

**Careers Guidance
Report**

for

Howard Morgan

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Report

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This report

You are probably reading this report because you are considering a change in the direction your life is taking.

Whether or not you have been forced into this change by influences outside your control is unimportant; what is critical is that the transition is as smooth as possible and that you find your new direction personally rewarding and satisfying.

This report will help you understand your own individual make-up and motivations. Throughout the report there are short exercises for you to complete. These will help you to organise your thoughts through this potentially difficult time.

Remember that your Careers Adviser is fully trained and expert in this system and can offer you help and support.

Where are you now?

Before you start reading the report, indicate your current situation in the three areas below by ticking the appropriate boxes.

I am currently...

- employed
- self-employed
- unemployed
- in full-time education
- houseperson
- other _____

I want to...

- find a new job
- find a new employer
- find my first job
- start a course
- review my options
- develop my self awareness
- other _____

If necessary, I can and will...

- study part-time
- study full-time for up to 3 months
- study full-time for over 3 months
- start afresh in a new field
- set up my own business
- move location
- other _____

Introduction

When you want to start something new it's important to know what you can do, what you would like to do, and how you're going to get there. It's also useful to find out the sort of working environment that would suit you best. Your results from the Morrisby Profile (MP) and Morrisby Questionnaire (MQ) will provide you with much information. The MP shows your abilities, or aptitudes in various important areas. The MQ shows the types of careers and working environments that appeal to you the most. Your results from the Morrisby Profile (MP) and Morrisby Vocational Questionnaire (MVQ) will provide you with much information. The MP shows your abilities, or aptitudes in various important areas. The MVQ shows the types of careers and working environments that appeal to you the most. However, they may not necessarily reach the same conclusions. This is because people sometimes find that they may be very well suited to something they have not thought of before.

This report is supplemented by 'The Way Ahead' booklet. This will help you to relate the information in this report to your current situation.

Scores

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

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

All through the report the level of your scores is given in comparison with a wide range of other people. Remember that a high score is not necessarily a 'good' score.

What are you looking for?

Ideally, when reading this report, you should have some idea of what you want to achieve. Some people may be looking for a completely new area, whereas others may wish to continue much as before. Complete this exercise to show what changes you are looking for.

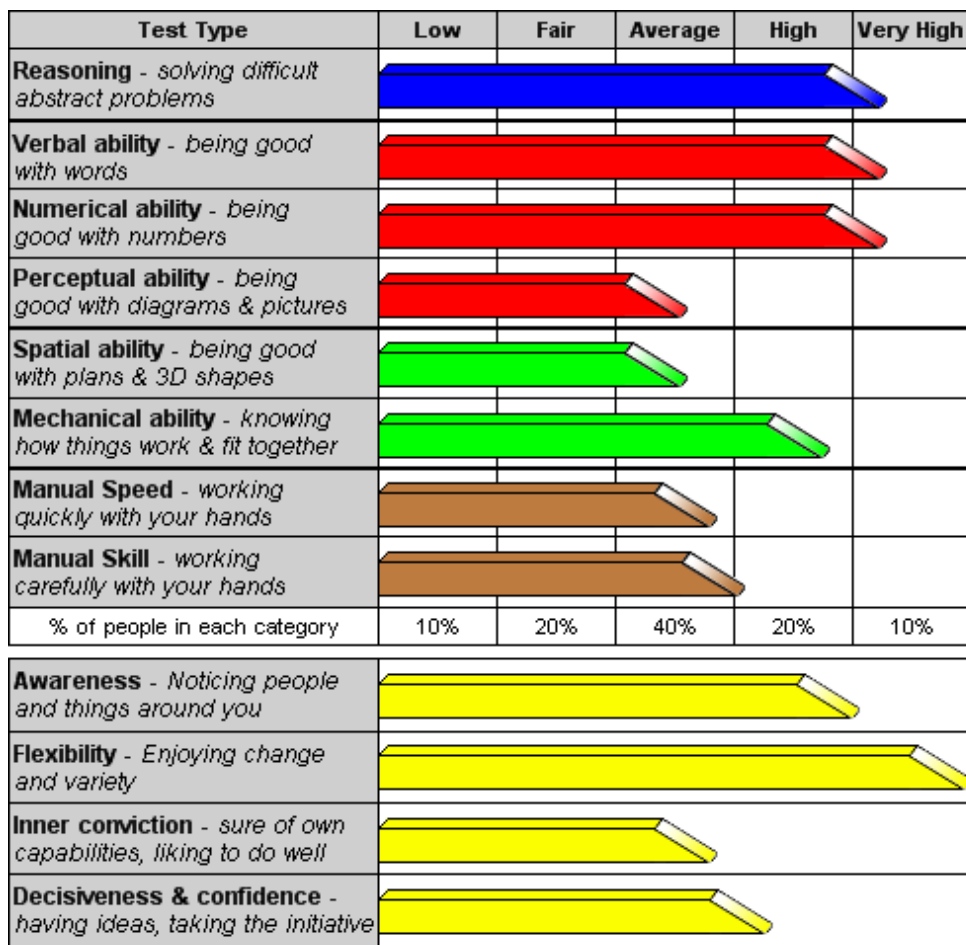
Listed below are some elements which people look for in a career. Look through these and tick the 'More' box if you would like to have more of that element in a new situation. Tick the 'Same' box if you have no real desire to change the amount. Sometimes people find that they need to make sacrifices when making a change. Tick the 'Less' box if you would be prepared to have less of the particular element. If you wish, add additional elements on the blank lines. You should aim to have a roughly equal number of 'More' and 'Less' boxes marked.

Element	Less	Same	more	Element	Less	Same	more
Job responsibility	€	€	€	Job security	€	€	€
Work stimulation	€	€	€	Freedom	€	€	€
Financial rewards	€	€	€	Leisure time	€	€	€
Interest	€	€	€	Pride	€	€	€
Work demands	€	€	€	Skill level	€	€	€
Job recognition	€	€	€	Qualifications	€	€	€
_____	€	€	€	_____	€	€	€

Test Results

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

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



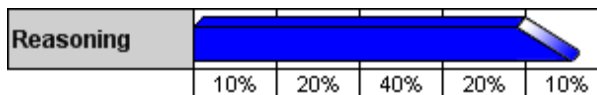
Abilities - and what else?

Although aptitudes and abilities are very important, they are not the only consideration. You also have many skills which will be very important in your future career. These may include being able to organise things, to manage a budget, to deal effectively with other people. They may be technical, practical, office based or in computing or in languages. Consider the skills you can presently offer and list up to five of the ones you consider most important on the lines below. Mark those which you would like to use and develop further.

My main skills include	I would like to use and develop this skill further
1) _____	€
2) _____	€
3) _____	€
4) _____	€
5) _____	€
6) _____	€

You may wish to develop specific new skills. If you know what, write them here.

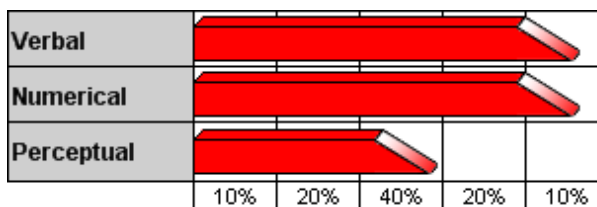
Reasoning



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

Your score shows that you have plenty of reasoning ability. You understand new ideas quickly and may enjoy thinking up different ways of doing things. With this high score there is no reason to limit your career choice, but you would not enjoy a job which was routine or repetitive in nature.

General abilities



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

Your high verbal and numerical scores when compared with the lower perceptual, suggest your greatest strengths are very much in dealing with words and numbers. This means that you would probably do best in the sort of career which needs plenty of verbal skill and an ability to deal confidently and quickly with figures, possibly in a commercial occupation.

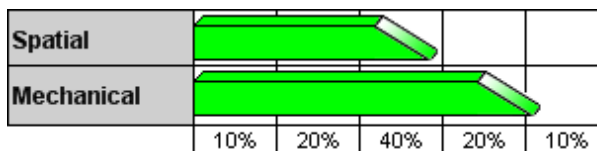
You should look at areas which match this, such as administrative positions, insurance, banking, building societies, law and legal work, accountancy, teaching, advertising, publishing, the civil service, local government etc. Please remember that the career suggestions at the end of the report also take your likely qualifications and interests into account.

How does it fit?

The pattern shown in your general abilities is important. Has the direction been apparent to you in the past? Write below up to three instances in past employment or education when you have been successful and up to three when you have been less successful. Is there a common thread and, if so, has it anything to do with your pattern of abilities?

- | | |
|-------------------|------------------------|
| Successful | Less Successful |
| 1) _____ | 1) _____ |
| 2) _____ | 2) _____ |
| 3) _____ | 3) _____ |

Practical ability



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

Your results show a slightly above average level of general practical ability. This means that you can deal well with practical problems. However, you have other skills and abilities which are stronger and you would probably do better in a career in which you could use these analytical skills, than in a very practical type of job.

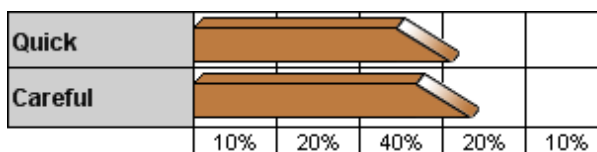
Planning Style



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

Your scores suggest that you prefer to work in a detailed way, tackling problems as they arise, rather than taking the overall view. This indicates that you concentrate on the details of a problem or situation and like to break things down into a number of steps. There is a possibility that you become so concerned over an individual step that you lose sight of your overall goal or objective. You may prefer a career which uses your ability to deal with details and cope with immediate problems, rather than one which demands a great deal of long term planning.

Working with your hands



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

Your scores on the manual tests show that you work at an average speed with your hands and are quite neat and careful.

Problem Solving



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

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

Your approach to work and to solving problems is characterised by the high level of your general abilities and reasoning. However, the practical abilities are slightly lower. This probably means that you are better at dealing with ideas and thinking through problems carefully rather than dealing with the practicalities of solving them. You prefer to work things out in advance rather than attempting to find the answer by trial and error.

The high level of reasoning shows that you can think out original ways of doing things, rather than relying on what you have read or been told. You would probably find working with ideas and theories, better suited than trying things out in practice. Your scores show that you can cope with practical demands when you need to, but you probably find thinking about problems and discussing them better suited than making or building things.

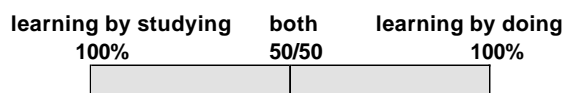
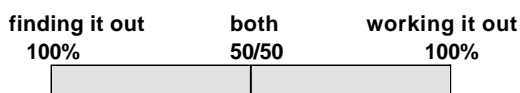
This type of approach is useful in many careers and goes well with your ability to use words, described previously.

Problems?

How you tackle situations is critical in many aspects of work, training and education. People can adapt their approach to suit the situation but if they have a strongly preferred approach, then it makes sense to use it. The above section has described your results, but how significant are they to your way of working?

On the chart below, mark on the shaded bar whether you prefer to find things out, or to work things out, or a mixture. For example, if a domestic appliance didn't work, would you reach for the handbook or look at the appliance?

Mark this chart according to how much you like knowing about things against how much you like dealing with the things themselves. Would you prefer to become expert in something by studying it or by doing it?



Learning Styles

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

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

Preferred Learning Style

Learning Approach



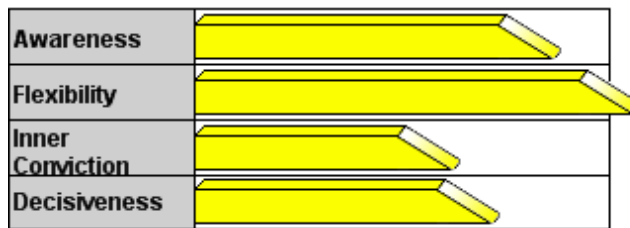
Purpose of Learning



Your General ability results show that your verbal ability is much stronger than your perceptual ability. This suggests that you will prefer to learn through words and more traditional 'book-based' methods. You can, of course, also work through direct observation and experience, diagrams, images, etc., but you seem able to cope most readily with methods that are word based, and may prefer to see things written down.

You seem to be the sort of person who likes to use both your acquired knowledge and understanding to help you solve new problems. A more formal sort of learning situation may suit you better than learning on the job or working to solve a problem in a hands-on manner. This type of more formal situation would give you the chance to acquire and develop the knowledge necessary to solve the problems which you are likely to come across in a career. You would prefer not to just memorise the content, but would enjoy being able to develop your understanding of the subject matter.

Personality



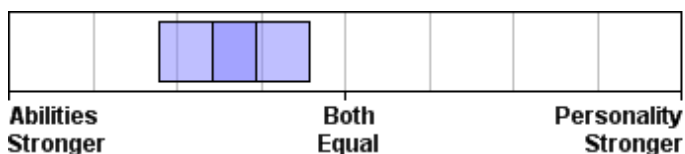
It is important to understand the way in which people prefer to apply their abilities to the problems and situations they face everyday. Although people change and develop, there are some things which do not change very much and which are useful to know about.

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

Your high score on awareness and the very high score on flexibility suggest that you are able to change direction of thought very quickly and are likely to prefer working in varied, rapidly changing situations. You seem to be interested in new ideas and are likely to develop many and varied enthusiasms. You should try to avoid routine or repetitive work as you would find it boring. Extremely flexible people can find it difficult to maintain concentration as their mind wanders frequently. You might need to guard against this, especially when studying or taking exams.

As your awareness seems slightly stronger than your decisiveness and inner conviction scores, you may appear to lack confidence when expressing your ideas, especially in hostile or difficult situations, and much prefer one-to-one situations. There is not really much difference between the scores, so you can probably accept the lead and take on responsibilities when necessary. You probably do not like making snap decisions and would prefer a fairly relaxed atmosphere where you have time to weigh up a situation before making a decision. When applying for jobs it helps to be well prepared. Find out about the job, the employers and make a determined effort to be especially positive about yourself.

Abilities and personality



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

On the whole, your abilities seem to be even more important than the personality measures and need to be thought about carefully in any decision about your career. It is important that your career choice gives you the chance to use these abilities fully.

Describe Yourself

The personality features described above represent the foundations upon which you will have built your own unique style and characteristics. How would you describe yourself? Some aspects may be temporary, and others will be more long term - the real you. In the boxes below, briefly describe yourself as you are at present and how you are generally. You may like to use words such as; confident, considerate, nervous, etc. etc.

At present, I am ...

In general, I am ...

Questionnaire Report

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

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

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

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

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

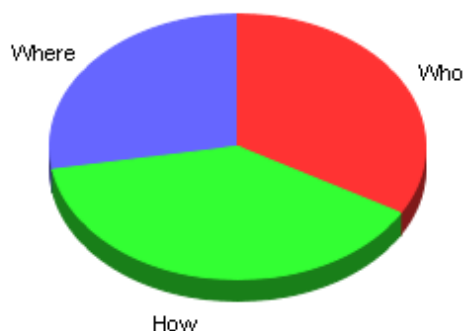
You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



Of these three areas, you prefer working with people. You are not as interested in a job revolving around facts and figures or one dealing with machines, science and technology.

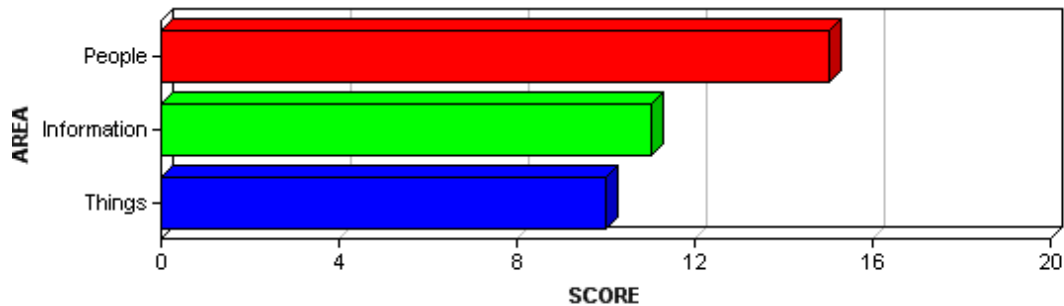
2 What matters most to you - Where, how or with whom you work?

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

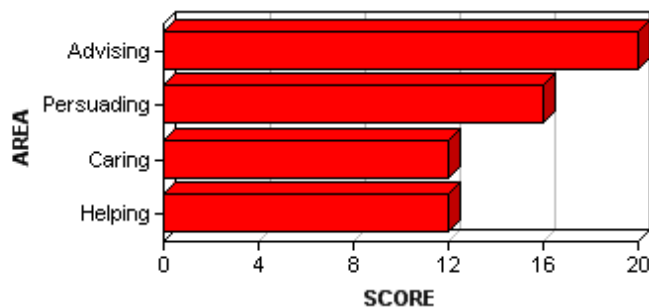


How you go about your work matters most to you. You don't seem to be too bothered about who you work with. Of these three aspects your surroundings are the least critical to you.

This is explained more fully on the next three pages.

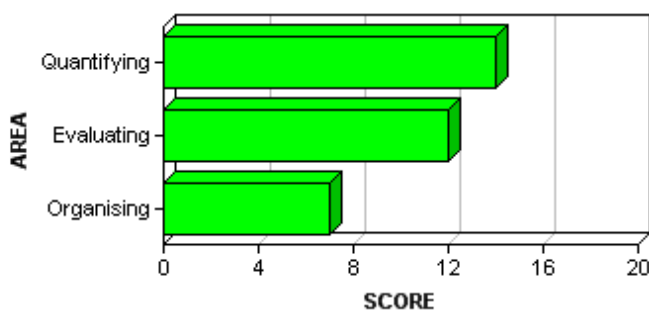


You are most interested in working with people.



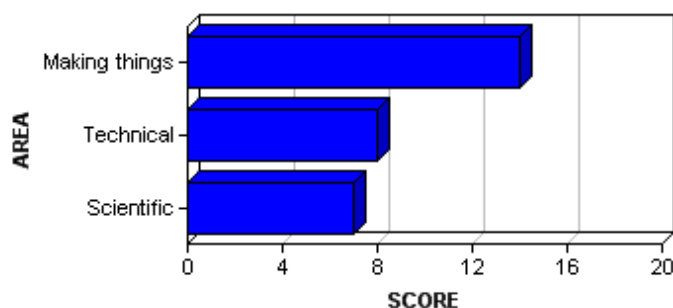
You would enjoy a job which involved advising people what to do. You would also like to talk to people and persuade them round to your point of view. You are not so interested in a job which concerned caring for ill or unhappy people. Of the four areas, constantly helping people to cope with their personal problems interests you the least.

You are less interested in working with information.

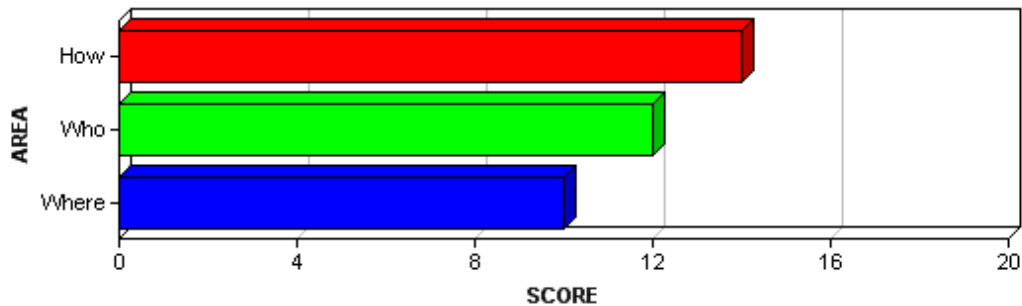


You wouldn't mind using maths and statistics to analyse facts and figures to find out what they indicate. Nor would you mind evaluating facts and information to work out what it really means, summarising it and maybe writing reports. You are not interested in spending most of your time sorting through information systematically.

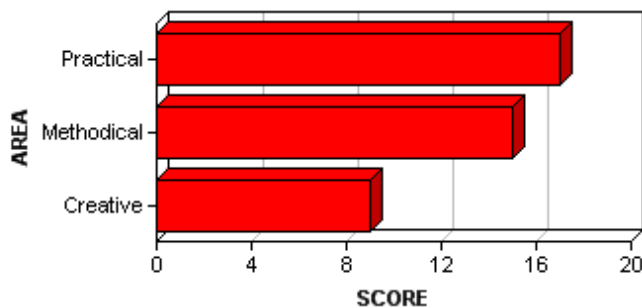
You are not quite so interested in working with things.



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

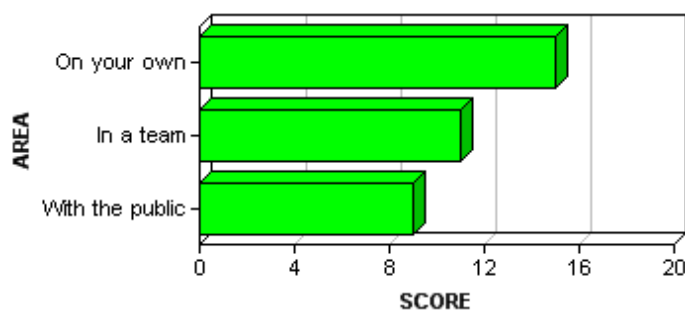


How you go about your work is important to you.



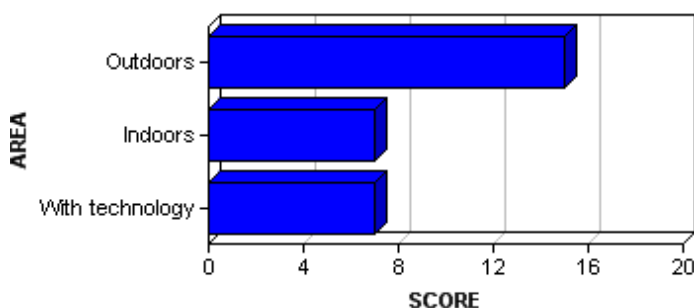
It is important for you to work to a practical end, to do something which would have a real and long lasting effect. You are equally keen to be able to plan ahead in your work, to be well organised and to ensure that things run smoothly. You are not keen on a job in which you have to rely on your creativity rather than your other skills.

Who you work with also makes a difference to you.



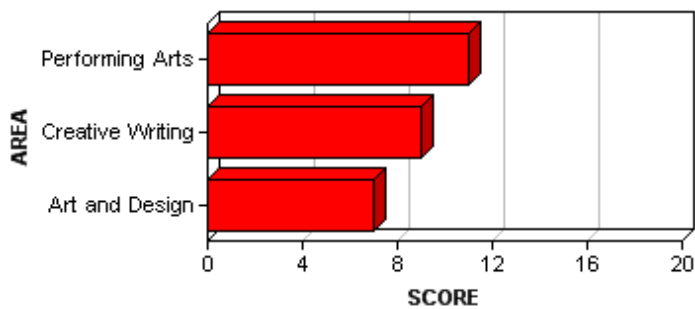
You would like to work on your own, without too much interference. You are not so keen on working in a team. The thought of working with the general public does not appeal to you.

Where you work is also fairly important to you.



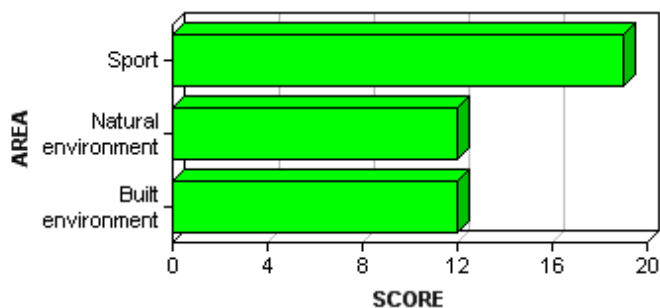
You would prefer working outdoors with sporting and physical activities. You are not very keen on working within an organisation or working in an industrial area.

How you prefer to use your imagination



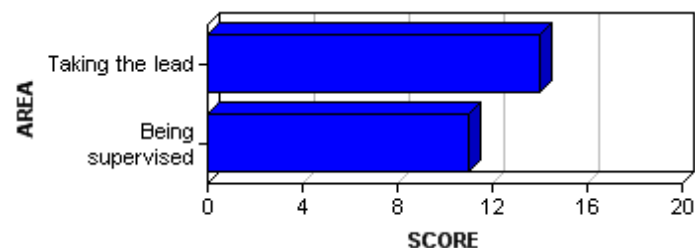
You wouldn't mind having the opportunity to work in the performing arts. You are not interested in being able to write creatively or critically. You do not really want to work in the visual arts.

Your specific feelings towards working Outdoors



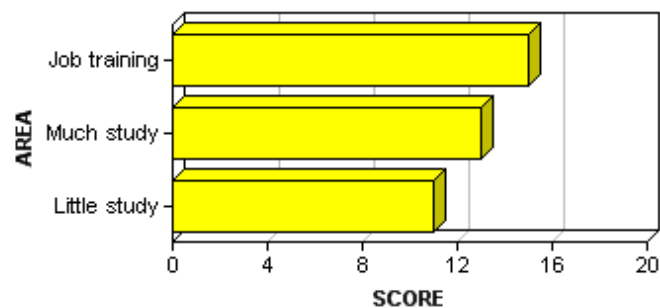
Ideally, you would like to have some contact with sport and physical fitness, possibly as a player or a teacher/coach. While still important, your wish to work with the natural environment, landscapes, plants and animals or to work with the built environment (e.g. architecture, town planning, transport infrastructure) is not as strong.

Do you prefer to take the lead or be supervised?



You would prefer to be able to take the lead at work and would quite enjoy the challenge of advising others how to do their work. You would like to be able to decide how you go about your work and you would appreciate having colleagues with whom you could discuss problems. However, you would not enjoy being told what to do and how to do it.

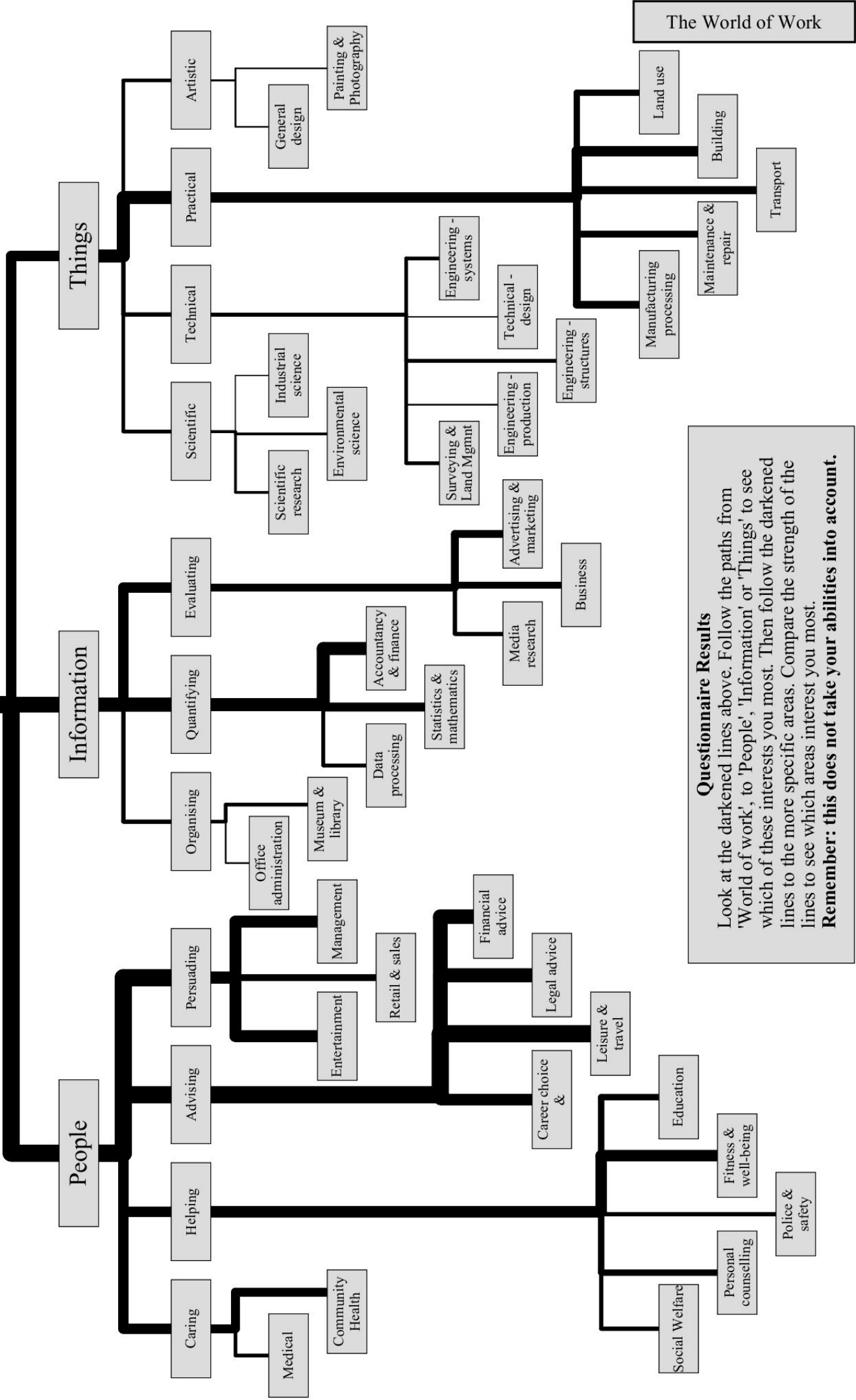
How much study are you prepared to do?



All other things being equal, you would prefer a career which requires specific training probably both in the workplace and at college although you might be willing to pursue a career which requires a lengthy period of full time study providing it leads to something you really want to do. You are less keen on a job which needs few formal qualifications.

Howard Morgan

The World of Work



Questionnaire Results

Look at the darkened lines above. Follow the paths from 'World of work', to 'People', 'Information' or 'Things' to see which of these interests you most. Then follow the darkened lines to the more specific areas. Compare the strength of the lines to see which areas interest you most.

Remember: this does not take your abilities into account.

Career Suggestions

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

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

Career suggestions

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

Teacher		Relevant GCSEs: English, maths, science
<p>Teachers usually specialise in either primary (lower or upper) or secondary education. Primary school teachers tend to be responsible for a class and teach most subjects. Secondary school teachers usually specialise in one or two specialist subjects. They help children and young people learn new skills, develop their knowledge, and encourage them to take an active part in learning. They use computers, books and other materials, lead discussions in class and take pupils out on visits. The ability to communicate effectively, encouraging and motivating pupils while ensuring that discipline is maintained is essential as well as the need for excellent organisation and planning skills.</p> <p>Entry is either through a degree which confers qualified teacher status (QTS), or a degree (preferably in a National Curriculum subject or subject relevant to the curriculum) followed by a one-year Post-Graduate Certificate of Education (PGCE). At least 2 AS/A2 levels and 4 GCSEs are required for entry to a degree. Secondary teaching requires GCSE grade C or above in English and maths. As well as these subjects and grades, primary teaching also needs Science GCSE grade C or above.</p>		<p>Relevant AS/A2: Any, but include National Curriculum subject</p> <p>Entry routes: Degree (QTS) or degree + teaching qualification</p>
		<p>Further Reading CRCI: F (FAB) Website: Jobs For You Careers 2006: Page 175 Job File 2006: Page 841</p>
		<p>Associated Areas</p> <p>University and college lecturer</p> <p>Social work - field</p> <p>Youth and community worker</p>
Further Information from:		
Graduate Teaching Trng Registry Rosehill New Barn Lane, Cheltenham GL52 3LZ 0870 1122205 http://www.gtrr.ac.uk	Training & Devt Agency for Schools Portland House Bressenden Place, London SW1E 5TT 0870 4960 123 http://www.tda.gov.uk	

Accountant - private practice		Relevant GCSEs: English, maths
<p>Accountants are principally concerned with the financial management of organisations. Specialist areas include the analysis of accounts, taxation, financial advice, audit and consultancy. Private practice accountants are usually Chartered or Certified. Private practice Accountants work in firms which vary in size and have a number of partners. Normally each accountant deals with particular clients' affairs which can involve providing advice on such things as taxation, computer systems, mergers and corporate finance. Accountants also need good interpersonal and communication skills.</p> <p>Accountancy is normally a graduate profession. At least 2 A2 levels or equiv. and 5 GCSEs are required for entry. Any degree is acceptable but some give exemptions from some stages of professional exams. Professional training usually undertaken via a 3 year training contract with an authorized firm of accountants leading to Chartered Accountant (ICA) or Chartered Certified Accountant (ACCA) qualifications. Competition is high and good grades required.</p>		<p>Relevant AS/A2: No specific requirements (business, economics, maths relevant)</p> <p>Entry routes: Degree & professional training</p>
		<p>Further Reading CRCI: IA (NAB) Website: Jobs For You Careers 2006: Page 2 Job File 2006: Page 2</p>
		<p>Associated Areas</p> <p>Actuary</p> <p>Bank & building society manager</p> <p>Insurance - underwriter</p>
Further Information from:		
Ass. of Chrtd. Certified Accountants 2 Central Quay 89 Hydepark Street, Glasgow G3 8BW 0141 582 2000 http://www.acca.org.uk	Inst. of Chrtd. Accountants in England & Wales Gloucester House 399 Silbury Boulevard, Milton Keynes MK9 2HL 01908 248040 http://www.icaew.co.uk	

Career suggestions

Business manager

Business managers are responsible for the smooth running of their department in a company or organisation. The detail of what they do depends on who they work for and the management level that they are at. Within their post they will be required to manage staff, budgets and resources. They may have targets to meet such as sales or production targets. Or they may need to look at services and make sure they provide value for money. They recruit and train staff and manage staff rotas. Managers look at all expenses and costs and make sure that they do not overspend. Managers need to be able to motivate and lead people. They need to be well organised and able to use their initiative. Good communication and number skills are needed.

There is no set route to becoming a manager. Some people progress through their company and study management qualifications while working. Others sign up for management training schemes. These usually need at least A levels or equivalent qualifications. Some employers ask for at least a HND/C, foundation degree or degree. It is possible to be qualified in a specific career area, such as engineering or accountancy, and become managers within that field.

Relevant GCSEs: English and maths. Foreign languages useful.

Relevant AS/A2: Depends on degree choice. Related subjects business or economics.

Entry routes: Variety of routes.

Further Reading

CRCI: **AA (C)**

Website: [Jobs For You](#)

Careers 2006: Page **6**

Job File 2006: Page **514**

Associated Areas

[Economist](#)

[Financial / tax adviser](#)

[Marketing manager](#)

Further Information from:

Chartered Management Institute
 Management House
 Cottingham Road, Corby
 Northants NN17 1TT
 01536 204222
<http://www.managers.org.uk>

Health service manager

Health service managers carry out the duties needed for the day to day management of their department. They also work on future planning issues. There are a number of specialist areas that managers can work in. These cover general management, finance or human resources. Others include information or estates and planning. They may be responsible for managing staff or budgets, or providing equipment or buildings. Managers must be able to motivate their staff. They must be able to make tough decisions. They also need to be able to balance the demands of different groups of people. Good IT, communication and number skills are looked for.

This can be a career progression role. You can start in an administration post and undertake further training while at work. Higher level administrative posts need at least 5 A*-C grade GCSEs and 2-3 A levels (or equivalent courses). Graduates can apply for NHS Graduate Management Training Schemes. These run for 4 years and trainees are given specific training for the management area that they will be working in. People working in the NHS in clinical posts can also train for management.

Relevant GCSEs: English, maths and science are all useful.

Relevant AS/A2: No specific subject, research degree choices.

Entry routes: Career progression or graduate entry.

Further Reading

CRCI: **JE (CAL)**

Website: [Jobs For You](#)

Careers 2006: Page **268**

Job File 2006: Page **416**

Associated Areas

[Sports & leisure centre manager](#)

[Chartered secretary \(prof admin\)](#)

[Secretary](#)

Further Information from:

Institute of Healthcare Management
 18-21 Morley Street
 London,
 SE1 7QZ
 020 7620 1030
<http://www.ihm.org.uk>

Career suggestions

Civil Service: manager

Junior managers are in charge of a team of staff. The actual work they do depends on the department that they work for. However most would need to monitor budgets and expenditure to make sure their section doesn't overspend. They manage a team of staff and need to recruit and train them. Managers attend meetings and write reports. They may get involved in various projects and help with putting together final results and findings. They use all types of technology to help with their work. People who do this need to be organised with work. They need good communication and IT skills. Teamwork is also looked for.

It is possible to move up to the post of junior manager from other roles within the department. Some people who apply to start work as junior managers need at least 5 A*-C grade GCSEs, including English and 2 A levels. Equivalent courses may also be considered. A number also have higher education qualifications. Those with at least a 2:2 degree can apply for the Fast Track Training Scheme.

Relevant GCSEs: English and maths.

Relevant AS/A2: No specific subjects.

Entry routes: Career progression or direct application.

Further Reading

CRCI: **AB (CAB)**

Website: [Jobs For You](#)

Careers 2006: Page **6**

Job File 2006: Page **145**

Associated Areas

[Business manager](#)

[Health service manager](#)

[Local government: administrator](#)

Further Information from:

Civil Service Careers
contact individual depts
see website for details,

<http://careers.civil-service.gov.uk>

Capita RAS
Innovation Court
New Street, Basingstoke
Hants RG21 7JB
01256 383900
<http://www.capitaras.co.uk>

Chartered secretary (professional administrator)

Chartered secretaries work as company secretaries. Other people who can do this job include barristers, advocates, solicitors or accountants. The company secretary has to make sure that their organisation works within the law. They arrange Board meetings, take the minutes and check company accounts. They give advice on legal matters such as a takeover or merger. Certain company information has to be sent to the Registrar of Companies. The company secretary makes sure that this happens. People who do this work need to be well organised and able to work under pressure. They need strong written and spoken skills. Good IT and number skills are looked for.

If you want to be a chartered secretary working as a company secretary of a public limited company you need to be a member of the Institute of Chartered Secretaries (ICSA). ICSA offer qualifications for people who want to do this work. The Certificate level is open entry and has no specific entry requirements. However employers may ask for at least A levels or equivalent qualifications. HNDs, foundation degrees or degrees may exempt you from some parts of the ICSA qualifications. So will membership of certain professional bodies. ICSA validate a number of postgraduate courses. These can be studied in place of the ICSA professional courses. To find out more visit the ICSA website.

Relevant GCSEs: English and maths.

Relevant AS/A2: No set subjects. Business and maths are useful.

Entry routes: Professional qualifications through ICSA.

Further Reading

CRCI: **AA (CAP)**

Website: [Jobs For You](#)

Careers 2006: Page **11**

Job File 2006: Page **169**

Associated Areas

[Business manager](#)

[Solicitor](#)

[Accountant: private practice](#)

Further Information from:

Inst. of Chrted. Secretaries & Administrators
Student Services, ICSA
16 Park Crescent,
London W1B 1AH
020 7580 4741
<http://www.icsa.org.uk>

Career suggestions

Banking / building society manager

Branch managers of a bank or building society are responsible for the running of that branch and the staff. Managers recruit and train staff. They have regular meetings with their staff to keep them up to date with Head Office notices etc. They meet with customers and deal with enquiries and problems that may come up. Managers check sales to make sure the branch is meeting its targets. Branch managers also have regular meetings with other branch managers and their area manager to share ideas, etc. They also need to keep up to date with changes to financial regulations. Good communication and numeracy skills are needed. So are leadership and customer service ability.

Most banks and building societies run management training schemes. These need 2-3 A levels or equivalent qualifications. Graduate training schemes are also on offer. Some people progress through their company from assistant posts. They take qualifications set by the Chartered Institute of Bankers.

Relevant GCSEs: English and maths.

Relevant AS/A2: No specific subjects needed, may depend on degree choice.

Entry routes: Management training schemes or career progression.

Further Reading

CRCI: **IE (NAD)**
 Website: [Jobs For You](#)
 Careers 2006: Page **9**
 Job File 2006: Page **62**

Associated Areas

- [Economist](#)
- [Financial / tax adviser](#)
- [Insurance - underwriter](#)

Further Information from:

Bank of England Recruitment & Admin Personnel Division, Threadneedle St. London EC2R 8AH 020 7601 4444 http://www.bankofengland.co.uk	Institute of Financial Services IFS House 4-9 Burgate Lane, Canterbury Kent CT1 2XJ 01227 762600 http://www.ifslearning.com	London Investment Banking Association 6 Frederick's Place London, EC2R 8BT 020 7796 3606 http://www.liba.org.uk
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Marketing manager

Marketing managers identify target markets for new and existing products. They look at ways that current products or services can be improved. They also develop new products and services using the results of market research. Marketing managers write publicity information used in promoting the product. They may attend exhibitions and trade fairs where they display the products or services. Sales figures and the results of market research are analysed. The manager uses this information to write reports on how a product was received by the public. They also look at how the item can be improved. Marketing managers need to be creative and well organised. They need to understand how businesses work and be able to work to a budget. Good communication skills are looked for.

People usually move into marketing manager roles after they have worked in other areas of marketing for some time. There are no set entry requirements to work in marketing. But employers tend to ask for A levels, or equivalent, or graduates. You can study specific HE courses in marketing or business degrees with marketing modules. Other subjects may also be considered. Work or voluntary experience will help when applying for jobs. You train for professional qualifications while at work. There are a number on offer, such as those from Chartered Institute of Marketing.

Relevant GCSEs: English, maths and business.

Relevant AS/A2: Business relevant. No set subjects.

Entry routes: Usually entered after gaining experience in other marketing roles.

Further Reading

CRCI: **O (OB)**
 Website: [Jobs For You](#)
 Careers 2006: Page **143**
 Job File 2006: Page **522**

Associated Areas

- [Business manager](#)
- [Retail manager](#)
- [Advertising - account exec.](#)

Further Information from:

Chartered Institute of Marketing Moor Hall Cookham, Maidenhead Berks SL6 9QH 01628 427500 http://www.cim.co.uk	Creative and Cultural Skills 11 Southwark Street London, SE1 1RQ 020 7089 5866 http://www.ccskills.org.uk
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Career suggestions

Museum / art gallery curator

Curators plan, mount and manage displays and exhibitions in museums, heritage centres etc. They keep and collate records for research purposes and supervise the day-to-day running of museums and galleries. They also oversee the conservation, storage and security of objects. Registrars use IT systems to record information about objects and their condition. Education and information officers have a range of tasks from organising events, writing guides, delivering courses or acting as guides. Fierce competition for posts.

Normally 2/3 A2s or equiv. for relevant degree and then possibly the Museums Association Diploma. Limited entry at assistant level with 4+ GCSEs or equiv. Very competitive. Apprenticeships may be available and NVQs at levels 3 and 4. Important to gain experience in a voluntary role. Postgraduate diploma in Museum Studies or Heritage Management available at a very few universities.

Relevant GCSEs: English, history, languages

Relevant AS/A2: No specific requirements (history of art, history, English, science)

Entry routes: Relevant degree/work based training

Further Reading

CRCI: **K (FAE)**

Website: [Jobs For You](#)

Careers 2006: Page **309**

Job File 2006: Page **553**

Associated Areas

[Archaeologist](#)

[Archivist](#)

[Librarianship/info. Scientist](#)

Further Information from:

Museums, Libraries & Archives Council
16 Queen Anne's Gate
London,
SW1H 9AA
020 7273 1444
<http://www.mla.gov.uk>

The Museums Association
24 Calvin Street
London,
E1 6NW
020 7426 6910
<http://www.museumsassociation.org>

Creative and Cultural Skills
11 Southwark Street
London,
SE1 1RQ
020 7089 5866
<http://www.ccskills.org.uk>

Solicitor

Solicitors give legal advice to clients and act for them in areas such as criminal matters, probate (wills & estates), conveyancing (buying & selling property). Some work in industry and commerce providing legal advice, others work for Crown Prosecution Service or Procurator Fiscal service in Scotland. Academic qualifications and the ability to assess complex information are essential as well as communication skills, commercial awareness (when working in corporate law), qualities such as tact and discretion and a professional and accurate approach to casework.

A degree in Law is required before the 1 year full-time Legal Practice Course. Non-Law graduates need to complete the 1 yr Common Professional Examination before progressing to the LPC. Funding for both courses is difficult to obtain. This is followed by a 2 year training contract with a firm of solicitors. Although opportunities are currently increasing competition for training contracts remains high. Entry to a Law/non-Law degree is with 2/3 A2-levels or equiv. plus 5+ GCSEs.

Relevant GCSEs: English, maths, f/langs

Relevant AS/A2: No specific requirements (English, language(s) may be useful)

Entry routes: Via degree & professional exams

Further Reading

CRCI: **L (LAC)**

Website: [Jobs For You](#)

Careers 2006: Page **334**

Job File 2006: Page **796**

Associated Areas

[Barrister / advocate](#)

[University and college lecturer](#)

[Teacher](#)

Further Information from:

The Law Society
Information Service
113 Chancery Lane,
London WC2A 1PL
020 7242 1222
<http://www.lawsociety.org.uk/home.law>

Crown Prosecution Service
50 Ludgate Hill
London,
EC4M 7EX
020 7796 8000
<http://www.cps.gov.uk>

Career suggestions

Journalist		
<p>Journalists write news stories and features. They can work for local and national newspapers, magazines, tv, radio, online or for news agencies. A planning meeting is held with the editor and the team to decide on stories to follow up. Information on items is collected from a range of sources. They include press releases or conferences, court proceedings or leads from emergency services. They interview people involved in stories or witnesses of an event. Journalists research the background to a story or an idea for one. Once journalists have the information, they write up the story. People who do this work need excellent communication skills and a high standard of English. They must be confident and able to stay calm under pressure. Good IT skills are needed.</p> <p>There are a range of entry routes. It may be possible to enter a newspaper's training scheme after studying GCSEs. But usually those with A levels, or equivalent, or graduates are employed. The NCTJ and PTC accredit a range of journalism based HNDs, foundation degrees, degrees and post-graduate courses. These are followed by a shorter training scheme. It is vital to show evidence that you have contributed to magazines, school/college news-sheets etc when you apply for jobs and courses. English is looked for at both GCSE and A level. Specialist magazines may need relevant knowledge.</p>		
<p>Relevant GCSEs: English language.</p> <p>Relevant AS/A2: English. Media or communications useful.</p> <p>Entry routes: Direct entry or pre-entry options. Work experience essential.</p>		
<p>Further Reading CRCI: PB (FAC) Website: Jobs For You Careers 2006: Page 140 Job File 2006: Page 470</p>		
<p>Associated Areas</p> <p>Publisher</p> <p>Technical writer/author</p> <p>Editor</p>		
Further Information from:		
<p>Nat. Council for Trng. of Journalists Latton Bush Centre Southern Way, Harlow, Essex CM18 7BL 01279 430009 http://www.nctj.com</p>	<p>Newspaper Society Bloomsbury House 74-77 Great Russell Street, London WC1B 3DA 020 7636 7014 http://www.newspapersoc.org.uk</p>	<p>Periodicals Publishers' Association Queens House 28 Kingsway, London WC2B 6JR 020 7400 7500 http://www.ppa.co.uk</p>

Publisher		
<p>There are 3 main types of publication: newspapers, magazines or journals and books. Editors use information from sales and market research to help them to decide on a title for a book, article, story or feature and commission writers to produce the item. Some writers or literary agents contact publishers with proposals or manuscripts, which may be taken up. Once the contract has been negotiated the item is produced. The design and printing team plan the layout of the book, magazine etc, order the paper and arrange for it to be printed. Marketing teams arrange a promotional campaign and the advertising. If a new book has been published they may arrange a book signing tour. Sales reps sell items to a range of customers – bookshops, schools, libraries etc.</p> <p>There are a variety of entry routes into publishing; it depends on the job being done. If interested in editing it is possible to start in admin posts and move over to editing with experience. You can study HND/Cs, foundation degree and degrees in publishing. Postgraduate courses are also on offer. Sometimes it is useful to have knowledge of a specific area such as Law. Some trainee posts are on offer, these tend to be graduate entry. The Publishing Training Centre offers qualifications that can be studied part time while at work. Work experience will help when applying for jobs and courses.</p>		
<p>Relevant GCSEs: English and humanities subjects are useful.</p> <p>Relevant AS/A2: English.</p> <p>Entry routes: Depends on job area of publishing that is of interest.</p>		
<p>Further Reading CRCI: PD (FAD) Website: Jobs For You Careers 2006: Page 153 Job File 2006: Page 267</p>		
<p>Associated Areas</p> <p>Journalist</p> <p>Advertising - account exec.</p> <p>Editor</p>		
Further Information from:		
<p>Publishing Training Centre at Book House 45 East Hill Wandsworth, London SW18 2QZ 020 8874 2718 http://www.train4publishing.co.uk</p>	<p>Periodicals Publishers' Association Queens House 28 Kingsway, London WC2B 6JR 020 7400 7500 http://www.ppa.co.uk</p>	<p>Publishers' Association 29B Montague Street London, WC1B 5BW 020 7691 9191 http://www.publishers.org.uk</p>

Summary

You should now have a good idea of your strengths and preferences. You should also have specified your present career situation and where you are aiming.

Complete this review exercise to collate the main findings so far. This will help when completing the 'Way Ahead' booklet.

Review

Complete this exercise on the basis of what you have found out so far.

I want to . . . _____
(see page 1)

It is important that this change achieves . . . _____
(see page 2 and list up to 4 of the most important factors.)

The main skill(s) I would like to use in the future is/are . . . _____
(see page 1)

I need to undertake further training/study to develop these skills . . . Yes ☐ No ☐

My General Abilities point towards . . . _____
(see page 4)

and I would like to follow this direction Yes ☐ No ☐

If no, please specify the direction you wish to follow . . . _____

The main features of my personality are . . . _____
(see page 8)

The areas which interest me most are . . . _____
(see page 14 and list those with the 'thickest' lines, or any interests you have aside from these.)

You now have enough information to complete the 'Way Ahead' booklet.