



Strong Interest Inventory®

Profile with College Profile, Interpretive Report, & Skills Confidence Inventory Profile

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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
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						62
Artistic	A						45
Enterprising	E						41
Conventional	C						40
Investigative	I						34
Realistic	R						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.

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

Areas of Least Interest

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

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

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. **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.

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										62
S	Mental Health Counselor										59
S	Special Education Teacher										59
S	Elementary School Teacher										58
SA	Social Worker										58
SE	School Counselor										57
S	Secondary School Teacher										55
S	Career Counselor										54
SE	Community Service Director										54
S	Instructional Coordinator										53
S	Middle School Teacher										53
SA	University Administrator										53
SEA	School Administrator										47
SEA	Human Resources Manager										46
SAE	Training & Development Specialist										46
SC	Customer Service Representative										45
SA	Rehabilitation Counselor										45
S	Religious/Spiritual Leader										43
SAI	University Faculty Member										43
SEA	Bartender										42
SAE	Human Resources Specialist										42
SE	Parks & Recreation Manager										40
SCE	Loan Officer/Counselor										38
SA	Recreation Therapist										35
SAC	Management Analyst										34
SAR	Occupational Therapist										34
SE	Personal Financial Advisor										34
SI	Registered Nurse										22
SIR	Physical Therapist										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>

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

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 from 10 to 35]								35
IAR	Sociologist	[Bar from 10 to 27]								27
IES	Dietitian	[Bar from 10 to 24]								24
IA	Geographer	[Bar from 10 to 23]								23
I	Engineer	[Bar from 10 to 19]								19
IAR	Physician	[Bar from 10 to 19]								19
IRA	Chiropractor	[Bar from 10 to 14]								14
IRA	Geologist	[Bar from 10 to 11]								11
IRC	Medical Technologist	[Bar from 10 to 11]								11
IR	Optometrist	[Bar from 10 to 10]								10
IRS	Science Teacher	[Bar from 10 to 9]								9
IRA	Biologist	[Bar from 10 to 8]								8
IR	Chemist	[Bar from 10 to 7]								7
IRA	Respiratory Therapist	[Bar from 10 to 5]								5
IRC	Medical Technician	[Bar from 10 to 4]								4
ICR	Pharmacist	[Bar from 10 to 4]								4
IRC	Computer Scientist	[Bar from 10 to 2]								2
IRC	Mathematician	[Bar from 10 to 2]								2
IR	R&D Manager	[Bar from 10 to 1]								1
IRA	Dentist	[Bar from 10 to -4]								-4
IRA	Veterinarian	[Bar from 10 to -7]								-7
IRA	Physicist	[Bar from 10 to -12]								-12

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	
RE	Law Enforcement Officer	[Bar from 10 to 28]								28
RC	Landscape/Grounds Manager	[Bar from 10 to 22]								22
REI	Military Officer	[Bar from 10 to 22]								22
REI	Horticulturist	[Bar from 10 to 21]								21
RIC	Engineering Technician	[Bar from 10 to 19]								19
RSI	Vocational Agriculture Teacher	[Bar from 10 to 18]								18
RI	Forester	[Bar from 10 to 15]								15
RCI	Emergency Medical Technician	[Bar from 10 to 12]								12
RIS	Radiologic Technologist	[Bar from 10 to 11]								11
RIA	Carpenter	[Bar from 10 to 10]								10
R	Automobile Mechanic	[Bar from 10 to 4]								4
RIA	Electrician	[Bar from 10 to 3]								3
RIS	Firefighter	[Bar from 10 to 1]								1
RIS	Athletic Trainer	[Bar from 10 to -18]								-18

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 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		CLEAR		MIDRANGE		CLEAR		STD SCORE
		25	35	45	55	65	75	
Work Style	Prefers working alone; enjoys data, ideas, or things; reserved						73	Prefers working with people; enjoys helping others; outgoing
Learning Environment	Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill						62	Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake
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						58	Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily
Risk Taking	Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions						30	Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions
Team Orientation	Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own						48	Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others

PROFILE SUMMARY

SECTION 5

YOUR HIGHEST THEMES

Social, Artistic

YOUR THEME CODE

SA

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)

Areas of Least Interest

Programming & Information Systems (C)

Protective Services (R)

Visual Arts & Design (A)

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)

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.

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	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.



USING YOUR THEMES

YOUR HIGHEST THEMES

Social, Artistic

YOUR THEME CODE

SA

To encourage exploration of your interests, 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).

RELIGION & SPIRITUALITY — Very High

Ministering to others' spiritual or religious needs

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Community Service Group Peer Counseling Religious Group	Campus Ministry Hospice Care Nonprofit Agency	Counseling Philosophy Religious Studies

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 Peer Counseling Student Service Groups	Mental Health Clinic Nonprofit Organization Social Service Agency	Psychology Social Work Sociology

TEACHING & EDUCATION — High

Teaching young people in classroom settings

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

WRITING & MASS COMMUNICATION — High

Using language and literature to communicate

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

POLITICS & PUBLIC SPEAKING — High

Persuading and influencing others verbally

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
College Political Group Debate Team Student Government	Government Legislative Intern Political Campaign	Mass Communication Political Science Speech/Rhetoric

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
Speech Pathologist	SA	MA or PhD in speech pathology	Chemistry Biological Sciences Anatomy	Rehabilitation Counselor Hearing Technician Occupational Therapist
Librarian	A	Master's degree in library science (MLS)	Information Science Education Foreign Languages	Archivist Curator Computer Scientist
Mental Health Counselor	S	MA, plus certification or licensure	Psychology Sociology Human Development	Health Educator Substance Abuse Counselor Marriage and Family Therapist
Special Education Teacher	S	BA or MA, plus teaching certificate	Education Child Development Psychology	Child Counselor Recreation Therapist Occupational Therapist
Elementary School Teacher	S	BA or MA, plus teaching certificate	Education Child Development Communication	Preschool Teacher Child Counselor Reading Specialist
Social Worker	SA	BSW or MSW	Psychology Sociology Social Sciences	Community Organizer Clergy Marriage Counselor
Public Relations Director	AE	BA or MA in communication or public relations	Journalism Communication Business Management	Lobbyist Fundraiser Marketing Executive
School Counselor	SE	MA in counseling or education	Child Development Psychology Education	Psychologist Career Counselor Social Worker
English Teacher	ASE	BA or MA in liberal arts, plus teaching certificate	English Communication Education	Drama Teacher Writer Copywriter
Secondary School Teacher	S	BA or MA, plus teaching certificate or licensure	Education Communication Classes in subject area to be taught	Guidance Counselor Educational Administrator College Instructor

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
Work Style	<ul style="list-style-type: none"> Your score suggests a preference for working closely or frequently with people rather than working alone. 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.
Learning Environment	<ul style="list-style-type: none"> Your score suggests you enjoy the traditional student role and learning for the sake of learning. You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs.
Leadership Style	<ul style="list-style-type: none"> Your score suggests a preference for taking charge through meeting, persuading, and directing others. You may enjoy leading a student organization, coordinating campus events, or facilitating classroom discussions.
Risk Taking	<ul style="list-style-type: none"> Your score suggests a preference for careful consideration before acting or deciding. You may prefer academic work that involves research, reading, and “how-to” workshops rather than assignments that require approaching new things spontaneously or quickly.
Team Orientation	<ul style="list-style-type: none"> Your score suggests a preference for a mix of academic activities depending on the circumstances. You may enjoy a range of work, from independent assignments that require you to solve problems on your own to collaborative team projects.

See Applying Your Strong Results to College Majors at 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.

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)

SIX OCCUPATIONAL THEMES

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

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: 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

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
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.

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
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.

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
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

Continued on next page →

YOUR TOP STRONG OCCUPATIONS (continued)

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

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)

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

PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

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

SPECIFIC INTERESTS FOR WORK, LEISURE, AND LEARNING

- | | |
|---|--|
| <ul style="list-style-type: none"> • Conducting worship services • Providing spiritual counseling • Studying religion • Helping or encouraging others • Working on a crisis hotline • Contributing to charities | <ul style="list-style-type: none"> • Teaching young people • Planning learning activities • Explaining what things mean |
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CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- | | |
|--|---|
| <ul style="list-style-type: none"> • Speech Pathologist • Librarian • Mental Health Counselor • Special Education Teacher • Elementary School Teacher | <ul style="list-style-type: none"> • Social Worker • Public Relations Director • School Counselor • English Teacher • Secondary School Teacher |
|--|---|

HOW YOU LIKE TO WORK AND LEARN

- | | |
|--|---|
| <ul style="list-style-type: none"> • Interacting with others on a regular basis • Learning new ideas to apply to abstract problems • Assuming leadership and directing others | <ul style="list-style-type: none"> • Playing it safe and making decisions carefully • A combination of group and individual responsibility and accomplishment |
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NEXT STEPS

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.



LEVELS OF SKILLS CONFIDENCE BY THEME

Your *Skills Confidence Inventory* results describe how you perceive your own capabilities in performing activities related to the same six broad areas represented by the General Occupational Themes. Keep in mind that these results may not reflect your actual abilities; the results reflect how you rate yourself. Your own rating may influence what kinds of activities you try or avoid and may determine what occupations or educational programs you consider as possibilities for exploration.

Your confidence in each of the six areas is shown below. Additionally, you will see a Skills Confidence Theme code, which summarizes the areas in which you feel most confident performing particular activities.

SKILLS CONFIDENCE THEME CODE: SEC

THEME	CODE	CONFIDENCE SCORE & LEVEL					SCORE (1-5)	TYPICAL SKILL AREAS
		1	2	3	4	5		
Social	S	VERY HIGH					5	Education, counseling, social service
Enterprising	E	VERY HIGH					4.8	Sales, speaking, management
Conventional	C	HIGH					3.5	Finance, computers, organization
Investigative	I	MODERATE					3.2	Research, math, science
Artistic	A	LITTLE					2.4	Creative expression, music, design
Realistic	R	VERY LITTLE					1.7	Outdoor work, construction, repair

COMPARISON OF LEVELS OF SKILLS CONFIDENCE AND INTEREST

The chart below compares your skills confidence levels with your interest levels as measured by the *Strong*. Your Skills Confidence Theme code is shown above the chart, as is your *Strong* Theme code. Use this comparison of confidence and interest to help you select Themes you'd like to explore further to find satisfying career, educational, and leisure options.

SKILLS CONFIDENCE THEME CODE: SEC

STRONG THEME CODE: SA

THEME	CODE	FURTHER EXPLORATION If highest level of confidence is moderate		PRIORITIES FOR CAREER EXPLORATION
		Less	More	
Social	S	CONFIDENCE	INTEREST	High priority
Enterprising	E	CONFIDENCE	INTEREST	Possible option if interests develop; needs careful consideration
Conventional	C	CONFIDENCE	INTEREST	Possible option if interests develop; needs careful consideration
Investigative	I	CONFIDENCE	INTEREST	Low priority
Artistic	A	CONFIDENCE	INTEREST	Good option if confidence in skills can be increased
Realistic	R	CONFIDENCE	INTEREST	Low priority

Total responses out of 60: 60

See Understanding Your Results on the Skills Confidence Inventory at https://www.skillsone.com/Pdfs/SCI_Understanding.pdf for ideas on using skills confidence information in career exploration.

