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# Strong Interest Inventory®

## Profile with College Profile and Interpretive Report

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Report prepared for  
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## 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.

#### Section 6. Response Summary

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

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

**GENERAL OCCUPATIONAL THEMES**

**SECTION 1**

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   |
|----------------------|----------|---|--|--|--|
| <b>Social</b>        | <b>S</b> | People, teamwork, helping, community service                              | Teaching, caring for people, counseling, training employees                                      | People skills, verbal ability, listening, showing understanding            | Cooperation, generosity, service to others     |
| <b>Artistic</b>      | <b>A</b> | Self-expression, art appreciation, communication, culture                 | Composing music, performing, writing, creating visual art  | Creativity, musical ability, artistic expression                           | Beauty, originality, independence, imagination |
| <b>Enterprising</b>  | <b>E</b> | Business, politics, leadership, entrepreneurship                          | Selling, managing, persuading, marketing   | Verbal ability, ability to motivate and direct others                      | Risk taking, status, competition, influence    |
| <b>Conventional</b>  | <b>C</b> | 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                |
| <b>Investigative</b> | <b>I</b> | Science, medicine, mathematics, research                                  | Performing lab work, solving abstract problems, conducting research                              | Mathematical ability, researching, writing, analyzing                      | Independence, curiosity, learning              |
| <b>Realistic</b>     | <b>R</b> | Machines, computer networks, athletics, working outdoors                  | Operating equipment, using tools, building, repairing, providing security                        | Mechanical ingenuity and dexterity, physical coordination                  | Tradition, practicality, common sense          |

|                                       |                        |
|---------------------------------------|------------------------|
| <b>YOUR HIGHEST THEMES</b>            | <b>YOUR THEME CODE</b> |
| <b>Social, Artistic, Enterprising</b> | <b>SAE</b>             |

| THEME                | CODE     | STANDARD SCORE & INTEREST LEVEL |    |    |    |    | STD SCORE |
|----------------------|----------|---------------------------------|----|----|----|----|-----------|
|                      |          | 30                              | 40 | 50 | 60 | 70 |           |
| <b>Social</b>        | <b>S</b> | [Bar from 30 to 71] VERY HIGH   |    |    |    |    | <b>71</b> |
| <b>Artistic</b>      | <b>A</b> | [Bar from 30 to 60] HIGH        |    |    |    |    | <b>60</b> |
| <b>Enterprising</b>  | <b>E</b> | [Bar from 30 to 44] MODERATE    |    |    |    |    | <b>44</b> |
| <b>Conventional</b>  | <b>C</b> | [Bar from 30 to 40] LITTLE      |    |    |    |    | <b>40</b> |
| <b>Investigative</b> | <b>I</b> | [Bar from 30 to 38] LITTLE      |    |    |    |    | <b>38</b> |
| <b>Realistic</b>     | <b>R</b> | [Bar from 30 to 36] LITTLE      |    |    |    |    | <b>36</b> |

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.

**BASIC INTEREST SCALES**

**SECTION 2**

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.

**YOUR TOP FIVE INTEREST AREAS**

1. Counseling & Helping (S)
2. Teaching & Education (S)
3. Social Sciences (S)
4. Writing & Mass Communication (A)
5. Law (E)

**Areas of Least Interest**

- Entrepreneurship (E)
- Office Management (C)
- Science (I)

**SOCIAL — Very High**

| BASIC INTEREST SCALE       | STD SCORE & INTEREST LEVEL      |    |    |    |    | STD SCORE |
|----------------------------|---------------------------------|----|----|----|----|-----------|
|                            | 30                              | 40 | 50 | 60 | 70 |           |
| Counseling & Helping       | [Bar from 30 to 69, labeled VH] |    |    |    |    | 69        |
| Teaching & Education       | [Bar from 30 to 67, labeled VH] |    |    |    |    | 67        |
| Social Sciences            | [Bar from 30 to 64, labeled H]  |    |    |    |    | 64        |
| Religion & Spirituality    | [Bar from 30 to 59, labeled H]  |    |    |    |    | 59        |
| Human Resources & Training | [Bar from 30 to 58, labeled M]  |    |    |    |    | 58        |
| Healthcare Services        | [Bar from 30 to 56, labeled M]  |    |    |    |    | 56        |

**ARTISTIC — High**

| BASIC INTEREST SCALE         | STD SCORE & INTEREST LEVEL     |    |    |    |    | STD SCORE |
|------------------------------|--------------------------------|----|----|----|----|-----------|
|                              | 30                             | 40 | 50 | 60 | 70 |           |
| Writing & Mass Communication | [Bar from 30 to 61, labeled H] |    |    |    |    | 61        |
| Visual Arts & Design         | [Bar from 30 to 59, labeled M] |    |    |    |    | 59        |
| Performing Arts              | [Bar from 30 to 54, labeled M] |    |    |    |    | 54        |
| Culinary Arts                | [Bar from 30 to 40, labeled L] |    |    |    |    | 40        |

**ENTERPRISING — Moderate**

| BASIC INTEREST SCALE       | STD SCORE & INTEREST LEVEL      |    |    |    |    | STD SCORE |
|----------------------------|---------------------------------|----|----|----|----|-----------|
|                            | 30                              | 40 | 50 | 60 | 70 |           |
| Law                        | [Bar from 30 to 59, labeled H]  |    |    |    |    | 59        |
| Politics & Public Speaking | [Bar from 30 to 54, labeled M]  |    |    |    |    | 54        |
| Marketing & Advertising    | [Bar from 30 to 51, labeled M]  |    |    |    |    | 51        |
| Management                 | [Bar from 30 to 50, labeled M]  |    |    |    |    | 50        |
| Sales                      | [Bar from 30 to 49, labeled M]  |    |    |    |    | 49        |
| Entrepreneurship           | [Bar from 30 to 33, labeled VL] |    |    |    |    | 33        |

**CONVENTIONAL — Little**

| BASIC INTEREST SCALE              | STD SCORE & INTEREST LEVEL      |    |    |    |    | STD SCORE |
|-----------------------------------|---------------------------------|----|----|----|----|-----------|
|                                   | 30                              | 40 | 50 | 60 | 70 |           |
| Programming & Information Systems | [Bar from 30 to 39, labeled L]  |    |    |    |    | 39        |
| Finance & Investing               | [Bar from 30 to 38, labeled L]  |    |    |    |    | 38        |
| Taxes & Accounting                | [Bar from 30 to 38, labeled L]  |    |    |    |    | 38        |
| Office Management                 | [Bar from 30 to 38, labeled VL] |    |    |    |    | 38        |

**INVESTIGATIVE — Little**

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL     |    |    |    |    | STD SCORE |
|----------------------|--------------------------------|----|----|----|----|-----------|
|                      | 30                             | 40 | 50 | 60 | 70 |           |
| Medical Science      | [Bar from 30 to 43, labeled M] |    |    |    |    | 43        |
| Mathematics          | [Bar from 30 to 42, labeled M] |    |    |    |    | 42        |
| Research             | [Bar from 30 to 38, labeled L] |    |    |    |    | 38        |
| Science              | [Bar from 30 to 36, labeled L] |    |    |    |    | 36        |

**REALISTIC — Little**

| BASIC INTEREST SCALE            | STD SCORE & INTEREST LEVEL     |    |    |    |    | STD SCORE |
|---------------------------------|--------------------------------|----|----|----|----|-----------|
|                                 | 30                             | 40 | 50 | 60 | 70 |           |
| Athletics                       | [Bar from 30 to 43, labeled M] |    |    |    |    | 43        |
| Mechanics & Construction        | [Bar from 30 to 42, labeled M] |    |    |    |    | 42        |
| Computer Hardware & Electronics | [Bar from 30 to 42, labeled M] |    |    |    |    | 42        |
| Nature & Agriculture            | [Bar from 30 to 42, labeled M] |    |    |    |    | 42        |
| Military                        | [Bar from 30 to 38, labeled L] |    |    |    |    | 38        |
| Protective Services             | [Bar from 30 to 38, labeled L] |    |    |    |    | 38        |

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

## OCCUPATIONAL SCALES

## SECTION 3

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. **Paralegal (CE)**
3. **Special Education Teacher (S)**
4. **Elementary School Teacher (S)**
5. **Social Worker (SA)**
6. **Photographer (ARE)**
7. **Broadcast Journalist (AE)**
8. **Reporter (A)**
9. **Occupational Therapist (SAR)**
10. **Advertising Account Manager (AE)**

**Occupations of  
Dissimilar Interest**

- Physicist (IRA)
- Athletic Trainer (RIS)
- Mathematician (IRC)
- Veterinarian (IRA)
- R&D Manager (IR)

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.

OCCUPATIONAL SCALES

SECTION 3

**SOCIAL — Helping, Instructing, Caregiving**

| THEME CODE | OCCUPATIONAL SCALE                | DISSIMILAR |    |    | MIDRANGE |    | SIMILAR |    |    | STD SCORE |    |
|------------|-----------------------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
|            |                                   | 10         | 15 | 20 | 30       | 40 | 50      | 55 | 60 |           |    |
| SA         | Speech Pathologist                |            |    |    |          |    |         |    |    |           | 70 |
| S          | Special Education Teacher         |            |    |    |          |    |         |    |    |           | 61 |
| S          | Elementary School Teacher         |            |    |    |          |    |         |    |    |           | 60 |
| SA         | Social Worker                     |            |    |    |          |    |         |    |    |           | 60 |
| SAR        | Occupational Therapist            |            |    |    |          |    |         |    |    |           | 57 |
| S          | Middle School Teacher             |            |    |    |          |    |         |    |    |           | 56 |
| SE         | Community Service Director        |            |    |    |          |    |         |    |    |           | 55 |
| SE         | School Counselor                  |            |    |    |          |    |         |    |    |           | 52 |
| S          | Secondary School Teacher          |            |    |    |          |    |         |    |    |           | 52 |
| S          | Mental Health Counselor           |            |    |    |          |    |         |    |    |           | 51 |
| SA         | Rehabilitation Counselor          |            |    |    |          |    |         |    |    |           | 50 |
| S          | Career Counselor                  |            |    |    |          |    |         |    |    |           | 49 |
| S          | Instructional Coordinator         |            |    |    |          |    |         |    |    |           | 48 |
| SA         | University Administrator          |            |    |    |          |    |         |    |    |           | 46 |
| SCE        | Loan Officer/Counselor            |            |    |    |          |    |         |    |    |           | 43 |
| SEA        | School Administrator              |            |    |    |          |    |         |    |    |           | 43 |
| SAE        | Human Resources Specialist        |            |    |    |          |    |         |    |    |           | 41 |
| SC         | Customer Service Representative   |            |    |    |          |    |         |    |    |           | 40 |
| SEA        | Human Resources Manager           |            |    |    |          |    |         |    |    |           | 36 |
| SA         | Recreation Therapist              |            |    |    |          |    |         |    |    |           | 36 |
| S          | Religious/Spiritual Leader        |            |    |    |          |    |         |    |    |           | 36 |
| SAI        | University Faculty Member         |            |    |    |          |    |         |    |    |           | 36 |
| SEA        | Bartender                         |            |    |    |          |    |         |    |    |           | 35 |
| SE         | Parks & Recreation Manager        |            |    |    |          |    |         |    |    |           | 35 |
| SAE        | Training & Development Specialist |            |    |    |          |    |         |    |    |           | 34 |
| SAC        | Management Analyst                |            |    |    |          |    |         |    |    |           | 33 |
| SE         | Personal Financial Advisor        |            |    |    |          |    |         |    |    |           | 30 |
| SIR        | Physical Therapist                |            |    |    |          |    |         |    |    |           | 27 |
| SI         | Registered Nurse                  |            |    |    |          |    |         |    |    |           | 26 |

**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>

**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 |           |    |
| ARE        | Photographer                 |            |    |    |          |    |         |    |    |           | 59 |
| AE         | Broadcast Journalist         |            |    |    |          |    |         |    |    |           | 58 |
| A          | Reporter                     |            |    |    |          |    |         |    |    |           | 58 |
| AE         | Advertising Account Manager  |            |    |    |          |    |         |    |    |           | 56 |
| ASE        | English Teacher              |            |    |    |          |    |         |    |    |           | 56 |
| A          | Musician                     |            |    |    |          |    |         |    |    |           | 55 |
| ASI        | ESL Instructor               |            |    |    |          |    |         |    |    |           | 53 |
| A          | Arts/Entertainment Manager   |            |    |    |          |    |         |    |    |           | 52 |
| AE         | Public Relations Director    |            |    |    |          |    |         |    |    |           | 51 |
| A          | Editor                       |            |    |    |          |    |         |    |    |           | 50 |
| A          | Librarian                    |            |    |    |          |    |         |    |    |           | 50 |
| A          | Translator                   |            |    |    |          |    |         |    |    |           | 50 |
| ASE        | Art Teacher                  |            |    |    |          |    |         |    |    |           | 49 |
| AIR        | Technical Writer             |            |    |    |          |    |         |    |    |           | 49 |
| ASE        | Attorney                     |            |    |    |          |    |         |    |    |           | 46 |
| AR         | Artist                       |            |    |    |          |    |         |    |    |           | 45 |
| AER        | Public Administrator         |            |    |    |          |    |         |    |    |           | 45 |
| A          | Graphic Designer             |            |    |    |          |    |         |    |    |           | 37 |
| AI         | Urban & Regional Planner     |            |    |    |          |    |         |    |    |           | 28 |
| ACI        | Computer/Mathematics Manager |            |    |    |          |    |         |    |    |           | 19 |
| AIR        | Medical Illustrator          |            |    |    |          |    |         |    |    |           | 19 |
| ARI        | Architect                    |            |    |    |          |    |         |    |    |           | 16 |

OCCUPATIONAL SCALES

SECTION 3

**ENTERPRISING — Selling, Managing, Persuading**

| THEME CODE | OCCUPATIONAL SCALE              | DISSIMILAR |    |    | MIDRANGE |    | SIMILAR |    |    | STD SCORE |    |
|------------|---------------------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
|            |                                 | 10         | 15 | 20 | 30       | 40 | 50      | 55 | 60 |           |    |
| EC         | Buyer                           |            |    |    |          |    |         |    |    |           | 50 |
| EAS        | Flight Attendant                |            |    |    |          |    |         |    |    |           | 48 |
| ECS        | Facilities Manager              |            |    |    |          |    |         |    |    |           | 40 |
| EAS        | Elected Public Official         |            |    |    |          |    |         |    |    |           | 39 |
| ESA        | Operations Manager              |            |    |    |          |    |         |    |    |           | 36 |
| EAC        | Florist                         |            |    |    |          |    |         |    |    |           | 35 |
| EC         | Cosmetologist                   |            |    |    |          |    |         |    |    |           | 33 |
| E          | Life Insurance Agent            |            |    |    |          |    |         |    |    |           | 33 |
| ECR        | Restaurant Manager              |            |    |    |          |    |         |    |    |           | 33 |
| EA         | Interior Designer               |            |    |    |          |    |         |    |    |           | 32 |
| ECR        | Purchasing Agent                |            |    |    |          |    |         |    |    |           | 31 |
| E          | Technical Sales Representative  |            |    |    |          |    |         |    |    |           | 31 |
| ERA        | Chef                            |            |    |    |          |    |         |    |    |           | 30 |
| E          | Top Executive, Business/Finance |            |    |    |          |    |         |    |    |           | 30 |
| E          | Realtor                         |            |    |    |          |    |         |    |    |           | 29 |
| EAS        | Marketing Manager               |            |    |    |          |    |         |    |    |           | 28 |
| E          | Wholesale Sales Representative  |            |    |    |          |    |         |    |    |           | 25 |
| ECR        | Optician                        |            |    |    |          |    |         |    |    |           | 24 |
| E          | Securities Sales Agent          |            |    |    |          |    |         |    |    |           | 24 |
| E          | Sales Manager                   |            |    |    |          |    |         |    |    |           | 21 |

**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>

**CONVENTIONAL — Accounting, Organizing, Processing Data**

| THEME CODE | OCCUPATIONAL SCALE            | DISSIMILAR |    |    | MIDRANGE |    | SIMILAR |    |    | STD SCORE |    |
|------------|-------------------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
|            |                               | 10         | 15 | 20 | 30       | 40 | 50      | 55 | 60 |           |    |
| CE         | Paralegal                     |            |    |    |          |    |         |    |    |           | 61 |
| CES        | Nursing Home Administrator    |            |    |    |          |    |         |    |    |           | 48 |
| CS         | Administrative Assistant      |            |    |    |          |    |         |    |    |           | 38 |
| CSE        | Business/Finance Supervisor   |            |    |    |          |    |         |    |    |           | 37 |
| CS         | Auditor                       |            |    |    |          |    |         |    |    |           | 34 |
| CE         | Credit Manager                |            |    |    |          |    |         |    |    |           | 32 |
| CES        | Production Worker             |            |    |    |          |    |         |    |    |           | 32 |
| CRE        | Military Enlisted             |            |    |    |          |    |         |    |    |           | 30 |
| CE         | Financial Analyst             |            |    |    |          |    |         |    |    |           | 29 |
| CES        | Business Education Teacher    |            |    |    |          |    |         |    |    |           | 28 |
| CSE        | Farmer/Rancher                |            |    |    |          |    |         |    |    |           | 28 |
| C          | Technical Support Specialist  |            |    |    |          |    |         |    |    |           | 26 |
| CI         | Computer Programmer           |            |    |    |          |    |         |    |    |           | 25 |
| C          | Health Information Specialist |            |    |    |          |    |         |    |    |           | 25 |
| CES        | Food Service Manager          |            |    |    |          |    |         |    |    |           | 24 |
| C          | Accountant                    |            |    |    |          |    |         |    |    |           | 21 |
| CIR        | Network Administrator         |            |    |    |          |    |         |    |    |           | 21 |
| CSE        | Financial Manager             |            |    |    |          |    |         |    |    |           | 19 |
| CI         | Software Developer            |            |    |    |          |    |         |    |    |           | 19 |
| CI         | Actuary                       |            |    |    |          |    |         |    |    |           | 9  |
| C          | Computer Systems Analyst      |            |    |    |          |    |         |    |    |           | 8  |
| CIR        | Mathematics Teacher           |            |    |    |          |    |         |    |    |           | 7  |
| C          | Computer & IS Manager         |            |    |    |          |    |         |    |    |           | -2 |

OCCUPATIONAL SCALES

SECTION 3

INVESTIGATIVE — Researching, Analyzing, Inquiring

| THEME CODE | OCCUPATIONAL SCALE    | DISSIMILAR |    |    | MIDRANGE |    | SIMILAR |    |    | STD SCORE |
|------------|-----------------------|------------|----|----|----------|----|---------|----|----|-----------|
|            |                       | 10         | 15 | 20 | 30       | 40 | 50      | 55 | 60 |           |
| IAS        | Psychologist          | [Bar]      |    |    |          |    |         |    |    | 32        |
| IRA        | Respiratory Therapist | [Bar]      |    |    |          |    |         |    |    | 27        |
| IAR        | Physician             | [Bar]      |    |    |          |    |         |    |    | 21        |
| I          | Engineer              | [Bar]      |    |    |          |    |         |    |    | 18        |
| IA         | Geographer            | [Bar]      |    |    |          |    |         |    |    | 17        |
| IRA        | Chiropractor          | [Bar]      |    |    |          |    |         |    |    | 16        |
| IAR        | Sociologist           | [Bar]      |    |    |          |    |         |    |    | 14        |
| IRC        | Medical Technician    | [Bar]      |    |    |          |    |         |    |    | 11        |
| ICR        | Pharmacist            | [Bar]      |    |    |          |    |         |    |    | 11        |
| IR         | Optometrist           | [Bar]      |    |    |          |    |         |    |    | 10        |
| IRA        | Dentist               | [Bar]      |    |    |          |    |         |    |    | 9         |
| IRC        | Medical Technologist  | [Bar]      |    |    |          |    |         |    |    | 9         |
| IES        | Dietitian             | [Bar]      |    |    |          |    |         |    |    | 8         |
| IRC        | Computer Scientist    | [Bar]      |    |    |          |    |         |    |    | 2         |
| IRA        | Biologist             | [Bar]      |    |    |          |    |         |    |    | 0         |
| IRS        | Science Teacher       | [Bar]      |    |    |          |    |         |    |    | 0         |
| IRA        | Geologist             | [Bar]      |    |    |          |    |         |    |    | -4        |
| IR         | Chemist               | [Bar]      |    |    |          |    |         |    |    | -5        |
| IR         | R&D Manager           | [Bar]      |    |    |          |    |         |    |    | -6        |
| IRA        | Veterinarian          | [Bar]      |    |    |          |    |         |    |    | -6        |
| IRC        | Mathematician         | [Bar]      |    |    |          |    |         |    |    | -14       |
| IRA        | Physicist             | [Bar]      |    |    |          |    |         |    |    | -30       |

**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>

REALISTIC — Building, Repairing, Working Outdoors

| THEME CODE | OCCUPATIONAL SCALE             | DISSIMILAR |    |    | MIDRANGE |    | SIMILAR |    |    | STD SCORE |
|------------|--------------------------------|------------|----|----|----------|----|---------|----|----|-----------|
|            |                                | 10         | 15 | 20 | 30       | 40 | 50      | 55 | 60 |           |
| RIS        | Radiologic Technologist        | [Bar]      |    |    |          |    |         |    |    | 41        |
| RE         | Law Enforcement Officer        | [Bar]      |    |    |          |    |         |    |    | 24        |
| REI        | Military Officer               | [Bar]      |    |    |          |    |         |    |    | 22        |
| RIC        | Engineering Technician         | [Bar]      |    |    |          |    |         |    |    | 18        |
| RIA        | Carpenter                      | [Bar]      |    |    |          |    |         |    |    | 17        |
| RCI        | Emergency Medical Technician   | [Bar]      |    |    |          |    |         |    |    | 17        |
| RIA        | Electrician                    | [Bar]      |    |    |          |    |         |    |    | 14        |
| RI         | Forester                       | [Bar]      |    |    |          |    |         |    |    | 14        |
| REI        | Horticulturist                 | [Bar]      |    |    |          |    |         |    |    | 14        |
| RC         | Landscape/Grounds Manager      | [Bar]      |    |    |          |    |         |    |    | 12        |
| R          | Automobile Mechanic            | [Bar]      |    |    |          |    |         |    |    | 10        |
| RIS        | Firefighter                    | [Bar]      |    |    |          |    |         |    |    | 4         |
| RSI        | Vocational Agriculture Teacher | [Bar]      |    |    |          |    |         |    |    | 0         |
| RIS        | Athletic Trainer               | [Bar]      |    |    |          |    |         |    |    | -23       |



**PERSONAL STYLE SCALES**

**SECTION 4**

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 example.
4. You may dislike taking risks.
5. You probably enjoy participating in teams.

**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        |  | CLEAR |    | MIDRANGE | CLEAR |    | STD SCORE |    |
|-----------------------------|--|-------|----|----------|-------|----|-----------|----|
|                             |  | 25    | 35 | 45       | 55    | 65 |           | 75 |
| <b>Work Style</b>           | <p>Prefers working alone; enjoys data, ideas, or things; reserved</p>  |       |    |          |       |    |           | 71 |
|                             | <p>Prefers working with people; enjoys helping others; outgoing</p>  |       |    |          |       |    |           |    |
| <b>Learning Environment</b> | <p>Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill</p>                                   |       |    |          |       |    |           | 60 |
|                             | <p>Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake</p>                   |       |    |          |       |    |           |    |
| <b>Leadership Style</b>     | <p>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</p>           |       |    |          |       |    |           | 45 |
|                             | <p>Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily</p> |       |    |          |       |    |           |    |
| <b>Risk Taking</b>          | <p>Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions</p>  |       |    |          |       |    |           | 36 |
|                             | <p>Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions</p>  |       |    |          |       |    |           |    |
| <b>Team Orientation</b>     | <p>Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own</p>                                     |       |    |          |       |    |           | 58 |
|                             | <p>Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others</p>   |       |    |          |       |    |           |    |

## PROFILE SUMMARY

## SECTION 5

## YOUR HIGHEST THEMES

Social, Artistic, Enterprising

## YOUR THEME CODE

SAE

## YOUR TOP FIVE INTEREST AREAS

1. Counseling & Helping (S)
2. Teaching & Education (S)
3. Social Sciences (S)
4. Writing & Mass Communication (A)
5. Law (E)

## Areas of Least Interest

Entrepreneurship (E)  
Office Management (C)  
Science (I)

## YOUR TOP TEN STRONG OCCUPATIONS

1. Speech Pathologist (SA)
2. Paralegal (CE)
3. Special Education Teacher (S)
4. Elementary School Teacher (S)
5. Social Worker (SA)
6. Photographer (ARE)
7. Broadcast Journalist (AE)
8. Reporter (A)
9. Occupational Therapist (SAR)
10. Advertising Account Manager (AE)

## Occupations of Dissimilar Interest

Physicist (IRA)  
Athletic Trainer (RIS)  
Mathematician (IRC)  
Veterinarian (IRA)  
R&D Manager (IR)

## 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 example.
4. You may dislike taking risks.
5. You probably enjoy participating in teams.

## RESPONSE SUMMARY

## SECTION 6

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             | 27        | 14          | 38        | 17               |
| Subject Areas           | 15            | 30        | 9           | 28        | 17               |
| Activities              | 5             | 35        | 6           | 40        | 14               |
| Leisure Activities      | 7             | 29        | 14          | 29        | 21               |
| People                  | 6             | 38        | 6           | 44        | 6                |
| Your Characteristics    | 11            | 22        | 44          | 11        | 11               |
| <b>TOTAL PERCENTAGE</b> | <b>7</b>      | <b>31</b> | <b>11</b>   | <b>36</b> | <b>16</b>        |

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

Total possible responses: 291

Your response total: 291

Items omitted: 0

Typicality index: 21—Combination of item responses appears consistent.



## USING YOUR THEMES

### YOUR HIGHEST THEMES

**Social, Artistic, Enterprising**

### YOUR THEME CODE

**SAE**

Your top three Themes are listed below in order of interest. Each Theme describes an important aspect of your interests and personality. Use all three Themes to identify college courses and academic majors that allow you to express what is important to you. The majors listed within each Theme are examples of some of the many related academic areas worth exploring.

## CONSIDERING THEMES OF GREATEST INTEREST TO YOU

### Social (S) EMPATHIC HELPERS

Social students prefer to take a helping or altruistic approach involving teaching, developing, or caring for others.

#### TYPICAL COLLEGE MAJORS

|                      |                    |                      |                            |
|----------------------|--------------------|----------------------|----------------------------|
| Child Development    | Ethnic Studies     | Nursing              | Secondary Education        |
| Counseling           | Family Studies     | Occupational Therapy | Social Work                |
| Criminology          | Health Education   | Physical Education   | Special Education          |
| Dietetics/Nutrition  | Hearing and Speech | Public Health        | Substance Abuse Counseling |
| Elementary Education | Home Economics     | Recreation           | Urban Studies              |
| ESL Teaching         | Human Services     | Religious Studies    | Women's Studies            |

### Artistic (A) CREATIVE COMMUNICATORS

Artistic students prefer to take a self-expressive or creative approach involving art/design, music, or writing.

#### TYPICAL COLLEGE MAJORS

|                |                        |                       |                      |
|----------------|------------------------|-----------------------|----------------------|
| Advertising    | Classics               | Fashion Merchandising | Mass Communication   |
| Architecture   | Comparative Literature | Fine Arts             | Medical Illustration |
| Art Education  | Creative Writing       | Foreign Languages     | Music Education      |
| Art History    | Dance                  | Humanities            | Philosophy           |
| Broadcasting   | Design                 | Journalism            | Photography          |
| Cinematography | English                | Linguistics           | Theater Arts         |

### Enterprising (E) ACTIVE PERSUADERS

Enterprising students prefer to influence or lead others through selling the merits of ideas or products.

#### TYPICAL COLLEGE MAJORS

|                         |                         |                               |                       |
|-------------------------|-------------------------|-------------------------------|-----------------------|
| Business Administration | Hospitality             | Management                    | Public Administration |
| Business Education      | Hotel Management        | Marketing                     | Public Relations      |
| Consumer Economics      | Human Resources         | Organizational Leadership     | Real Estate           |
| Finance                 | Insurance               | Personnel and Labor Relations | Restaurant Management |
| Government              | International Business  | Political Science             | Retail Merchandising  |
| History                 | International Relations | Pre-Law                       | Travel and Tourism    |

## USING YOUR BASIC INTEREST SCALES

These scales indicate interests that are important to your overall lifestyle, both in school and out of school.

Use your strongest basic interests to explore college courses, extracurricular activities, internships, and part-time jobs. You show the greatest interest in the five areas outlined below (arranged in descending order of interest).

### COUNSELING & HELPING — Very High

Working with and helping people in humanistic and altruistic ways

| CAMPUS ORGANIZATIONS/ACTIVITIES   | INTERNSHIPS/JOB SETTINGS  | COLLEGE COURSES                        |
|---|---|--|
| Community Service Volunteer Work<br>Peer Counseling<br>Student Service Groups | Mental Health Clinic<br>Nonprofit Organization<br>Social Service Agency | Psychology<br>Social Work<br>Sociology |

### TEACHING & EDUCATION — Very High

Teaching young people in classroom settings

| CAMPUS ORGANIZATIONS/ACTIVITIES                     | INTERNSHIPS/JOB SETTINGS   | COLLEGE COURSES                              |
|---|--|--|
| Recreation Leader<br>Teaching Assistant<br>Tutoring | Campus Outreach Program<br>Community School System<br>Study Abroad Program | Education<br>Human Development<br>Psychology |

### SOCIAL SCIENCES — High

Studying people, groups, society, and culture

| CAMPUS ORGANIZATIONS/ACTIVITIES                                      | INTERNSHIPS/JOB SETTINGS  | COLLEGE COURSES                             |
|--|---|---|
| Archeology Project<br>Community Service Group<br>Social Action Group | Consumer Research Firm<br>Social Science Research Assistant<br>Study Abroad | Anthropology<br>Ethnic Studies<br>Sociology |

### WRITING & MASS COMMUNICATION — High

Using language and literature to communicate

| CAMPUS ORGANIZATIONS/ACTIVITIES                                     | INTERNSHIPS/JOB SETTINGS  | COLLEGE COURSES                        |
|---|---|--|
| Campus Radio and TV<br>Foreign Language Club<br>Student Publication | Advertising Agency<br>Book Publishing Company<br>Newspaper/Magazine | Communication<br>English<br>Journalism |

### LAW — High

Debating, applying the law, and studying legal proceedings

| CAMPUS ORGANIZATIONS/ACTIVITIES                            | INTERNSHIPS/JOB SETTINGS                          | COLLEGE COURSES                              |
|--|---|--|
| Debate Team<br>Legal Aid Volunteer<br>Pre-Law Organization | Labor Union<br>Law Firm<br>Student Conduct Office | Criminal Justice<br>Law<br>Paralegal Studies |

## USING YOUR OCCUPATIONAL SCALES

These scales identify jobs held by people with whom you share common interests, arranged in order of similarity of interests. Some occupations require specific training; however, many do not require a particular college major. Explore classes relevant to these occupations and consider related careers as well.

### YOUR TOP STRONG OCCUPATIONS

| OCCUPATIONAL SCALE                 | THEME CODE | EDUCATIONAL PREPARATION                  | COLLEGE COURSES   | RELATED CAREERS  |
|------------------------------------|------------|--|---|--|
| <b>Speech Pathologist</b>          | <b>SA</b>  | MA or PhD in speech pathology            | Chemistry<br>Biological Sciences<br>Anatomy                     | Rehabilitation Counselor<br>Hearing Technician<br>Occupational Therapist |
| <b>Paralegal</b>                   | <b>CE</b>  | AA or BA, plus formal paralegal training | Law<br>Legal Research<br>Criminal Justice                       | Law Clerk<br>Claims Investigator<br>Lawyer                               |
| <b>Special Education Teacher</b>   | <b>S</b>   | BA or MA, plus teaching certificate      | Education<br>Child Development<br>Psychology                    | Child Counselor<br>Recreation Therapist<br>Occupational Therapist        |
| <b>Elementary School Teacher</b>   | <b>S</b>   | BA or MA, plus teaching certificate      | Education<br>Child Development<br>Communication                 | Preschool Teacher<br>Child Counselor<br>Reading Specialist               |
| <b>Social Worker</b>               | <b>SA</b>  | BSW or MSW                               | Psychology<br>Sociology<br>Social Sciences                      | Community Organizer<br>Clergy<br>Marriage Counselor                      |
| <b>Photographer</b>                | <b>ARE</b> | High school diploma, AA, or BA           | Photography<br>Design<br>Filmmaking                             | Filmmaker<br>Photojournalist<br>TV/Video Technician                      |
| <b>Broadcast Journalist</b>        | <b>AE</b>  | AA or BA in liberal arts                 | Journalism<br>Public Speaking<br>Mass Communication             | Media Producer<br>TV/Video Operator<br>Reporter                          |
| <b>Reporter</b>                    | <b>A</b>   | BA or MA in liberal arts or journalism   | English<br>Journalism<br>Political Science                      | Editor<br>Screenwriter<br>Political Analyst                              |
| <b>Occupational Therapist</b>      | <b>SAR</b> | BA or MA in occupational therapy         | Physical Sciences<br>Biological Sciences<br>Behavioral Sciences | Industrial Therapist<br>Recreation Therapist<br>Rehabilitation Counselor |
| <b>Advertising Account Manager</b> | <b>AE</b>  | BA in liberal arts                       | Marketing<br>Advertising<br>Communication                       | Media Manager<br>Sales Manager<br>Copywriter                             |

## USING YOUR PERSONAL STYLE SCALES

Next, use your Personal Style Scales to identify the specific ways you prefer to approach whatever academic courses, majors, or jobs you undertake.

| PERSONAL STYLE SCALE        | PREFERENCES/ACTIVITIES   |
|-----------------------------|--|
| <b>Work Style</b>           | <ul style="list-style-type: none"> <li>Your score suggests a preference for working closely or frequently with people rather than working alone.</li> <li>You may prefer academic activities that focus on interpersonal interactions, such as study groups, group assignments, and helping others, rather than studying and researching on your own.</li> </ul> |
| <b>Learning Environment</b> | <ul style="list-style-type: none"> <li>Your score suggests you enjoy the traditional student role and learning for the sake of learning.</li> <li>You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs.</li> </ul>  |
| <b>Leadership Style</b>     | <ul style="list-style-type: none"> <li>Your score suggests a preference for developing personal expertise to do a job well yourself rather than directing others to do it.</li> <li>You may prefer to serve as an active, contributing member of a group, committee, or class rather than as the president, chairperson, or teacher.</li> </ul>                  |
| <b>Risk Taking</b>          | <ul style="list-style-type: none"> <li>Your score suggests a preference for careful consideration before acting or deciding.</li> <li>You may prefer academic work that involves research, reading, and “how-to” workshops rather than assignments that require approaching new things spontaneously or quickly.</li> </ul>                                      |
| <b>Team Orientation</b>     | <ul style="list-style-type: none"> <li>Your score suggests a preference for team-based activities and for collaborating with others to solve problems.</li> <li>You may enjoy group projects, interactive seminars, and getting involved in campus groups and committees.</li> </ul>   |

See Applying Your Strong Results to College Majors at [https://www.skillsone.com/Pdfs/Strong\\_College\\_Majors.pdf](https://www.skillsone.com/Pdfs/Strong_College_Majors.pdf) for guidance about researching and deciding on an academic major.



## 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 GENERAL OCCUPATIONAL THEMES

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: SAE

| THEME               | CODE     | DEFINITION                                      | CAREER FIELDS  | PERSONAL DESCRIPTORS   | LEISURE ACTIVITIES   |
|---------------------|----------|---|--|--|--|
| <b>Social</b>       | <b>S</b> | Helping<br>Instructing<br>Caregiving            | Teaching<br>Healthcare<br>Counseling<br>Religion             | Helpful, concerned for others, humanistic, verbal, generous  | Entertaining, volunteering, reading self-improvement books                                 |
| <b>Artistic</b>     | <b>A</b> | Creating or enjoying art, drama, music, writing | Writing<br>Entertainment<br>Commercial or fine arts<br>Music | Creative, expressive, independent, imaginative, original     | Collecting artwork, attending plays or concerts, visiting museums, painting, playing music |
| <b>Enterprising</b> | <b>E</b> | Selling<br>Managing<br>Persuading               | Business<br>Politics<br>Sales<br>Marketing                   | Assertive, adventurous, energetic, talkative, self-confident | Running for public office, raising money for organizations, enjoying sports                |

### 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  |
|----------------------|----------|--|---|---|---|
| <b>Conventional</b>  | <b>C</b> | Accounting<br>Organizing<br>Processing data          | Office management<br>Banking/accounting/finance<br>Government service<br>Business education<br>Software development | Practical, organized, systematic, accurate, efficient     | Collecting things, managing family finances, participating in civic organizations, volunteering, exercising     |
| <b>Investigative</b> | <b>I</b> | Researching<br>Analyzing<br>Problem solving          | Research<br>Mathematics<br>Physical, natural, or medical science  | Analytical, achievement oriented, independent, insightful | Reading, doing crossword puzzles, playing strategy games, surfing the Internet                                  |
| <b>Realistic</b>     | <b>R</b> | Building<br>Working outdoors<br>Mechanical interests | Agriculture<br>Forestry<br>Technology<br>Skilled trades<br>Law enforcement  | Practical, reliable, rugged, persistent                   | Building and repairing things, hiking, camping, serving in the military reserves, driving recreational vehicles |



## A CLOSER LOOK AT YOUR GENERAL OCCUPATIONAL THEMES

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.

### 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.

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   |
|--------------------|----------------------------|--|
| <b>Social</b>      | Helping others             | <b>SA</b> Helping others in original or imaginative ways, with autonomy and independence |
| <b>Artistic</b>    | Expressing creativity      | <b>AS</b> 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.

## YOUR BASIC INTERESTS

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   |
|------------------------------|--------------|--|
| Counseling & Helping         | Social       | <ul style="list-style-type: none"> <li>• Helping or encouraging others</li> <li>• Working on a crisis hotline</li> <li>• Contributing to charities</li> </ul>  |
| Teaching & Education         | Social       | <ul style="list-style-type: none"> <li>• Teaching young people</li> <li>• Planning learning activities</li> <li>• Explaining what things mean</li> </ul>       |
| Social Sciences              | Social       | <ul style="list-style-type: none"> <li>• Learning about people and cultures</li> <li>• Studying changes in society</li> <li>• Teaching and research</li> </ul> |
| Writing & Mass Communication | Artistic     | <ul style="list-style-type: none"> <li>• Writing articles and stories</li> <li>• Television announcing</li> <li>• Reading</li> </ul>                           |
| Law                          | Enterprising | <ul style="list-style-type: none"> <li>• Arguing legal issues</li> <li>• Preparing for trial</li> <li>• Studying law</li> </ul>                                |

#### 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.

## YOUR SIMILARITY TO OCCUPATIONS

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  |
|---|------------|--|--|
| <a href="#">Speech Pathologist</a>        | SA         | <ul style="list-style-type: none"> <li>Assess and treat persons with speech, language, voice, and fluency disorders</li> <li>Administer speech/language evaluations or examinations</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of methods for diagnosing and treating speech disorders</li> <li>Knowledge of the structure and content of the English language</li> </ul>  |
| <a href="#">Paralegal</a>                 | CE         | <ul style="list-style-type: none"> <li>Prepare legal documents, including briefs, pleadings, appeals, wills, contracts, and real estate closing statements</li> <li>Assist lawyers by researching legal precedent and investigating facts</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of laws, legal codes, and court procedures</li> <li>Knowledge of administrative and clerical procedures such as word processing and managing files and records</li> <li>Skill in communicating effectively in writing</li> </ul>  |
| <a href="#">Special Education Teacher</a> | S          | <ul style="list-style-type: none"> <li>Teach school subjects and daily living skills to educationally and physically handicapped students</li> <li>Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of methods for curriculum design, teaching, and instruction</li> <li>Skill in selecting and using training/instructional methods and procedures appropriate to the person</li> <li>Knowledge of human behavior and performance</li> </ul>   |
| <a href="#">Elementary School Teacher</a> | S          | <ul style="list-style-type: none"> <li>Teach basic academic and social skills</li> <li>Prepare, administer, and grade tests and assignments</li> <li>Confer with interested parties to resolve students' behavioral and academic problems</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of principles and methods for curriculum design, teaching, and instruction</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>  |
| <a href="#">Social Worker</a>             | SA         | <ul style="list-style-type: none"> <li>Provide services to improve the social and psychological functioning of individuals, children, and families</li> <li>Maintain case history records and prepare reports</li> <li>Assess and treat individuals with mental, emotional, or substance abuse problems</li> </ul>       | <ul style="list-style-type: none"> <li>Knowledge of human behavior and performance and the assessment and treatment of behavioral and affective disorders</li> <li>Knowledge of government regulations and agency rules</li> <li>Skill in being sensitive to others' needs and feelings and being understanding and helpful on the job</li> </ul>          |
| <a href="#">Photographer</a>              | ARE        | <ul style="list-style-type: none"> <li>Photograph persons, subjects, and merchandise or other commercial products</li> <li>Photograph subjects or newsworthy events using a variety of photographic equipment</li> </ul>   | <ul style="list-style-type: none"> <li>Skill in estimating or measuring light level and distance using measuring devices</li> <li>Ability to quickly and repeatedly adjust the controls of a machine to exact positions</li> <li>Skill in focusing cameras and adjusting settings based on lighting, subject material, distance, and film speed</li> </ul> |
| <a href="#">Broadcast Journalist</a>      | AE         | <ul style="list-style-type: none"> <li>Report and write news stories for broadcast, describing the background and details of events</li> <li>Conduct taped or filmed interviews</li> <li>Investigate breaking news such as disasters or crimes, and human interest stories</li> </ul>                                    | <ul style="list-style-type: none"> <li>Knowledge of media production, communication, and dissemination techniques and methods</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>  |

Continued on next page →

**YOUR TOP STRONG OCCUPATIONS (continued)**

| OCCUPATION                         | THEME CODE | TYPICAL WORK TASKS  | SELECTED KNOWLEDGE, SKILLS, ABILITIES  |
|------------------------------------|------------|---|--|
| <b>Reporter</b>                    | <b>A</b>   | <ul style="list-style-type: none"> <li>• Write stories for newspaper, news magazine, radio, or television</li> <li>• Collect and analyze facts gathered via interview, investigation, or observation</li> <li>• Conduct taped or filmed interviews</li> </ul>   | <ul style="list-style-type: none"> <li>• Skill in communicating effectively in writing as appropriate for the needs of the audience</li> <li>• Knowledge of techniques for media production, communication, and dissemination</li> <li>• Ability to give full attention to what other people are saying, taking time to ask questions</li> </ul> |
| <b>Occupational Therapist</b>      | <b>SAR</b> | <ul style="list-style-type: none"> <li>• Assess, plan, and participate in programs to help restore vocational and daily living skills, as well as general independence, to disabled persons</li> <li>• Test and evaluate patients' physical and mental abilities to determine realistic rehabilitation goals</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge of procedures for diagnosing, treating, and rehabilitating physical and mental dysfunctions</li> <li>• Knowledge of human behavior and performance</li> <li>• Ability to be sensitive to others' needs and feelings and to be understanding and helpful on the job</li> </ul>                 |
| <b>Advertising Account Manager</b> | <b>AE</b>  | <ul style="list-style-type: none"> <li>• Plan and administer advertising policies and programs</li> <li>• Oversee production of ads, contests, and coupons to create interest in a product or service</li> <li>• Coordinate activities of sales, media, graphic arts, and finance professionals</li> </ul>              | <ul style="list-style-type: none"> <li>• Knowledge of marketing strategy, promotions, product demonstration, sales techniques</li> <li>• Knowledge of media production, communication, and dissemination methods</li> <li>• Ability to convey information clearly and effectively</li> </ul>   |

**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

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  |
|-----------------------------|--|
| <b>Work Style</b>           | <ul style="list-style-type: none"> <li>You work more with people than with ideas, data, or things.</li> <li>You can interact with colleagues or customers on a regular basis.</li> <li>You don't have to spend a lot of time alone writing reports or analyzing data.</li> </ul> |
| <b>Learning Environment</b> | <ul style="list-style-type: none"> <li>You can learn lots of new ideas.</li> <li>You can learn from reading and lectures.</li> <li>You can apply your learning to abstract problems.</li> </ul>  |
| <b>Leadership Style</b>     | <ul style="list-style-type: none"> <li>You can lead others by your own example.</li> <li>You don't have to assume leadership for teams or projects.</li> <li>You don't have to direct others.</li> </ul>   |
| <b>Risk Taking</b>          | <ul style="list-style-type: none"> <li>You don't have to take physical, financial, or social risks.</li> <li>You can make decisions carefully.</li> <li>You can feel secure in your job.</li> </ul>  |
| <b>Team Orientation</b>     | <ul style="list-style-type: none"> <li>You can collaborate with others on team goals.</li> <li>You can reach decisions by consensus.</li> <li>You can share responsibility and accomplishments with others.</li> </ul>   |

### 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)

## INTERPRETIVE REPORT SUMMARY

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

- Social
- Artistic
- Enterprising

### PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

- Helpful, collaborative, cooperative
- Creative, flexible, self-expressive
- Fast paced, assertive, influential

### SPECIFIC INTERESTS FOR WORK, LEISURE, AND LEARNING

- Helping or encouraging others
- Working on a crisis hotline
- Contributing to charities
- Teaching young people
- Planning learning activities
- Explaining what things mean
- Learning about people and cultures
- Studying changes in society
- Teaching and research

### CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- Speech Pathologist
- Paralegal
- Special Education Teacher
- Elementary School Teacher
- Social Worker
- Photographer
- Broadcast Journalist
- Reporter
- Occupational Therapist
- Advertising Account Manager

### HOW YOU LIKE TO WORK AND LEARN

- Interacting with others on a regular basis
- Learning new ideas to apply to abstract problems
- Doing tasks alone, leading by example
- Playing it safe and making decisions carefully
- With others, sharing responsibility and achievement

## NEXT STEPS

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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.

