



Strong Interest Inventory[®] Profile and Interpretive Report

Interpretive Report developed by Judith Grutter and Allen L. Hammer

Report prepared for
JOHN SAMPLE
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HOW THE STRONG CAN HELP YOU

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

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

HOW YOU WILL BENEFIT

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

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

HOW YOUR RESULTS ARE ORGANIZED

Section 1. General Occupational Themes

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

Section 2. Basic Interest Scales

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

Section 3. Occupational Scales

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

Section 4. Personal Style Scales

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

Section 5. Profile Summary

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

Section 6. Response Summary

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

Note to professional: Check the Response Summary on page 9 of the Profile before beginning your interpretation.



GENERAL OCCUPATIONAL THEMES

SECTION 1

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

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

THEME DESCRIPTIONS

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

YOUR HIGHEST THEMES	YOUR THEME CODE
Realistic, Conventional, Investigative	RCI

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		< 30	40	50	60	70 >	
Realistic	R						63
Conventional	C						59
Investigative	I						59
Enterprising	E						47
Artistic	A						39
Social	S						35

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

BASIC INTEREST SCALES

SECTION 2

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

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

YOUR TOP FIVE INTEREST AREAS

1. Computer Hardware & Electronics (R)
2. Finance & Investing (C)
3. Mechanics & Construction (R)
4. Programming & Information Systems (C)
5. Mathematics (I)

Areas of Least Interest

- Counseling & Helping (S)
- Healthcare Services (S)
- Culinary Arts (A)

REALISTIC – High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Computer Hardware & Electronics	[Red bar from 40 to 70+ with 'VH' at 70+]					73
Mechanics & Construction	[Red bar from 40 to 60 with 'H' at 60]					64
Military	[Red bar from 40 to 50 with 'M' at 50]					59
Nature & Agriculture	[Red bar from 40 to 50 with 'M' at 50]					52
Athletics	[Red bar from 40 to 50 with 'M' at 50]					47
Protective Services	[Red bar from 40 to 50 with 'L' at 50]					46

ENTERPRISING – Moderate

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Entrepreneurship	[Yellow bar from 40 to 50 with 'M' at 50]					55
Law	[Yellow bar from 40 to 50 with 'M' at 50]					53
Sales	[Yellow bar from 40 to 50 with 'M' at 50]					50
Management	[Yellow bar from 40 to 50 with 'M' at 50]					48
Marketing & Advertising	[Yellow bar from 40 to 50 with 'M' at 50]					46
Politics & Public Speaking	[Yellow bar from 40 to 50 with 'L' at 50]					44

CONVENTIONAL – High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Finance & Investing	[Green bar from 40 to 70+ with 'VH' at 70+]					68
Programming & Information Systems	[Green bar from 40 to 60 with 'H' at 60]					63
Taxes & Accounting	[Green bar from 40 to 60 with 'H' at 60]					59
Office Management	[Green bar from 40 to 50 with 'M' at 50]					44

ARTISTIC – Little

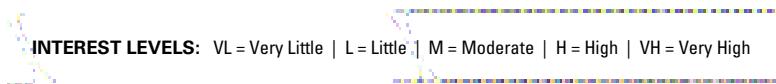
BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Visual Arts & Design	[Green bar from 40 to 50 with 'M' at 50]					46
Performing Arts	[Green bar from 40 to 50 with 'L' at 50]					42
Writing & Mass Communication	[Green bar from 40 to 50 with 'L' at 50]					38
Culinary Arts	[Green bar from 40 to 50 with 'VL' at 50]					35

INVESTIGATIVE – High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Mathematics	[Blue bar from 40 to 60 with 'H' at 60]					63
Science	[Blue bar from 40 to 60 with 'H' at 60]					61
Research	[Blue bar from 40 to 60 with 'H' at 60]					59
Medical Science	[Blue bar from 40 to 50 with 'M' at 50]					45

SOCIAL – Very Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Religion & Spirituality	[Purple bar from 40 to 50 with 'M' at 50]					45
Human Resources & Training	[Purple bar from 40 to 50 with 'L' at 50]					43
Social Sciences	[Purple bar from 40 to 50 with 'L' at 50]					43
Teaching & Education	[Purple bar from 40 to 50 with 'L' at 50]					39
Healthcare Services	[Purple bar from 40 to 50 with 'VL' at 50]					35
Counseling & Helping	[Purple bar from 40 to 50 with 'VL' at 50]					33



OCCUPATIONAL SCALES**SECTION 3**

This section highlights your Profile results on the Occupational Scales of the *Strong*. On the next three pages you will find your scores for 122 occupations. The 10 occupations most closely aligned with your interests are listed in the summary chart below. Keep in mind that the occupations listed in your Profile results are just *some* of the many occupations linked to your interests that you might want to consider. They do not indicate those you “should” pursue. It is helpful to think of each occupation as a single example of a much larger group of occupational titles to consider.

Your score on an Occupational Scale shows how similar your interests are to those of people of your gender who have been working in, and are satisfied with, that occupation. The higher your score, the more likes and dislikes you share with those individuals. The Theme Codes associated with each occupation indicate the GOTs most commonly found among people employed in that occupation.

YOUR TOP TEN STRONG OCCUPATIONS

1. Chemist (IR)
2. Engineer (RI)
3. Technical Support Specialist (IRC)
4. Computer Scientist (ICR)
5. Geologist (IRA)
6. Computer & IS Manager (RIC)
7. Computer Systems Analyst (CRI)
8. R&D Manager (IRC)
9. Forester (RI)
10. Actuary (CI)

**Occupations of
Dissimilar Interest**

-
- Art Teacher (AS)
 - Public Relations Director (AE)
 - Physical Therapist (SIR)
 - English Teacher (ASE)
 - 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. If you have no scores in this range, take a look at those in the midrange and begin there. You might also consider occupations of least interest or for which you scored “Dissimilar”; however, keep in mind that you are likely to have little in common with people in those types of work and probably would contribute to such occupations in a unique way. Your career professional can guide you further in this process.

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

OCCUPATIONAL SCALES

SECTION 3

REALISTIC – Building, Repairing, Working Outdoors

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR		STD SCORE
		10	15	20	30	40	50	55	
RI	Engineer								63
RIC	Computer & IS Manager								61
RI	Forester								60
RIC	Electrician								59
RIC	Engineering Technician								59
RCE	Production Worker								57
RC	Farmer/Rancher								50
RCE	Military Enlisted								49
REC	Military Officer								49
R	Automobile Mechanic								48
RI	Radiologic Technologist								44
RI	Emergency Medical Technician								42
RE	Landscape/Grounds Manager								42
REA	Carpenter								41
REI	Horticulturist								36
RSE	Vocational Agriculture Teacher								32
R	Law Enforcement Officer								29
RI	Firefighter								28

Similar results (40 and above)

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

Midrange results (30–39)

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

Dissimilar results (29 and below)

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

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

CONVENTIONAL – Accounting, Organizing, Processing Data

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR		STD SCORE
		10	15	20	30	40	50	55	
CRI	Computer Systems Analyst								61
CI	Actuary								59
CE	Accountant								56
CE	Financial Analyst								56
CE	Financial Manager								55
CIS	Mathematics Teacher								52
C	Bookkeeper								49
CE	Banker								41
CE	Credit Manager								35
CES	Nursing Home Administrator								32
CSA	Administrative Assistant								29
CA	Paralegal								28
C	Health Information Specialist								25
CES	Food Service Manager								21
CES	Business Education Teacher								19

OCCUPATIONAL SCALES

SECTION 3

INVESTIGATIVE – Researching, Analyzing, Inquiring

THEME CODE	OCCUPATIONAL SCALE						STD SCORE			
		DISSIMILAR	MIDRANGE	SIMILAR						
		10	15	20	30	40	50	55	60	
IR	Chemist									63
IRC	Technical Support Specialist									63
ICR	Computer Scientist									62
IRA	Geologist									62
IRC	R&D Manager									61
IRC	Network Administrator									59
IAR	Software Developer									59
IRA	Physicist									58
IAS	University Professor									53
IRC	Medical Technologist									46
ICA	Mathematician									44
IRE	Medical Technician									42
IA	Biologist									41
IR	Optometrist									39
IAR	Physician									39
IA	Psychologist									35
IRS	Science Teacher									33
ICE	Pharmacist									29
IA	Geographer									26
IRS	Respiratory Therapist									26
IR	Veterinarian									25
IR	Dentist									20
ISA	Chiropractor									11

Similar results (40 and above)

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

Midrange results (30–39)

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

Dissimilar results (29 and below)

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

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

ENTERPRISING – Selling, Managing, Persuading

THEME CODE	OCCUPATIONAL SCALE						STD SCORE			
		DISSIMILAR	MIDRANGE	SIMILAR						
		10	15	20	30	40	50	55	60	
ECl	Investments Manager									58
ER	Optician									48
E	Operations Manager									37
ECS	Housekeeping/Maintenance Manager									33
ECA	Travel Consultant									32
E	Top Executive									31
ECR	Purchasing Agent									30
E	Realtor									29
ECR	Restaurant Manager									27
E	Life Insurance Agent									26
EA	Marketing Manager									25
EAC	Florist									23
ES	Human Resources Manager									23
ES	Sales Manager									23
ECS	Retail Sales Manager									22
ESI	Technical Sales Representative									20
E	Retail Sales Representative									19
ER	Chef									12
EAS	Flight Attendant									12
EA	Cosmetologist									11
EC	Buyer									10
ESA	Elected Public Official									3

OCCUPATIONAL SCALES

SECTION 3

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

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE			SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60		
ARI	Architect										34
A	Librarian										32
AI	Translator										30
ARE	Photographer										29
AI	Urban & Regional Planner										29
A	Musician										26
AES	Corporate Trainer										21
A	Artist										18
A	Attorney										17
AI	Technical Writer										16
A	Graphic Designer										15
AE	Interior Designer										12
ASE	Public Administrator										12
AI	Sociologist										9
AI	Editor										6
ASI	ESL Instructor										6
AE	Broadcast Journalist										4
A	Reporter										-1
AE	Advertising Account Manager										-3
AIR	Medical Illustrator										-11
ASE	English Teacher										-12
AE	Public Relations Director										-21
AS	Art Teacher										-23

Similar results (40 and above)

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

Midrange results (30–39)

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

Dissimilar results (29 and below)

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

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

SOCIAL – Helping, Instructing, Caregiving

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE			SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60		
SE	Parks & Recreation Manager										20
S	College Instructor										19
SIR	Athletic Trainer										18
SCE	Licensed Practical Nurse										17
SEC	School Administrator										16
SA	Foreign Language Teacher										14
SEC	Dietitian										12
SAI	Rehabilitation Counselor										10
SEA	Social Science Teacher										10
SE	Community Service Director										8
SE	School Counselor										8
SA	Social Worker										4
SA	Minister										1
SA	Speech Pathologist										1
SR	Physical Education Teacher										-1
SAR	Recreation Therapist										-1
SEA	Special Education Teacher										-1
SAI	Registered Nurse										-6
S	Elementary School Teacher										-7
SA	Occupational Therapist										-8
SIR	Physical Therapist										-13

PERSONAL STYLE SCALES

SECTION 4

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

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

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You are likely to prefer working alone
2. You seem to prefer to learn by doing and through lectures and books
3. You probably prefer to lead by example
4. You may be comfortable taking some risks
5. You probably enjoy both team roles and independent roles

Clear Scores

(Below 46 and above 54)

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

Midrange Scores (46–54)

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

PERSONAL STYLE SCALE	< 25	CLEAR 35	MIDRANGE 45 55	CLEAR 65	75 >	STD SCORE
Work Style Prefers working alone; enjoys data, ideas, or things; reserved		28				Prefers working with people; enjoys helping others; outgoing
Learning Environment Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill			49			Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake
Leadership Style 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			42			Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily
Risk Taking Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions				54		Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions
Team Orientation Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own			46			Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others

PROFILE SUMMARY

SECTION 5

YOUR HIGHEST THEMES

Realistic, Conventional, Investigative

YOUR THEME CODE

RCI

YOUR TOP FIVE INTEREST AREAS

1. Computer Hardware & Electronics (R)
2. Finance & Investing (C)
3. Mechanics & Construction (R)
4. Programming & Information Systems (C)
5. Mathematics (I)

Areas of Least Interest

- Counseling & Helping (S)
- Healthcare Services (S)
- Culinary Arts (A)

YOUR TOP TEN STRONG OCCUPATIONS

1. Chemist (IR)
2. Engineer (RI)
3. Technical Support Specialist (IRC)
4. Computer Scientist (ICR)
5. Geologist (IRA)
6. Computer & IS Manager (RIC)
7. Computer Systems Analyst (CRI)
8. R&D Manager (IRC)
9. Forester (RI)
10. Actuary (CI)

Occupations of Dissimilar Interest

- Art Teacher (AS)
- Public Relations Director (AE)
- Physical Therapist (SIR)
- English Teacher (ASE)
- Medical Illustrator (AIR)

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You are likely to prefer working alone
2. You seem to prefer to learn by doing and through lectures and books
3. You probably prefer to lead by example
4. You may be comfortable taking some risks
5. You probably enjoy both team roles and independent roles

RESPONSE SUMMARY

SECTION 6

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

ITEM RESPONSE PERCENTAGES					
Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	8	10	14	34	34
Subject Areas	4	37	20	28	11
Activities	7	34	24	29	6
Leisure Activities	0	32	18	50	0
People	13	63	0	25	0
Characteristics	11	67	11	11	0
TOTAL PERCENTAGE	7	28	17	32	16

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

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

INTRODUCTION TO YOUR STRONG INTERPRETIVE REPORT

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

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

The *Strong* compares your answers to those of thousands of people in the general workforce and to the interests of satisfied workers in 120 occupations. This report summarizes your general interest patterns and your similarity to workers in various career fields and jobs. Your general interest patterns point to potentially satisfying work environments; your similarity to workers suggests potentially satisfying work tasks and specific careers.

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

YOUR STRONG INTERPRETIVE REPORT INCLUDES PERSONALIZED INFORMATION ON

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

SIX OCCUPATIONAL THEMES

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

YOU CAN USE THIS INFORMATION TO HELP YOU

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

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



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YOUR GENERAL OCCUPATIONAL THEMES

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

YOUR THEME DESCRIPTIONS

THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
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
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, 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

ACTION STEP

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

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

OTHER THEME DESCRIPTIONS

THEME	CODE	DEFINITION	CAREER FIELDS	PERSONAL DESCRIPTORS	LEISURE ACTIVITIES
Enterprising	E	Selling Managing Persuading	Business Politics Sales Marketing	Assertive, adventurous, energetic, talkative, self-confident	Running for public office, raising money for organizations, sports
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
Social	S	Helping Instructing Caregiving	Teaching Healthcare Counseling Religion	Helpful, concerned for others, humanistic, verbal, generous	Entertaining, volunteering, reading self-improvement books

A CLOSER LOOK AT YOUR GENERAL OCCUPATIONAL THEMES

Most people's interests combine more than one Theme, which define their career motivators. The top Themes of your three-letter Theme code are Realistic and Conventional. These Themes are the ones we will focus on in this section.

Your Realistic and Conventional Themes suggest career fields that might interest you the most and are your strongest career motivators—what will most excite you in your work. Examples of career fields for your highest Themes are highlighted below. Of course, you are not limited to these career fields. They are only a starting point for your exploration process.

SELECTED CAREER FIELDS

- Machine shop supervision
- Quality control
- Building inspection
- Emergency medicine
- Agriculture and farming
- Military occupations

ACTION STEP

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

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

YOUR CAREER MOTIVATORS

YOUR HIGHEST THEMES	STRONGEST CAREER MOTIVATOR	MOTIVATOR COMBINATIONS
Realistic	Using physical skill	RC Using tools and equipment in practical, hands-on ways
Conventional	Organizing	CR Organizing information related to equipment, manufacturing, and the outdoors

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 using physical skill and organizing.

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

YOUR BASIC INTERESTS

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

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

YOUR TOP STRONG INTEREST AREAS

BASIC INTEREST SCALE	THEME	TYPICAL INTERESTS AND ACTIVITIES
Computer Hardware & Electronics	Realistic	<ul style="list-style-type: none"> • Repairing electronic equipment • Diagnosing computer problems • Electrical engineering
Finance & Investing	Conventional	<ul style="list-style-type: none"> • Analyzing financial data • Managing investments • Financial planning and budgeting
Mechanics & Construction	Realistic	<ul style="list-style-type: none"> • Using precision instruments • Building houses • Working with large equipment and machinery
Programming & Information Systems	Conventional	<ul style="list-style-type: none"> • Managing computer systems • Developing software • Programming Web sites
Mathematics	Investigative	<ul style="list-style-type: none"> • Performing statistical analyses • Using math to solve problems • Teaching math

ACTION STEPS

1. Look over the interest areas above. How are they present in your life now? Do they represent your current work, school, or leisure interests? Do the activities you like cluster in the same Themes as your general interests? If they do, your interests are probably fairly focused. Try to make sure your work matches these interests. If your interest areas do not cluster, your interests may be more diverse. Think about ways you might incorporate some of them into your work and others into your leisure time.
2. Look at page 3 of your Profile. In what areas do you have the least interest? Try to avoid these areas in your work. If you do have to work in areas that are not particularly interesting to you, try to engage your top interests in your leisure time.

YOUR SIMILARITY TO OCCUPATIONS

The Occupational Scales section of the *Strong* focuses your work interests even further. It shows the occupations in which your likes and dislikes were most similar to those of the people who work in them and are satisfied with their jobs. Listed below are the occupations for which your likes and dislikes were the most similar.

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

YOUR TOP STRONG OCCUPATIONS

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
Chemist	IR	<ul style="list-style-type: none"> Conduct chemical analyses or experiments in laboratories to develop new products or knowledge Analyze compounds to determine their chemical and physical properties, composition, and structure Write technical papers and reports 	<ul style="list-style-type: none"> Knowledge of the chemical composition, structure, and properties of substances and of the processes and transformations they undergo Ability to use scientific rules and methods to solve problems
Engineer	RI	<ul style="list-style-type: none"> Tasks vary depending on engineering specialty May involve designing machines or electrical equipment, overseeing construction of buildings or structures, or devising processes for manufacturing products 	<ul style="list-style-type: none"> Knowledge in particular content area such as materials, electronics, chemicals, or construction Ability to produce blueprints, drawings, and models Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
Technical Support Specialist	IRC	<ul style="list-style-type: none"> Provide technical assistance to computer system users Read manuals, confer with users, and conduct computer diagnostics to resolve problems 	<ul style="list-style-type: none"> Knowledge of computer hardware and software, including applications programs Skill in determining causes of operating errors Ability to verbally communicate information and ideas so others will understand
Computer Scientist	ICR	<ul style="list-style-type: none"> Conduct research in fundamental computer and information science Develop solutions to problems in the field of computer hardware and software 	<ul style="list-style-type: none"> Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming Knowledge of the practical application of engineering science and technology
Geologist	IRA	<ul style="list-style-type: none"> Study the composition, structure, and history of the earth's crust Locate mineral and petroleum deposits and underground water resources 	<ul style="list-style-type: none"> Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, and interrelationships Ability to use scientific rules and methods to solve problems

Continued on next page →

YOUR TOP STRONG OCCUPATIONS (continued)

OCCUPATION	THEME CODE	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES
Computer & IS Manager	RIC	<ul style="list-style-type: none"> Plan, direct, or coordinate activities in such fields as information systems, systems analysis, and computer programming Consult with users, management, vendors, and technicians to assess computing needs and system requirements Provide for data security and control and disaster recovery 	<ul style="list-style-type: none"> Skill in designing computer systems to set up functions, enter data, or process information Knowledge of business and management principles Skill in analyzing needs and product requirements to create a design
Computer Systems Analyst	CRI	<ul style="list-style-type: none"> Analyze user requirements and procedures to automate or improve existing systems Review computer system capabilities, work flow, and scheduling limitations Analyze information processing or computation needs and plan and design computer systems 	<ul style="list-style-type: none"> Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming Skill in writing computer programs for various purposes Skill in using techniques such as structured analysis, data modeling, and information engineering
R&D Manager	IRC	<ul style="list-style-type: none"> Determine scientific and technical goals within outlines provided by top management Plan or direct research and development activities in such fields as engineering, life sciences, and physical sciences Review proposals and design procedures to monitor approved projects 	<ul style="list-style-type: none"> Skill in providing guidance and expert advice to management on technical topics Ability to analyze data and information in content area, identifying the underlying principles, reasons, or facts Ability to use scientific rules and methods to solve problems
Forester	RI	<ul style="list-style-type: none"> Manage forested lands for economic, recreational, and conservation purposes Develop forest management plans for public and privately owned forested lands 	<ul style="list-style-type: none"> Knowledge of plant and animal organisms and their interactions with one another and the environment Ability to use relevant information and individual judgment to determine whether events comply with regulations
Actuary	CI	<ul style="list-style-type: none"> Analyze data such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits Design, review, and help administer insurance, annuity, and pension plans 	<ul style="list-style-type: none"> Ability to choose the correct mathematical methods or formulas to solve a problem Knowledge of economic and accounting principles and practices Skill in using logic and reasoning to identify the strengths and weaknesses of alternative solutions

ACTION STEPS

1. Highlight words or phrases that appeal to you in the Typical Work Tasks column of the chart above. Can you fit these highlighted words or phrases together to design your own unique job?
2. Refer to the last column to determine what knowledge, skills, and abilities you already possess or may need to acquire for any of the occupations that interest you.
3. Visit the O*NET™ database online at <http://online.onetcenter.org> to learn more about your top occupations or to expand your list.

YOUR PERSONAL STYLE

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

YOUR PERSONAL STYLE SCALE PREFERENCES

PERSONAL STYLE SCALE	YOUR SCORE SUGGESTS YOU SHOULD CONSIDER A JOB WHERE
Work Style	<ul style="list-style-type: none"> You work more with ideas, data, or things than with people You spend most of your time working on your own You spend a lot of time writing reports and analyzing data
Learning Environment	<ul style="list-style-type: none"> You can learn both ideas and skills You can balance your learning between reading/listening to lectures and hands-on experience You apply new ideas to concrete problems
Leadership Style	<ul style="list-style-type: none"> You can lead others by your own example You don't have to assume leadership for teams or projects You don't have to direct others
Risk Taking	<ul style="list-style-type: none"> You can take some risks but not others You can both be cautious and take chances with your decisions You have a balance between security and excitement
Team Orientation	<ul style="list-style-type: none"> You can work both independently and on a team 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.

SNAPSHOT OF RESULTS

YOUR HIGHEST THEMES

- Realistic
- Conventional
- Investigative

PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

- Practical, hands-on, product driven
- Organized, efficient, accurate
- Analytical, independent, research oriented

SPECIFIC INTERESTS FOR WORK, LEISURE, AND LEARNING

- | | |
|--|--|
| <ul style="list-style-type: none"> • Repairing electronic equipment • Diagnosing computer problems • Electrical engineering • Analyzing financial data • Managing investments | <ul style="list-style-type: none"> • Financial planning and budgeting • Using precision instruments • Building houses • Working with large equipment and machinery |
|--|--|

CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- | | |
|--|---|
| <ul style="list-style-type: none"> • Chemist • Engineer • Technical Support Specialist • Computer Scientist • Geologist | <ul style="list-style-type: none"> • Computer & IS Manager • Computer Systems Analyst • R&D Manager • Forester • Actuary |
|--|---|

HOW YOU LIKE TO WORK AND LEARN

- | | |
|---|--|
| <ul style="list-style-type: none"> • With ideas, data, or things, mostly on your own • A combination of practical and theoretical learning • Doing tasks alone, leading by example | <ul style="list-style-type: none"> • A combination of caution and excitement • 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 have some characteristics in common, but they do not all reflect the same Themes. This may mean that you have a variety of interests in work, leisure activities, and school subjects. Use any of the Themes in your report in your exploration. Some of your diverse interests may be expressed in a job that provides a lot of variety, or they may be reflected in a balance in your life between work and leisure activities.

ACTION STEPS

1. Using the summary chart on the preceding page or any of the descriptors you highlighted in this report or on your *Strong* Profile, create a master list of all descriptors that either describe you or appeal to you. Take this list with you to any informational or job interviews you attend. During the interview, ask questions to determine whether there are opportunities to express these interests or engage in these activities and try to determine whether there is a good fit between your interests and the job you are considering. For example, if you highlighted *Practical, hands-on, product driven*, ask about opportunities to express this interest.
2. Your *Strong* results can also help you during your career exploration. Your Realistic Theme score suggests that the career planning process may at times seem abstract and intangible, requiring you to think rather than act. To keep yourself motivated:
 - Arrange to visit work sites of the occupations that interest you
 - Get as close to doing the actual work as you can
 - "Try out" your career choice in an internship or part-time job before making a decision
 - Visit classes before enrolling in a career-related educational program to make sure the training is directly related to the work you will be doing
 - Ask a close friend to help you gather information if you seem to be making your career decision too quickly

THE FOLLOWING RESOURCES WILL BE HELPFUL

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

