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# Strong Interest Inventory® and Myers-Briggs Type Indicator® Career Report with Strong Profile and Strong College 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
<b>Enterprising</b>	<b>E</b>	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence
<b>Artistic</b>	<b>A</b>	Self-expression, art appreciation, communication, culture	Composing music, performing, writing, creating visual art	Creativity, musical ability, artistic expression	Beauty, originality, independence, imagination
<b>Conventional</b>	<b>C</b>	Organization, data management, accounting, investing, information systems	Setting up procedures and systems, organizing, keeping records, developing computer applications	Ability to work with numbers, data analysis, finances, attention to detail	Accuracy, stability, efficiency
<b>Investigative</b>	<b>I</b>	Science, medicine, mathematics, research	Performing lab work, solving abstract problems, conducting research	Mathematical ability, researching, writing, analyzing	Independence, curiosity, learning
<b>Social</b>	<b>S</b>	People, teamwork, helping, community service	Teaching, caring for people, counseling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
<b>Realistic</b>	<b>R</b>	Machines, computer networks, athletics, working outdoors	Operating equipment, using tools, building, repairing, providing security	Mechanical ingenuity and dexterity, physical coordination	Tradition, practicality, common sense

<b>YOUR HIGHEST THEMES</b>	<b>YOUR THEME CODE</b>
<b>Enterprising, Artistic, Conventional</b>	<b>EAC</b>

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		30	40	50	60	70	
<b>Enterprising</b>	<b>E</b>	[Bar from 30 to 60] HIGH					<b>61</b>
<b>Artistic</b>	<b>A</b>	[Bar from 30 to 50] MODERATE					<b>55</b>
<b>Conventional</b>	<b>C</b>	[Bar from 30 to 50] MODERATE					<b>51</b>
<b>Investigative</b>	<b>I</b>	[Bar from 30 to 50] MODERATE					<b>51</b>
<b>Social</b>	<b>S</b>	[Bar from 30 to 50] MODERATE					<b>49</b>
<b>Realistic</b>	<b>R</b>	[Bar from 30 to 35] VERY LITTLE					<b>38</b>

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

**BASIC INTEREST SCALES**

**SECTION 2**

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

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

**YOUR TOP FIVE INTEREST AREAS**

1. Politics & Public Speaking (E)
2. Social Sciences (S)
3. Law (E)
4. Writing & Mass Communication (A)
5. Sales (E)

**Areas of Least Interest**

- Computer Hardware & Electronics (R)
- Mechanics & Construction (R)
- Mathematics (I)

**ENTERPRISING — High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Politics & Public Speaking	[Bar from 30 to 70, labeled VH]					72
Law	[Bar from 30 to 66, labeled VH]					66
Sales	[Bar from 30 to 63, labeled H]					63
Management	[Bar from 30 to 61, labeled H]					61
Marketing & Advertising	[Bar from 30 to 52, labeled M]					52
Entrepreneurship	[Bar from 30 to 51, labeled M]					51

**ARTISTIC — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Writing & Mass Communication	[Bar from 30 to 63, labeled VH]					63
Performing Arts	[Bar from 30 to 51, labeled M]					51
Culinary Arts	[Bar from 30 to 51, labeled M]					51
Visual Arts & Design	[Bar from 30 to 45, labeled M]					45

**CONVENTIONAL — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Office Management	[Bar from 30 to 57, labeled H]					57
Finance & Investing	[Bar from 30 to 56, labeled M]					56
Taxes & Accounting	[Bar from 30 to 44, labeled L]					44
Programming & Information Systems	[Bar from 30 to 42, labeled L]					42

**INVESTIGATIVE — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Science	[Bar from 30 to 57, labeled M]					57
Research	[Bar from 30 to 56, labeled M]					56
Medical Science	[Bar from 30 to 48, labeled M]					48
Mathematics	[Bar from 30 to 41, labeled L]					41

**SOCIAL — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Social Sciences	[Bar from 30 to 70, labeled VH]					70
Teaching & Education	[Bar from 30 to 55, labeled M]					55
Human Resources & Training	[Bar from 30 to 55, labeled M]					55
Religion & Spirituality	[Bar from 30 to 49, labeled M]					49
Counseling & Helping	[Bar from 30 to 48, labeled M]					48
Healthcare Services	[Bar from 30 to 42, labeled L]					42

**REALISTIC — Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Nature & Agriculture	[Bar from 30 to 48, labeled M]					48
Military	[Bar from 30 to 48, labeled M]					48
Athletics	[Bar from 30 to 46, labeled L]					46
Protective Services	[Bar from 30 to 44, labeled L]					44
Mechanics & Construction	[Bar from 30 to 40, labeled VL]					40
Computer Hardware & Electronics	[Bar from 30 to 36, labeled VL]					36

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. Paralegal (CA)
2. Human Resources Specialist (ESR)
3. Public Administrator (ASE)
4. University Administrator (SA)
5. Attorney (ARE)
6. Elected Public Official (ESA)
7. Librarian (A)
8. Public Relations Director (AE)
9. Human Resources Manager (SER)
10. Career Counselor (S)

**Occupations of Dissimilar Interest**

- Physicist (IRA)
- Medical Illustrator (AIR)
- Mathematics Teacher (CIS)
- Automobile Mechanic (R)
- Electrician (RIC)

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

**ENTERPRISING — Selling, Managing, Persuading**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
ESR	Human Resources Specialist										62
ESA	Elected Public Official										59
E	Marketing Manager										56
E	Top Executive, Business/Finance										55
ER	Operations Manager										54
ECS	Facilities Manager										52
ECR	Purchasing Agent										51
E	Loan Officer/Counselor										48
E	Realtor										47
E	Wholesale Sales Representative										46
EAS	Flight Attendant										43
E	Life Insurance Agent										43
E	Sales Manager										42
ER	Technical Sales Representative										41
ECR	Restaurant Manager										37
E	Securities Sales Agent										37
EAR	Bartender										36
EC	Buyer										36
EA	Cosmetologist										36
EAC	Florist										35
E	Personal Financial Advisor										33
ER	Optician										27
ER	Chef										20

**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://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		
ASE	Public Administrator										60
ARE	Attorney										59
A	Librarian										59
AE	Public Relations Director										59
AE	Advertising Account Manager										54
AI	Translator										54
AI	Urban & Regional Planner										53
ASI	ESL Instructor										51
AE	Broadcast Journalist										50
A	Reporter										50
A	Arts/Entertainment Manager										47
AI	Technical Writer										47
A	Editor										44
ASE	English Teacher										42
A	Musician										42
AI	Sociologist										42
AE	Interior Designer										41
AS	Art Teacher										30
A	Artist										26
ARE	Photographer										24
A	Graphic Designer										23
ARI	Architect										18
AIR	Medical Illustrator										-3

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		
CA	Paralegal										66
CR	Customer Service Representative										52
CRE	Business/Finance Supervisor										51
CSR	Administrative Assistant										50
CES	Nursing Home Administrator										48
CE	Credit Manager										45
CES	Food Service Manager										43
C	Auditor										42
CES	Business Education Teacher										42
C	Health Information Specialist										41
CRE	Accountant										40
CRE	Financial Analyst										38
CRE	Financial Manager										31
CI	Actuary										20
CIS	Mathematics Teacher										0

**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://www.onetonline.org>

INVESTIGATIVE — Researching, Analyzing, Inquiring

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
I	University Faculty Member										43
IAS	Psychologist										38
IA	Geographer										36
ICE	Pharmacist										31
ISA	Chiropractor										27
IA	Biologist										24
IRC	Medical Technologist										18
IRS	Respiratory Therapist										18
IRA	Geologist										17
IRE	Medical Technician										16
IRS	Science Teacher										14
IAR	Physician										12
IRC	R&D Manager										12
IR	Veterinarian										12
IR	Chemist										9
ICA	Mathematician										7
IR	Optometrist										7
IR	Dentist										6
ICR	Computer Scientist										3
IRA	Physicist										-11

OCCUPATIONAL SCALES

SECTION 3

**SOCIAL — Helping, Instructing, Caregiving**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
SA	University Administrator										60
SER	Human Resources Manager										58
S	Career Counselor										56
SAE	Training & Development Specialist										55
SEC	School Administrator										54
S	Instructional Coordinator										51
S	Mental Health Counselor										50
SE	School Counselor										48
S	Community Service Director										47
SRA	Rehabilitation Counselor										47
SA	Speech Pathologist										46
SE	Parks & Recreation Manager										45
S	Secondary School Teacher										42
SEA	Special Education Teacher										42
SA	Social Worker										40
S	Religious/Spiritual Leader										38
S	Middle School Teacher										36
S	Elementary School Teacher										33
SEC	Dietitian										31
SA	Occupational Therapist										26
SAI	Registered Nurse										19
SAR	Recreation Therapist										18
SIR	Physical Therapist										3
SIR	Athletic Trainer										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://www.onetonline.org>

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

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
REC	Management Analyst										52
R	Law Enforcement Officer										29
RC	Computer & IS Manager										27
RIC	Computer/Mathematics Manager										27
RCI	Computer Systems Analyst										26
RI	Forester										26
RCI	Technical Support Specialist										26
RE	Landscape/Grounds Manager										25
RC	Farmer/Rancher										24
RI	Engineer										22
REC	Military Officer										21
RCE	Production Worker										21
RIC	Computer Programmer										19
RI	Emergency Medical Technician										19
RIC	Software Developer										19
RI	Radiologic Technologist										18
RIC	Network Administrator										16
RSE	Vocational Agriculture Teacher										14
RCE	Military Enlisted										13
REI	Horticulturist										9
RI	Firefighter										8
RIC	Engineering Technician										5
REA	Carpenter										2
RIC	Electrician										2
R	Automobile Mechanic										1



**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 a balance of working alone and working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may dislike taking risks.
5. You probably enjoy participating in teams.

**Clear Scores**

(Below 46 and above 54)

You indicated a clear preference for one style versus the other.

**Midrange Scores (46–54)**

You indicated that some of the descriptors on both sides apply to you.

PERSONAL STYLE SCALE	CLEAR		MIDRANGE		CLEAR		STD SCORE
	25	35	45	55	65	75	
<b>Work Style</b>	Prefers working alone; enjoys data, ideas, or things; reserved			53		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			65		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			63		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			44		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			58		Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others	

## PROFILE SUMMARY

## SECTION 5

## YOUR HIGHEST THEMES

Enterprising, Artistic, Conventional

## YOUR THEME CODE

EAC

## YOUR TOP FIVE INTEREST AREAS

1. Politics & Public Speaking (E)
2. Social Sciences (S)
3. Law (E)
4. Writing & Mass Communication (A)
5. Sales (E)

## Areas of Least Interest

Computer Hardware & Electronics (R)  
 Mechanics & Construction (R)  
 Mathematics (I)

## YOUR TOP TEN STRONG OCCUPATIONS

1. Paralegal (CA)
2. Human Resources Specialist (ESR)
3. Public Administrator (ASE)
4. University Administrator (SA)
5. Attorney (ARE)
6. Elected Public Official (ESA)
7. Librarian (A)
8. Public Relations Director (AE)
9. Human Resources Manager (SER)
10. Career Counselor (S)

## Occupations of Dissimilar Interest

Physicist (IRA)  
 Medical Illustrator (AIR)  
 Mathematics Teacher (CIS)  
 Automobile Mechanic (R)  
 Electrician (RIC)

## YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer a balance of working alone and working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may dislike taking risks.
5. You probably enjoy participating in teams.

## RESPONSE SUMMARY

## SECTION 6

This section provides a summary of your responses to the different sections of the inventory for use by your career professional.

## ITEM RESPONSE PERCENTAGES

Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	5	26	24	30	15
Subject Areas	20	28	15	33	4
Activities	19	22	24	21	14
Leisure Activities	4	32	29	29	7
People	25	25	25	19	6
Your Characteristics	44	33	11	0	11
<b>TOTAL PERCENTAGE</b>	<b>13</b>	<b>26</b>	<b>23</b>	<b>26</b>	<b>12</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: 23—Combination of item responses appears consistent.



## USING YOUR THEMES

### YOUR HIGHEST THEMES

**Enterprising, Artistic, Conventional**

### YOUR THEME CODE

**EAC**

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

### 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

### 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

### Conventional (C) CAREFUL ORGANIZERS

Conventional students prefer to take an orderly approach to organizing and managing finances, procedures, or data.

#### TYPICAL COLLEGE MAJORS

Accounting	Court Reporting	Industrial Education	Office Systems
Actuarial Science	Data Management	Information Systems and Technology	Paralegal Studies
Banking and Finance	Dental Hygiene	Management Information Systems	Purchasing/Materials Management
Bookkeeping	Financial Planning	Mathematics Education	Secretarial Procedures
Business	Food Service Management	Medical Administration	Small Business Operations
Computer Programming	Hotel, Restaurant, and Institutional Management	Medical Transcription	Statistics

## 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).

### POLITICS & PUBLIC SPEAKING — Very High

Persuading and influencing others verbally

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

### SOCIAL SCIENCES — Very High

Studying people, groups, society, and culture

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

### LAW — Very High

Debating, applying the law, and studying legal proceedings

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

### WRITING & MASS COMMUNICATION — Very High

Using language and literature to communicate

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

### SALES — High

Selling products or services, or working with salespeople

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Business Student Organization	Company Sales Department	Business Administration
Charity Sales Drive	Retail Sales	Marketing
Fundraising Campaign	Travel/Tourism Company	Real Estate

## 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>Paralegal</b>	<b>CA</b>	AA or BA, plus formal paralegal training	Law Legal Research Criminal Justice	Law Clerk Claims Investigator Lawyer
<b>Human Resources Specialist</b>	<b>ESR</b>	BA in liberal arts, business, or labor relations	Business Administration Management Industrial Psychology	Career Development Trainer Labor Lawyer Social Worker
<b>Public Administrator</b>	<b>ASE</b>	MA in public administration	Business Management Government Economics	Social Welfare Director Foreign Services Officer Legislative Administrator
<b>University Administrator</b>	<b>SA</b>	MA or higher educational degree	Education Administration Communication Leadership	Chief Executive Officer Human Resources Director School Superintendent
<b>Attorney</b>	<b>ARE</b>	JD or LLB	English Public Speaking Government	Legal Assistant Mediator Judge
<b>Elected Public Official</b>	<b>ESA</b>	High school diploma, BA, MA, or law degree	Political Science Liberal Arts Business Administration	Attorney Chief Executive Officer Legislative Aide
<b>Librarian</b>	<b>A</b>	Master's degree in library science (MLS)	Information Science Education Foreign Languages	Archivist Curator Computer Scientist
<b>Public Relations Director</b>	<b>AE</b>	BA or MA in communication or public relations	Journalism Communication Business Management	Lobbyist Fundraiser Marketing Executive
<b>Human Resources Manager</b>	<b>SER</b>	BA or MA	Labor Relations Business Administration Organization Development	Labor Relations Negotiator Training & Development Manager Career Development Director
<b>Career Counselor</b>	<b>S</b>	MA in counseling	Psychology Education Sociology	Secondary Education Teacher Personal Coach Health Educator

## USING YOUR PERSONAL STYLE SCALES

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

PERSONAL STYLE SCALE	PREFERENCES/ACTIVITIES
<b>Work Style</b>	<ul style="list-style-type: none"> <li>Your score suggests you may prefer a balance between working independently and working with others, depending on the circumstances.</li> <li>You may enjoy spending part of the day alone researching or reading, and then switching to interactive activities such as group discussions.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Your score suggests you enjoy the traditional student role and learning for the sake of learning.</li> <li>You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs.</li> </ul>
<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for taking charge through meeting, persuading, and directing others.</li> <li>You may enjoy leading a student organization, coordinating campus events, or facilitating classroom discussions.</li> </ul>
<b>Risk Taking</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for careful consideration before acting or deciding.</li> <li>You may prefer academic work that involves research, reading, and “how-to” workshops rather than assignments that require approaching new things spontaneously or quickly.</li> </ul>
<b>Team Orientation</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for team-based activities and for collaborating with others to solve problems.</li> <li>You may enjoy group projects, interactive seminars, and getting involved in campus groups and committees.</li> </ul>

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



## INTRODUCTION TO YOUR STRONG AND MBTI® CAREER REPORT

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As part of your career exploration process you recently took two powerful assessments:

- The *Strong Interest Inventory*® (*Strong*) assessment
- The *Myers-Briggs Type Indicator*® (MBTI®) assessment

Both of these tools have been revised and updated through many decades of research and provide the latest, most thorough information available relating career interests, personality, and work environments. Although each assessment is helpful in itself, examining your combined results will expand your understanding of both yourself and your career options.

This report builds on what you have learned from prior interpretations of the *Strong* and MBTI tools. Although the following pages include brief summaries of your *Strong* and MBTI results, make sure that you have discussed each assessment with a career professional first in order to get the most from this report.

### HOW YOU WILL BENEFIT

The Strong and MBTI® Career Report can help you identify

- Work tasks you might find satisfying
- Work environments that would be a good fit
- Specific occupations and career fields you might enjoy
- Ways to alter your work environment to make it more satisfying
- Leisure activities to balance your work life
- Strategies for career development
- Tactics for staying motivated during the career exploration process

### HOW YOUR REPORT IS ORGANIZED

The sections in your Strong and MBTI® Career Report are

- Summary of Your *Strong* and MBTI Results
- Your *Strong* Themes and MBTI Preferences Combined
- Your Personal Style and MBTI Preferences
- Career Fields and Occupations Suggested by Your Combined Results
- Additional Occupations to Explore
- Career Development Strategies
- Successful Career Exploration and Change
- Next Steps

## SUMMARY OF YOUR STRONG AND MBTI® RESULTS

Your results on the *Strong* and MBTI tools are based on the same assumption—that you are most likely to be satisfied and productive if you are working at something you enjoy in an environment you find compatible.

- The *Strong* assessment matches your interests with six types of work environments.
- The MBTI assessment describes your personality type and matches it with types of work.

### YOUR SIX STRONG GENERAL OCCUPATIONAL THEMES

Your *Strong* Profile showed your level of interest in six General Occupational Themes. These Themes reflect broad patterns of interest and are used to describe both people's personalities and the environments in which they work. The Themes below are presented in your order of interest.

- **Enterprising**—Managing, selling
- **Artistic**—Creating or enjoying art
- **Conventional**—Accounting, processing data
- **Investigative**—Researching, analyzing
- **Social**—Helping, instructing
- **Realistic**—Building, repairing

Your highest Themes are **Enterprising** and **Artistic**.

People with interests in these areas usually enjoy managing and directing creative work. Making autonomous decisions and seeing the results of creative projects is often important to them.

### YOUR FOUR MBTI® PERSONALITY PREFERENCES

Your MBTI results show these four personality preferences: **INTP**.

- **Introversion (I)**—Getting energy from and attuning to inner reflection on ideas and experiences
- **Intuition (N)**—Taking in information from patterns and the big picture and focusing on future possibilities
- **Thinking (T)**—Making decisions based primarily on logic and an objective analysis of cause and effect
- **Perceiving (P)**—Being flexible and spontaneous and wanting to keep your options open

People with INTP preferences are interested in theories and abstract ideas and in creating conceptual models. They like to solve problems through logical, objective analysis using their expert knowledge and technical skills.

*If you have any questions about your Strong or MBTI results, be sure to ask your career professional for clarification.*



## YOUR STRONG THEMES AND MBTI® PREFERENCES COMBINED

Your combined *Strong* Theme and MBTI results are described below. Your combined results will help you explore:

- What you might like to do
- Where you might like to work
- How you might like to work and learn

This report focuses on your Enterprising *Strong* Theme because that is the Theme in which you showed the greatest interest. The Enterprising Theme likely represents your strongest career motivator and the kinds of activities you find most energizing. Business-related work environments will probably attract you first.

Your *Strong* results show that you are also quite interested in the Artistic and Conventional Themes. You may find it helpful to discuss with your career professional how these Themes might affect your career exploration.

### ENTERPRISING + INTP—The Independent Persuaders

<b>Enterprising work environments</b>	<ul style="list-style-type: none"> <li>• Competitive</li> <li>• Fast paced</li> <li>• Business oriented</li> <li>• Focused on those in positions of power and influence</li> </ul>
<b>INTPs at work</b>	<ul style="list-style-type: none"> <li>• Enjoy strategic planning and problem solving at a systems level</li> <li>• Develop conceptual models</li> <li>• Apply tough-minded analysis</li> <li>• Are flexible in their actions and ideas</li> </ul>
<b>Enterprising + INTP individuals often like</b>	<ul style="list-style-type: none"> <li>• Research and development positions in organizations</li> <li>• Competitive business environments</li> <li>• Designing systems for improving the delivery of products and services</li> <li>• Basing decisions on logic and critical analysis</li> </ul>

You can probably tell from the descriptions above that Enterprising work environments are sometimes attractive to INTPs. You are likely to be recognized for your ability to:

- Combine imagination and innovation with efficiency and productivity
- Bring a future orientation to decision making
- See the whole picture and envision how things could be done differently
- Adapt well to change

However, some Enterprising work environments may seem a bit too fast paced to you. Your need for reflection and innovation may at times be viewed by others as a sign that you lack focus on the bottom line.

## YOUR PERSONAL STYLE AND MBTI® PREFERENCES

Explained below are your results on the five *Strong* scales that describe your personal style of working and learning, combined with the impact of your MBTI preferences.

### STRONG WORK STYLE + MBTI® TYPE

Your *Strong* result and MBTI preferences for **Introversion** and **Thinking** suggest that you may:

- Want a balance between time alone and time with coworkers
- Like to work alone for a while and then discuss the results of your work with a small group or team
- Work best when you, rather than others, control your level of people contact

### STRONG LEARNING ENVIRONMENT + MBTI® TYPE

Your *Strong* result and MBTI preference for **Intuition** suggest that you would probably:

- Enjoy learning through lecture and reading
- Like exploring the broad theories and concepts that underlie your field of study
- Be interested in knowledge for its own sake
- Want a position in which conceptual knowledge is valued and continual learning opportunities are available

### STRONG LEADERSHIP STYLE + MBTI® TYPE

Your *Strong* result and MBTI preference for **Introversion** suggest that you may:

- Adopt an outgoing and directive style, but only after much thought and reflection
- Enjoy being in charge of projects, but prefer infrequent interaction with those you manage
- Want a job that allows you to work independently on goals and strategies and then direct others to carry them out

### STRONG RISK TAKING + MBTI® TYPE

Your *Strong* result and MBTI preferences for **Thinking** and **Perceiving** suggest that you may:

- Be most comfortable in positions that are somewhat predictable and stable
- Prefer work that allows you to apply your expertise rather than take on entirely new challenges
- Approach change only after carefully considering the logical consequences of all your alternatives

### STRONG TEAM ORIENTATION + MBTI® TYPE

Your *Strong* result and MBTI preference for **Introversion** suggest that you would probably:

- Enjoy contributing to team efforts, but with little direct contact with others
- Prefer to work independently to address concerns of the group
- Like sharing group successes, but prefer not to receive public recognition

## CAREER FIELDS AND OCCUPATIONS SUGGESTED BY YOUR COMBINED RESULTS

Now that you have seen how your *Strong* Themes and MBTI preferences combine to suggest satisfying tasks and work environments, and how the *Strong* Personal Style Scales and MBTI preferences combine to suggest your styles of working and learning, it is time to narrow your career exploration to career fields and specific occupations.

### CAREER FIELDS FOR ENTERPRISING + INTP TYPES

The career fields to the right reflect both Enterprising work environments suggested by your *Strong* results and O\*NET™ job families that attract INTP types. You can find out more about these career fields by looking up their codes at <http://www.onetonline.org>. Your career professional can help you explore many other career fields that may appeal to you. These are just a few suggestions to help you get started.

CAREER FIELD	O*NET CODE(S)
Law	23-1011.00 23-1023.00
Corporate Executive Management	11-1011.00
Marketing Research	13-1161.00
Management Consulting	13-1111.00

### OCCUPATIONS FOR YOUR COMBINED STRONG AND MBTI® RESULTS

The occupations in the table that follows were suggested by both your *Strong* interests and your MBTI type, thus making it likely that you may find them satisfying and enjoyable. Keep in mind that

- Your interests are similar to those of people working in these occupations who like their work
- These occupations tend to attract people with the same MBTI type as you have who are satisfied with their job

These occupations are based on data collected from more than 70,000 people who are satisfied with their jobs and have taken the *Strong* inventory and from more than 90,000 people who are satisfied with their jobs and have taken the MBTI assessment. The occupations from both sources are linked to the occupations found in the O\*NET system of occupational classification developed by the U.S. Department of Labor. For more information about these occupations, click an occupation name in the left column or visit <http://www.onetonline.org> and enter the occupation name in the search box at the Web site.

#### YOUR TOP COMBINED OCCUPATIONS

OCCUPATION	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs)
<b>Attorney</b>	<ul style="list-style-type: none"> <li>• Represent clients in criminal and civil litigation and other legal proceedings</li> <li>• Draw up legal documents and manage cases</li> <li>• Advise clients on legal or business transactions</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of laws, court procedures, and government regulations</li> <li>• Ability to use logic and reasoning to identify the strengths and weaknesses of alternatives</li> <li>• Skill in persuading others to change their minds or behavior</li> </ul>
<b>Elected Public Official</b>	<ul style="list-style-type: none"> <li>• Meet with constituents to determine needs</li> <li>• Determine and formulate policies and provide overall direction of federal, state, or local government activities</li> <li>• Determine budget for government or agency</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of laws, legal codes, government regulations, and agency rules</li> <li>• Skill in persuading others</li> </ul>

Continued on next page →

## YOUR TOP COMBINED OCCUPATIONS (continued)

OCCUPATION	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs)
<b>Urban &amp; Regional Planner</b>	<ul style="list-style-type: none"> <li>Develop comprehensive plans for land use</li> <li>Design and administer government plans and policies affecting land use, zoning, public utilities, facilities, housing, and transportation</li> <li>Hold public meetings and confer with interested parties to formulate land use or community plans</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of techniques and tools used to produce blueprints, drawings, and models</li> <li>Knowledge of laws, legal codes, government regulations, and agency rules</li> <li>Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions</li> </ul>
<b>Management Analyst</b>	<ul style="list-style-type: none"> <li>Conduct organizational studies and evaluations and design systems and procedures</li> <li>Analyze data gathered and develop solutions or alternative methods of proceeding</li> <li>Confer with personnel concerned to ensure successful functioning of newly implemented systems or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles of strategic planning, resource allocation, leadership, production methods, and coordination of people and resources</li> <li>Skill in giving full attention to what other people are saying and taking time to understand the points being made</li> <li>Ability to combine pieces of information to form general rules or conclusions</li> </ul>
<b>Arts/ Entertainment Manager</b>	<ul style="list-style-type: none"> <li>Confer with clients about their careers and actions taken on their behalf</li> <li>Schedule promotional or performance engagements and develop strategies for your clients' success</li> <li>Confer with art or production department heads to discuss presentations and to coordinate creative activities</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of media production, communication, and dissemination techniques and methods</li> <li>Knowledge of methods for promoting and selling services</li> <li>Ability to come up with clever ideas and skill in persuading others to change their minds or behavior</li> </ul>
<b>Technical Writer</b>	<ul style="list-style-type: none"> <li>Write technical materials, such as equipment manuals and operating instructions</li> <li>Write material according to set standards regarding clarity, style, and terminology</li> <li>Incorporate drawings, specifications, and mockups to illustrate technology, operating procedure, sequence, and detail</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> </ul>
<b>Editor</b>	<ul style="list-style-type: none"> <li>Assign topics, events, and stories to individual writers or reporters</li> <li>Develop story or content ideas, considering reader or audience appeal</li> <li>Plan the contents of publications</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> </ul>
<b>Musician</b>	<ul style="list-style-type: none"> <li>Play one or more musical instruments in recital, in accompaniment, or as a member of an orchestra, band, or other musical group</li> <li>Transpose music to play in an alternate key or to fit individual style or purposes</li> </ul>	<ul style="list-style-type: none"> <li>Ability to detect or tell the differences between sounds that vary in pitch and loudness</li> <li>Ability to focus on a single source of sound in the presence of other distracting sounds</li> <li>Knowledge of techniques required to compose, produce, and perform works of music</li> </ul>
<b>Psychologist</b>	<ul style="list-style-type: none"> <li>Diagnose mental disorders, learning disabilities, and cognitive, behavioral, and emotional problems</li> <li>Provide therapy or counseling to assist individuals in achieving more effective personal, social, educational, and vocational development and adjustment</li> <li>May teach college courses</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles, methods, and procedures for diagnosing, treating, and rehabilitating mental dysfunctions</li> <li>Skill in giving full attention to what other people are saying</li> <li>Skill in developing constructive and cooperative working relationships with others and maintaining them over time</li> </ul>
<b>Pharmacist</b>	<ul style="list-style-type: none"> <li>Compound and dispense medications following prescriptions issued by authorized medical practitioners</li> <li>Assess the identity, strength, and purity of medications</li> <li>Advise customers regarding the selection of medication brands, medical equipment, and healthcare supplies</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the chemical composition, structure, and properties of substances and of the chemical transformations they undergo, including drug interactions and danger signs</li> <li>Knowledge of the information and techniques required to diagnose and treat human injuries and diseases</li> </ul>

**ACTION STEP**

Do you see a pattern in these occupations? Try highlighting any KSAs or words or phrases that particularly appeal to you. You will probably see some trends emerge.

## ADDITIONAL OCCUPATIONS TO EXPLORE

The occupations listed in the preceding table were suggested because they match *both* your *Strong* interests and your MBTI preferences. There are many other occupations from just one of the assessments, however, that may also be a good fit for you. Some of them are listed here.

### OCCUPATIONS TO EXPLORE

Aerospace/Nautical Engineer	Legal Executive
Biomedical Engineer	Nursing Home Administrator
Broadcast Journalist	Parks & Recreation Manager
Business Education Teacher	Political Scientist
Craft Artist	Power Plant Operator
English Teacher	Public Administrator
ESL Instructor	Sociologist
Flight Attendant	Software Engineer
Health Information Specialist	Translator
Human Resources Manager	Writer

Don't be discouraged if the career field or occupation you are considering does not appear on one of your lists. Some people are successful in careers that are not typical for their interest patterns and personality types.

- Try looking at the broader patterns represented by these occupations rather than just at the titles. You may see that certain skill clusters or interest areas emerge.
- You might want to speak with a career professional to explore the unique perspective you could bring to your work, or to head off any stress that might arise as a result of your career choice.

### ACTION STEPS

**As you consider the occupations suggested by your *Strong* and MBTI results, think about how each one fits with your interests and personality. Ask yourself:**

- **Will this career allow me to develop theoretical solutions to problems?**
- **Will I have plenty of variety and the opportunity to use my technical knowledge and expertise?**
- **Will I be appreciated for my long-range vision and analytical thinking?**

**Consider the patterns and trends that emerged from your occupational lists, or think about how the occupations might differ.**

- **Are there any skills that are common to almost all of the occupations?**
- **Can you narrow your choices to those that best fit your personality and current interests?**

## CAREER DEVELOPMENT STRATEGIES

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People take the *Strong* and MBTI assessments for many different reasons.

- Some are looking for a good match to start their career.
- Some are considering a career change.
- Some are looking for ways to make their current job more interesting.
- Some are trying to bring more balance into their life.

The activities that follow will help you use your *Strong* and MBTI results to make effective decisions in managing your career.

### ARE YOU LOOKING FOR A GOOD MATCH TO START YOUR CAREER?

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Students and people who are entering the job market for the first time often take the *Strong* inventory and the MBTI assessment to guide them in a career direction that will be interesting and fulfilling. If this is true for you, be sure to consider entry positions that are a good fit for your *Strong* Theme and MBTI preferences. For each career direction you are considering, ask yourself:

- Is this an intellectually challenging environment that focuses on the logical analysis of long-range possibilities?
- Is this an environment in which originality and finding new approaches to problem solving are rewarded?
- Will I be required to focus on precise facts and details, or to spend more time on bottom-line practicality than I like?

If you answered “yes” to the first two questions, you are probably considering a career or occupation that is a good fit for your INTP preferences.

The third question is a heads-up: Work often includes tasks that are not very appealing. But it is important that such tasks don't take up the majority of your work time.

You will also want your first career position to be a good match for your interests in the *Strong* Enterprising Theme.

- Is this work environment more fast paced and profit oriented than reflective and idea driven?
- Would I spend more time managing projects and selling products than solving abstract problems?
- Would this job allow me to be ambitious, persuasive, and entrepreneurial?

If you answered “no” to any of these questions, try to find a work environment that is a closer fit with your Enterprising Theme.

## ARE YOU CONSIDERING A CAREER CHANGE?

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People who take the *Strong* inventory or the MBTI assessment often do so because they feel some degree of career dissatisfaction. If this is true for you, it may be that your work is not a good fit for your MBTI type. Check the following statements that apply to you.

I work in an environment that is slow to accept new ideas or that requires me to do things that may be efficient but don't necessarily produce the best solutions to problems.

I work in an environment where consensus and cooperation are rewarded more than logic and mental challenge.

I am required to focus on facts and details, or to spend too much time on bottom-line practicality.

If you checked any of these statements, you probably would be more satisfied in a career that allows you to focus on the big picture and the logical analysis of long-range possibilities.

It is also possible that you are working in an environment that is not a good match for your interests in the Enterprising Theme. Check the following statements that apply to you.

I work in an environment that is more reflective and idea driven than fast paced and profit oriented.

I spend more time solving abstract problems than managing projects and selling products.

My job doesn't allow me to be ambitious, persuasive, and entrepreneurial.

If you checked any of the six statements above, consider talking with a career professional about ways to incorporate more of your MBTI preferences into your work or about finding a work environment that is a closer fit with the *Strong* Theme you find most appealing.

## DO YOU LIKE MOST OF WHAT YOU DO AT WORK BUT SOMETIMES WISH YOUR JOB COULD BE MORE INTERESTING?

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As people mature and acquire work experience, it is quite common for them to begin to find appealing work tasks that are not typical for their personality type. If this is true for you, you might want to consider:

- Thinking about how your research could meet the practical needs of employees and clients
- Spending more time on personal and work relationships than you have been able to in the past
- Paying particular attention to the collection and accuracy of the data that support your vision

It may also be that particular characteristics of Themes other than Enterprising appeal to you more than they used to. Consider your secondary Artistic Theme first, and then the others:

**Artistic**—Creating, composing, writing, performing, designing, conceptualizing; working in an environment that is self-expressive, unstructured, and flexible

**Conventional**—Organizing, managing information, planning events; working in an environment that is structured, hierarchical, and predictable

**Investigative**—Analyzing, solving problems, designing; working in an environment that is research oriented, scientific, and scholarly

**Social**—Helping others, developing relationships, teaching; working in an environment that is collaborative, supportive, and cooperative

**Realistic**—Building, repairing, using tools; working in an environment that is product driven, structured, and hands-on

Highlight any portions of the above statements that seem interesting to you, and consider how to use these interests to enrich the work you are already doing.



## WOULD YOU LIKE MORE BALANCE BETWEEN WORK AND OTHER AREAS OF YOUR LIFE?

Although very important and the major focus of this report, work is only one part of who we are. INTP types often find a great deal of satisfaction in the following:

- Studying and reading about politics, philosophy, and the sciences
- Learning new computer applications and surfing the Web
- Writing and going to the theater
- Participating in outdoor activities such as hiking and fishing

The *Strong* Basic Interest Scales also suggest areas that might be interesting to explore outside of work. Consider your five highest BISs and how you could activate them in leisure and volunteer activities, or by continuing your education.

**Politics & Public Speaking**—Campaigning for public office; joining a speaker’s club or lecture circuit; debating public issues; organizing the lobbying efforts of your professional association; registering people to vote; reading books about politics; writing a political blog; taking classes in public speaking, history, or political science

**Social Sciences**—Being a teaching assistant in a college or university; experiencing and studying different cultures; volunteering at a local historic site or museum; reading about changes in society; taking classes in sociology, psychology, or anthropology

**Law**—Debating public policy; serving on a jury; working on civic improvement programs; volunteering for a legal aid group; reading books about law and politics; studying international systems of government; watching television programs about crime and the legal system; learning about negotiation, business, or political science

**Writing & Mass Communication**—Writing a blog, book reviews, or letters to the editor; being on a radio or television panel or Webcast; keeping a journal; reading; teaching reading to adults; going to the library; learning a new language; taking classes in literature or journalism

**Sales**—Helping with community and service club fund-raising events; mentoring a high school student who is interested in sales; investing in real estate; traveling for business; entertaining clients; reading and watching television programs about successful businesspeople; taking classes in management, communication, or sales techniques

If any of these suggestions appeal to you, consider exploring how you might use them to enrich your life and enjoy new activities during your leisure time.

## SUCCESSFUL CAREER EXPLORATION AND CHANGE

Everyone approaches career exploration and change differently. Your score on the *Strong* Risk Taking Personal Style Scale and your MBTI type may help you understand your unique approach.

### RISK TAKING + THINKING–FEELING AND JUDGING–PERCEIVING

Your *Strong* Risk Taking score and your MBTI preference for Thinking and Perceiving suggest that:

- You are not very comfortable taking risks
- The idea of moving in a new career direction is not appealing at the present time
- Your analysis of the trade-offs have led you to conclude that the risk of changing direction outweighs the risk of staying where you are
- You may be torn—changing your career direction at this time poses risks you view as unacceptable, yet logically you think you can't remain where you are forever

### STAYING MOTIVATED

Your *Enterprising* Theme suggests that there may be times when the career exploration process seems too internal to you. It may require you to be more contemplative than you like. To keep yourself motivated,

- Be an active user of social media to network and expand on your contacts and connections
- Talk to as many people as possible who work in occupations related to your interests, and check out your reactions with a friend or associate
- Ask a friend to help you examine your decision more closely if you seem to be acting too quickly

**Be sure to capitalize on your INTP strengths to help you get past any roadblocks that get in your way:**

- Use your **Introversion** to reflect on each step and to take time to reenergize by being alone, especially after a lot of people contact. But don't overlook the importance of networking and fine-tuning interviewing skills, even though it may take extra effort.
- Use your **Intuition** to explore new opportunities that arise during your career search. But be sure to collect all the necessary facts about your alternatives and find out how others have managed this process, too.
- Use your **Thinking** to objectively examine the logical consequences of each of your career alternatives. But don't forget to pay attention to how well the job matches your personal values—how you feel about each alternative, or how others might be affected by your decision.
- Use your **Perceiving** to stay open to new possibilities that may develop along the way. But be careful to structure your activities, set goals, and establish timelines to stay focused, even though it may take extra effort to do it.

## NEXT STEPS

Career tools such as the *Strong* and MBTI assessments can't answer all your career questions by themselves. They are meant to serve as a starting point in your exploration. You may find the following suggestions helpful:

- First, maximize the value of this report by looking for trends in your results and reviewing all the phrases you highlighted.
- Review your *Strong* Profile and your original MBTI results. What did you highlight there?
- Make a note here of the highlighted phrases that best describe you.

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- Talk to a career professional about any questions you still have about your *Strong* and MBTI results, and see if there are any other assessments you might want or need to take.
- Research the career fields and occupations suggested in this report at <http://www.onetonline.org> or <http://www.bls.gov/ooh/>.
- Visit your library or university career center and read about suggested occupations in the *Occupational Outlook Handbook* or other references available there.
- Find people who are familiar with the occupations that interest you. Conduct informational interviews with them, keeping your MBTI type preferences and *Strong* results in mind as you explore your options.

You may also find these *Strong* and MBTI interpretation booklets helpful:

- *Where Do I Go Next?* explains *Strong*-related interests, values, skills, and motivators, and the role they play in career decision making.
- *Introduction to Type® and Careers* presents career fields and occupations that attract persons who share your MBTI type.

The final step of your career exploration will be to look for job openings in the occupations that are on your list and to begin the application process. Check in with your career professional or job seekers group often to make sure you stay motivated and on target. Good luck as your career continues to unfold and develop!

