

# Intern qualifying criteria

Demonstrate your understanding

# Completion of QRC internship – Minnesota Rules 5220.1400, subpart 4

Submit R-forms and reports to demonstrate understanding and your ability to communicate in writing, including:

1. a labor market analysis (LMS); and
2. at least one narrative report, showing showing an understanding of –
  - a) the transferable skills analysis (TSA) and
  - b) vocational testing.

# Labor market survey contact sheets

- Employers contacted within a 50-mile radius of the employee's home
- Preferred training (vocational technical, two- or four-year degree, etc.)
- Alternate titles (an accounting technician may be a bookkeeper, night auditor, accounting clerk, etc.)
- School preference (North Hennepin Technical College, etc.)
- Number of employees in current position
- Desired applicant skills (additional classes to consider, etc.)
- Physical requirements of the job
- Possible job modifications (adjustable stand/sit table, etc.)
- Wage without experience, after first year, after three years and at five years
- Projected job outlook in two years

# Labor market survey

## LMS contact sheets:

- current number of employees in the position;
- number of employees hired for that position last year;
- projected number of hires in two years;
- additional classes or skills the student needs; and
- required certification or license to do the job – adds cost to the degree.

# Labor market survey, continued

## LMS report summary section:

- compare the employee's average weekly wage to the LMS wages;
- compare the employee's physical limits to the job demands; and
- discuss the number of employers contacted and their grouped responses.

# LMS report summary section

Discuss and attach additional supporting information.

1. **Local** – CAREERwise includes the ability to explore 800 careers, wage and employment projections, schools, etc., see [careerwise.minnstate.edu](https://careerwise.minnstate.edu).
2. **National** – See U.S. News & World Report, [2022's 100 Best Jobs in America](#).

Make a final statement of whether the **projected job** is a “good match” or “not a good match” and **why**.

# Transferable skills analysis

A person is considered to have skills that can be used in other jobs.

## The transferability of a person's skills can be done:

1. by making a list of jobs performed by the individual (such as work history);
2. from that list, eliminating jobs that no longer exist in the economy (such as shorthand transcriptionist);
3. under each job, list the skills (such as the ability to read a blueprint or typing proficiency) – do not confuse skills with job tasks (such as computer operation);
4. by remembering skills are transferable when they can be applied to more than one occupation;
5. by identifying the employee's residual functional capacities – those physical and mental capabilities the person retains after becoming disabled;

# Transferable skills analysis, continued

6. by identifying the specific vocational preparation (SVP) level (the training required to learn the position) for each job;
7. by identifying the physical demands and environmental requirements for each job (such as light-duty lifting in a cooler or storage locker, which might adversely affect the work injury even after healing is completed);
8. by considering mental capacities, including the abilities to work in close proximity with others, to have appropriate interactions with the public, to use judgment, to concentrate, to work independently, to follow directions and to meet deadlines; and
9. by comparing past jobs and skills to the employee's projected or permanent physical restrictions and then developing a list of those jobs and skills for the potential job search.



# DOT job description example (see [occupationalinfo.org](http://occupationalinfo.org))

## TITLE(s): ARCHITECT (profess. & kin.)

Researches, plans, designs, and administers building projects for clients, applying knowledge of design, construction procedures, zoning and building codes, and building materials: Consults with client to determine functional and spatial requirements of new structure or renovation, and prepares information regarding design, specifications, materials, color, equipment, estimated costs, and construction time. Plans layout of project and integrates engineering elements into unified design for client review and approval. Prepares scale drawings and contract documents for building contractors. Represents client in obtaining bids and awarding construction contracts. Administers construction contracts and conducts periodic on-site observation of work during construction to monitor compliance with plans. May prepare operating and maintenance manuals, studies, and reports. May use computer-assisted design software and equipment to prepare project designs and plans. May direct activities of workers engaged in preparing drawings and specification documents.

[www.geographic.org](http://www.geographic.org)

**GOE: 05.01.07 STRENGTH: L GED: R6 M6 L6 SVP: 8 DLU: 81**

# General educational development (see [occupational information link](#))

## Reasoning

1. Carry out 1-2 step instructions
2. Read instructions for assembling models
3. Understand mechanical drawings
4. Read journals and encyclopedias
5. Read financial or legal reports
6. Apply logic or scientific thinking

## Mathematical

1. Add 1-2 digit numbers
2. Add, subtract, and multiply
3. Compute interest, weights, volumes
4. Algebra, geometry, shop math
5. Algebra, calculus, sampling theory
6. Advanced calculus, thermos, stats

## Language

1. Simple read, write, speaking
2. Comic books, cursive writing, tenses
3. Novels, essays, speak audience
4. Journals, write reports, debate
5. Literature, write novels, theory app.
6. Same as level "5 "

# Specific vocational preparation – time required to learn job duties

**SVP 1** – short demonstration only

**SVP 2** – beyond short demonstration, up to and including one month

**SVP 3** – more than one month, up to and including three months

**SVP 4** – more than three months, up to and including six months

**SVP 5** – more than six months, up to and including one year

**SVP 6** – more than one year, up to and including two years

**SVP 7** – more than two years, up to and including four years

# Specific vocational preparation – time required to learn job duties, continued

**SVP 8** – more than four years, up to and including 10 years

**SVP 9** – more than 10 years

# Transferable skills analysis

**Software programs:** There are several TSA software programs, which may or may not follow the federal definition of transferable skills, including McCroskey Vocational Quotient System (MVQS), Skilltran, OASYS, Occuda, VocRehab Inc., LifeStep 5.0 and RepToolsSSD. Software programs, such as OASYS Job Match, use worker traits as secondary skills transfer variables.

## **Narrative reports should include:**

- date of injury;
- employee's average weekly wage, work history and possible long-term hobbies, and physical limitations or considerations; and
- software program or method you used to conduct the transferable skills analysis.

# Summary section of TSA report

## Identify a list of jobs that:

- the employee has demonstrated medium to high aptitudes in;
- fall within the employee's average weekly wage;
- are within a suitable wage range; and
- have job growth potential.

## Take the above jobs and create two lists:

1. occupations for direct job search; and
2. jobs that will require formal training.

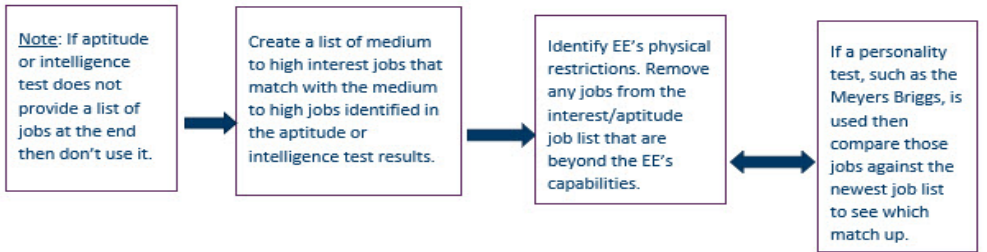
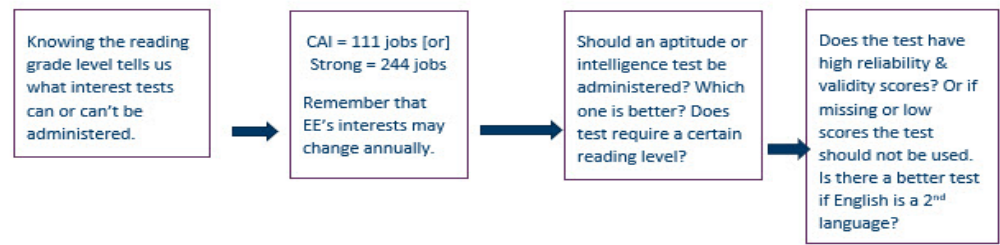
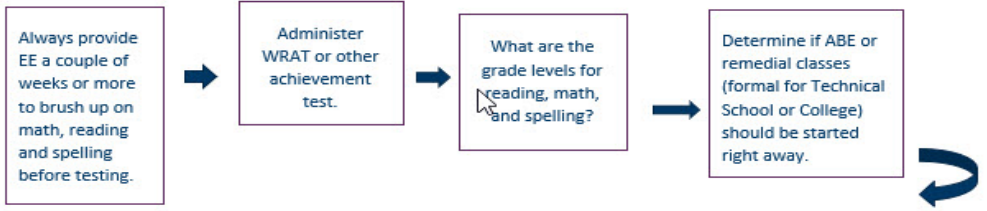
**Formal vocational evaluation or testing that combines four tests to form a picture in the reader's mind**



# Understand how four types of tests work to be one

Understanding the vocational testing process so you can administer or write a review of a vocational evaluation report.

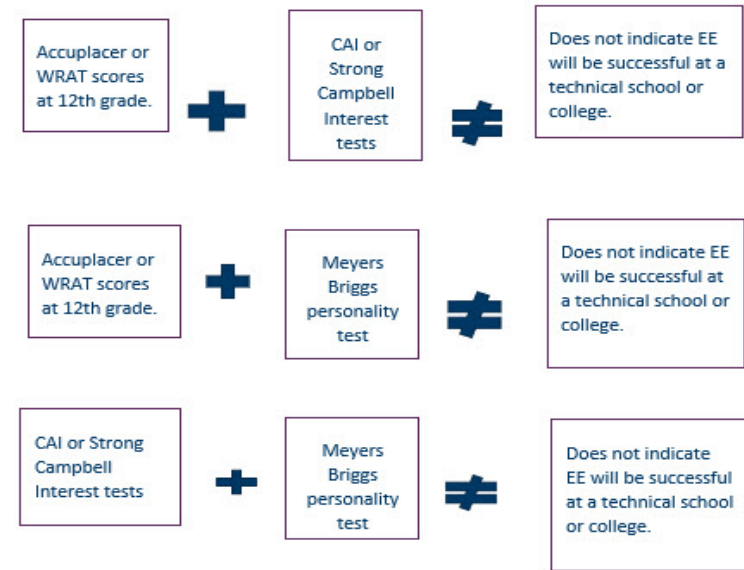
Things that may skew test administration and/or results include English is a 2<sup>nd</sup> language, EE didn't wear their glasses, dominate hand/arm injured, pain meds or lack of sleep make it hard to focus, not able to alternate body positions as needed, dyslexia, test anxiety, or all EE test responses are extreme...such as responding to all yes-no questions as "No."



From the current list of jobs determine which jobs will return EE at or near their DOI average weekly wage – do not use hourly wage alone.

As you write or review the voc eval report demonstrate how each of the tests work together to create a picture of the person being evaluated as to their strengths, weaknesses, and best job options. If evaluating a report discuss why the voc eval report, you reviewed was correct or flawed in its conclusion and why. For instance, "the WRAT revealed the EE at a 5<sup>th</sup> grade reading level. Due to this the Strong interests test, which requires a 9<sup>th</sup> grade reading level, should not had been administered. Also, the Differential Aptitude Test (DAT) is at a 6<sup>th</sup> grade reading level and should not have been administered as the test outcomes are unreliable. Therefore, it is unclear how the evaluator arrived at the proposed job list."

**NOTE: These tests alone or in combination "Do Not" indicate an EE's ability to be successful at a technical school or college. Nor does commenting on one or both tests demonstrate an understanding of vocational testing.**





# Standardized tests are best, they are administered and scored in a consistent or standard manner

**Norms:** Comparing one test-taker to his or her peers.

A. Percentile norms – a person's position within a defined group.

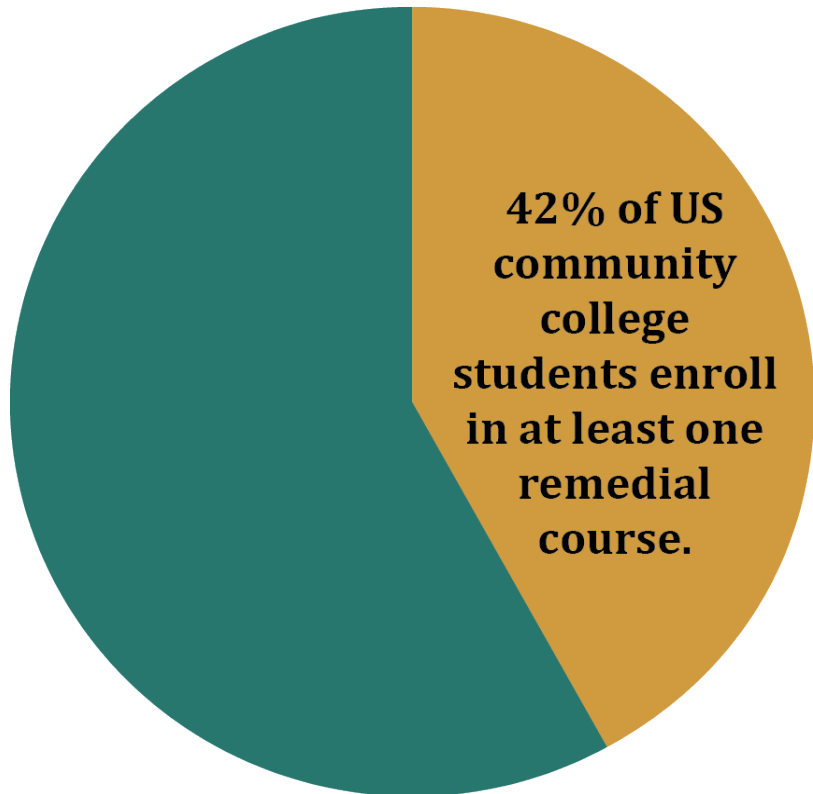
B. Mental age norms – the age level one functions at intellectually.

**Reliability:** The degree to which a test is consistent and stable in measuring what it is intended to measure.\*

**Validity:** The degree to which the test measures what it claims to measure.\*

\*The higher the coefficient score, the better the test. The standard of excellence is at least .80

# Achievement tests



- **They do not replace aptitude or intelligence tests.**
- Achievement tests identify what other tests may be administered, based on reading level, and if remedial classes are needed.
- Scores are reported in “grade levels” for math, spelling and reading.
- **For free ABE Classes**, call 800-222-1990 or text 612-424-1211 (see [Minnesota Adult Basic Education](#)).

# Typical achievement tests

**Wide range achievement test – WRAT-5** (qualified rehabilitation consultants (QRCs) or vendors)

- Paper-based test
- Non-timed test (takes about 45 minutes)
- Ages five years to more than 85 years
- Grade scores (such as 10th-grade reading)
- Reliability from 0.80 to 0.90 and validity not reported

# Typical achievement tests, continued

## ACCUPLACER (colleges and technical schools)

- Online non-timed test
- Remedial class determination to enhance graduation
- Reliability from 0.84 to 0.96 and validity at 0.70

**ACCUPLACER questions are based on the employee's previous response:** The questions will either increase or decrease in difficulty based on the previous response. Use this practice link: [Practice and prepare for ACCUPLACER.](#)

# Vocational interest tests self-administered

**Career assessment inventory (CAI):** Compares occupational interests to 111 specific careers.

- An eighth-grade reading level is required.
- Reliability is from 0.91 to 0.96 and validity is between 0.89 and 0.92.

**Strong – Campbell interest inventory:** Compares 244 occupational interest patterns to workers.

- A ninth-grade reading level is required.
- Reliability is from 0.90 to 0.95 and validity is between 0.72 and 0.90.

# Difference between aptitude and intelligence

- **Aptitude** or specialized abilities allow a person to learn or to develop proficiency in an area with education or training. It is having a special talent for an activity or career path.
- **Intelligence** is a general mental capability that involves reasoning, planning, solving problems, thinking abstractly, comprehending ideas and language, and learning from experience. A person can be brilliant, yet not understand how to program a computer.

# General aptitude test battery (GATB)

Standardized, timed tests to determine an individual's occupational aptitudes.  
The 12 tests measure nine distinct aptitudes including:

**G** – General Learning Ability

**Q** – Clerical Perception

**V** - Verbal Aptitude

**K** – Motor Coord.

**N** – Numerical Aptitude

**F** – Finger Dexterity

**S** – Spatial Aptitude

**M** – Manual Dexterity

**P** – Form Perception

## Understanding the scores:

Aptitude Level	% ile	Interpretation	GATB Score
1	90 - 99	Superior	> 125
2	68 - 89	Above Average	108 - 125
3	34 - 65	Average	92 - 107
4	1 - 33	Below Average	56 - 91
5	Minimal	Ability to Perform	/ Unable

# Multidimensional Aptitude Battery test

The Multidimensional Aptitude Battery – II (MAB-II) test is used to assess general mental ability of adolescents and adults using 10 subtest scores, for employment purposes, that yield:

- verbal IQ;
- full scale IQ; and
- performance IQ.

**Caution:** Construct validity for verbal and performance scale IQ is not supported.

Marginal reading proficiency will confound the results (Kranzler 2006).



# Differential Aptitude Test

The Differential Aptitude Test, fifth edition:

- ages 7 to 12 and adult;
- sixth-grade reading; and
- male and female.

**Caution:** This test fails to identify jobs the subject can do, so could be a waste of your time.

# Careerscope – interest and aptitude assessment

- Careerscop is a self-administered, computer-based test written at the fourth-grade level and available in English and Spanish.
- It measures interests and aptitudes for high-growth and high-replacement occupations.
- Its “G” score has a high .81 correlation to the GATB “G” score.
- The Veterans Administration uses CareerScope for returning vets and eligible dependents (see [VA education and training](#)).

**OASYS Web** includes: DOT word and code search; transferable skills searches; labor market information, as needed; and written reports. It may be subscribed to at [skilltran.com/index.php/products/web-based-services/oasysweb](http://skilltran.com/index.php/products/web-based-services/oasysweb).

# O\*Net ability profiler

- Results linked to more than 974 O\*Net occupations, which is less than GATB's 12,760 occupations
- Employee must be at least 16 years old and proficient in reading English at a sixth-grade level or higher (no Spanish version available)
- Digital database can be administered to an individual or a group of people; measures verbal ability, arithmetic reasoning, computation, spatial ability, form perception, clerical perception, motor coordination, manual dexterity and finger dexterity
- **Caution:** Lumps similar jobs **without consideration** of their **physical demands** (such as sedentary jobs with heavy-duty jobs)
- **Caution:** **No validity** studies conducted, **nor reliability** scores reported

# COPSystem made up of three components

**CAPS**- Career Ability Placement Survey measures vocationally relevant abilities.

**COPS-P** - Interest Inventory provides interest scores to explore college majors.

**COPEs** - Career Orientation Placement and Evaluation Survey measures personality.

The above tests often have their scores presented as a “percentage.” Below is how to interpret them.

Stanine	9	8	7	6	5	4	3	2	1
Description of the Score	Very high	High	Above average	A little above average	Average	A little below average	Below average	Low	Very low
% of Examinees Receiving a Lower Score	98%	92%	83%	68%	50%	32%	17%	8%	2%

# Types of intelligence tests

- **Group intelligence tests** measure how a person's intellectual performance compares to others in the same age group. Typical tests include the Army Alpha and Beta Test and Otis Self-Administrative Tests.
- **Individual intelligence tests** are given one on one and are designed to test development and the learning potential of the subject. It is a method of checking an individual's reasoning and problem-solving skills by providing a series of tasks. They are used primarily for clinical (diagnostic) purposes, such as the Wechsler Adult Intelligence Scale (WAIS), Stanford-Binet Intelligence Scale or Mental Scholastic Tests of Burt.
- **Performance tests** are typically administered to people who are illiterate and involve the construction of certain patterns or problem-solving. Common tests include Koh's Block Design Test, the Cube Construction Test and the Passalong Test.

# Difference between intelligence and aptitude scores

**Intelligence quotient (IQ) is one score** summarizing a person's overall intelligence, based on a broad range of abilities.

- A high IQ score by itself does not indicate whether a person is strong or weak in numerical reasoning and math-intensive occupations. Therefore, two people with the same IQ score won't have the same ability to successfully perform the same job.

**Aptitude testing provides several scores**, so an employee who scores very high on pattern recognition and word meanings, but low on numerical reasoning, may score high on overall general ability.

- Looking at the test outcomes, a counselor would not point the employee toward math-intensive occupations.

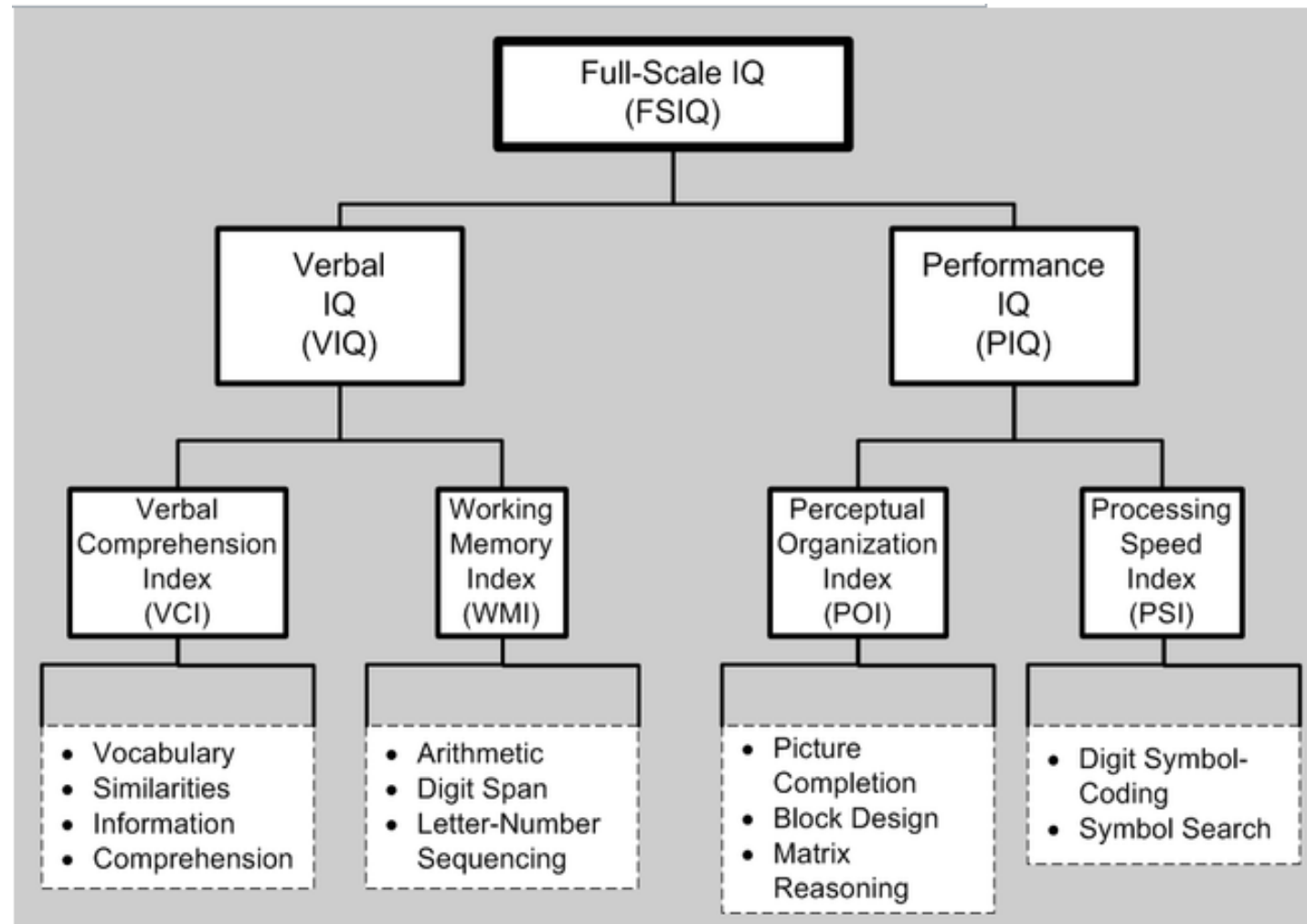
# IQ tests

**Full-scale IQ:** A measure of global intellectual functioning, which involves the measurement of two primary components – verbal and performance.

- **Verbal scale:** Areas measured are knowledge of vocabulary, comprehension, level of language development, numerical reasoning, concentration and memory.
- **Performance scale:** Areas measured include the ability to solve visual problems, logical thinking, fine motor-skills, concentration levels and the ability to follow instructions.

**A true IQ test cannot be conducted online.** True IQ tests require the physical manipulation of objects (performance) in front of the test administrator.

# Wechsler Adult Intelligence Scale IV measures verbal and performance abilities





# Verbal-only intelligence tests

**Woodcock Johnson IV:** A standard battery for ages two to more than 90 years old to measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and achievement. Reliability is 0.84 to 0.94 with **validity not reported**.

**Slossen Intelligence Test (revised):** For ages four to 65 years old with average administration time of 10 to 20 minutes. It is used as a screening tool for placement of children in special education classes and placement of children in classes for the gifted. **Reliability and validity not reported.**

**Wonderlic Cognitive Ability Test:** For individuals ages 18 and older, this test assesses learning speed, problem-solving ability, math, understanding and following instructions, and the ability to learn and apply knowledge to new situations. It takes 12 minutes to complete. (It is sometimes called the “football player test.”) Reliability is 0.73 to 0.95 with **validity not reported**.

# Verbal-only intelligence tests, continued

**Kaufman Brief Intelligence Test (2):** For individuals ages four to 90 years old, with an administration time of 20 minutes. A short screening tool that provides insight into significantly different scores on verbal and nonverbal intelligence (when language skills are limited). Reliability is 0.80 to 0.95 with validity from 0.77 to 0.88.

# Identify jobs with similar aptitude and interest scores

## Medium to high aptitudes

### OAP-50 Nursing, Therapy and Specialized Teaching Services 10.02

#### GATB Norms

Aptitudes	Cutting Scores		
	Adult	Grade 10	Grade 9
G (General Learning Ability)	105	101	98
V (Verbal Aptitude)	100	97	93

#### Occupations in Nursing, Therapy, and Specialized Teaching Services

Art Therapist	076.127-010	
Dental Hygienist	078.361-010	←
Emergency Medical Technician	079.374-010	←
Hypnotherapist	079.157-010	
Industrial Therapist	076.167-010	
Music Therapist	076.127-014	
Nurse Anesthetist	075.371-010	
Nurse, General Duty	075.374-010	
Nurse, Head	075.127-018	
Nurse, Instructor	075.121-010	
Nurse, Licensed Practical	079.374-014	←
Nurse, Office	075.374-014	←
Nurse, Private Duty	075.374-018	←
Nurse, School	075.124-010	←
Nurse, Staff, Community Health	075.124-014	←
Nurse, Staff, Occupational Health Nursing	075.374-022	
Nurse, Supervisor	075.127-022	
Nurse, Supervisor, Community-Health Nursing	075.127-026	
Occupational Therapist	076.121-010	←
Occupational Therapy Assistant	076.364-010	←
Orthoptist	079.371-014	
Physical Therapist	076.121-014	←
Physical Therapist Assistant	076.224-010	←
Physician Assistant	079.364-018	←
Podiatric Assistant	079.374-018	←
Program Aide, Group Work	195.227-010	←
Radiologic Technologist	078.362-026	←
Recreational Therapist	076.124-014	←
Respiratory Therapist	079.361-010	←
Teacher, Kindergarten	092.227-014	←
Teacher, Preschool	092.227-018	←

## High occupational interests

### Career Assessment Inventory™ - Vocational Version ID 101010101

Profile

Occupational Scales	Std. Score	Very Diss.	Dissimilar	Mid-Range	Similar	Very Siml.
<b>Social Theme</b>						
		(15)	(25)	(44)	(54)	
Athletic Trainer (SR)	25					
Child Care Assistant (SA)	31					
Cosmetologist (SA)	18					
Elem School Teacher (SA)	38					
Licensed Practical Nurse (SC)	32					
Nurse Aide (SC)	16					
Occupational Ther Asst (SR)	20					
Operating Room Tech (SIR)	31					
Physical Ther Asst (S)	25					
Registered Nurse (SI)	23					
<b>Enterprising Theme</b>						
Barber/Hairstylist (ER)	10					
Buyer/Merchandiser (EAS)	55					
Card/Gift Shop Mgr (E)	41					
Caterer (ES)	50					
Florist (E)	43					
Food Service Manager (ECS)	51					
Hotel/Motel Manager (ECS)	45					
Insurance Agent (ESC)	40					
Manufacturing Rep (E)	45					
Personnel Manager (EAS)	41					
Private Investigator (EA)	44					
Purchasing Agent (EC)	35					
Real Estate Agent (E)	33					
Reservation Agent (EAS)	52					
Restaurant Manager (ECS)	51					
Travel Agent (EC)	49					
<b>Conventional Theme</b>						
Accountant (CE)	27					
Bank Teller (CE)	33					
Bookkeeper (C)	29					
Cafeteria Worker (C)	29					
Court Reporter (CE)	39					
Data Entry Operator (CE)	47					
Dental Assistant (CS)	35					
Exec Housekeeper (CSE)	36					
Medical Assistant (CS)	31					
Pharmacy Technician (CS)	39					
Secretary (C)	33					
Teacher Aide (CS)	35					
Waiter/Waitress (CSE)	52					

# Use physical limitations to rule jobs in or out

## LPN – medium duty

CODE: 079.374-014 [Buy the DOT:Download/CD-ROM](#)  
TITLE(s): **NURSE, LICENSED PRACTICAL (medical ser.)**

Provides prescribed medical treatment and personal care services to ill, injured, convalescent, and handicapped persons in such settings as hospitals, clinics, private homes, schools, sanitariums, and similar institutions: Takes and records patients' vital signs. Dresses wounds, gives enemas, douches, alcohol rubs, and massages. Applies compresses, ice bags, and hot water bottles. Observes patients and reports adverse reactions to medication or treatment to medical personnel in charge. Administers specified medication, orally or by subcutaneous or intermuscular injection, and notes time and amount on patients' charts. Assembles and uses such equipment as catheters, tracheotomy tubes, and oxygen suppliers. Collects samples, such as urine, blood, and sputum, from patients for testing and performs routine laboratory tests on samples. Sterilizes equipment and supplies, using germicides, sterilizer, or autoclave. Prepares or examines food trays for prescribed diet and feeds patients. Records food and fluid intake and output. Bathes, dresses, and assists patients in walking and turning. Cleans rooms, makes beds, and answers patients' calls. Washes and dresses bodies of deceased persons. Must pass state board examination and be licensed. May assist in delivery, care, and feeding of infants. May inventory and requisition supplies. May provide medical treatment and personal care to patients in private home settings and be designated Home Health Nurse, Licensed Practical (medical ser.).

**GOE: 10.02.01 STRENGTH: M GED: R4 M3 L4 SVP: 6 DLU: 87**

[ONET](#) CROSSWALK: [32505 Licensed Practical Nurses](#)

## Dental hygienist – light duty

[www.theodora.com](#)  
CODE: 078.361-010 [Buy the DOT:Download/CD-ROM](#)  
TITLE(s): **DENTAL HYGIENIST (medical ser.)**

Performs dental prophylaxis: Cleans calcareous deposits, accretions, and stains from teeth and beneath margins of gums, using dental instruments. Feels lymph nodes under patient's chin to detect swelling or tenderness that could indicate presence of oral cancer. Feels and visually examines gums for sores and signs of disease. Examines gums, using probes, to locate periodontal recessed gums and signs of gum disease. Applies fluorides and other cavity preventing agents to arrest dental decay. Charts conditions of decay and disease for diagnosis and treatment by dentist. Exposes and develops x-ray film. Makes impressions for study casts. May remove sutures and dressings. May administer local anesthetic agents. May place and remove rubber dams, matrices, and temporary restorations. May place, carve, and finish amalgam restorations. May remove excess cement from coronal surfaces of teeth. May provide clinical services and health education to improve and maintain oral health of school children. May conduct dental health clinics for community groups to augment services of dentist.

**GOE: 10.02.02 STRENGTH: L GED: R4 M3 L4 SVP: 6 DLU: 89**

[ONET](#) CROSSWALK: [32908 Dental Hygienists](#)

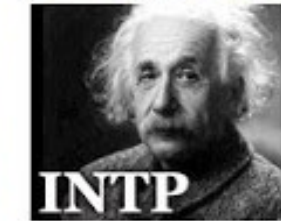
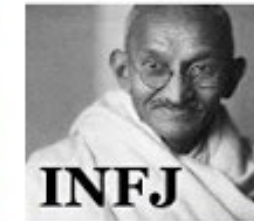


# Meyers Brigg = ISFJ – comparable to dental hygienist

## Popular Career Choices by Type

<p><b>ISTJ (14%)</b> <i>Take Your Time and Do It Right</i></p> <p>Steelworker Veterinarian Police / Detective Accountant / Auditor Manager / Administrator Military Officer Engineering Technician Efficiency Analyst Estate Planner</p>	<p><b>ISFJ (11%)</b> <i>On My Honor, To Do My Duty</i></p> <p>Physician: Family, GP Dietician / Nutritionist Teacher: Preschool, Elem. Guidance Counselor Librarian Nurse Optician Clerical Supervisor Probation Officer</p>	<p><b>INFJ (2%)</b> <i>Catalyst for Positive Change</i></p> <p>Psychologist / Psychiatrist Clergy Novelist / Playwright Human Resources Teacher: English/Drama Educational Consultant Social Worker Mediator Speech Pathologist</p>	<p><b>INTJ (3%)</b> <i>Competence + Independence=Perfection</i></p> <p>Computer Programmer College Professor Chemical Engineer Lawyer / Judge Architect Scientist Management Consultant Strategic Planner Investment Banker</p>
<p><b>ISTP (6%)</b> <i>Doing the Best with What I've Got</i></p> <p>Farmer Construction Worker Pilot Computer Specialist Banker Intelligence Agent Park Ranger Engineer Police / Security</p>	<p><b>ISFP (6%)</b> <i>It's the Thought That Counts</i></p> <p>Administrative Assistant Fashion Designer Chef Physical Therapist Beautician Landscape Designer Storekeeper / Clerk Dental Assistant Bookkeeper</p>	<p><b>INFP (4%)</b> <i>Still Waters Run Deep</i></p> <p>Minister / Priest Musician / Composer Psychologist / Psychiatrist HR Development Educational Consultant Social Worker / Counselor Writer / Editor / Reporter Artist / Entertainer Teacher: Special Ed, Art</p>	<p><b>INTP (5%)</b> <i>Ingenious Problem Solvers</i></p> <p>Researcher Computer Programmer Chemist / Biologist Lawyer Financial Planner Mathematician Technical Consultant Artist / Photographer College Professor</p>
<p><b>ESTP (6%)</b> <i>Let's Get Busy!</i></p> <p>Paramedic / Firefighter Pro Athlete Auditor Field Sales Rep Optometrist Marketing Professional Promoter Stockbroker General Contractor</p>	<p><b>ESFP (7%)</b> <i>Don't Worry, Be Happy!</i></p> <p>Lifeguard / Rec. Attendant Child Care Worker Sales Representative Travel Agent Receptionist / Secretary Promoter / Fund-Raiser Respiratory Therapist Film Producer Waiter / Waitress</p>	<p><b>ENFP (7%)</b> <i>Anything's Possible</i></p> <p>Journalist Character Actor Marketing Consultant Advertising Director Corporate Trainer Teacher: Drama / Music Counselor / Psychologist Musician / Composer Photographer</p>	<p><b>ENTP (5%)</b> <i>Life's Entrepreneurs</i></p> <p>Politician Sales Manager Venture Capitalist Systems Analyst Market Researcher Strategic Planner Management Consultant Advertising Director Newscaster / Reporter</p>
<p><b>ESTJ (11%)</b> <i>Taking Care Of Business</i></p> <p>Teacher: Trade/Technical Project Manager School Administrator Factory Supervisor Executive Military Officer Public Official Bank Officer Insurance Agent</p>	<p><b>ESFJ (11%)</b> <i>What Can I Do For You?</i></p> <p>Nurse / Phys. Therapist Pediatric Medicine Teacher: K-12 Retail Owner / Operator Athletic Coach Flight Attendant Hairdresser Office Manager Home Economist</p>	<p><b>ENFJ (4%)</b> <i>The Public Relations Specialist</i></p> <p>Writer / Journalist Psychologist / Counselor Clergy / Priest Entertainer / Actor Marketing / Public Relations Recruiter Trainer / Consultant Teacher: College Physician: Family, GP</p>	<p><b>ENTJ (4%)</b> <i>Everything's Fine – I'm in Charge</i></p> <p>Executive / CEO Investment Broker Business Consultant Attorney / Judge Sales Manager Credit Investigator Marketing Personnel Computer Professional Franchise Owner</p>

Remember: All 16 types can be successful in any profession.



# Writing vocational evaluation reports

**Tell a story** that will lead readers to a logical conclusion.

Include test outcome sheets.

**Start the report with background information, discuss the employee's:**

- past work history;
- current or projected physical limitations; and
- average weekly wage at the time of their injury.

# Writing vocational evaluation reports, continued

Identify the four tests you administered and the results:

- **achievement test** – math, reading and spelling, and if remedial help is needed;
- **aptitude or intelligence tests** – the ability to be successful;
- **interest tests** – similar interests to new career choice;
- **personality test** – optimum work environment; and
- **behavioral observations** – such as, the employee perspired heavily and **did not sit** for more than 10 minutes at a time.

# Summary section of evaluation report

**Identify jobs** with medium to high aptitudes from the aptitude or intelligence testing.

**From that job list**, match up jobs from the interest test.

**Eliminate jobs** outside of the employee's physical limitations.

**Add personality test traits** supporting the jobs found.



# Why do I need to know this stuff?

- Job placement outside of the date-of-injury (DOI) employer
- Retraining plan development
- Independent vocational evaluations and court testimony
- Personal injury
- Divorce
- Career placement services
- Long-term disability and the Employee Retirement Income Security Act of 1974 (ERISA)
- Third-party liability case work
- Auto injury
- Workers' compensation in other states
- Federal workers' compensation

# Questions

