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# Strong Interest Inventory®

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

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Report prepared for

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## HOW THE STRONG CAN HELP YOU

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

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

### HOW YOU WILL BENEFIT

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

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

### HOW YOUR RESULTS ARE ORGANIZED

#### Section 1. General Occupational Themes

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

#### Section 2. Basic Interest Scales

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

#### Section 3. Occupational Scales

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

#### Section 4. Personal Style Scales

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

#### Section 5. Profile Summary

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

#### Section 6. Response Summary

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

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

**GENERAL OCCUPATIONAL THEMES**

**SECTION 1**

The General Occupational Themes (GOTs) measure six broad interest patterns that can be used to describe your work personality. Most people’s interests are reflected by two or three Themes, combined to form a cluster of interests. Work activities, potential skills, and values can also be classified into these six Themes. This provides a direct link between your interests and the career and education possibilities likely to be most meaningful to you.

Your *standard scores* are based on the average scores of a combined group of working adults. However, because research shows that men and women tend to respond differently in these areas, your *interest levels* (Very Little, Little, Moderate, High, Very High) were determined by comparing your scores against the average scores for your gender.

**THEME DESCRIPTIONS**

THEME	CODE	INTERESTS	WORK ACTIVITIES	POTENTIAL SKILLS	VALUES
Social	S	People, teamwork, helping, community service	Teaching, caring for people, counseling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
Artistic	A	Self-expression, art appreciation, communication, culture	Composing music, performing, writing, creating visual art	Creativity, musical ability, artistic expression	Beauty, originality, independence, imagination
Enterprising	E	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence
Conventional	C	Organization, data management, accounting, investing, information systems	Setting up procedures and systems, organizing, keeping records, developing computer applications	Ability to work with numbers, data analysis, finances, attention to detail	Accuracy, stability, efficiency
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
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	SA

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		30	40	50	60	70	
Social	S	[Progress bar from 30 to 61, labeled HIGH]					61
Artistic	A	[Progress bar from 30 to 56, labeled MODERATE]					56
Enterprising	E	[Progress bar from 30 to 38, labeled LITTLE]					38
Conventional	C	[Progress bar from 30 to 37, labeled LITTLE]					37
Realistic	R	[Progress bar from 30 to 32, labeled VERY LITTLE]					32
Investigative	I	[Progress bar from 30 to 30, labeled VERY LITTLE]					30

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

**BASIC INTEREST SCALES**

**SECTION 2**

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

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

**YOUR TOP FIVE INTEREST AREAS**

1. Religion & Spirituality (S)
2. Teaching & Education (S)
3. Human Resources & Training (S)
4. Office Management (C)
5. Performing Arts (A)

**Areas of Least Interest**

- Entrepreneurship (E)
- Programming & Information Systems (C)
- Research (I)

**SOCIAL — High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Religion & Spirituality	[Bar from 30 to 70] VH					74
Teaching & Education	[Bar from 30 to 60] H					64
Human Resources & Training	[Bar from 30 to 55] H					59
Counseling & Helping	[Bar from 30 to 50] M					50
Social Sciences	[Bar from 30 to 40] L					41
Healthcare Services	[Bar from 30 to 35] VL					32

**ARTISTIC — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Performing Arts	[Bar from 30 to 50] M					51
Visual Arts & Design	[Bar from 30 to 45] M					49
Writing & Mass Communication	[Bar from 30 to 40] M					47
Culinary Arts	[Bar from 30 to 35] VL					33

**ENTERPRISING — Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Politics & Public Speaking	[Bar from 30 to 40] L					41
Management	[Bar from 30 to 35] L					40
Marketing & Advertising	[Bar from 30 to 30] L					39
Sales	[Bar from 30 to 35] VL					34
Law	[Bar from 30 to 30] VL					33
Entrepreneurship	[Bar from 30 to 30]					27

**CONVENTIONAL — Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Office Management	[Bar from 30 to 45] M					53
Finance & Investing	[Bar from 30 to 35] VL					33
Taxes & Accounting	[Bar from 30 to 35] VL					33
Programming & Information Systems	[Bar from 30 to 30]					27

**REALISTIC — Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Nature & Agriculture	[Bar from 30 to 40] L					40
Athletics	[Bar from 30 to 35] L					38
Military	[Bar from 30 to 30] VL					36
Computer Hardware & Electronics	[Bar from 30 to 30] VL					33
Mechanics & Construction	[Bar from 30 to 30] VL					32
Protective Services	[Bar from 30 to 30] VL					31

**INVESTIGATIVE — Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Mathematics	[Bar from 30 to 35] VL					34
Medical Science	[Bar from 30 to 35] VL					32
Science	[Bar from 30 to 30] VL					30
Research	[Bar from 30 to 30] VL					28

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

## OCCUPATIONAL SCALES

## SECTION 3

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

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

**YOUR TOP TEN STRONG OCCUPATIONS**

1. **Elementary School Teacher (S)**
2. **Community Service Director (SE)**
3. **Middle School Teacher (S)**
4. **Special Education Teacher (S)**
5. **Speech Pathologist (SA)**
6. **School Counselor (SE)**
7. **Administrative Assistant (CS)**
8. **Paralegal (CE)**
9. **Advertising Account Manager (AE)**
10. **Photographer (ARE)**

**Occupations of  
Dissimilar Interest**

- Physicist (IRA)
- Veterinarian (IRA)
- Sociologist (IAR)
- Dentist (IRA)
- Athletic Trainer (RIS)

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

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

OCCUPATIONAL SCALES

SECTION 3

**SOCIAL — Helping, Instructing, Caregiving**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
S	Elementary School Teacher										58
SE	Community Service Director										57
S	Middle School Teacher										56
S	Special Education Teacher										56
SA	Speech Pathologist										56
SE	School Counselor										55
SA	Social Worker										50
SAE	Training & Development Specialist										49
SC	Customer Service Representative										48
S	Secondary School Teacher										48
S	Mental Health Counselor										47
SEA	Bartender										46
SEA	Human Resources Manager										43
SAE	Human Resources Specialist										42
S	Instructional Coordinator										42
SAR	Occupational Therapist										40
SA	University Administrator										40
S	Career Counselor										39
SE	Personal Financial Advisor										37
S	Religious/Spiritual Leader										36
SEA	School Administrator										36
SA	Rehabilitation Counselor										35
SAI	University Faculty Member										34
SCE	Loan Officer/Counselor										33
SA	Recreation Therapist										31
SE	Parks & Recreation Manager										30
SAC	Management Analyst										23
SI	Registered Nurse										13
SIR	Physical Therapist										0

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

**Midrange results (30–39)**  
You share some interests with women in that occupation and probably would enjoy some of the work.

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

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

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

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
AE	Advertising Account Manager										52
ARE	Photographer										51
AE	Broadcast Journalist										50
ASE	Art Teacher										42
A	Librarian										42
A	Arts/Entertainment Manager										41
AR	Artist										40
A	Musician										38
AE	Public Relations Director										37
A	Reporter										37
ASE	English Teacher										36
AIR	Technical Writer										36
A	Translator										36
ASI	ESL Instructor										32
A	Graphic Designer										32
A	Editor										27
ACI	Computer/Mathematics Manager										22
ASE	Attorney										20
AIR	Medical Illustrator										12
AER	Public Administrator										7
AI	Urban & Regional Planner										6
ARI	Architect										0

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		
ECS	Facilities Manager										50
EC	Buyer										47
EC	Cosmetologist										46
E	Life Insurance Agent										42
EAC	Florist										40
EAS	Flight Attendant										38
EAS	Marketing Manager										38
ESA	Operations Manager										36
ECR	Optician										32
ECR	Purchasing Agent										31
EA	Interior Designer										29
E	Top Executive, Business/Finance										29
E	Technical Sales Representative										25
E	Wholesale Sales Representative										25
EAS	Elected Public Official										24
E	Realtor										24
ECR	Restaurant Manager										23
E	Securities Sales Agent										21
E	Sales Manager										19
ERA	Chef										9

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

**Midrange results (30–39)**  
 You share some interests with women in that occupation and probably would enjoy some of the work.

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

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

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

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
CS	Administrative Assistant										53
CE	Paralegal										53
CSE	Farmer/Rancher										48
CES	Nursing Home Administrator										45
CES	Production Worker										45
CE	Financial Analyst										42
CE	Credit Manager										40
CES	Food Service Manager										37
CRE	Military Enlisted										37
CES	Business Education Teacher										36
CSE	Business/Finance Supervisor										36
C	Health Information Specialist										35
CS	Auditor										29
C	Technical Support Specialist										26
C	Accountant										22
CI	Computer Programmer										21
CSE	Financial Manager										21
CIR	Network Administrator										19
CI	Software Developer										17
C	Computer & IS Manager										12
CI	Actuary										8
C	Computer Systems Analyst										8
CIR	Mathematics Teacher										5

OCCUPATIONAL SCALES

SECTION 3

**REALISTIC — Building, Repairing, Working Outdoors**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
RCI	Emergency Medical Technician	████████████████████								30
REI	Horticulturist	██████████████████								27
RIS	Radiologic Technologist	██████████████████								27
REI	Military Officer	██████████████								22
RE	Law Enforcement Officer	██████████████								21
RSI	Vocational Agriculture Teacher	██████████████								21
RI	Forester	██████████████								20
RIC	Engineering Technician	██████████								18
RC	Landscape/Grounds Manager	██████████								18
R	Automobile Mechanic	██████								15
RIA	Carpenter	██								8
RIA	Electrician	█								0
RIS	Firefighter	█								0
RIS	Athletic Trainer	█								-5

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

**Midrange results (30–39)**  
 You share some interests with women in that occupation and probably would enjoy some of the work.

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

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

**INVESTIGATIVE — Researching, Analyzing, Inquiring**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
IAS	Psychologist	██████████								19
IRC	Medical Technician	██████████								18
I	Engineer	██████								15
IAR	Physician	██████								15
IRA	Respiratory Therapist	██████								15
IES	Dietitian	████								11
IR	Optometrist	████								11
IRA	Chiropractor	███								9
ICR	Pharmacist	███								8
IRA	Geologist	███								7
IRA	Biologist	██								5
IRC	Medical Technologist	██								4
IA	Geographer	█								3
IR	Chemist	█								2
IRS	Science Teacher	█								2
IR	R&D Manager	█								-2
IRC	Computer Scientist	█								-3
IRC	Mathematician	█								-3
IRA	Dentist	█								-5
IAR	Sociologist	█								-9
IRA	Veterinarian	█								-9
IRA	Physicist	█								-29



**PERSONAL STYLE SCALES**

**SECTION 4**

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

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

**YOUR PERSONAL STYLE SCALES PREFERENCES**

1. You likely prefer working with people.
2. You seem to prefer to learn by doing and 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		CLEAR		MIDRANGE		CLEAR		STD SCORE
		25	35	45	55	65	75	
<b>Work Style</b>	Prefers working alone; enjoys data, ideas, or things; reserved						72	Prefers working with people; enjoys helping others; outgoing
<b>Learning Environment</b>	Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill						50	Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake
<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						52	Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily
<b>Risk Taking</b>	Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions						35	Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions
<b>Team Orientation</b>	Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own						46	Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others

## PROFILE SUMMARY

## SECTION 5

## YOUR HIGHEST THEMES

Social, Artistic

## YOUR THEME CODE

SA

## YOUR TOP FIVE INTEREST AREAS

1. Religion & Spirituality (S)
2. Teaching & Education (S)
3. Human Resources & Training (S)
4. Office Management (C)
5. Performing Arts (A)

## Areas of Least Interest

Entrepreneurship (E)  
 Programming & Information Systems (C)  
 Research (I)

## YOUR TOP TEN STRONG OCCUPATIONS

1. Elementary School Teacher (S)
2. Community Service Director (SE)
3. Middle School Teacher (S)
4. Special Education Teacher (S)
5. Speech Pathologist (SA)
6. School Counselor (SE)
7. Administrative Assistant (CS)
8. Paralegal (CE)
9. Advertising Account Manager (AE)
10. Photographer (ARE)

## Occupations of Dissimilar Interest

Physicist (IRA)  
 Veterinarian (IRA)  
 Sociologist (IAR)  
 Dentist (IRA)  
 Athletic Trainer (RIS)

## YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer working with people.
2. You seem to prefer to learn by doing and 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 by your career professional.

## ITEM RESPONSE PERCENTAGES

Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	10	19	3	0	68
Subject Areas	20	9	4	0	67
Activities	16	9	6	0	68
Leisure Activities	29	21	0	0	50
People	25	13	0	0	63
Your Characteristics	33	44	0	11	11
<b>TOTAL PERCENTAGE</b>	<b>17</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>64</b>

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

Total possible responses: 291    Your response total: 291    Items omitted: 0    Typicality index: 22—Combination of item responses appears consistent.



## USING YOUR THEMES

### YOUR HIGHEST THEMES

**Social, Artistic**

### YOUR THEME CODE

**SA**

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

## CONSIDERING THEMES OF GREATEST INTEREST TO YOU

### Social (S) EMPATHIC HELPERS

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

#### TYPICAL COLLEGE MAJORS

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

### Artistic (A) CREATIVE COMMUNICATORS

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

#### TYPICAL COLLEGE MAJORS

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

### Enterprising (E) ACTIVE PERSUADERS

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

#### TYPICAL COLLEGE MAJORS

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

## USING YOUR BASIC INTEREST SCALES

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

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

### RELIGION & SPIRITUALITY — Very High

Ministering to others' spiritual or religious needs

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

### TEACHING & EDUCATION — High

Teaching young people in classroom settings

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

### HUMAN RESOURCES & TRAINING — High

Developing and training people; managing and directing employment activities of an organization

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Business Student Organization Human Resources Society Student Leadership Position	Campus Career Center Corporate Training Firm Human Resources Department	Business Management Human Resource Development Industrial Relations

### OFFICE MANAGEMENT — Moderate

Organizing, coordinating, and overseeing clerical and office activities

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Campus Events Planning Student Government Committee Student Organization Secretary	Campus Personnel Office Company Administrative Department Medical Records Department	Bookkeeping Business Administration Computer Operations

### PERFORMING ARTS — Moderate

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

## 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>Elementary School Teacher</b>	<b>S</b>	BA or MA, plus teaching certificate	Education Child Development Communication	Preschool Teacher Child Counselor Reading Specialist
<b>Community Service Director</b>	<b>SE</b>	BA or MA in liberal arts or business	Communication Business Management Political Science	Camp Director Residence Hall Director Convention Manager
<b>Middle School Teacher</b>	<b>S</b>	BA or MA, plus teaching certificate and licensure	Education Child Psychology Human Development	Athletic Coach Counselor Educational Administrator
<b>Special Education Teacher</b>	<b>S</b>	BA or MA, plus teaching certificate	Education Child Development Psychology	Child Counselor Recreation Therapist Occupational Therapist
<b>Speech Pathologist</b>	<b>SA</b>	MA or PhD in speech pathology	Chemistry Biological Sciences Anatomy	Rehabilitation Counselor Hearing Technician Occupational Therapist
<b>School Counselor</b>	<b>SE</b>	MA in counseling or education	Child Development Psychology Education	Psychologist Career Counselor Social Worker
<b>Administrative Assistant</b>	<b>CS</b>	High school diploma, vocational/technical certificate, or AA	Software Applications Writing Communication	Legal Secretary Medical Assistant Court Reporter
<b>Paralegal</b>	<b>CE</b>	AA or BA, plus formal paralegal training	Law Legal Research Criminal Justice	Law Clerk Claims Investigator Lawyer
<b>Advertising Account Manager</b>	<b>AE</b>	BA in liberal arts	Marketing Advertising Communication	Media Manager Sales Manager Copywriter
<b>Photographer</b>	<b>ARE</b>	High school diploma, AA, or BA	Photography Design Filmmaking	Filmmaker Photojournalist TV/Video Technician

## USING YOUR PERSONAL STYLE SCALES

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

PERSONAL STYLE SCALE	PREFERENCES/ACTIVITIES
<b>Work Style</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for working closely or frequently with people rather than working alone.</li> <li>You may prefer academic activities that focus on interpersonal interactions, such as study groups, group assignments, and helping others, rather than studying and researching on your own.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Your score suggests you may prefer a balance between learning by doing and learning through academic course work.</li> <li>At times you may enjoy attending lectures or reading theory, and at other times you may prefer hands-on practical training.</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 of work, from independent assignments that require you to solve problems on your own to collaborative team projects.</li> </ul>

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



## INTRODUCTION TO YOUR STRONG INTERPRETIVE REPORT

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

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

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

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

### SIX OCCUPATIONAL THEMES

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

### YOUR STRONG INTERPRETIVE REPORT INCLUDES PERSONALIZED INFORMATION ON

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

### YOU CAN USE THIS INFORMATION TO HELP YOU

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

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

## YOUR GENERAL OCCUPATIONAL THEMES

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

### YOUR THEME DESCRIPTIONS

**YOUR THEME CODE: SA**

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

### ACTION STEP

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

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

### OTHER THEME DESCRIPTIONS

THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
<b>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, enjoying 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, participating in 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
<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. Your highest Themes suggest career fields that might interest you the most and are your strongest career motivators—what will most excite you in your work. Examples of career fields for your highest Themes are highlighted below.

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

### SELECTED CAREER FIELDS

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

### ACTION STEP

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

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

### YOUR CAREER MOTIVATORS

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

### ACTION STEPS

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

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

## YOUR BASIC INTERESTS

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

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

### YOUR TOP STRONG INTEREST AREAS

BASIC INTEREST SCALE	THEME	TYPICAL INTERESTS AND ACTIVITIES
Religion & Spirituality	<b>Social</b>	<ul style="list-style-type: none"> <li>• Conducting worship services</li> <li>• Providing spiritual counseling</li> <li>• Studying religion</li> </ul>
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>
Human Resources & Training	<b>Social</b>	<ul style="list-style-type: none"> <li>• Training new employees</li> <li>• Facilitating leadership programs</li> <li>• Leading career development groups</li> </ul>
Office Management	<b>Conventional</b>	<ul style="list-style-type: none"> <li>• Organizing records and files</li> <li>• Coordinating office activities</li> <li>• Managing and ordering inventory</li> </ul>
Performing Arts	<b>Artistic</b>	<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>

#### ACTION STEPS

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

## YOUR SIMILARITY TO OCCUPATIONS

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

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

### YOUR TOP STRONG OCCUPATIONS

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
<a href="#">Elementary School Teacher</a>	S	<ul style="list-style-type: none"> <li>Teach basic academic and social skills</li> <li>Prepare, administer, and grade tests and assignments</li> <li>Confer with interested parties to resolve students' behavioral and academic problems</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles and methods for curriculum design, teaching, and instruction</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>
<a href="#">Community Service Director</a>	SE	<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>
<a href="#">Middle School Teacher</a>	S	<ul style="list-style-type: none"> <li>Adapt teaching methods and instructional materials to meet students' varying needs and interests</li> <li>Establish and enforce procedures for maintaining order among students</li> <li>Confer with parents and other educators 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, and the measurement of training effects</li> <li>Skill in teaching others how to do something</li> <li>Ability to communicate information and ideas in speaking so others will understand</li> </ul>
<a href="#">Special Education Teacher</a>	S	<ul style="list-style-type: none"> <li>Teach school subjects and daily living skills to educationally and physically handicapped students</li> <li>Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of methods for curriculum design, teaching, and instruction</li> <li>Skill in selecting and using training/instructional methods and procedures appropriate to the person</li> <li>Knowledge of human behavior and performance</li> </ul>
<a href="#">Speech Pathologist</a>	SA	<ul style="list-style-type: none"> <li>Assess and treat persons with speech, language, voice, and fluency disorders</li> <li>Administer speech/language evaluations or examinations</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of methods for diagnosing and treating speech disorders</li> <li>Knowledge of the structure and content of the English language</li> </ul>
<a href="#">School Counselor</a>	SE	<ul style="list-style-type: none"> <li>Counsel individuals and provide group educational and vocational guidance services</li> <li>Advise students in understanding and overcoming personal and social problems</li> <li>Assess students' abilities, interests, and personality</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of human behavior and performance</li> <li>Knowledge of methods for treating mental dysfunctions and for providing career counseling and guidance</li> </ul>
<a href="#">Administrative Assistant</a>	CS	<ul style="list-style-type: none"> <li>Provide high-level administrative support by handling information requests and organizing schedules</li> <li>Prepare reports, memos, and letters using word-processing, spreadsheet, database, or presentation software</li> <li>Prepare agendas and make arrangements for meetings</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of administrative and clerical procedures such as word processing, managing files and records, and office procedures</li> <li>Skill in coordination of people and resources</li> <li>Skill in time management for self and others</li> </ul>

Continued on next page →

**YOUR TOP STRONG OCCUPATIONS (continued)**

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
<b>Paralegal</b>	<b>CE</b>	<ul style="list-style-type: none"> <li>• Prepare legal documents, including briefs, pleadings, appeals, wills, contracts, and real estate closing statements</li> <li>• Assist lawyers by researching legal precedent and investigating facts</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of laws, legal codes, and court procedures</li> <li>• Knowledge of administrative and clerical procedures such as word processing and managing files and records</li> <li>• Skill in communicating effectively in writing</li> </ul>
<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>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 using measuring devices</li> <li>• Ability to quickly and repeatedly adjust the controls of a machine to exact positions</li> <li>• Skill in focusing cameras and adjusting settings based on lighting, subject material, distance, and film speed</li> </ul>

**ACTION STEPS**

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

## YOUR PERSONAL STYLE

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

### YOUR PERSONAL STYLE SCALES PREFERENCES

PERSONAL STYLE SCALE	YOUR SCORE SUGGESTS YOU SHOULD CONSIDER A JOB WHERE
<b>Work Style</b>	<ul style="list-style-type: none"> <li>You work more with people than with ideas, data, or things.</li> <li>You can interact with colleagues or customers on a regular basis.</li> <li>You don't have to spend a lot of time alone writing reports or analyzing data.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>You can learn both ideas and skills.</li> <li>You can balance your learning between reading and listening to lectures and hands-on experience.</li> <li>You can apply new ideas to concrete 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 physical, financial, or social risks.</li> <li>You can make decisions carefully.</li> <li>You can feel secure in your job.</li> </ul>
<b>Team Orientation</b>	<ul style="list-style-type: none"> <li>You can work independently some of the time and work on teams other times.</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.

### YOUR HIGHEST THEMES

- Social
- Artistic

### PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

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

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Conducting worship services</li> <li>• Providing spiritual counseling</li> <li>• Studying religion</li> <li>• Teaching young people</li> <li>• Planning learning activities</li> <li>• Explaining what things mean</li> </ul> | <ul style="list-style-type: none"> <li>• Training new employees</li> <li>• Facilitating leadership programs</li> <li>• Leading career development groups</li> </ul> |
|--|---|

### CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Elementary School Teacher</li> <li>• Community Service Director</li> <li>• Middle School Teacher</li> <li>• Special Education Teacher</li> <li>• Speech Pathologist</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• Administrative Assistant</li> <li>• Paralegal</li> <li>• Advertising Account Manager</li> <li>• Photographer</li> </ul> |
|---|--|

### HOW YOU LIKE TO WORK AND LEARN

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Interacting with others on a regular basis</li> <li>• A combination of practical and theoretical learning</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 share many characteristics. This often represents a similar focus throughout work, leisure, and academic interests. Find out as much as you can about occupations, career fields, leisure activities, and academic interests with codes similar to those of your top Themes.

### ACTION STEPS

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



## LEVELS OF SKILLS CONFIDENCE BY THEME

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

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

### SKILLS CONFIDENCE THEME CODE: SEC

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

## COMPARISON OF LEVELS OF SKILLS CONFIDENCE AND INTEREST

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

### SKILLS CONFIDENCE THEME CODE: SEC

### STRONG THEME CODE: SA

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

Total responses out of 60: 60

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

