



# General Guidelines for the practitioner

*The eGUIDE tools are a set of career guidance tools that help the client become more aware of themselves in terms of their interests personality and abilities. The tool comprises three categories of assessments, Interest, Personality and Aptitude. The tools are all online and have many improvements on traditional tools that are designed to motivate the client to concentrate and make the results of the tools more applicable to a disadvantaged population.*

*The client accounts allow the client access to the tools that the practitioner has set for them. The client must log in and off the system with a username and password. The client can log off the system at any point and the system will remember their finishing point.*

*The practitioner account allows the practitioner to set-up client accounts, view result profiles for the clients and drill down further into the exact answer pattern of the client.*

## Setting up a client account

The first thing an instructor of eGUIDE needs to do is set up their client accounts

1. Go to <http://www.eguide-project.net/instructor/>
2. Type in your username and password in the spaces provided
3. Click on the word "users" on the right hand side of the page
4. Go to the bottom of the page that appears and click on "add user"
5. Type in the name of the client in "name", the username in "user" (the user name must start with a letter), type in the password for the user
6. Check the tick boxes beside the tools you want the client to do
7. Click on "Modify user"

The client account is now set-up and ready for the client to sit the tool

## Things to remember when preparing prior to the assessment for the client

- Ensure that the computer that you are using is connected to the internet
- Ensure that the eGUIDE website is open <http://www.eguide-project.net/user/>
- Ensure that headphones are connected to the computer for the client and that the volume control is turned up
- Ensure that you have a form for the client with their name their username and password for eGUIDE and space to write down any issues they might have during the assessment
- Please use the "Helpful pointers" to introduce the client to the eGUIDE tools

## During the assessment

- The Client can complete the tools in any order that they would like to
- Please stay with the client for the first five minutes of the assessment in order to make sure that the client knows what to do
- At the end of each tool category a congratulations screen appears with balloons and streamers, at this point please show the client that to return to the rest of the tool they must click on the link at the bottom of the screen that says "Back to Welcome Screen"

## Viewing the clients results

When the client has finished the assessment the results are immediately available in the results section of the instructor account

- In the instructor account, click on the word "reports" on the right hand side of the page
- Then at the top of the page from the "choose a user" drop-down menu, choose the user you want and click the "show" button
- A screen will appear with the list of assessments that this user has completed and also a link at the bottom of this list that says "Print user full profile", click on this
- A pop-up screen should appear with the users profile for all of the assessments that the user has completed
- For quick guide on interpreting this profile please look at the "eGUIDE Cheat Sheet" on the following page for each of the tools



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## EGUIDE Cheat Sheet for the Interest Explorer



### **The Realistic type:**

The Realistic person prefers activities that are practical or ordered, and often likes working with objects, tools, machines and animals and dislikes classroom or office directed activities. The Realistic person often wants to learn manual, mechanical, agricultural, electrical and technical competencies and tends to avoid learning social and educational competencies. Examples of careers where you would see the realistic person are mechanics, gardeners, firemen etc.

### **The Investigative type:**

The Investigative person prefers activities that are observational, analytical and systematic. This often means investigation of physical, biological, and cultural happenings in order to understand and employ their uses; and avoids persuasive, social and repetitive activities. The investigative person often wants to learn scientific and mathematical competencies and tends to avoid learning persuasive competencies. Examples of careers where you would see the investigative person are investigators, laboratory workers, scientists etc.

### **The Artistic type:**

The Artistic person prefers creative, free and chaotic activities. This often means working with physical, verbal, or human materials to create art forms or products, and a dislike for plain, logical, and ordered activities. The artistic person often wants to learn artistic and creative competencies - language, art, music, drama, writing - and avoids learning clerical or business system competencies. Examples of careers where you would see the Artistic person are film makers, actors, artists, graphical designers

### **The Social type:**

The Social person prefers activities that involve the direction of others to inform, train, develop or to cure; and dislikes definite, ordered activities involving materials or machines. The social person often wants to learn human relations competencies such as interpersonal and educational competencies and avoid learning manual and technical competencies. The social person would be seen in career such as caring, teaching and counselling.

### **The Enterprising type:**

The enterprising type prefers activities that involve the management of others to fulfill goals or economic gain, and dislikes scientific, abstract, and analytical activities. The Enterprising person often wants to learn leadership, interpersonal, and persuasive competencies, and avoids learning scientific competencies. The enterprising type would be seen in careers such as entrepreneurial posts, leadership roles in community, business and social organisations and in sales and marketing activities.

### **The Conventional type:**

The conventional type prefers clear, ordered, systematic activities, This often means working with data, such as keeping records, filing, organizing, operating computers and data processing machines and dislikes unclear, creative, exploratory, or unordered activities. The Conventional person often wants to learn clerical, computational, and business system competencies and tends to avoid learning artistic competencies. The conventional type could be seen in careers such as office administrators, account clerks and market researchers.

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## The eGUIDE Cheat Sheet for the Personality Discovery Quiz

### Openness:

Openness describes a dimension of personality that distinguishes imaginative, creative people from down-to-earth, conventional people. Open people are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more aware of their feelings. They therefore tend to hold unconventional and individualistic beliefs. People with low scores on openness to experience tend to have more singular interests. They prefer the plain and straightforward over the complex, ambiguous, and subtle. They may regard the arts and sciences with suspicion, regarding these endeavors as abstruse or of no practical use. Closed people prefer familiarity over novelty; they are conservative and resistant to change.

### Conscientiousness:

concerns the way in which we control, regulate, and direct our impulses. High scorers on conscientious avoid trouble and achieve high levels of success through purposeful planning and persistence. They are also positively regarded by others as intelligent and reliable. On the negative side, they can be compulsive perfectionists and workaholics. Low scorers on conscientiousness are considered distractable and impulsive (impulses are not inherently bad; occasionally time constraints require a snap decision, and acting on our first impulse can be an effective response). Also, in times of play rather than work, acting spontaneously and impulsively can be fun. Impulsive individuals can be seen by others as colorful, fun-to-be-with, and zany, but on the negative side can be seen as unambitious, distractable time-wasters.

### Extraversion:

Concerns the motivation towards being around others, interacting with others making new friends. High scorers tend to enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves. Low scorers tend to be quiet, low-key, deliberate, and less dependent on the social world. Their lack of social involvement should not be interpreted as shyness or depression; the introvert simply needs less stimulation than an extravert and more time alone to re-charge his batteries.

### Agreeableness:

Reflects individual differences in concern with cooperation and social harmony. High scorers on Agreeableness have an optimistic view of human nature, and value getting along with others; they are therefore considerate, friendly, generous, helpful, and willing to compromise with others. Agreeable individuals are usually more popular and are good in team work situations. Low scorers on agreeableness place self-interest and independence above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative. Disagreeable individuals are good in situations that require tough or absolute objective decisions.

### Negative

**Emotionality(Neuroticism):** Refers to the tendency to experience negative emotions. People high in Neuroticism are emotionally reactive. They respond emotionally to events that would not affect most people, and their reactions tend to be more intense than normal. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. These problems in emotional regulation can diminish an ability to think clearly, make decisions, and cope effectively with stress. Those who score low in Neuroticism are less easily upset and are less emotionally reactive. They tend to be calm, emotionally stable, and free from persistent negative feelings. Freedom from negative feelings does not mean that low scorers experience a lot of positive feelings;

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## The eGUIDE Cheat Sheet for the Cognitive Explorer Quiz

### Verbal Reasoning

This is a grouping of abilities defined as language-based knowledge and the ability to communicate that knowledge

*This Grouping includes:*

**Oral Comprehension** is the ability to understand spoken English words and sentences.

**Written Comprehension** is the ability to understand written sentences and paragraphs

Strength in this area indicates abilities in using language to communicate. People with strengths in this area would have capabilities in any job where using the phone, listening or where language is important. For example customer service representatives, hotel receptionists, sales etc

### Fluid Reasoning

This is a grouping of abilities defined as the ability to reason, form concepts, and to solve problems using unfamiliar information or novel procedures

*This Grouping includes:*

**Inductive Reasoning** is the ability to combine separate pieces of information or specific answers to non-mathematical problems or to form general rules or conclusions.

**Deductive Reasoning** is the ability to apply general rules to specific problems and to come up with logical answers

**Mathematical Reasoning** is the ability to understand and organise a problem and then to select a mathematical method to solve the problem.

Strength in this area indicates abilities in using logic to solve problems. People with strengths in this area would have capabilities in any job that logical reasoning, problem solving and unfamiliar scenarios are a common occurrence for example sound engineers, electricians, instructors, technical support etc.

### Visual Spatial Thinking

This is a grouping of abilities defined as the ability to perceive, analyse, create and think with visual patterns including the ability to store and recall visual representations

*This Grouping includes:*

**Category Flexibility** is the ability to produce many rules so that each rule tells how to group or combine a set of things in a different way

**Memorisation** is the ability to remember information, such as words, numbers, pictures and procedures.

**Visualisation** The ability to imagine how something will look after it has been moved around or its parts have been moved or changed

Strength in this area indicates abilities in working with visual representations, memorising visual scenes and good visual orientation. People with strengths in this area would have capabilities in any job that involved the use of visual imagery, visual representation, visual memory and visual group and placing of information. For example Graphic Designers Interior Designers, Plumbers, Team Sport Coaches, Publishers Furniture fitters etc.

### Processing Speed

This is a grouping of abilities defined as the ability to perform automatic mental tasks efficiently"

*This Grouping includes:*

**Speed of Closure** is the ability to quickly make sense of information that seems to be without meaning or organisation. It involves quickly combining or organising different pieces of information into a meaningful pattern

**Perceptual Speed** is the ability to compare letters, numbers, objects, pictures or patterns quickly and accurately.

Strength in this area indicates abilities in working quickly with number figures or finding patterns of information within other distracting information. People with strengths in this area would have capabilities in any job that involved quickly checking the accuracy of records and finding information from graphical representations. Examples of careers include clerical officers, travel agents, proofreaders, editors etc

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