

Strong Interest Inventory® Profile and Interpretive Report

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Report prepared for

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Date taken

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Strong Interest Inventory® Profile

HOW THE STRONG CAN HELP YOU

The *Strong Interest Inventory*® instrument is a powerful tool that can help you make satisfying decisions about your career and education. Whether you are just starting out in your career, thinking about a change, or considering education options for career preparation, you can benefit from the wealth of information reflected in your *Strong* results. Understanding your *Strong* Profile can help you identify a career focus and begin your career planning and exploration process.

Keep in mind that the *Strong* measures interests, not skills or abilities, and that the results can help guide you toward rewarding careers, work activities, education programs, and leisure activities—all based on your interests. As you review your Profile, remember that managing your career is not a one-time decision but a series of decisions made over your lifetime.

HOW YOU WILL BENEFIT

The *Strong* can be a valuable tool in helping you identify your interests, enabling you to

- Achieve satisfaction in your work
- Identify career options consistent with your interests
- Choose appropriate education and training relevant to your interests
- Maintain balance between your work and leisure activities
- Understand aspects of your personality most closely associated with your interests
- Determine your preferred learning environments
- Learn about your preferences for leadership, risk taking, and teamwork
- Use interests in shaping your career direction
- Decide on a focus for the future
- Direct your own career exploration at various stages in your life

HOW YOUR RESULTS ARE ORGANIZED

Section 1. General Occupational Themes

Describes your interests, work activities, potential skills, and personal values in six broad areas: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C).

Section 2. Basic Interest Scales

Identifies specific interest areas within the six General Occupational Themes, indicating areas likely to be most motivating and rewarding for you.

Section 3. Occupational Scales

Compares your likes and dislikes with those of people who are satisfied working in various occupations, indicating your likely compatibility of interests.

Section 4. Personal Style Scales

Describes preferences related to work style, learning, leadership, risk taking, and teamwork, providing insight into work and education environments most likely to fit you best.

Section 5. Profile Summary

Provides a graphic snapshot of Profile results for immediate, easy reference.

Note to professional: Check the Response Summary in section 6 of the Profile before beginning your interpretation.

Section 6. Response Summary

Summarizes your responses within each category of *Strong* items, providing data useful to your career professional.

The General Occupational Themes (GOTs) measure six broad interest patterns that can be used to describe your work personality. Most people’s interests are reflected by two or three Themes, combined to form a cluster of interests. Work activities, potential skills, and values can also be classified into these six Themes. This provides a direct link between your interests and the career and education possibilities likely to be most meaningful to you. Your *standard scores* are based on the average scores of a combined group of working adults. However, because research shows that men and women tend to respond differently in these areas, your *interest levels* (Very Little, Little, Moderate, High, Very High) were determined by comparing your scores against the average scores for your gender.

THEME DESCRIPTIONS

THEME	CODE	INTERESTS	WORK ACTIVITIES	POTENTIAL SKILLS	VALUES
Social	S	People, teamwork, helping, community service	Teaching, caring for people, counseling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
Artistic	A	Self-expression, art appreciation, communication, culture	Composing music, performing, writing, creating visual art	Creativity, musical ability, artistic expression	Beauty, originality, independence, imagination
Enterprising	E	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence
Conventional	C	Organization, data management, accounting, investing, information systems	Setting up procedures and systems, organizing, keeping records, developing computer applications	Ability to work with numbers, data analysis, finances, attention to detail	Accuracy, stability, efficiency
Investigative	I	Science, medicine, mathematics, research	Performing lab work, solving abstract problems, conducting research	Mathematical ability, researching, writing, analyzing	Independence, curiosity, learning
Realistic	R	Machines, computer networks, athletics, working outdoors	Operating equipment, using tools, building, repairing, providing security	Mechanical ingenuity and dexterity, physical coordination	Tradition, practicality, common sense

YOUR HIGHEST THEMES

Social, Artistic

YOUR THEME CODE

SA

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		30	40	50	60	70	
Social	S				HIGH		62
Artistic	A			MODERATE			45
Enterprising	E			LITTLE			41
Conventional	C			LITTLE			40
Investigative	I		VERY LITTLE				34
Realistic	R	VERY LITTLE					32

The charts above display your GOT results in descending order, from your highest to least level of interest. Referring to the Theme descriptions provided, determine how well your results fit for you. Do your highest Themes ring true? Look at your next highest level of interest and ask yourself the same question. You may wish to highlight the Theme descriptions above that seem to fit you best.

The Basic Interest Scales represent specific interest areas that often point to work activities, projects, course work, and leisure activities that are personally motivating and rewarding. As with the General Occupational Themes, your interest levels (Very Little, Little, Moderate, High, Very High) were determined by comparing your scores against the average scores for your gender.

As you review your results in the charts below, note your top interest areas and your areas of least interest, and think about how they relate to your work, educational, and leisure activities. Take time to consider any top interest areas that are not currently part of your work or lifestyle and think about how you might be able to incorporate them into your plans.

Areas of Least Interest

- Programming & Information Systems (C)**
- Protective Services (R) Visual Arts & Design (A)**

YOUR TOP FIVE INTEREST AREAS

- 1. Religion & Spirituality (S)**
- 2. Counseling & Helping (S)**
- 3. Teaching & Education (S)**
- 4. Writing & Mass Communication (A)**
- 5. Politics & Public Speaking (E)**

SOCIAL — High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Religion & Spirituality					VH	67
Counseling & Helping					VH	66
Teaching & Education					H	65
Human Resources & Training				M		56
Social Sciences			M			51
Healthcare Services	VL					35

ARTISTIC — Moderate

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Writing & Mass Communication				H		63
Culinary Arts				M		59
Performing Arts			M			47
Visual Arts & Design	VL					32

ENTERPRISING — Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Politics & Public Speaking				H		58
Management			M			50
Marketing & Advertising		L				40
Sales		VL				36
Law		VL				34
Entrepreneurship	VL					32

CONVENTIONAL — Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Office Management				M		53
Finance & Investing			VL			36
Taxes & Accounting			VL			33
Programming & Information Systems			VL			31

INVESTIGATIVE — Very Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Research			L			39
Mathematics			L			37
Science			VL			35
Medical Science			VL			35

REALISTIC — Very Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Nature & Agriculture			L			41
Athletics			L			37
Military			VL			36
Computer Hardware & Electronics			VL			33
Mechanics & Construction			VL			32
Protective Services			VL			31

INTEREST LEVELS: VL = Very Little | L = Little | M = Moderate | H = High | VH = Very High

This section highlights your Profile results on the Occupational Scales of the *Strong*. On the following pages you will find your scores for 130 occupations. The 10 occupations most closely aligned with your interests are listed in the summary chart below. Keep in mind that the occupations listed in your Profile results are just *some* of the many occupations linked to your interests that you might want to consider. They do not indicate those you “should” pursue. It is helpful to think of each occupation as a single example of a much larger group of occupational titles to consider.

Your score on an Occupational Scale shows how similar your interests are to those of people of your gender who have been working in, and are satisfied with, that occupation. The higher your score, the more likes and dislikes you share with those individuals. The Theme codes associated with each occupation indicate the GOTs most commonly found among people employed in that occupation. You can review your top occupations to see what Theme codes recur and then explore additional occupational titles not included on the *Strong* that have one or more of these Theme letters in common.

YOUR TOP TEN STRONG OCCUPATIONS

1. **Speech Pathologist (SA)**
2. **Librarian (A)**
3. **Mental Health Counselor (S)**
4. **Special Education Teacher (S)**
5. **Elementary School Teacher (S)**
6. **Social Worker (SA)**
7. **Public Relations Director (AE)**
8. **School Counselor (SE)**
9. **English Teacher (ASE)**
10. **Secondary School Teacher (S)**

Occupations of Dissimilar Interest

Architect (ARI) Athletic Trainer (RIS) Physicist (IRA) Veterinarian (IRA) Medical Illustrator (AIR)

As you read through your Occupational Scales results on this and the following pages, note the names of those occupations for which you scored “Similar.” Those are the occupations you might want to explore first. Also consider exploring occupations on which you scored in the midrange, since you have some likes and dislikes in common with people in those occupations. You might also consider occupations of least interest or for which you scored “Dissimilar”; however, keep in mind that you are likely to have little in common with people in these types of work and probably would contribute to such occupations in a unique way. Your career professional can guide you further in the career exploration process.

Click the name of any of the occupations in your top ten list above to visit the O*NET™ database (<http://www.onetonline.org>) and see a summary description of that occupation. Learn about occupations by visiting reputable Web sites such as O*NET. You can also find career information in a public library, in the career library of a college or university near you, or in a professional career center or state or local government job agency. Supplement your research by talking to people who are working in the occupations you are considering. These people can describe their day-to-day work and tell you what they like and dislike about the occupation.

ARTISTIC — Creating or Enjoying Art, Drama, Music, Writing

THEME	CODE OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
A	Librarian									59
AE	Public Relations Director									57
ASE	English Teacher									56
AE	Broadcast Journalist									54
AE	Advertising Account Manager									50
A	Translator									50
A	Reporter									45
ASE	Attorney									42
A	Arts/Entertainment Manager									39
ASI	ESL Instructor									38
ARE	Photographer									37
A	Editor									35
AIR	Technical Writer									32
AER	Public Administrator									31
AR	Artist									30
AI	Urban & Regional Planner									27
A	Musician									26
ASE	Art Teacher									20
ACI	Computer/Mathematics Manager									19
A	Graphic Designer									8
AIR	Medical Illustrator									-4
ARI	Architect									-20

Similar results (40 and above) You share interests with women in that occupation and probably would enjoy the work.

Midrange results (30–39)

You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below) You share few interests with women in that occupation and probably would not enjoy the work.

For more information about any of these occupations, visit O*NET™ online at <http://www.onetonline.org>

ENTERPRISING — Selling, Managing, Persuading

THEME	CODE OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
ECS	Facilities Manager									46
EAS	Elected Public Official									45
E	Life Insurance Agent									45
EC	Buyer									43
EAS	Marketing Manager									42
ESA	Operations Manager									38
E	Top Executive, Business/Finance									36
ERA	Chef									33
EAC	Florist									32
ECR	Purchasing Agent									32
ECR	Restaurant Manager									30
E	Technical Sales Representative									30
E	Realtor									29
E	Wholesale Sales Representative									29
EC	Cosmetologist									26
EAS	Flight Attendant									23
E	Sales Manager									23
E	Securities Sales Agent									22
EA	Interior Designer									13
ECR	Optician									9

CONVENTIONAL — Accounting, Organizing, Processing Data

THEME	CODE OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
CS	Administrative Assistant									53
CES	Food Service Manager									50
CES	Nursing Home Administrator									50
CES	Business Education Teacher									48
CE	Paralegal									48
CES	Production Worker									44
CE	Credit Manager									43
CSE	Business/Finance Supervisor									41
CSE	Farmer/Rancher									36
CS	Auditor									34
CE	Financial Analyst									33
C	Health Information Specialist									33
C	Technical Support Specialist									28
CRE	Military Enlisted									25
CI	Computer Programmer									24
C	Accountant									23
CSE	Financial Manager									23
CIR	Network Administrator									21
C	Computer & IS Manager									20
CI	Software Developer									19
C	Computer Systems Analyst									15
CIR	Mathematics Teacher									12
CI	Actuary									7

Similar results (40 and above) You share interests with women in that occupation and probably would enjoy the work.

Midrange results (30–39)

You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below) You share few interests with women in that occupation and probably would not enjoy the work.

For more information about any of these occupations, visit O*NET™ online at <http://www.onetonline.org>

OCCUPATIONAL SCALES

INVESTIGATIVE — Researching, Analyzing, Inquiring

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
IAS	Psychologist									35
IAR	Sociologist									27
IES	Dietitian									24
IA	Geographer									23
I	Engineer									19
IAR	Physician									19
IRA	Chiropractor									14
IRA	Geologist									11
IRC	Medical Technologist									11
IR	Optometrist									10
IRS	Science Teacher									9
IRA	Biologist									8
IR	Chemist									7
IRA	Respiratory Therapist									5
IRC	Medical Technician									4
ICR	Pharmacist									4
IRC	Computer Scientist									2
IRC	Mathematician									2
IR	R&D Manager									1
IRA	Dentist									-4
IRA	Veterinarian									-7
IRA	Physicist									-12

REALISTIC — Building, Repairing, Working Outdoors

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
RE	Law Enforcement Officer									28
RC	Landscape/Grounds Manager									22
REI	Military Officer									22
REI	Horticulturist									21
RIC	Engineering Technician									19
RSI	Vocational Agriculture Teacher									18
RI	Forester									15
RCI	Emergency Medical Technician									12
RIS	Radiologic Technologist									11
RIA	Carpenter									10
R	Automobile Mechanic									4
RIA	Electrician									3
RIS	Firefighter									1
RIS	Athletic Trainer									-18

SECTION 3

Similar results (40 and above) You share interests with women in that occupation and probably would enjoy the work.

Midrange results (30–39)

You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below) You share few interests with women in that occupation and probably would not enjoy the work.

For more information about any of these occupations, visit O*NET™ online at <http://www.onetonline.org>

The Personal Style Scales describe different ways of approaching people, learning, and leading, as well as your interest in taking risks and participating in teams. Personal Style Scales help you think about your preferences for factors that can be important in your career, enabling you to narrow your choices more effectively and examine your opportunities. Each scale includes descriptions at both ends of the continuum, and the score indicates your preference for one style versus the other.

Your scores on the Personal Style Scales were determined by comparing your responses to those of a combined group of working men and women.

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may dislike taking risks.
5. You probably enjoy both team roles and independent roles. Clear Scores

(Below 46 and above 54)

You indicated a clear preference for one style versus the other.

Midrange Scores (46–54) You indicated that some of the descriptors on both sides apply to you.

PERSONAL STYLE SCALE	SCORE				STD SCORE
	25	CLEAR 35	45 MIDRANGE	55 65	
Work Style	Prefers working alone; enjoys data, ideas, or things; reserved				Prefers working with people; enjoys helping others; outgoing 73
Learning Environment	Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill				Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake 62
Leadership Style	Is not comfortable taking charge of others; prefers to do the job rather than direct others; may lead by example rather than by giving directions				Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily 58
Risk Taking	Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions				Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions 30
Team Orientation	Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own				Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others 48

Strong Interest Inventory® Profile

PROFILE SUMMARY

YOUR HIGHEST THEMES

Social, Artistic SA

YOUR THEME CODE

YOUR TOP FIVE INTEREST AREAS

- Religion & Spirituality (S)
- Counseling & Helping (S)
- Teaching & Education (S)
- Writing & Mass Communication (A)
- Politics & Public Speaking (E)

YOUR TOP TEN STRONG OCCUPATIONS

- Speech Pathologist (SA)
- Librarian (A)
- Mental Health Counselor (S)
- Special Education Teacher (S)
- Elementary School Teacher (S)
- Social Worker (SA)
- Public Relations Director (AE)
- School Counselor (SE)
- English Teacher (ASE)
- Secondary School Teacher (S)

Areas of Least Interest

- Programming & Information Systems (C)
- Protective Services (R) Visual Arts & Design (A)

Occupations of Dissimilar Interest

Architect (ARI) Athletic Trainer (RIS) Physicist (IRA) Veterinarian (IRA) Medical Illustrator (AIR)

YOUR PERSONAL STYLE SCALES PREFERENCES

- You likely prefer working with people.
- You seem to prefer to learn through lectures and books.
- You probably prefer to lead by taking charge.
- You may dislike taking risks.
- You probably enjoy both team roles and independent roles.

SECTION 6

RESPONSE SUMMARY

This section provides a summary of your responses to the different sections of the inventory for use by your career professional.

ITEM RESPONSE PERCENTAGES

Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	4	21	3	2	71
Subject Areas	11	15	13	7	54
Activities	2	36	7	4	51
Leisure Activities	52	11	11	4	22
People	13	25	44	6	13
Your Characteristics	33	44	0	11	11
TOTAL PERCENTAGE	10	24	9	4	53

Note: Due to rounding, total percentage may not add up to 100%.

Total possible responses: 291

Your response total: 290

Items omitted: 1

Typicality index: 21 Combination of item responses appears consistent.



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**Strong Interest
Inventory® Interpretive
Report**

INTRODUCTION TO YOUR STRONG INTERPRETIVE REPORT

You recently took the *Strong Interest Inventory*® assessment, the most widely used measure of career interests in the world. The purpose of this report is to help you understand the information presented on your *Strong* Profile and use it to explore your career options.

Your *Strong* results reflect your interests. You are likely to be the most satisfied and productive with career and educational choices that incorporate what you like to do. Your career professional can help you consider your interests, along with your skills and values, to find rewarding career, educational, and leisure options.

The *Strong* compares your answers to those of thousands of people in the general workforce and to the interests of satisfied workers in 130 occupations. This report summarizes your general interest patterns and your similarity to workers in various career fields and jobs. Your general interest patterns point to potentially satisfying work environments; your similarity to workers suggests potentially satisfying work tasks and specific careers.

Your results are organized around six major occupational themes that describe people and the environments in which they work. These occupational themes are listed in the Six Occupational Themes box to your right.

SIX OCCUPATIONAL THEMES

- **Realistic—the doers**
- **Investigative—the thinkers**
- **Artistic—the creators**
- **Social—the helpers**
- **Enterprising—the persuaders**
- **Conventional—the organizers**

YOUR STRONG INTERPRETIVE REPORT INCLUDES PERSONALIZED INFORMATION ON

- Your general interests (General Occupational Themes)
- Specific activities you might like to do at work and in your leisure time (Basic Interest Scales)
- Occupations suggested by your interests (Occupational Scales)
- Your preferred styles of working and learning (Personal Style Scales)

YOU CAN USE THIS INFORMATION TO HELP YOU

- Choose a career field or specific job
- Explore educational options
- Identify potentially satisfying work environments
- Enrich your current work
- Generate ideas for volunteer and leisure activities

As you read this report, always keep in mind that the *Strong* is an inventory of your interests. It is not a test of your abilities. If you need clarification of your results, be sure to talk them over with your career professional.

Your report begins with your results on the six General Occupational Themes. The chart below expands on the information presented on your Profile to include definitions of the Themes on which you scored highest, as well as career fields, personal descriptors, and leisure activities typically associated with those Themes. The Themes describe broad patterns of interest and can be used to help you identify satisfying work environments, the kinds of people you might enjoy working with, and what motivates you the most at work. Keep in mind that because the Themes are very broad, the descriptors may not fit you exactly.

YOUR THEME DESCRIPTIONS					YOUR THEME CODE: SA
THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
Social	S	Helping Instructing Caregiving	Teaching Healthcare Counseling Religion	Helpful, concerned for others, humanistic, verbal, generous	Entertaining, volunteering, reading self-improvement books
Artistic	A	Creating or enjoying art, drama, music, writing	Writing Entertainment Commercial or fine arts Music	Creative, expressive, independent, imaginative, original	Collecting artwork, attending plays or concerts, visiting museums, painting, playing music

ACTION STEP

Look over your Theme descriptors here and on your Profile and highlight any that seem like a good fit for you. Cross out any that don't appeal to you.

You did not score as high on the Themes in the chart below, but some of the descriptors may still appeal to you. Highlight any words or phrases that seem like a good fit.

OTHER THEME DESCRIPTIONS					
THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
Enterprising	E	Selling Managing Persuading	Business Politics Sales Marketing	Assertive, adventurous, energetic, talkative, self-confident	Running for public office, raising money for organizations, enjoying sports
Conventional	C	Accounting Organizing Processing data	Office management Banking/accounting/finance Government service Business education Software development	Practical, organized, systematic, accurate, efficient	Collecting things, managing family finances, participating in civic organizations, volunteering, exercising
Investigative	I	Researching Analyzing Problem solving	Research Mathematics Physical, natural, or medical science	Analytical, achievement oriented, independent, insightful	Reading, doing crossword puzzles, playing strategy games, surfing the Internet
Realistic	R	Building Working outdoors Mechanical interests	Agriculture Forestry Technology Skilled trades Law enforcement	Practical, reliable, rugged, persistent	Building and repairing things, hiking, camping, serving in the military reserves, driving recreational vehicles

Most people's interests combine more than one Theme. Your highest Themes suggest career fields that might interest you the most and are your strongest career motivators—what will most excite you in your work. Examples of career fields for your highest Themes are highlighted below.

The top Themes of your Theme code are Social and Artistic. These Themes are the ones on which we will focus in this section. Of course, you are not limited to these career fields. They are only a starting point for your exploration process.

Although your Themes have some characteristics in common, each one has unique career motivators—what will stimulate you to achieve in your career.

YOUR CAREER MOTIVATORS

YOUR HIGHEST THEME	STRONGEST CAREER MOTIVATOR	MOTIVATOR COMBINATIONS
Social	Helping ^{others}	SA Helping others in original or imaginative ways, with autonomy and independence
Artistic	Expressing creativity	AS Using your creativity in friendly, helpful, and service-oriented ways

ACTION STEPS

1. Consider your career motivators. How might they determine the kind of work environment that would be attractive to you or the kind of work you would like to do? How have they been present in your life up to this point?
2. Consider other potential careers that seem to combine helping others and expressing creativity.

The next section of your report begins to narrow down the broad Theme categories into more specific interests.

SELECTED CAREER FIELDS

- Counseling or psychotherapy
- Art, dance, or journal therapy
- Elementary school teaching
- Religious occupations
- Speech pathology
- Social work
-

ACTION STEP

Note any career fields in the list above that appeal to you.

Now that you have considered your interests at the most general level, it is time to focus on specific areas of activity— things you might like to do. There are 30 Basic Interest Scales on the *Strong*.

The Basic Interest Scales in which you show the most interest are listed below. Notice that each Basic Interest is related to a particular Theme.

YOUR TOP STRONG INTEREST AREAS

BASIC INTEREST SCALE	THEME	TYPICAL INTERESTS AND ACTIVITIES
Religion & Spirituality	Social	<ul style="list-style-type: none">• Conducting worship services• Providing spiritual counseling• Studying religion
Counseling & Helping	Social	<ul style="list-style-type: none">• Helping or encouraging others• Working on a crisis hotline• Contributing to charities
Teaching & Education	Social	<ul style="list-style-type: none">• Teaching young people• Planning learning activities• Explaining what things mean
Writing & Mass Communication	Artistic	<ul style="list-style-type: none">• Writing articles and stories• Television announcing• Reading
Politics & Public Speaking	Enterprising	<ul style="list-style-type: none">• Making public presentations• Running for political office• Serving on a school board

ACTION STEPS

- 1. Look over the interest areas above. How are they present in your life now? Do they represent your current work, school, or leisure interests? Do the activities you like cluster in the same Themes as your general interests? If they do, your interests are probably fairly focused. Try to make sure your work matches these interests. If your interest areas do not cluster, your interests may be more diverse. Think about ways you might incorporate some of them into your work and others into your leisure time.**
- 2. Look at section 2 of your Profile. In what areas do you have the least interest? Try to avoid these areas in your work. If you do have to work in areas that are not particularly interesting to you, try to engage your top interests in your leisure time.**

The Occupational Scales section of the *Strong* focuses your work interests even further. A high score on an Occupational Scale means your likes and dislikes are similar to those of the people who work in the occupation and who are satisfied with their jobs. Listed below are the Occupational Scales on which you scored the highest. You may enjoy the day-to-day work of these or related occupations. Click the name of the occupation to visit the O*NET database and learn more about it.

Note that each of the following occupations has a Theme code. Ask your career professional to show you how to use Theme codes to expand your list of occupations to explore. The occupations listed below are just a few of the occupations that might interest you.

YOUR TOP STRONG OCCUPATIONS

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
Speech Pathologist	SA	<ul style="list-style-type: none"> Assess and treat persons with speech, language, voice, and fluency disorders Administer speech/language evaluations or examinations 	<ul style="list-style-type: none"> Knowledge of methods for diagnosing and treating speech disorders Knowledge of the structure and content of the English language
Librarian	A	<ul style="list-style-type: none"> Catalog books, publications, and films using standard library classification systems Analyze patrons' requests to determine needed information and assist in locating that information 	<ul style="list-style-type: none"> Ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules Ability to read and understand information and ideas presented in writing Skill in using computers to search for information
Mental Health Counselor	S	<ul style="list-style-type: none"> Encourage clients to discuss what is happening in their lives and help them to develop insight into themselves and their relationships Counsel clients and patients to assist in overcoming dependencies, adjusting to life, and making changes Guide clients in the development of skills and strategies for dealing with their problems 	<ul style="list-style-type: none"> Knowledge of human behavior and performance Knowledge of the diagnosis, treatment, and rehabilitation of mental dysfunctions, and of career counseling and guidance Skill in being aware of others' reactions and understanding why they react as they do
Special Education Teacher	S	<ul style="list-style-type: none"> Teach school subjects and daily living skills to educationally and physically handicapped students Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development 	<ul style="list-style-type: none"> Knowledge of methods for curriculum design, teaching, and instruction Skill in selecting and using training/instructional methods and procedures appropriate to the person Knowledge of human behavior and performance
Elementary School Teacher	S	<ul style="list-style-type: none"> Teach basic academic and social skills Prepare, administer, and grade tests and assignments Confer with interested parties to resolve students' behavioral and academic problems 	<ul style="list-style-type: none"> Knowledge of principles and methods for curriculum design, teaching, and instruction Ability to verbally communicate information and ideas so others will understand
Social Worker	SA	<ul style="list-style-type: none"> Provide services to improve the social and psychological functioning of individuals, children, and families Maintain case history records and prepare reports Assess and treat individuals with mental, emotional, or substance abuse problems 	<ul style="list-style-type: none"> Knowledge of human behavior and performance and the assessment and treatment of behavioral and affective disorders Knowledge of government regulations and agency rules Skill in being sensitive to others' needs and feelings and being understanding and helpful on the job
Public Relations Director	AE	<ul style="list-style-type: none"> Plan and direct public relations programs to create and maintain a favorable public image for a client Identify main audiences and determine the best way to communicate to them Engage in promoting goodwill for individuals, groups, or organizations 	<ul style="list-style-type: none"> Knowledge of methods for showing, promoting, and selling products or services Knowledge of techniques for media production, communication, and dissemination Skill at persuading others to change their minds or behavior

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
School Counselor	SE	<ul style="list-style-type: none"> • Counsel individuals and provide group educational and vocational guidance services • Advise students in understanding and overcoming personal and social problems • Assess students' abilities, interests, and personality 	<ul style="list-style-type: none"> • Knowledge of human behavior and performance • Knowledge of methods for treating mental dysfunctions and for providing career counseling and guidance
English Teacher	ASE	<ul style="list-style-type: none"> • Teach courses in English language and literature • Evaluate and grade students' class work, assignments, and papers • Prepare and deliver lectures to students on topics such as poetry and the novel 	<ul style="list-style-type: none"> • Knowledge of principles and methods for curriculum design, teaching, and instruction • Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar • Ability to understand and evaluate written sentences and paragraphs
Secondary School Teacher	S	<ul style="list-style-type: none"> • Instruct through lectures, discussions, and demonstrations in one or more subjects • Adapt teaching methods and instructional materials to meet students' varying needs and interests • Establish and enforce rules for behavior and procedures for maintaining order among students 	<ul style="list-style-type: none"> • Knowledge of principles and methods for curriculum delivery, teaching and instruction for individuals and groups, and the measurement of training effects • Skill in teaching others how to do something • Skill in selecting and using instructional methods and procedures appropriate for the situation

ACTION STEPS

1. Highlight words or phrases that appeal to you in the Typical Work Tasks column of the preceding Occupations chart. Can you fit these highlighted words or phrases together to design your own unique job?
2. Refer to the last column of the chart to determine what knowledge, skills, and abilities you already possess or may need to acquire for any of the occupations that interest you.
3. Visit <http://www.onetonline.org/find/descriptor/browse/Interests/> to search the O*NET database by Theme code. Search for additional occupations with Theme codes that share your top Themes.

Your personal style in five areas is indicated in the chart below, suggesting your unique way of approaching work and learning.

YOUR PERSONAL STYLE SCALES PREFERENCES

PERSONAL STYLE SCALE	YOUR SCORE SUGGESTS YOU SHOULD CONSIDER A JOB WHERE
Work Style	<ul style="list-style-type: none">• You work more with people than with ideas, data, or things.• You can interact with colleagues or customers on a regular basis.• You don't have to spend a lot of time alone writing reports or analyzing data.
Learning Environment	<ul style="list-style-type: none">• You can learn lots of new ideas.• You can learn from reading and lectures.• You can apply your learning to abstract problems.
Leadership Style	<ul style="list-style-type: none">• You can assume leadership for teams or projects.• You can be outspoken and voice your opinion.• You can direct others.
Risk Taking	<ul style="list-style-type: none">• You don't have to take physical, financial, or social risks.• You can make decisions carefully.• You can feel secure in your job.
Team Orientation	<ul style="list-style-type: none">• You can work independently some of the time and work on teams other times.• You can make decisions on your own and by consensus.• You have a balance between group and individual responsibility and accomplishment.

ACTION STEPS

Consider your personal style in the five areas listed above. Highlight the phrases you agree with. Cross out those you don't agree with. How do your highlighted phrases relate to the Theme codes that appear elsewhere in your report? What implications do your results have for

- Working with others or alone? (Work Style, Leadership Style, Team Orientation)
- Your approach to learning? (Learning Environment)
- The way you go about your career search? (Risk Taking)

You have seen throughout your report that your General Occupational Themes, Basic Interests, and Occupations are all related to six personal/occupational categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The following chart summarizes your personal information from these categories and suggests how each section of your *Strong* report might be represented in your life.

YOUR HIGHEST THEMES

PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

Social
Artistic
Helpful, collaborative, cooperative
Creative, flexible, self-expressive

SPECIFIC INTERESTS FOR WORK, LEISURE, AND LEARNING

Conducting worship services
Providing spiritual counseling
Studying religion
Helping or encouraging others
Working on a crisis hotline
Contributing to charities
Teaching young people
Planning learning activities
Explaining what things mean

CAREERS THAT MIGHT BE MOST APPEALING TO YOU

Speech Pathologist
Librarian
Mental Health Counselor
Special Education Teacher
Elementary School Teacher
Social Worker
Public Relations Director
School Counselor
English Teacher
Secondary School Teacher

HOW YOU LIKE TO WORK AND LEARN

Interacting with others on a regular basis
Learning new ideas to apply to abstract problems
Assuming leadership and directing others
Playing it safe and making decisions carefully
A combination of group and individual responsibility and accomplishment

As is true for many people, your General Occupational Themes, Basic Interests, and Occupations share many characteristics. This often represents a similar focus throughout work, leisure, and academic interests. Find out as much as you can about occupations, career fields, leisure activities, and academic interests with codes similar to those of your top Themes.

ACTION STEPS

- 1. Using the summary chart on the preceding page or any of the descriptors you highlighted in this report or on your *Strong* Profile, create a master list of all descriptors that either describe you or appeal to you. Take this list with you to any informational or job interviews you attend. During the interview, ask questions to determine whether there are opportunities to express these interests or engage in these activities and try to determine whether there is a good fit between your interests and the job you are considering. For example, if you highlighted *helpful, collaborative, cooperative*, ask about opportunities to express this interest.**
- 2. Your *Strong* results can also help you during your career exploration. Your Social Theme score suggests that the career planning process may at times seem too impersonal, requiring you to be more objective and reflective than you like to be. To keep yourself motivated:**
 - Talk to as many people as possible who work in occupations related to your interests.
 - Join clubs or volunteer in the areas that interest you.
 - Share your feelings with family and friends.
 - Visit some classes before you enroll in a career-related educational program to make sure the training will be meaningful and allow you to make personal connections.
 - Ask a close friend to help you check out your decision so that you can bounce ideas off him or her and get support.
- 3. The booklet *Where Do I Go Next? Using Your Strong Results to Manage Your Career* provides worksheets to help you in your career exploration. Use this booklet and other helpful books and Web sites suggested by your career professional.**