



Strong Interest Inventory® Profile and Interpretive Report

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Report prepared for
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Date taken
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HOW THE STRONG CAN HELP YOU

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

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

HOW YOU WILL BENEFIT

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

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

HOW YOUR RESULTS ARE ORGANIZED

Section 1. General Occupational Themes

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

Section 2. Basic Interest Scales

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

Section 3. Occupational Scales

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

Section 4. Personal Style Scales

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

Section 5. Profile Summary

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

Section 6. Response Summary

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

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

GENERAL OCCUPATIONAL THEMES

SECTION 1

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

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

THEME DESCRIPTIONS

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

YOUR HIGHEST THEMES

Social, Artistic

YOUR THEME CODE

SA

| THEME | CODE | STANDARD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|---------------|------|---------------------------------|----------|------|----|----|-----------|
| | | 30 | 40 | 50 | 60 | 70 | |
| Social | S | | | HIGH | | | 62 |
| Artistic | A | | MODERATE | | | | 45 |
| Enterprising | E | | LITTLE | | | | 41 |
| Conventional | C | | LITTLE | | | | 40 |
| Investigative | I | VERY LITTLE | | | | | 34 |
| Realistic | R | VERY LITTLE | | | | | 32 |

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

BASIC INTEREST SCALES**SECTION 2**

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

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

YOUR TOP FIVE INTEREST AREAS

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

Areas of Least Interest

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

SOCIAL — High

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Religion & Spirituality | | | | VH | | 67 |
| Counseling & Helping | | | | VH | | 66 |
| Teaching & Education | | | | H | | 65 |
| Human Resources & Training | | | | M | | 56 |
| Social Sciences | | | | M | | 51 |
| Healthcare Services | | | VL | | | 35 |

ARTISTIC — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|------------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Writing & Mass Communication | | | | H | | 63 |
| Culinary Arts | | | | M | | 59 |
| Performing Arts | | | | M | | 47 |
| Visual Arts & Design | | VL | | | | 32 |

ENTERPRISING — Little

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Politics & Public Speaking | | | | H | | 58 |
| Management | | | | M | | 50 |
| Marketing & Advertising | | | L | | | 40 |
| Sales | | VL | | | | 36 |
| Law | | VL | | | | 34 |
| Entrepreneurship | | VL | | | | 32 |

CONVENTIONAL — Little

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|-----------------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Office Management | | | | M | | 53 |
| Finance & Investing | | | VL | | | 36 |
| Taxes & Accounting | | | VL | | | 33 |
| Programming & Information Systems | | VL | | | | 31 |

INVESTIGATIVE — Very Little

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Research | | | L | | | 39 |
| Mathematics | | | L | | | 37 |
| Science | | | VL | | | 35 |
| Medical Science | | | VL | | | 35 |

REALISTIC — Very Little

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|---------------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Nature & Agriculture | | | L | | | 41 |
| Athletics | | | L | | | 37 |
| Military | | | VL | | | 36 |
| Computer Hardware & Electronics | | | VL | | | 33 |
| Mechanics & Construction | | | VL | | | 32 |
| Protective Services | | | VL | | | 31 |

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

OCCUPATIONAL SCALES

SECTION 3

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

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

YOUR TOP TEN STRONG OCCUPATIONS

1. Speech Pathologist (SA)
2. Librarian (A)
3. Mental Health Counselor (S)
4. Special Education Teacher (S)
5. Elementary School Teacher (S)
6. Social Worker (SA)
7. Public Relations Director (AE)
8. School Counselor (SE)
9. English Teacher (ASE)
10. Secondary School Teacher (S)

Occupations of Dissimilar Interest

Architect (ARI)
Athletic Trainer (RIS)
Physicist (IRA)
Veterinarian (IRA)
Medical Illustrator (AIR)

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

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

OCCUPATIONAL SCALES

SECTION 3

SOCIAL — Helping, Instructing, Caregiving

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.

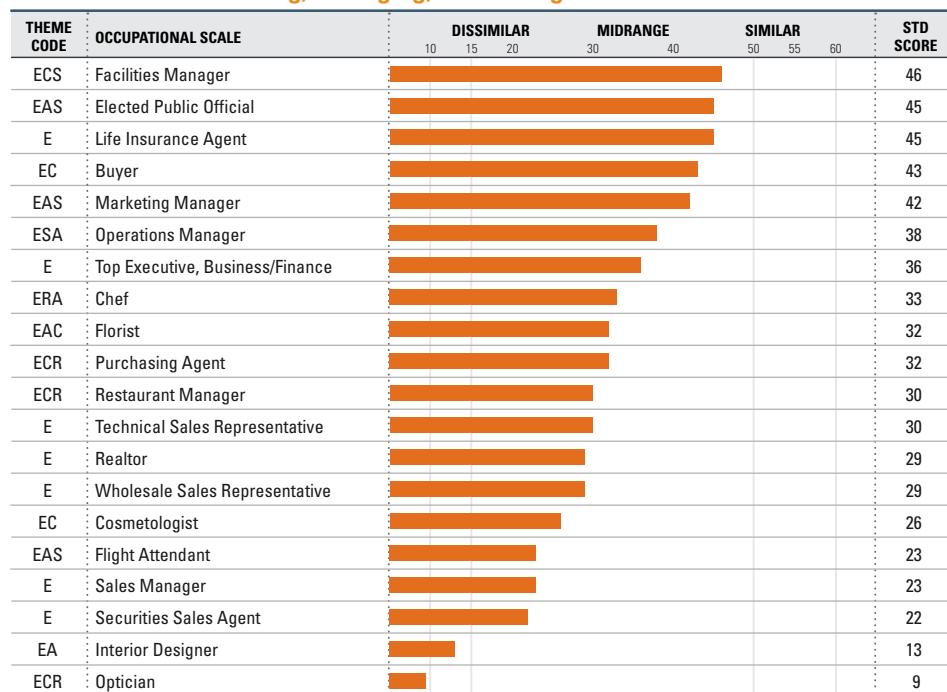
For more information about any of these occupations, visit O*NET™ online at <http://www.onetonline.org>

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

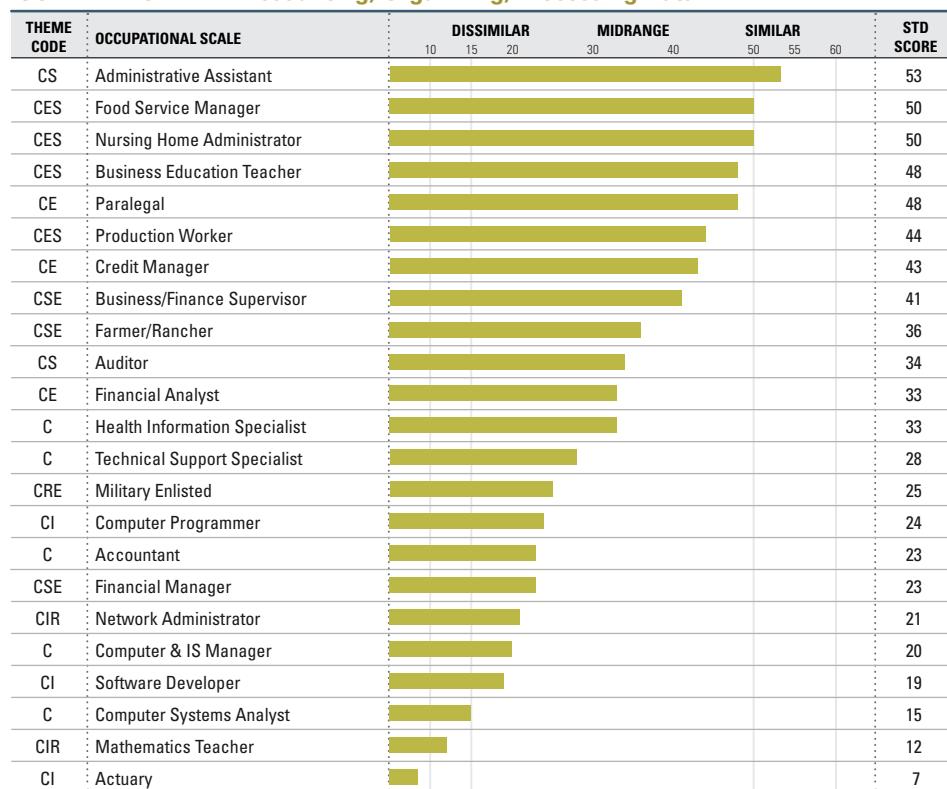
OCCUPATIONAL SCALES

SECTION 3

ENTERPRISING — Selling, Managing, Persuading



CONVENTIONAL — Accounting, Organizing, Processing Data



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)

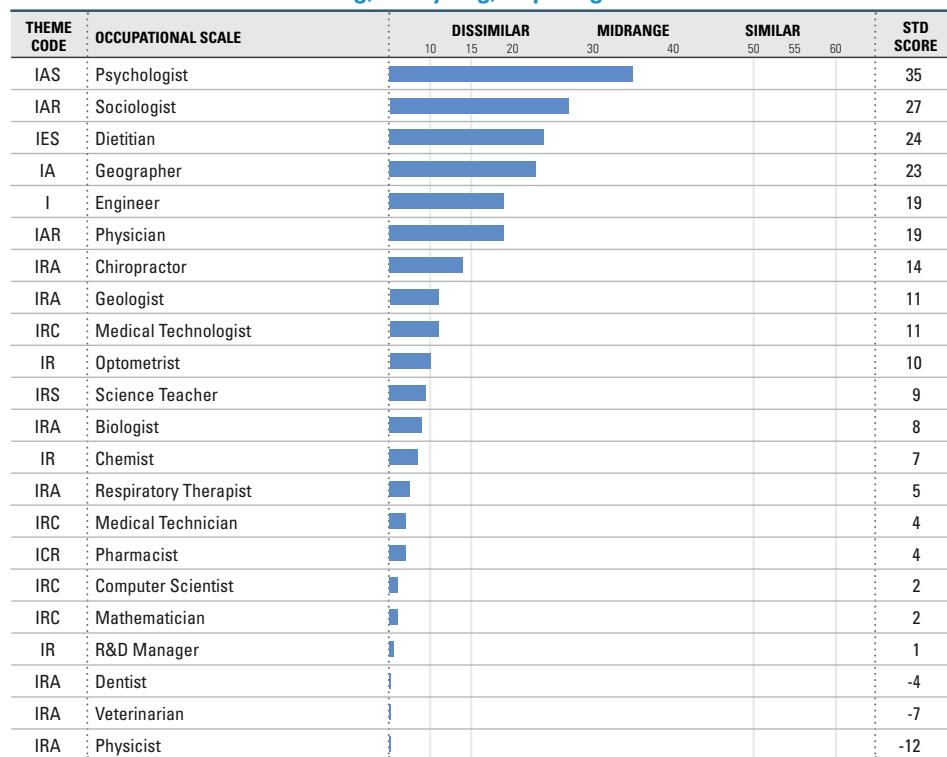
You share few interests with women in that occupation and probably would not enjoy the work.

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

OCCUPATIONAL SCALES

SECTION 3

INVESTIGATIVE — Researching, Analyzing, Inquiring



Similar results (40 and above)

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

Midrange results (30–39)

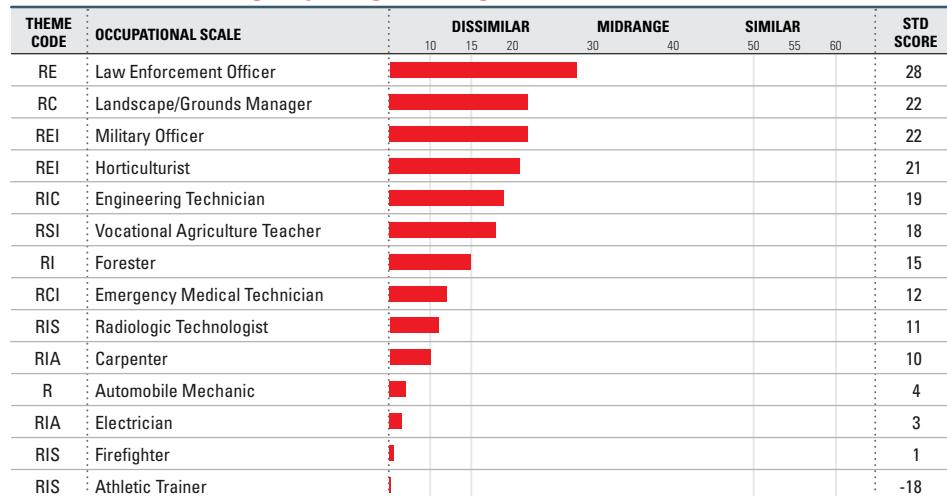
You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below)

You share few interests with women in that occupation and probably would not enjoy the work.

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

REALISTIC — Building, Repairing, Working Outdoors



PERSONAL STYLE SCALES

SECTION 4

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

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

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may dislike taking risks.
5. You probably enjoy both team roles and independent roles.

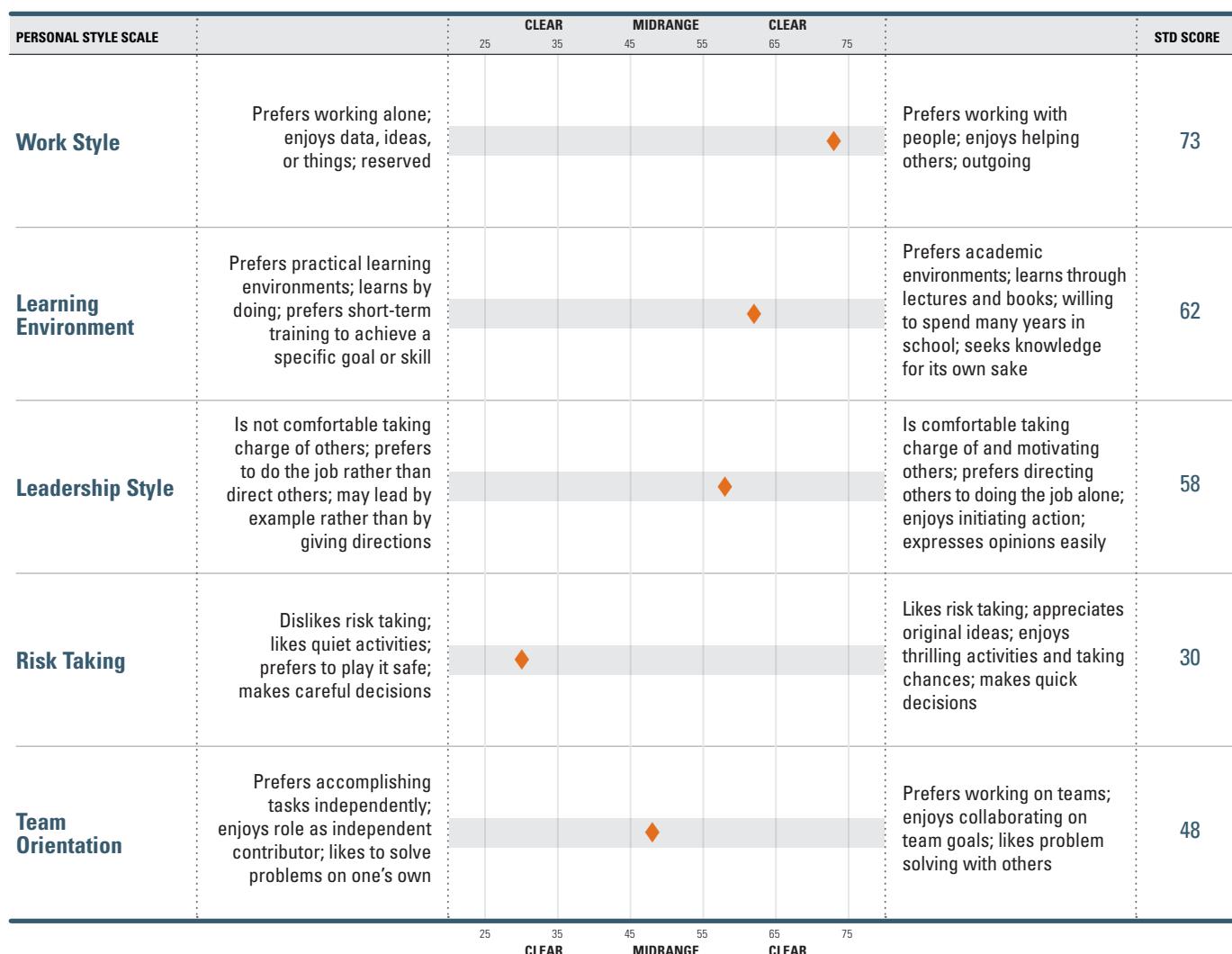
Clear Scores

(Below 46 and above 54)

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

Midrange Scores (46–54)

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



PROFILE SUMMARY

SECTION 5

YOUR HIGHEST THEMES

Social, Artistic

YOUR THEME CODE

SA

YOUR TOP FIVE INTEREST AREAS

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

Areas of Least Interest

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

YOUR TOP TEN STRONG OCCUPATIONS

1. Speech Pathologist (SA)
2. Librarian (A)
3. Mental Health Counselor (S)
4. Special Education Teacher (S)
5. Elementary School Teacher (S)
6. Social Worker (SA)
7. Public Relations Director (AE)
8. School Counselor (SE)
9. English Teacher (ASE)
10. Secondary School Teacher (S)

Occupations of Dissimilar Interest

Architect (ARI)
Athletic Trainer (RIS)
Physicist (IRA)
Veterinarian (IRA)
Medical Illustrator (AIR)

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may dislike taking risks.
5. You probably enjoy both team roles and independent roles.

RESPONSE SUMMARY

SECTION 6

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

ITEM RESPONSE PERCENTAGES

| Section Title | Strongly Like | Like | Indifferent | Dislike | Strongly Dislike |
|-------------------------|---------------|-----------|-------------|----------|------------------|
| Occupations | 4 | 21 | 3 | 2 | 71 |
| Subject Areas | 11 | 15 | 13 | 7 | 54 |
| Activities | 2 | 36 | 7 | 4 | 51 |
| Leisure Activities | 52 | 11 | 11 | 4 | 22 |
| People | 13 | 25 | 44 | 6 | 13 |
| Your Characteristics | 33 | 44 | 0 | 11 | 11 |
| TOTAL PERCENTAGE | 10 | 24 | 9 | 4 | 53 |

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

Total possible responses: 291 Your response total: 290 Items omitted: 1 Typicality index: 21—Combination of item responses appears consistent.



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 |
|----------|------|---|--|---|--|
| Social | S | Helping Instructing Caregiving | Teaching Healthcare Counseling Religion | Helpful, concerned for others, humanistic, verbal, generous | Entertaining, volunteering, reading self-improvement books |
| Artistic | A | Creating or enjoying art, drama, music, writing | Writing Entertainment Commercial or fine arts Music | Creative, expressive, independent, imaginative, original | Collecting artwork, attending plays or concerts, visiting museums, painting, playing music |

ACTION STEP

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

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

OTHER THEME DESCRIPTIONS

| THEME | CODE | DEFINITION | CAREER FIELDS | PERSONAL DESCRIPTORS | LEISURE ACTIVITIES |
|---------------|------|--|---|--|---|
| Enterprising | E | Selling Managing Persuading | Business Politics Sales Marketing | Assertive, adventurous, energetic, talkative, self-confident | Running for public office, raising money for organizations, enjoying sports |
| Conventional | C | Accounting Organizing Processing data | Office management Banking/accounting/finance Government service Business education Software development | Practical, organized, systematic, accurate, efficient | Collecting things, managing family finances, participating in civic organizations, volunteering, exercising |
| Investigative | I | Researching Analyzing Problem solving | Research Mathematics Physical, natural, or medical science | Analytical, achievement oriented, independent, insightful | Reading, doing crossword puzzles, playing strategy games, surfing the Internet |
| Realistic | R | Building Working outdoors Mechanical interests | Agriculture Forestry Technology Skilled trades Law enforcement | Practical, reliable, rugged, persistent | Building and repairing things, hiking, camping, serving in the military reserves, driving recreational vehicles |

A CLOSER LOOK AT YOUR GENERAL OCCUPATIONAL THEMES

Most people's interests combine more than one Theme. Your highest Themes suggest career fields that might interest you the most and are your strongest career motivators—what will most excite you in your work. Examples of career fields for your highest Themes are highlighted below.

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

SELECTED CAREER FIELDS

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

ACTION STEP

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

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

YOUR CAREER MOTIVATORS

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

ACTION STEPS

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

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

YOUR BASIC INTERESTS

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

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

YOUR TOP STRONG INTEREST AREAS

| BASIC INTEREST SCALE | THEME | TYPICAL INTERESTS AND ACTIVITIES |
|------------------------------|--------------|---|
| Religion & Spirituality | Social | <ul style="list-style-type: none"> Conducting worship services Providing spiritual counseling Studying religion |
| Counseling & Helping | Social | <ul style="list-style-type: none"> Helping or encouraging others Working on a crisis hotline Contributing to charities |
| Teaching & Education | Social | <ul style="list-style-type: none"> Teaching young people Planning learning activities Explaining what things mean |
| Writing & Mass Communication | Artistic | <ul style="list-style-type: none"> Writing articles and stories Television announcing Reading |
| Politics & Public Speaking | Enterprising | <ul style="list-style-type: none"> Making public presentations Running for political office Serving on a school board |

ACTION STEPS

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

YOUR SIMILARITY TO OCCUPATIONS

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

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

YOUR TOP STRONG OCCUPATIONS

| OCCUPATION | THEME CODE | TYPICAL WORK TASKS | SELECTED KNOWLEDGE, SKILLS, ABILITIES |
|---------------------------|------------|---|---|
| Speech Pathologist | SA | <ul style="list-style-type: none"> Assess and treat persons with speech, language, voice, and fluency disorders Administer speech/language evaluations or examinations | <ul style="list-style-type: none"> Knowledge of methods for diagnosing and treating speech disorders Knowledge of the structure and content of the English language |
| Librarian | A | <ul style="list-style-type: none"> Catalog books, publications, and films using standard library classification systems Analyze patrons' requests to determine needed information and assist in locating that information | <ul style="list-style-type: none"> Ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules Ability to read and understand information and ideas presented in writing Skill in using computers to search for information |
| Mental Health Counselor | S | <ul style="list-style-type: none"> Encourage clients to discuss what is happening in their lives and help them to develop insight into themselves and their relationships Counsel clients and patients to assist in overcoming dependencies, adjusting to life, and making changes Guide clients in the development of skills and strategies for dealing with their problems | <ul style="list-style-type: none"> Knowledge of human behavior and performance Knowledge of the diagnosis, treatment, and rehabilitation of mental dysfunctions, and of career counseling and guidance Skill in being aware of others' reactions and understanding why they react as they do |
| Special Education Teacher | S | <ul style="list-style-type: none"> Teach school subjects and daily living skills to educationally and physically handicapped students Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development | <ul style="list-style-type: none"> Knowledge of methods for curriculum design, teaching, and instruction Skill in selecting and using training/instructional methods and procedures appropriate to the person Knowledge of human behavior and performance |
| Elementary School Teacher | S | <ul style="list-style-type: none"> Teach basic academic and social skills Prepare, administer, and grade tests and assignments Confer with interested parties to resolve students' behavioral and academic problems | <ul style="list-style-type: none"> Knowledge of principles and methods for curriculum design, teaching, and instruction Ability to verbally communicate information and ideas so others will understand |
| Social Worker | SA | <ul style="list-style-type: none"> Provide services to improve the social and psychological functioning of individuals, children, and families Maintain case history records and prepare reports Assess and treat individuals with mental, emotional, or substance abuse problems | <ul style="list-style-type: none"> Knowledge of human behavior and performance and the assessment and treatment of behavioral and affective disorders Knowledge of government regulations and agency rules Skill in being sensitive to others' needs and feelings and being understanding and helpful on the job |
| Public Relations Director | AE | <ul style="list-style-type: none"> Plan and direct public relations programs to create and maintain a favorable public image for a client Identify main audiences and determine the best way to communicate to them Engage in promoting goodwill for individuals, groups, or organizations | <ul style="list-style-type: none"> Knowledge of methods for showing, promoting, and selling products or services Knowledge of techniques for media production, communication, and dissemination Skill at persuading others to change their minds or behavior |

Continued on next page →

YOUR TOP STRONG OCCUPATIONS (continued)

| OCCUPATION | THEME CODE | TYPICAL WORK TASKS | SELECTED KNOWLEDGE, SKILLS, ABILITIES |
|--------------------------|------------|--|--|
| School Counselor | SE | <ul style="list-style-type: none"> Counsel individuals and provide group educational and vocational guidance services Advise students in understanding and overcoming personal and social problems Assess students' abilities, interests, and personality | <ul style="list-style-type: none"> Knowledge of human behavior and performance Knowledge of methods for treating mental dysfunctions and for providing career counseling and guidance |
| English Teacher | ASE | <ul style="list-style-type: none"> Teach courses in English language and literature Evaluate and grade students' class work, assignments, and papers Prepare and deliver lectures to students on topics such as poetry and the novel | <ul style="list-style-type: none"> Knowledge of principles and methods for curriculum design, teaching, and instruction Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar Ability to understand and evaluate written sentences and paragraphs |
| Secondary School Teacher | S | <ul style="list-style-type: none"> Instruct through lectures, discussions, and demonstrations in one or more subjects Adapt teaching methods and instructional materials to meet students' varying needs and interests Establish and enforce rules for behavior and procedures for maintaining order among students | <ul style="list-style-type: none"> Knowledge of principles and methods for curriculum delivery, teaching and instruction for individuals and groups, and the measurement of training effects Skill in teaching others how to do something Skill in selecting and using instructional methods and procedures appropriate for the situation |

ACTION STEPS

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

YOUR PERSONAL STYLE

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

YOUR PERSONAL STYLE SCALES PREFERENCES

| PERSONAL STYLE SCALE | YOUR SCORE SUGGESTS YOU SHOULD CONSIDER A JOB WHERE |
|----------------------|--|
| Work Style | <ul style="list-style-type: none">• You work more with people than with ideas, data, or things.• You can interact with colleagues or customers on a regular basis.• You don't have to spend a lot of time alone writing reports or analyzing data. |
| Learning Environment | <ul style="list-style-type: none">• You can learn lots of new ideas.• You can learn from reading and lectures.• You can apply your learning to abstract problems. |
| Leadership Style | <ul style="list-style-type: none">• You can assume leadership for teams or projects.• You can be outspoken and voice your opinion.• You can direct others. |
| Risk Taking | <ul style="list-style-type: none">• You don't have to take physical, financial, or social risks.• You can make decisions carefully.• You can feel secure in your job. |
| Team Orientation | <ul style="list-style-type: none">• You can work independently some of the time and work on teams other times.• You can make decisions on your own and by consensus.• You have a balance between group and individual responsibility and accomplishment. |

ACTION STEPS

Consider your personal style in the five areas listed above. Highlight the phrases you agree with. Cross out those you don't agree with. How do your highlighted phrases relate to the Theme codes that appear elsewhere in your report? What implications do your results have for

- Working with others or alone? (Work Style, Leadership Style, Team Orientation)
- Your approach to learning? (Learning Environment)
- The way you go about your career search? (Risk Taking)

INTERPRETIVE REPORT SUMMARY

You have seen throughout your report that your General Occupational Themes, Basic Interests, and Occupations are all related to six personal/occupational categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The following chart summarizes your personal information from these categories and suggests how each section of your *Strong* report might be represented in your life.

| YOUR HIGHEST THEMES | PERSONAL AND WORK ENVIRONMENT DESCRIPTORS |
|--|---|
| <ul style="list-style-type: none">• Social• Artistic | <ul style="list-style-type: none">• Helpful, collaborative, cooperative• Creative, flexible, self-expressive |
| SPECIFIC INTERESTS FOR WORK, LEISURE, AND LEARNING | |
| <ul style="list-style-type: none">• Conducting worship services• Providing spiritual counseling• Studying religion• Helping or encouraging others• Working on a crisis hotline• Contributing to charities | <ul style="list-style-type: none">• Teaching young people• Planning learning activities• Explaining what things mean |
| CAREERS THAT MIGHT BE MOST APPEALING TO YOU | |
| <ul style="list-style-type: none">• Speech Pathologist• Librarian• Mental Health Counselor• Special Education Teacher• Elementary School Teacher | <ul style="list-style-type: none">• Social Worker• Public Relations Director• School Counselor• English Teacher• Secondary School Teacher |
| HOW YOU LIKE TO WORK AND LEARN | |
| <ul style="list-style-type: none">• Interacting with others on a regular basis• Learning new ideas to apply to abstract problems• Assuming leadership and directing others | <ul style="list-style-type: none">• Playing it safe and making decisions carefully• A combination of group and individual responsibility and accomplishment |

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.