td>NEUTRAL Commercial visual arts (11)</td>
<td></td>
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<tr>
<td>- 0.23</td>
<td>NEUTRAL Elementary teaching (19)</td>
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<tr>
<td>- 0.32</td>
<td>DISSIMILAR Finances &amp; Banks (14)</td>
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<tr>
<td>- 0.32</td>
<td>DISSIMILAR Teaching for adults (20)</td>
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<td>- 0.42</td>
<td>DISSIMILAR Religion (3)</td>
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<td>- 0.42</td>
<td>DISSIMILAR Social services (7)</td>
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<td>- 0.42</td>
<td>DISSIMILAR Sales (13)</td>
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<td>- 0.44</td>
<td>DISSIMILAR Business (12)</td>
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<td>- 0.48</td>
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<td>DISSIMILAR Human resources (18)</td>
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<td>- 0.52</td>
<td>FOARTE NESIMILAR Journalism / writing (16)</td>
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</tr>
<tr>
<td>- 0.54</td>
<td>FOARTE NESIMILAR Justice (2)</td>
<td></td>
</tr>
<tr>
<td>- 0.54</td>
<td>FOARTE NESIMILAR Social sciences (17)</td>
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</tr>
</tbody>
</table>
ACADEMIC SATISFACTION

The Academic Satisfaction Index reflects the degree of similarity between your profile and that of an average university college student, who attends the courses of a university in Romania. This index is not a measure of the your ability to do university level work, nor can it predict your success as a university student. Instead, it provides an indication of the degree to which you might enjoy scholarly activities such as serious reading, studying, doing research and assignments, etc.

The average score for this index is 500. Almost two thirds of the high school students have scores between 400 and 600. The graphic illustrates the percentile for your score, showing what percent of the students score lower or equally with you.

ADMINISTRATIVE INDEXES

The Administrative Indices show how much confidence can be placed in your JVIS results. For most people, these scores fall in the normal range, indicating consistent and normal responses to the JVIS. If one of your scores falls outside the normal range, you should take a second look at your JVIS results. If you feel that your results do not reflect your true interests, you should talk to your counselor about redoing the JVIS.

It is better that the Response Consistency Index is as high as possible. An index placed under .50 signals potential problems in the coherence of answers articulation (for example the existence of some answers in contradiction with each other). If this index is placed under .20, the profile should not be interpreted without a prior careful analysis with a specialized counselor.

The Infrequency Index should be as low as possible. It measures how unusual the evaluated person’s answers are, and an index over .97 shows the evaluated person gives affirmative answers to questions for which little people do the same. An index above .97 should be carefully investigated by the counselor, but indicates a potential problem only if the Response Consistency Index is also placed under .50.
MODUS OPERANDI

ANSWERS TO THE ITEMS


GENERAL STATISTICS

# 'A/1' answers: 171 din 289 (59.17%)
# 'B/2' answers: 118 din 289 (40.83%)
# missing answers: 0 din 289 (0.00%)

MISSING ANSWERS FOR EACH SCALE

1. Creative Arts: 0
2. Performing Arts: 0
3. Mathematics: 0
4. Physical Science: 0
5. Engineering: 0
6. Life Science: 0
7. Social Science: 0
8. Adventure: 0
9. Nature-Agriculture: 0
10. Skilled Trades: 0
11. Personal Service: 0
12. Family Activity: 0
13. Medical Service: 0
14. Dominant Leadership: 0
15. Job Security: 0
16. Stamina: 0
17. Accountability: 0
18. Teaching: 0
19. Social Service: 0
20. Elementary Education: 0
21. Finance: 0
22. Business: 0
23. Office Work: 0
24. Sales: 0
25. Supervision: 0
26. Human Relations Mana: 0
27. Law: 0
28. Professional Advisin: 0
29. Author-Journalism: 0
30. Academic Achievement: 0
31. Technical Writing: 0
32. Independence: 0
33. Planfulness: 0
34. Interpersonal Confid: 0