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# **Strong Interest Inventory<sup>®</sup>**

## **Profile with College Profile and Interpretive Report**

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**Interpretive Report developed by Judith Grutter and Allen L. Hammer**

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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 interpretive data useful to your career professional.

*Note to professional: Check the Response Summary on page 9 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>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>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>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>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>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

**YOUR HIGHEST THEMES**

**Artistic, Investigative, Social**

**YOUR THEME CODE**

**AIS**

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		< 30	40	50	60	70 >	
<b>Artistic</b>	<b>A</b>	[Bar from 40 to 71, labeled VERY HIGH]					<b>71</b>
<b>Investigative</b>	<b>I</b>	[Bar from 40 to 56, labeled MODERATE]					<b>56</b>
<b>Social</b>	<b>S</b>	[Bar from 40 to 51, labeled MODERATE]					<b>51</b>
<b>Enterprising</b>	<b>E</b>	[Bar from 40 to 48, labeled MODERATE]					<b>48</b>
<b>Conventional</b>	<b>C</b>	[Bar from 40 to 43, labeled MODERATE]					<b>43</b>
<b>Realistic</b>	<b>R</b>	[Bar from 40 to 37, labeled LITTLE]					<b>37</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 on this page 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. Writing & Mass Communication (A)
2. Performing Arts (A)
3. Visual Arts & Design (A)
4. Culinary Arts (A)
5. Law (E)

**Areas of Least Interest**

- Management (E)
- Computer Hardware & Electronics (R)
- Military (R)

**ARTISTIC — Very High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Writing & Mass Communication	VH					71
Performing Arts	VH					71
Visual Arts & Design	VH					70
Culinary Arts	VH					67

**INVESTIGATIVE — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Research	H					57
Science	M					56
Medical Science	M					52
Mathematics	L					40

**SOCIAL — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Social Sciences	H					59
Counseling & Helping	M					58
Religion & Spirituality	M					53
Human Resources & Training	M					48
Healthcare Services	M					46
Teaching & Education	M					45

**ENTERPRISING — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Law	VH					66
Marketing & Advertising	VH					65
Politics & Public Speaking	H					58
Entrepreneurship	M					48
Sales	L					41
Management	VL					33

**CONVENTIONAL — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Finance & Investing	M					55
Office Management	M					50
Taxes & Accounting	M					43
Programming & Information Systems	L					39

**REALISTIC — Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Nature & Agriculture	M					50
Protective Services	M					47
Athletics	M					45
Mechanics & Construction	M					40
Military	L					38
Computer Hardware & Electronics	VL					33

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 next three pages you will find your scores for 122 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.

**YOUR TOP TEN STRONG OCCUPATIONS**

1. Librarian (A)
2. Technical Writer (AIR)
3. Broadcast Journalist (AE)
4. Graphic Designer (ARI)
5. Photographer (ARE)
6. Reporter (A)
7. Chef (ERA)
8. Attorney (A)
9. Editor (AI)
10. Translator (A)

**Occupations of  
Dissimilar Interest**

Physical Education Teacher  
(SRC)

Physicist (IRA)

Athletic Trainer (RIS)

Mathematician (IRC)

Mathematics Teacher (CIR)

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. If you have no scores in this range, take a look at those in the midrange and begin there. 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 those types of work and probably would contribute to such occupations in a unique way. Your career professional can guide you further in this process.

You can learn about occupations from information found in a public library, in the career library of a college or university near you, in a professional career center, or on the Internet. A recommended online source for occupational information is the O\*NET™ database at <http://online.onetcenter.org>. You can also learn a lot about an occupation by talking to people who are working in that particular occupation. These people can describe their day-to-day work and tell you what they like and dislike about it.

OCCUPATIONAL SCALES

SECTION 3

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									63
AIR	Technical Writer									62
AE	Broadcast Journalist									61
ARI	Graphic Designer									61
ARE	Photographer									61
A	Reporter									60
A	Attorney									56
AI	Editor									56
A	Translator									56
AE	Advertising Account Manager									52
AES	Corporate Trainer									52
ASI	ESL Instructor									52
AE	Public Relations Director									51
A	Musician									50
AR	Artist									45
ASE	English Teacher									43
AER	Public Administrator									41
AI	Urban & Regional Planner									40
AIR	Medical Illustrator									36
ASE	Art Teacher									31
ARI	Architect									28

**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://online.onetcenter.org>.

INVESTIGATIVE – Researching, Analyzing, Inquiring

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR		STD SCORE	
		10	15	20	30	40	50	55		60
IA	Psychologist									43
IRA	Chiropractor									36
IAR	University Professor									35
IRA	Dentist									32
IA	Geographer									31
IAR	Sociologist									31
ICR	Pharmacist									29
IR	Software Developer									28
IR	Optometrist									23
IR	R&D Manager									23
IAR	Physician									22
IRA	Biologist									21
IES	Dietitian									21
IRC	Medical Technologist									19
IRA	Veterinarian									18
IRA	Geologist									16
IRA	Respiratory Therapist									15
IRS	Science Teacher									14
IR	Chemist									13
IRC	Medical Technician									13
IRC	Computer Scientist									11
IRC	Mathematician									0
IRA	Physicist									-5

OCCUPATIONAL SCALES

SECTION 3

**SOCIAL – Helping, Instructing, Caregiving**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR		STD SCORE
		10	15	20	30	40	50	55	
SA	College Instructor								53
SA	Social Worker								53
SEA	Social Science Teacher								45
SAI	Rehabilitation Counselor								42
SEA	School Administrator								41
SA	Speech Pathologist								41
SAE	Foreign Language Teacher								40
SE	School Counselor								32
SE	Community Service Director								30
SE	Parks & Recreation Manager								30
SI	Registered Nurse								29
SE	Special Education Teacher								28
SAR	Occupational Therapist								26
SA	Recreation Therapist								26
SAR	Minister								24
S	Elementary School Teacher								23
SCE	Licensed Practical Nurse								19
SIR	Physical Therapist								7
SRC	Physical Education Teacher								-11

**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://online.onetcenter.org>.

**ENTERPRISING – Selling, Managing, Persuading**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR		STD SCORE
		10	15	20	30	40	50	55	
ERA	Chef								59
EA	Marketing Manager								52
ECA	Travel Consultant								48
EAS	Flight Attendant								47
E	Top Executive								47
EA	Interior Designer								46
EAI	Technical Sales Representative								43
E	Retail Sales Representative								42
ECA	Retail Sales Manager								41
E	Sales Manager								40
ECR	Restaurant Manager								39
EC	Buyer								38
ECS	Operations Manager								38
ECR	Purchasing Agent								38
EAC	Florist								37
ECS	Housekeeping/Maintenance Manager								37
EAS	Elected Public Official								33
EAS	Human Resources Manager								33
EIR	Investments Manager								31
ECR	Optician								30
E	Life Insurance Agent								27
EC	Cosmetologist								23
E	Realtor								21

OCCUPATIONAL SCALES

SECTION 3

**CONVENTIONAL – Accounting, Organizing, Processing Data**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE			SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60		
CE	Paralegal										53
C	Computer & IS Manager										42
CES	Nursing Home Administrator										36
C	Computer Systems Analyst										32
CES	Food Service Manager										30
C	Health Information Specialist										30
CE	Financial Analyst										29
CS	Administrative Assistant										28
CE	Financial Manager										26
CE	Credit Manager										25
CE	Accountant										23
C	Bookkeeper										23
CES	Business Education Teacher										23
CE	Banker										22
CRE	Military Enlisted										22
CES	Production Worker										22
CSE	Farmer/Rancher										13
CI	Actuary										5
CIR	Mathematics Teacher										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://online.onetcenter.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										32
REI	Military Officer										31
RIC	Engineering Technician										28
RIC	Network Administrator										28
RIS	Radiologic Technologist										27
RIC	Technical Support Specialist										24
RI	Engineer										19
RI	Forester										18
RC	Landscape/Grounds Manager										18
REI	Horticulturist										17
RIA	Electrician										14
RCI	Emergency Medical Technician										12
RIS	Firefighter										11
RIA	Carpenter										10
R	Automobile Mechanic										6
RSI	Vocational Agriculture Teacher										5
RIS	Athletic Trainer										-1



PERSONAL STYLE SCALES

SECTION 4

The Personal Style Scales describe different ways of approaching people, learning, leading, making decisions, 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 more effectively narrow your choices and examine your opportunities. Each scale includes descriptions at both ends of the continuum, with scores indicating 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 are likely to prefer a balance of working alone and working with people
2. You seem to prefer to learn through lectures and books
3. You probably are comfortable both leading by example and 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		< 25	CLEAR 35	45	MIDRANGE 55	65	CLEAR 75 >		STD SCORE
<b>Work Style</b>	<p>Prefers working alone; enjoys data, ideas, or things; reserved</p>			◆				<p>Prefers working with people; enjoys helping others; outgoing</p>	47
<b>Learning Environment</b>	<p>Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill</p>					◆		<p>Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake</p>	65
<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>				◆			<p>Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily</p>	54
<b>Risk Taking</b>	<p>Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions</p>			◆				<p>Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions</p>	44
<b>Team Orientation</b>	<p>Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own</p>				◆			<p>Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others</p>	50

**PROFILE SUMMARY**

**SECTION 5**

**YOUR HIGHEST THEMES**

Artistic, Investigative, Social

**YOUR THEME CODE**

AIS

**YOUR TOP FIVE INTEREST AREAS**

1. Writing & Mass Communication (A)
2. Performing Arts (A)
3. Visual Arts & Design (A)
4. Culinary Arts (A)
5. Law (E)

**Areas of Least Interest**

- Management (E)  
 Computer Hardware & Electronics (R)  
 Military (R)

**YOUR TOP TEN STRONG OCCUPATIONS**

1. Librarian (A)
2. Technical Writer (AIR)
3. Broadcast Journalist (AE)
4. Graphic Designer (ARI)
5. Photographer (ARE)
6. Reporter (A)
7. Chef (ERA)
8. Attorney (A)
9. Editor (AI)
10. Translator (A)

**Occupations of Dissimilar Interest**

- Physical Education Teacher (SRC)  
 Physicist (IRA)  
 Athletic Trainer (RIS)  
 Mathematician (IRC)  
 Mathematics Teacher (CIR)

**YOUR PERSONAL STYLE SCALES PREFERENCES**

1. You are likely to prefer a balance of working alone and working with people
2. You seem to prefer to learn through lectures and books
3. You probably are comfortable both leading by example and 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 in interpretation by your career professional.

ITEM RESPONSE PERCENTAGES					
Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	23	9	17	8	42
Subject Areas	30	13	22	15	20
Activities	18	19	25	12	26
Leisure Activities	54	14	7	11	14
People	44	0	19	19	19
Characteristics	56	11	11	22	0
<b>TOTAL PERCENTAGE</b>	<b>28</b>	<b>13</b>	<b>19</b>	<b>12</b>	<b>29</b>

Total possible responses: 291    Your response total: 290    Items omitted: 1    Typicality index: 19—Combination of item responses appears consistent

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

## USING YOUR THEMES

Your *Strong* results indicate a Theme code of AIS. 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

### 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

### Investigative (I) SCIENTIFIC PROBLEM SOLVERS

Investigative students prefer to take an analytical approach involving research, experimentation, or diagnosis.

#### TYPICAL COLLEGE MAJORS

Anthropology	Computer Information Systems	Geography	Pre-Dentistry
Astronomy	Computer Science	Geology	Pre-Medicine
Biochemistry	Criminal Justice	Mathematics	Psychology
Biological Sciences	Economics	Optometry	Science Education
Botany	Emergency Health Services	Physical Therapy	Sociology
Chemistry	Food Science	Physics	Veterinary Science

### 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



## 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).

### WRITING & MASS COMMUNICATION — Very 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	Communications English Journalism

### PERFORMING ARTS — Very High

Performing or appreciating a wide range of music, dance, and drama activities

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Band or Musical Group Dance Group Theater Production	Campus Concert Production Community Arts Program Community Theater	Dance Music Theater Arts

### VISUAL ARTS & DESIGN — Very High

Working with visual creativity and spatial visualization

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Interior Design Club Newspaper Photography Student Architecture Club	Advertising Department Architecture Firm Design Studio	Architecture Art & Design Computer Graphics

### CULINARY ARTS — Very High

Cooking and hosting/entertaining others

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Home Economics Club Nutrition Club Restaurant Reviewer	Campus Catering Hotel or Resort Restaurant	Culinary Arts Food Science and Nutrition Hospitality Management

### LAW — Very High

Debating, applying the law, and studying legal proceedings

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Debate Team Legal Aid Volunteer Pre-Law Organization	Labor Union Law Firm Student Conduct Office	Criminal Justice Law 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>Librarian</b>	<b>A</b>	Master's degree in library science (MLS)	Information Science Education Foreign Languages	Archivist Curator Computer Scientist
<b>Technical Writer</b>	<b>AIR</b>	BA or MA in liberal arts	English Engineering Sciences	Science Writer Reporter Editor
<b>Broadcast Journalist</b>	<b>AE</b>	AA or BA in liberal arts	Journalism Public Speaking Mass Communications	Media Producer TV/Video Operator Reporter
<b>Graphic Designer</b>	<b>ARI</b>	Vocational/technical certificate, AA, or BA	Drawing Design Computer Graphics	Illustrator Web Designer Animator
<b>Photographer</b>	<b>ARE</b>	High school diploma, AA, or BA	Photography Design Filmmaking	Filmmaker Photojournalist TV/Video Technician
<b>Reporter</b>	<b>A</b>	BA or MA in liberal arts or journalism	English Journalism Political Science	Editor Screenwriter Political Analyst
<b>Chef</b>	<b>ERA</b>	Vocational/technical certificate, AA, or BA	Specific culinary training courses	Food Writer Restaurant Manager Caterer
<b>Attorney</b>	<b>A</b>	JD or LLB	English Public Speaking Government	Legal Assistant Mediator Judge
<b>Editor</b>	<b>AI</b>	BA in liberal arts	Journalism English Communications	Journalist Technical Writer Screenwriter
<b>Translator</b>	<b>A</b>	BA or MA in foreign languages	Foreign Languages Writing Linguistics	Editor Foreign Language Teacher Linguist

## 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 you may prefer a balance between working independently and working with others, depending on the circumstances.</li> <li>You may enjoy spending part of the day alone researching or reading, and then switching to interactive activities such as group discussions.</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 leading others through a variety of means.</li> <li>Sometimes you may enjoy leading a student organization or facilitating a class discussion, and at other times you may prefer to be a contributing member.</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 a mix of academic activities depending on the circumstances.</li> <li>You may enjoy a range, from independent assignments that require you to solve problems on your own to collaborative team projects.</li> </ul>

## 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 in 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 120 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.



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## 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 code is AIS.

### YOUR THEME DESCRIPTIONS

THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
<b>Artistic</b>	<b>A</b>	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
<b>Investigative</b>	<b>I</b>	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
<b>Social</b>	<b>S</b>	Helping Instructing Caregiving	Teaching Healthcare Counseling Religion	Helpful, concerned for others, humanistic, verbal, generous	Entertaining, volunteering, reading self-improvement books

### 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 that seem like a good fit.

### OTHER THEME DESCRIPTIONS

THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
<b>Enterprising</b>	<b>E</b>	Selling Managing Persuading	Business Politics Sales Marketing	Assertive, adventurous, energetic, talkative, self-confident	Running for public office, raising money for organizations, sports
<b>Conventional</b>	<b>C</b>	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, civic organizations, volunteering, exercising
<b>Realistic</b>	<b>R</b>	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, which define their career motivators. The top Themes of your three-letter Theme code are Artistic and Investigative. These Themes are the ones we will focus on in this section.

Your Artistic and Investigative 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. Of course, you are not limited to these career fields. They are only a starting point for your exploration process.

### SELECTED CAREER FIELDS

- Technical writing
- Medical illustration
- Psychology
- Urban planning
- Law
- Editing

### ACTION STEP

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

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

### YOUR CAREER MOTIVATORS

YOUR HIGHEST THEMES	STRONGEST CAREER MOTIVATOR	MOTIVATOR COMBINATIONS
Artistic	Expressing creativity	<b>AI</b> Expressing your creativity in abstract, analytical, and independent ways
Investigative	Analyzing	<b>IA</b> Analyzing theories and ideas intuitively and creatively

### 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 expressing creativity and analyzing.

The next section of your report begins to narrow down these 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
Writing & Mass Communication	Artistic	<ul style="list-style-type: none"> <li>• Writing articles and stories</li> <li>• Television announcing</li> <li>• Literature</li> </ul>
Performing Arts	Artistic	<ul style="list-style-type: none"> <li>• Acting in a play</li> <li>• Teaching music or drama</li> <li>• Attending concerts and plays</li> </ul>
Visual Arts & Design	Artistic	<ul style="list-style-type: none"> <li>• Photography</li> <li>• Designing public relations materials</li> <li>• Designing architectural structures</li> </ul>
Culinary Arts	Artistic	<ul style="list-style-type: none"> <li>• Preparing dinner for guests</li> <li>• Trying new recipes</li> <li>• Catering</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 page 3 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. It shows the occupations in which your likes and dislikes were most similar to those of the people who work in them and are satisfied with their jobs. Listed below are the occupations for which your likes and dislikes were the most similar.

You would probably enjoy the day-to-day work of these and other occupations that share the same Themes. These are just a few of the occupations that might interest you. Ask your career professional to show you how to use the Theme codes provided to expand your list.

### YOUR TOP STRONG OCCUPATIONS

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
<b>Librarian</b>	<b>A</b>	<ul style="list-style-type: none"> <li>Catalog books, publications, and films using standard library classification systems</li> <li>Analyze patrons' requests to determine needed information and assist in locating that information</li> </ul>	<ul style="list-style-type: none"> <li>Ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules</li> <li>Ability to read and understand information and ideas presented in writing</li> <li>Skill in using computers to search for information</li> </ul>
<b>Technical Writer</b>	<b>AIR</b>	<ul style="list-style-type: none"> <li>Write technical materials, such as equipment manuals and operating instructions</li> <li>Write material according to set standards regarding clarity, style, and terminology</li> <li>Incorporate drawings, specifications, and mockups to illustrate technology, operating procedure, sequence, and detail</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> </ul>
<b>Broadcast Journalist</b>	<b>AE</b>	<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>
<b>Graphic Designer</b>	<b>ARI</b>	<ul style="list-style-type: none"> <li>Design or create graphics to meet specific needs, such as packaging, logos, or Web sites</li> <li>Create designs based on knowledge of layout principles and aesthetic design concepts</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Knowledge of methods for showing, promoting, and selling products or services</li> </ul>
<b>Photographer</b>	<b>ARE</b>	<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</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>

Continued on next page →

## YOUR TOP STRONG OCCUPATIONS (continued)

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
Reporter	A	<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>
Chef	ERA	<ul style="list-style-type: none"> <li>Supervise and coordinate activities of cooks and workers engaged in food preparation</li> <li>Plan and price menu items, order supplies, and keep records</li> <li>Check the quality of received products</li> </ul>	<ul style="list-style-type: none"> <li>Ability to prepare nutritious and appetizing meals</li> <li>Knowledge of business principles, including resource allocation, human resource management, production methods, and coordination of people and resources</li> <li>Knowledge of personnel recruitment, selection, training, benefits, and labor relations</li> </ul>
Attorney	A	<ul style="list-style-type: none"> <li>Represent clients in criminal and civil litigation and other legal proceedings</li> <li>Draw up legal documents and manage cases</li> <li>Advise clients on legal or business transactions</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of laws, court procedures, and government regulations</li> <li>Ability to use logic and reasoning to identify the strengths and weaknesses of alternatives</li> <li>Skill in persuading others to change their minds or behavior</li> </ul>
Editor	AI	<ul style="list-style-type: none"> <li>Assign topics, events, and stories to individual writers or reporters</li> <li>Develop story or content ideas, considering reader or audience appeal</li> <li>Plan the contents of publications</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> </ul>
Translator	A	<ul style="list-style-type: none"> <li>Translate or interpret written or oral language into another language for others</li> <li>Read written material and rewrite to specified language, according to established rules of grammar</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the structure and content of a foreign language, including the meaning and spelling of words, grammar, and pronunciation</li> <li>Knowledge of the structure and content of the English language, including the meaning and spelling of words, grammar, and pronunciation</li> <li>Skill in giving full attention to what other people are saying</li> </ul>

**ACTION STEPS**

1. Highlight words or phrases that appeal to you in the Typical Work Tasks column of the chart above. Can you fit these highlighted words or phrases together to design your own unique job?
2. Refer to the last column 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 the O\*NET™ database online at <http://online.onetcenter.org> to learn more about your top occupations or to expand your list.

## 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 SCALE 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 with ideas, data, things, and people</li> <li>You balance your time between working with colleagues and working alone</li> <li>You have a mix of writing reports, analyzing data, and interacting with others</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 assume leadership when necessary</li> <li>You can take charge of some projects but not others</li> <li>You can voice your opinion or not, depending on the circumstances</li> </ul>
<b>Risk Taking</b>	<ul style="list-style-type: none"> <li>You don't have to take 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 work both independently and on a team</li> <li>You can make decisions on your own and by consensus</li> <li>You have a balance between group and individual responsibility and accomplishment</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.

## SNAPSHOT OF RESULTS

### YOUR HIGHEST THEMES

- Artistic
- Investigative
- Social

### PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

- Creative, flexible, self-expressive
- Analytical, independent, research oriented
- Helpful, collaborative, cooperative

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Writing articles and stories</li> <li>• Television announcing</li> <li>• Literature</li> <li>• Acting in a play</li> <li>• Teaching music or drama</li> </ul> | <ul style="list-style-type: none"> <li>• Attending concerts and plays</li> <li>• Photography</li> <li>• Designing public relations materials</li> <li>• Designing architectural structures</li> </ul> |
|--|---|

### CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Librarian</li> <li>• Technical Writer</li> <li>• Broadcast Journalist</li> <li>• Graphic Designer</li> <li>• Photographer</li> </ul> | <ul style="list-style-type: none"> <li>• Reporter</li> <li>• Chef</li> <li>• Attorney</li> <li>• Editor</li> <li>• Translator</li> </ul> |
|---|--|

### HOW YOU LIKE TO WORK AND LEARN

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Balance between working with colleagues and working alone</li> <li>• Learning new ideas to apply to abstract problems</li> <li>• Taking charge of some projects but not others</li> </ul> | <ul style="list-style-type: none"> <li>• Playing it safe and making decisions carefully</li> <li>• A combination of group and individual responsibility and accomplishment</li> </ul> |
|--|---|

## NEXT STEPS

As is true for many people, your General Occupational Themes, Basic Interests, and Occupations have some characteristics in common, but they do not all reflect the same Themes. This may mean that you have a variety of interests in work, leisure activities, and school subjects. Use any of the Themes in your report in your exploration. Some of your diverse interests may be expressed in a job that provides a lot of variety, or they may be reflected in a balance in your life between work and leisure activities.

### 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 *Creative, flexible, self-expressive*, ask about opportunities to express this interest.
2. Your *Strong* results can also help you during your career exploration. Your Artistic Theme score suggests that the career planning process may at times seem too goal directed and structured, requiring you to be more practical than you like to be. To keep yourself motivated:
  - Try some creative ways to research occupations—collect pictures from magazines and create a collage of work-related activities that interest you or write down some of your career fantasies and talk them over with a friend
  - Check out occupational videotapes from the library
  - Visit some classes before you enroll in a career-related educational program to make sure the training is interesting and fits your learning style
  - Ask a close friend to keep you on target with your decision making so you don't go off in too many directions at once

### THE FOLLOWING RESOURCES WILL BE HELPFUL

- *Where Do I Go Next? Using Your Strong Results to Manage Your Career*. This booklet can help you better understand the meaning of your *Strong* results and provides worksheets to help you in your career exploration.
- The O\*NET™ database ([www.onetcenter.org](http://www.onetcenter.org)) for career information. For additional information about tasks, knowledge, skills, and abilities, and for other information about specific occupations, click on the link O\*NET™ Online.
- *Dictionary of Holland Occupational Codes*. This guide can help you find additional occupations related to each Theme.
- CPP, Inc., at [www.cpp.com](http://www.cpp.com). Visit the CPP Web site for resources on the *Strong* and on career exploration.
- Expand your self-knowledge by taking the MBTI® and/or FIRO-B® instrument or the *Career Beliefs Inventory*. See your career professional.
- Books and Web links suggested by your career professional.

