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

## **Profile with High School Profile and Interpretive Report**

High School Profile developed by Sandra Rumpel and Kathleen Lecertua  
Interpretive Report developed by Judith Grutter and Allen L. Hammer

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Report prepared for  
**JOE SAMPLE**  
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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
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
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
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

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

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		< 30	40	50	60	70 >	
Social	S	VERY HIGH					62
Artistic	A	HIGH					60
Enterprising	E	MODERATE					52
Realistic	R	VERY LITTLE					38
Conventional	C	VERY LITTLE					37
Investigative	I	VERY LITTLE					35

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. Teaching & Education (S)
2. Athletics (R)
3. Marketing & Advertising (E)
4. Writing & Mass Communication (A)
5. Visual Arts & Design (A)

**Areas of Least Interest**

- Mechanics & Construction (R)
- Science (I)
- Finance & Investing (C)

**SOCIAL – Very High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Teaching & Education	[Progress bar to 70] VH					70
Human Resources & Training	[Progress bar to 56] M					56
Counseling & Helping	[Progress bar to 52] M					52
Social Sciences	[Progress bar to 49] M					49
Healthcare Services	[Progress bar to 45] M					45
Religion & Spirituality	[Progress bar to 44] M					44

**ARTISTIC – High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Writing & Mass Communication	[Progress bar to 60] H					60
Visual Arts & Design	[Progress bar to 56] M					56
Performing Arts	[Progress bar to 54] M					54
Culinary Arts	[Progress bar to 54] M					54

**ENTERPRISING – Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Marketing & Advertising	[Progress bar to 61] H					61
Sales	[Progress bar to 50] M					50
Management	[Progress bar to 48] M					48
Politics & Public Speaking	[Progress bar to 48] M					48
Law	[Progress bar to 37] VL					37
Entrepreneurship	[Progress bar to 37] VL					37

**REALISTIC – Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Athletics	[Progress bar to 66] H					66
Nature & Agriculture	[Progress bar to 41] L					41
Computer Hardware & Electronics	[Progress bar to 37] VL					37
Military	[Progress bar to 36] VL					36
Protective Services	[Progress bar to 35] VL					35
Mechanics & Construction	[Progress bar to 33] VL					33

**CONVENTIONAL – Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Programming & Information Systems	[Progress bar to 47] M					47
Office Management	[Progress bar to 43] M					43
Taxes & Accounting	[Progress bar to 35] VL					35
Finance & Investing	[Progress bar to 34] VL					34

**INVESTIGATIVE – Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Medical Science	[Progress bar to 38] L					38
Mathematics	[Progress bar to 38] VL					38
Research	[Progress bar to 36] VL					36
Science	[Progress bar to 33] 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. **Special Education Teacher (SEA)**
2. **College Instructor (S)**
3. **Speech Pathologist (SA)**
4. **Social Worker (SA)**
5. **Community Service Director (SE)**
6. **Corporate Trainer (AES)**
7. **Advertising Account Manager (AE)**
8. **Elementary School Teacher (S)**
9. **Broadcast Journalist (AE)**
10. **Parks & Recreation Manager (SE)**

**Occupations of Dissimilar Interest**

- 
- Physicist (IRA)**
  - Chemist (IR)**
  - Veterinarian (IR)**
  - Engineer (RI)**
  - Medical Technician (IRE)**

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

**SOCIAL – Helping, Instructing, Caregiving**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR MIDRANGE SIMILAR						STD SCORE
		10	15	20	30	40	50	
SEA	Special Education Teacher	[Bar from 10 to 72]						72
S	College Instructor	[Bar from 10 to 67]						67
SA	Speech Pathologist	[Bar from 10 to 67]						67
SA	Social Worker	[Bar from 10 to 66]						66
SE	Community Service Director	[Bar from 10 to 63]						63
S	Elementary School Teacher	[Bar from 10 to 61]						61
SE	Parks & Recreation Manager	[Bar from 10 to 58]						58
SAR	Recreation Therapist	[Bar from 10 to 56]						56
SE	School Counselor	[Bar from 10 to 55]						55
SA	Foreign Language Teacher	[Bar from 10 to 53]						53
SEA	Social Science Teacher	[Bar from 10 to 48]						48
SA	Occupational Therapist	[Bar from 10 to 47]						47
SA	Minister	[Bar from 10 to 44]						44
SAI	Rehabilitation Counselor	[Bar from 10 to 43]						43
SEC	School Administrator	[Bar from 10 to 37]						37
SEC	Dietitian	[Bar from 10 to 35]						35
SR	Physical Education Teacher	[Bar from 10 to 27]						27
SCE	Licensed Practical Nurse	[Bar from 10 to 24]						24
SIR	Physical Therapist	[Bar from 10 to 23]						23
SAI	Registered Nurse	[Bar from 10 to 21]						21
SIR	Athletic Trainer	[Bar from 10 to 7]						7

**Similar results (40 and above)**

You share interests with men in that occupation and probably would enjoy the work.

**Midrange results (30–39)**

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

**Dissimilar results (29 and below)**

You share few interests with men 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>.

**ARTISTIC – Creating or Enjoying Art, Drama, Music, Writing**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR MIDRANGE SIMILAR						STD SCORE
		10	15	20	30	40	50	
AES	Corporate Trainer	[Bar from 10 to 63]						63
AE	Advertising Account Manager	[Bar from 10 to 61]						61
AE	Broadcast Journalist	[Bar from 10 to 60]						60
A	Musician	[Bar from 10 to 57]						57
AE	Public Relations Director	[Bar from 10 to 54]						54
ASI	ESL Instructor	[Bar from 10 to 52]						52
A	Graphic Designer	[Bar from 10 to 49]						49
A	Reporter	[Bar from 10 to 48]						48
AI	Editor	[Bar from 10 to 47]						47
A	Librarian	[Bar from 10 to 47]						47
AS	Art Teacher	[Bar from 10 to 44]						44
ASE	English Teacher	[Bar from 10 to 44]						44
A	Artist	[Bar from 10 to 42]						42
AE	Interior Designer	[Bar from 10 to 42]						42
A	Attorney	[Bar from 10 to 41]						41
ARE	Photographer	[Bar from 10 to 40]						40
AI	Technical Writer	[Bar from 10 to 39]						39
AI	Urban & Regional Planner	[Bar from 10 to 39]						39
AI	Translator	[Bar from 10 to 35]						35
ASE	Public Administrator	[Bar from 10 to 31]						31
AIR	Medical Illustrator	[Bar from 10 to 21]						21
AI	Sociologist	[Bar from 10 to 19]						19
ARI	Architect	[Bar from 10 to 16]						16

OCCUPATIONAL SCALES

SECTION 3

**ENTERPRISING – Selling, Managing, Persuading**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
EAS	Flight Attendant										54
EA	Cosmetologist										49
EAC	Florist										48
E	Life Insurance Agent										43
ES	Sales Manager										43
ECS	Housekeeping/Maintenance Manager										41
EA	Marketing Manager										41
E	Retail Sales Representative										41
E	Top Executive										41
EC	Buyer										40
ES	Human Resources Manager										39
ECR	Restaurant Manager										38
E	Operations Manager										37
ECS	Retail Sales Manager										37
ECA	Travel Consultant										37
ER	Chef										36
ESI	Technical Sales Representative										36
ESA	Elected Public Official										35
ER	Optician										25
ECR	Purchasing Agent										25
E	Realtor										25
ECl	Investments Manager										13

**Similar results (40 and above)**

You share interests with men in that occupation and probably would enjoy the work.

**Midrange results (30–39)**

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

**Dissimilar results (29 and below)**

You share few interests with men 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		
REI	Horticulturist										24
RI	Radiologic Technologist										22
R	Law Enforcement Officer										21
RE	Landscape/Grounds Manager										18
RCE	Production Worker										17
RC	Farmer/Rancher										16
RIC	Computer & IS Manager										15
RCE	Military Enlisted										15
RSE	Vocational Agriculture Teacher										14
RI	Emergency Medical Technician										11
R	Automobile Mechanic										8
REA	Carpenter										8
REC	Military Officer										7
RIC	Electrician										6
RI	Forester										5
RI	Firefighter										3
RIC	Engineering Technician										-3
RI	Engineer										-12

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		
CES	Business Education Teacher										50
CSA	Administrative Assistant										46
CES	Nursing Home Administrator										40
CES	Food Service Manager										39
CA	Paralegal										37
C	Bookkeeper										32
CE	Credit Manager										31
C	Health Information Specialist										31
CE	Financial Analyst										28
CE	Financial Manager										23
CE	Banker										21
CRI	Computer Systems Analyst										21
CE	Accountant										14
CIS	Mathematics Teacher										12
CI	Actuary										2

Similar results (40 and above)

You share interests with men in that occupation and probably would enjoy the work.

Midrange results (30–39)

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

Dissimilar results (29 and below)

You share few interests with men 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										36
IAS	University Professor										32
IA	Geographer										24
IA	Biologist										22
ISA	Chiropractor										18
ICE	Pharmacist										15
IRS	Respiratory Therapist										9
IRS	Science Teacher										9
IRC	Technical Support Specialist										6
IRC	Network Administrator										5
ICA	Mathematician										1
IRC	Medical Technologist										0
IR	Optometrist										0
IRA	Geologist										-2
IAR	Physician										-2
IAR	Software Developer										-4
IR	Dentist										-6
IRC	R&D Manager										-6
ICR	Computer Scientist										-8
IRE	Medical Technician										-9
IR	Veterinarian										-16
IR	Chemist										-25
IRA	Physicist										-39



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 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 the role of independent contributor

**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	MIDRANGE 45	55	CLEAR 65	75 >	STD SCORE
<b>Work Style</b>	Prefers working alone; enjoys data, ideas, or things; reserved					◆	78
<b>Learning Environment</b>	Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill			◆			57
<b>Leadership Style</b>	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			◆			54
<b>Risk Taking</b>	Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions		◆				41
<b>Team Orientation</b>	Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own		◆				41

PROFILE SUMMARY

SECTION 5

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

**YOUR TOP FIVE INTEREST AREAS**

1. Teaching & Education (S)
2. Athletics (R)
3. Marketing & Advertising (E)
4. Writing & Mass Communication (A)
5. Visual Arts & Design (A)

**Areas of Least Interest**

Mechanics & Construction (R)  
 Science (I)  
 Finance & Investing (C)

**YOUR TOP TEN STRONG OCCUPATIONS**

1. Special Education Teacher (SEA)
2. College Instructor (S)
3. Speech Pathologist (SA)
4. Social Worker (SA)
5. Community Service Director (SE)
6. Corporate Trainer (AES)
7. Advertising Account Manager (AE)
8. Elementary School Teacher (S)
9. Broadcast Journalist (AE)
10. Parks & Recreation Manager (SE)

**Occupations of Dissimilar Interest**

Physicist (IRA)  
 Chemist (IR)  
 Veterinarian (IR)  
 Engineer (RI)  
 Medical Technician (IRE)

**YOUR PERSONAL STYLE SCALES PREFERENCES**

1. You are likely to prefer 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 the role of independent contributor

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	10	18	12	23	36
Subject Areas	9	24	17	26	24
Activities	4	20	25	20	32
Leisure Activities	14	32	14	25	14
People	0	38	38	13	13
Characteristics	0	44	33	11	11
<b>TOTAL PERCENTAGE</b>	<b>8</b>	<b>23</b>	<b>19</b>	<b>22</b>	<b>29</b>

Total possible responses: 291    Your response total: 291    Items omitted: 0    Typicality index: 23—Combination of item responses appears consistent

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

## BEYOND HIGH SCHOOL: EXPLORING YOUR OPTIONS

Like a puzzle, career exploration involves many interlocking pieces of information. Your results on the *Strong Interest Inventory®* assessment provide valuable pieces for your career exploration puzzle. Putting these pieces together will give you a clear picture of your educational and career options.

## GENERAL OCCUPATIONAL THEMES

One set of key pieces from the *Strong* is the General Occupational Themes. The table below lists the Themes in rank order according to your interest levels. You can use these Themes to identify educational programs, volunteer or job possibilities, and work environments that appeal to you. This table lists just a few of the many options available. To get some ideas, you may want to highlight school subjects, jobs, and environments you'd like to explore. Note that educational programs that can be completed in less than four years are shown in italics in the table.

THEME	CODE	EDUCATIONAL PROGRAMS	VOLUNTEER & JOB POSSIBILITIES	WORK ENVIRONMENTS
<b>Social</b>	<b>S</b>	Counseling, education, <i>health services</i> , nursing, sociology, religion, human resources, training and development	Camp counselor, city recreation coach, day-care helper, nurse's aide, religion teacher, tour guide	Community organization, hospital, personnel office, religious organization, school, youth center
<b>Artistic</b>	<b>A</b>	Architecture, English, <i>graphic design</i> , journalism, music, theater, <i>culinary arts, interior design, dance</i>	Automobile detailer, cake decorator, cartoonist, community theater volunteer, library aide, radio disc jockey, singing messenger	Advertising agency, art studio, concert hall, graphic design firm, museum, publishing company, theater
<b>Enterprising</b>	<b>E</b>	Business, management, international relations, law, marketing, <i>sales</i> , public relations, entrepreneurship, political science, advertising	Concessions clerk, fast-food shift manager, page in state legislature, political campaign volunteer, retail salesclerk, waiter/waitress	Real estate office, law office, marketing department, retail or wholesale business, advertising firm

## PERSONAL STYLE SCALES

Another set of key *Strong* puzzle pieces is personal characteristics, as indicated by your results on the Personal Style Scales. Your preferred styles are outlined below. Highlight phrases that fit you. As you gather facts about possible careers or educational programs, consider whether the options you investigate seem to suit you.

### WORK STYLE

- Enjoy working with others
- Like to help people
- Prefer to be outgoing

### LEARNING ENVIRONMENT

- Prefer learning in classroom settings
- Are interested in post-high school training to achieve career goals
- Learn by listening to lectures and reading books

### LEADERSHIP STYLE

- Like both leading by example and leading by directing others
- Are equally comfortable taking charge and allowing others to take the lead
- May or may not enjoy being persuasive

### RISK TAKING

- Prefer not to take chances or risks
- Enjoy quiet, safe activities
- Weigh decisions carefully

### TEAM ORIENTATION

- Enjoy working where you can contribute independently
- Prefer to accomplish tasks on your own
- Feel comfortable solving problems by yourself



## BASIC INTEREST SCALES

Another set of key pieces from the *Strong* is specific interest areas and activities relevant to the world of work, as indicated by your results on the Basic Interest Scales. Your top five interest areas are shown below. These areas are likely to be motivating and rewarding for you. You may want to highlight phrases that appeal to you.

### TEACHING & EDUCATION — Very High

This area represents an interest in helping young people learn.

IN A JOB, YOU VALUE	CAREERS YOU MIGHT ENJOY EXPLORING	YOU MIGHT SPEND YOUR WORK TIME
Being helpful Instructing others Intellectual curiosity	Teacher Teaching Assistant Instructional Coordinator School Administrator School Counselor	Instructing special-needs students Helping classroom teachers Planning learning activities Teaching concepts and skills Evaluating educational program effectiveness Assisting students with personal or educational problems and goals

### ATHLETICS — High

This area represents an interest in sports, either as a fan or as a participant.

IN A JOB, YOU VALUE	CAREERS YOU MIGHT ENJOY EXPLORING	YOU MIGHT SPEND YOUR WORK TIME
Bodily strength and physical challenge Physical coordination Competition and achievement	Fitness or Personal Trainer Sports Manager Athletic Director Sportswriter/Sportscaster Athletic Trainer	Coaching/teaching physical education Managing athletic programs and events Preventing and rehabilitating sports-related injuries Overseeing sporting teams, events, and venues Reporting sporting events Planning and organizing sports and leisure activities

### MARKETING & ADVERTISING — High

This area represents an interest in promoting products or services.

IN A JOB, YOU VALUE	CAREERS YOU MIGHT ENJOY EXPLORING	YOU MIGHT SPEND YOUR WORK TIME
Influencing others Aesthetic product appeal Creativity	Advertising Manager Promotions Manager Merchandise Buyer Copywriter Creative Director	Developing marketing plans Predicting market trends Designing promotional events Writing ads for print or broadcast media Tracking the success of advertising campaigns Developing brand identity for companies and products

### WRITING & MASS COMMUNICATION — High

This area represents an interest in literature, reading, and language.

IN A JOB, YOU VALUE	CAREERS YOU MIGHT ENJOY EXPLORING	YOU MIGHT SPEND YOUR WORK TIME
Written and spoken word Concise expression Reporting information	Radio/TV Announcer Technical Writer Print/Film Editor Producer Translator	Selecting and preparing written material for publication Making technical information understandable Writing and adapting articles, reports, or scripts Reporting events on radio and TV Editing stories and pictures for productions Creating text for use with sound, animation, or graphics

### VISUAL ARTS & DESIGN — Moderate

This area represents an interest in visual creativity and spatial visualization.

IN A JOB, YOU VALUE	CAREERS YOU MIGHT ENJOY EXPLORING	YOU MIGHT SPEND YOUR WORK TIME
Beauty Creative expression Imagination and intuition	Photojournalist Interior Designer Computer Animator Graphic Designer Architect	Designing attractive visual images Capturing visual images to tell a story Drawing and designing interior spaces or structures Managing museum acquisitions and exhibits Using computer technology to create animation Forming objects using clay, metal, stone, plaster, or wood

Refer to the Putting Together Your Career Puzzle *handout* available from your counselor for steps you can take to use your interests and specific personal characteristics to identify and evaluate career and educational options.

## 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 SAE.

### YOUR THEME DESCRIPTIONS

THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
<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
<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>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

### 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>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
<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>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

## 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 Social and Artistic. These Themes are the ones we will focus on in this section.

Your Social and Artistic 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

- Counseling/psychotherapy
- Art, dance, or journal therapy
- Elementary 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, 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
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 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
Teaching & Education	<b>Social</b>	<ul style="list-style-type: none"> <li>• Teaching young people</li> <li>• Planning learning activities</li> <li>• Explaining what things mean</li> </ul>
Athletics	<b>Realistic</b>	<ul style="list-style-type: none"> <li>• Teaching physical education</li> <li>• Attending sports events</li> <li>• Playing team sports</li> </ul>
Marketing & Advertising	<b>Enterprising</b>	<ul style="list-style-type: none"> <li>• Developing advertising campaigns</li> <li>• Evaluating profits for new products</li> <li>• Collecting consumer information</li> </ul>
Writing & Mass Communication	<b>Artistic</b>	<ul style="list-style-type: none"> <li>• Writing articles and stories</li> <li>• Television announcing</li> <li>• Literature</li> </ul>
Visual Arts & Design	<b>Artistic</b>	<ul style="list-style-type: none"> <li>• Photography</li> <li>• Designing public relations materials</li> <li>• Designing architectural structures</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>Special Education Teacher</b>	<b>SEA</b>	<ul style="list-style-type: none"> <li>Teach school subjects and daily living skills to educationally and physically handicapped students</li> <li>Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of methods for curriculum design, teaching, and instruction</li> <li>Skill in selecting and using training/instructional methods and procedures appropriate to the person</li> <li>Knowledge of human behavior and performance</li> </ul>
<b>College Instructor</b>	<b>S</b>	<ul style="list-style-type: none"> <li>Prepare and deliver lectures in specialty area</li> <li>Evaluate and grade students' class work, assignments, and papers</li> <li>Advise students on educational and vocational goals</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles and methods for curriculum design, teaching, and instruction</li> <li>Ability to verbally communicate information and ideas so others will understand</li> <li>Knowledge in the specific content area</li> </ul>
<b>Speech Pathologist</b>	<b>SA</b>	<ul style="list-style-type: none"> <li>Assess and treat persons with speech, language, voice, and fluency disorders</li> <li>Administer speech/language evaluations or examinations</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of methods for diagnosing and treating speech disorders</li> <li>Knowledge of the structure and content of the English language</li> </ul>
<b>Social Worker</b>	<b>SA</b>	<ul style="list-style-type: none"> <li>Provide services to improve the social and psychological functioning of individuals, children, and families</li> <li>Maintain case history records and prepare reports</li> <li>Assess and treat individuals with mental, emotional, or substance abuse problems</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of human behavior and performance and the assessment and treatment of behavioral and affective disorders</li> <li>Knowledge of government regulations and agency rules</li> <li>Skill in being sensitive to others' needs and feelings and being understanding and helpful on the job</li> </ul>
<b>Community Service Director</b>	<b>SE</b>	<ul style="list-style-type: none"> <li>Plan, organize, and/or coordinate the activities of a social service program or community outreach organization</li> <li>Direct fund-raising activities</li> <li>Plan and administer budgets</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of management principles involved in strategic planning and coordination of people and resources</li> <li>Knowledge of processes for providing customer service, including assessing needs and evaluating satisfaction</li> <li>Ability to represent the organization to customers, the public, government, and other external parties</li> </ul>

Continued on next page →

## YOUR TOP STRONG OCCUPATIONS (continued)

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
<b>Corporate Trainer</b>	<b>AES</b>	<ul style="list-style-type: none"> <li>Conduct training and development programs to help workers maintain or improve job skills</li> <li>Present information using a variety of instructional techniques and formats</li> <li>Evaluate training programs and materials</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles and methods of training design</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>
<b>Advertising Account Manager</b>	<b>AE</b>	<ul style="list-style-type: none"> <li>Plan and administer advertising policies and programs</li> <li>Oversee production of ads, contests, and coupons to create interest in a product or service</li> <li>Coordinate activities of sales, media, graphic arts, and finance professionals</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of marketing strategy, promotions, product demonstration, sales techniques</li> <li>Knowledge of media production, communication, and dissemination methods</li> <li>Ability to convey information clearly and effectively</li> </ul>
<b>Elementary School Teacher</b>	<b>S</b>	<ul style="list-style-type: none"> <li>Teach basic academic and social skills</li> <li>Prepare, administer, and grade tests and assignments</li> <li>Confer with interested parties to resolve students' behavioral and academic problems</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles and methods for curriculum design, teaching, and instruction</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>
<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>Parks &amp; Recreation Manager</b>	<b>SE</b>	<ul style="list-style-type: none"> <li>Organize, lead, and promote interest in recreational activities such as arts, crafts, sports, games, camping, and hobbies</li> <li>Evaluate equipment and facilities and adapt activities to meet participant needs</li> <li>Enforce rules and regulations of recreational facilities to ensure safety</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of processes for providing customer service, including assessing needs, meeting quality standards, and evaluating customer satisfaction</li> <li>Knowledge of principles and methods for teaching and instruction</li> <li>Skill in coordinating the work and activities of others</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 more with people than with ideas, data, or things</li> <li>You can interact with colleagues or customers on a regular basis</li> <li>You don't have to spend a lot of time alone writing reports or analyzing data</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>You can learn lots of new ideas</li> <li>You can learn from reading and lectures</li> <li>You can apply your learning to abstract problems</li> </ul>
<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>You can 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 independently</li> <li>You can make decisions on your own</li> <li>You are responsible for your own work and accomplishments</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

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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

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### YOUR HIGHEST THEMES

- Social
- Artistic
- Enterprising

### PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

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

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

- Teaching young people
- Planning learning activities
- Explaining what things mean
- Teaching physical education
- Attending sports events
- Playing team sports
- Developing advertising campaigns
- Evaluating profits for new products
- Collecting consumer information

### CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- Special Education Teacher
- College Instructor
- Speech Pathologist
- Social Worker
- Community Service Director
- Corporate Trainer
- Advertising Account Manager
- Elementary School Teacher
- Broadcast Journalist
- Parks & Recreation Manager

### HOW YOU LIKE TO WORK AND LEARN

- Interacting with others on a regular basis
- Learning new ideas to apply to abstract problems
- Taking charge of some projects but not others
- Playing it safe and making decisions carefully
- Independently, responsible for your own work and achievements

## 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. Use your SAE Theme code to find out as much as you can about occupations, career fields, leisure activities, and academic interests with codes similar to yours.

### 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 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
  - Share your feelings with family and friends
  - Visit some classes before you enroll in a career-related educational program to make sure the training is practical and action oriented
  - Ask a close friend to help you check out your decision if you seem to be acting too quickly

### 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.

