



Strong Interest Inventory[®] Profile and Interpretive Report

Interpretive Report developed by Judith Grutter and Allen L. Hammer

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 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 |
|----------------------|----------|---|--|--|--|
| Enterprising | E | Business, politics, leadership, entrepreneurship | Selling, managing, persuading, marketing | Verbal ability, ability to motivate and direct others | Risk taking, status, competition, influence |
| 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 |
| 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

Enterprising, Social, Artistic

YOUR THEME CODE

ESA

| THEME | CODE | STANDARD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------|----------|---------------------------------|----|----|----|------|-----------|
| | | < 30 | 40 | 50 | 60 | 70 > | |
| Enterprising | E | VERY HIGH | | | | | 69 |
| Social | S | HIGH | | | | | 65 |
| Artistic | A | HIGH | | | | | 63 |
| Conventional | C | MODERATE | | | | | 51 |
| Investigative | I | MODERATE | | | | | 43 |
| Realistic | R | LITTLE | | | | | 36 |

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. Human Resources & Training (S)
2. Marketing & Advertising (E)
3. Politics & Public Speaking (E)
4. Entrepreneurship (E)
5. Writing & Mass Communication (A)

Areas of Least Interest

- Mathematics (I)
- Military (R)
- Nature & Agriculture (R)

ENTERPRISING — Very High

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------------|----------------------------|----|----|----|------|-----------|
| | < 30 | 40 | 50 | 60 | 70 > | |
| Marketing & Advertising | VH | | | | | 69 |
| Politics & Public Speaking | VH | | | | | 66 |
| Entrepreneurship | VH | | | | | 66 |
| Sales | VH | | | | | 63 |
| Management | H | | | | | 58 |
| Law | M | | | | | 55 |

SOCIAL — High

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------------|----------------------------|----|----|----|------|-----------|
| | < 30 | 40 | 50 | 60 | 70 > | |
| Human Resources & Training | VH | | | | | 72 |
| Religion & Spirituality | H | | | | | 63 |
| Counseling & Helping | H | | | | | 63 |
| Teaching & Education | H | | | | | 61 |
| Social Sciences | H | | | | | 59 |
| Healthcare Services | M | | | | | 46 |

ARTISTIC — High

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|------------------------------|----------------------------|----|----|----|------|-----------|
| | < 30 | 40 | 50 | 60 | 70 > | |
| Writing & Mass Communication | VH | | | | | 65 |
| Performing Arts | H | | | | | 63 |
| Visual Arts & Design | M | | | | | 57 |
| Culinary Arts | M | | | | | 56 |

CONVENTIONAL — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|-----------------------------------|----------------------------|----|----|----|------|-----------|
| | < 30 | 40 | 50 | 60 | 70 > | |
| Finance & Investing | H | | | | | 56 |
| Office Management | M | | | | | 59 |
| Programming & Information Systems | M | | | | | 48 |
| Taxes & Accounting | L | | | | | 38 |

INVESTIGATIVE — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------|----------------------------|----|----|----|------|-----------|
| | < 30 | 40 | 50 | 60 | 70 > | |
| Research | M | | | | | 52 |
| Medical Science | M | | | | | 48 |
| Science | M | | | | | 45 |
| Mathematics | VL | | | | | 35 |

REALISTIC — Little

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|---------------------------------|----------------------------|----|----|----|------|-----------|
| | < 30 | 40 | 50 | 60 | 70 > | |
| Athletics | M | | | | | 45 |
| Computer Hardware & Electronics | M | | | | | 41 |
| Protective Services | M | | | | | 41 |
| Mechanics & Construction | L | | | | | 39 |
| Nature & Agriculture | L | | | | | 36 |
| Military | 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 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. Librarian (A)
2. Travel Consultant (ECA)
3. Foreign Language Teacher (SAE)
4. Restaurant Manager (ECR)
5. Social Worker (SA)
6. College Instructor (SA)
7. Editor (AI)
8. Reporter (A)
9. Retail Sales Manager (ECA)
10. Social Science Teacher (SEA)

Occupations of Dissimilar Interest

- Athletic Trainer (RIS)
- Physicist (IRA)
- Mathematician (IRC)
- Physical Education Teacher (SRC)
- Geologist (IRA)

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

ENTERPRISING – Selling, Managing, Persuading

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR MIDRANGE SIMILAR | | | | | | STD SCORE |
|------------|----------------------------------|-----------------------------|----|----|----|----|----|-----------|
| | | 10 | 15 | 20 | 30 | 40 | 50 | |
| ECA | Travel Consultant | [Bar from 10 to 66] | | | | | | 66 |
| ECR | Restaurant Manager | [Bar from 10 to 64] | | | | | | 64 |
| ECA | Retail Sales Manager | [Bar from 10 to 60] | | | | | | 60 |
| ECS | Operations Manager | [Bar from 10 to 59] | | | | | | 59 |
| ERA | Chef | [Bar from 10 to 56] | | | | | | 56 |
| E | Retail Sales Representative | [Bar from 10 to 56] | | | | | | 56 |
| E | Top Executive | [Bar from 10 to 56] | | | | | | 56 |
| EC | Buyer | [Bar from 10 to 55] | | | | | | 55 |
| EAS | Human Resources Manager | [Bar from 10 to 55] | | | | | | 55 |
| ECR | Purchasing Agent | [Bar from 10 to 55] | | | | | | 55 |
| EA | Marketing Manager | [Bar from 10 to 54] | | | | | | 54 |
| ECS | Housekeeping/Maintenance Manager | [Bar from 10 to 53] | | | | | | 53 |
| E | Sales Manager | [Bar from 10 to 52] | | | | | | 52 |
| EAS | Flight Attendant | [Bar from 10 to 50] | | | | | | 50 |
| EAC | Florist | [Bar from 10 to 50] | | | | | | 50 |
| EA | Interior Designer | [Bar from 10 to 50] | | | | | | 50 |
| E | Life Insurance Agent | [Bar from 10 to 50] | | | | | | 50 |
| EAS | Elected Public Official | [Bar from 10 to 49] | | | | | | 49 |
| EAI | Technical Sales Representative | [Bar from 10 to 47] | | | | | | 47 |
| E | Realtor | [Bar from 10 to 45] | | | | | | 45 |
| EC | Cosmetologist | [Bar from 10 to 38] | | | | | | 38 |
| ECR | Optician | [Bar from 10 to 34] | | | | | | 34 |
| EIR | Investments Manager | [Bar from 10 to 20] | | | | | | 20 |

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://online.onetcenter.org>.

SOCIAL – Helping, Instructing, Caregiving

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR MIDRANGE SIMILAR | | | | | | STD SCORE |
|------------|----------------------------|-----------------------------|----|----|----|----|----|-----------|
| | | 10 | 15 | 20 | 30 | 40 | 50 | |
| SAE | Foreign Language Teacher | [Bar from 10 to 64] | | | | | | 64 |
| SA | Social Worker | [Bar from 10 to 62] | | | | | | 62 |
| SA | College Instructor | [Bar from 10 to 60] | | | | | | 60 |
| SEA | Social Science Teacher | [Bar from 10 to 60] | | | | | | 60 |
| SE | School Counselor | [Bar from 10 to 58] | | | | | | 58 |
| SA | Speech Pathologist | [Bar from 10 to 58] | | | | | | 58 |
| SE | Special Education Teacher | [Bar from 10 to 56] | | | | | | 56 |
| SEA | School Administrator | [Bar from 10 to 55] | | | | | | 55 |
| SAI | Rehabilitation Counselor | [Bar from 10 to 54] | | | | | | 54 |
| SAR | Minister | [Bar from 10 to 47] | | | | | | 47 |
| SE | Community Service Director | [Bar from 10 to 46] | | | | | | 46 |
| S | Elementary School Teacher | [Bar from 10 to 46] | | | | | | 46 |
| SE | Parks & Recreation Manager | [Bar from 10 to 37] | | | | | | 37 |
| SAR | Occupational Therapist | [Bar from 10 to 32] | | | | | | 32 |
| SA | Recreation Therapist | [Bar from 10 to 32] | | | | | | 32 |
| SCE | Licensed Practical Nurse | [Bar from 10 to 24] | | | | | | 24 |
| SI | Registered Nurse | [Bar from 10 to 24] | | | | | | 24 |
| SIR | Physical Therapist | [Bar from 10 to 12] | | | | | | 12 |
| SRC | Physical Education Teacher | [Bar from 10 to -9] | | | | | | -9 |

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 |
| A | Librarian | | | | | | | | | 67 |
| AI | Editor | | | | | | | | | 60 |
| A | Reporter | | | | | | | | | 60 |
| AE | Broadcast Journalist | | | | | | | | | 59 |
| AES | Corporate Trainer | | | | | | | | | 59 |
| AE | Public Relations Director | | | | | | | | | 59 |
| ASE | English Teacher | | | | | | | | | 58 |
| A | Attorney | | | | | | | | | 56 |
| ARE | Photographer | | | | | | | | | 56 |
| A | Translator | | | | | | | | | 56 |
| AE | Advertising Account Manager | | | | | | | | | 54 |
| AIR | Technical Writer | | | | | | | | | 52 |
| ASI | ESL Instructor | | | | | | | | | 50 |
| ASE | Art Teacher | | | | | | | | | 45 |
| ARI | Graphic Designer | | | | | | | | | 43 |
| A | Musician | | | | | | | | | 43 |
| AER | Public Administrator | | | | | | | | | 39 |
| AR | Artist | | | | | | | | | 36 |
| AI | Urban & Regional Planner | | | | | | | | | 35 |
| ARI | Architect | | | | | | | | | 10 |
| AIR | Medical Illustrator | | | | | | | | | 5 |

Similar results (40 and above)

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

Midrange results (30–39)

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

Dissimilar results (29 and below)

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

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

CONVENTIONAL – Accounting, Organizing, Processing Data

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | STD SCORE | |
|------------|-------------------------------|------------|----|----|----------|----|---------|----|-----------|----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | | 60 |
| CE | Paralegal | | | | | | | | | 58 |
| CES | Nursing Home Administrator | | | | | | | | | 50 |
| CE | Credit Manager | | | | | | | | | 47 |
| CE | Banker | | | | | | | | | 46 |
| CES | Business Education Teacher | | | | | | | | | 43 |
| CES | Food Service Manager | | | | | | | | | 43 |
| CS | Administrative Assistant | | | | | | | | | 39 |
| CE | Financial Analyst | | | | | | | | | 37 |
| C | Health Information Specialist | | | | | | | | | 35 |
| CE | Financial Manager | | | | | | | | | 31 |
| C | Bookkeeper | | | | | | | | | 30 |
| CSE | Farmer/Rancher | | | | | | | | | 29 |
| CES | Production Worker | | | | | | | | | 28 |
| C | Computer & IS Manager | | | | | | | | | 26 |
| C | Computer Systems Analyst | | | | | | | | | 25 |
| CE | Accountant | | | | | | | | | 23 |
| CRE | Military Enlisted | | | | | | | | | 22 |
| CIR | Mathematics Teacher | | | | | | | | | 8 |
| CI | Actuary | | | | | | | | | 7 |

OCCUPATIONAL SCALES

SECTION 3

INVESTIGATIVE – Researching, Analyzing, Inquiring

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|-----------------------|------------|----|----|----------|----|---------|----|----|-----------|-----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| IA | Psychologist | | | | | | | | | | 32 |
| IAR | Sociologist | | | | | | | | | | 27 |
| IAR | University Professor | | | | | | | | | | 25 |
| IR | Software Developer | | | | | | | | | | 22 |
| IES | Dietitian | | | | | | | | | | 21 |
| IRA | Chiropractor | | | | | | | | | | 16 |
| IR | Optometrist | | | | | | | | | | 16 |
| ICR | Pharmacist | | | | | | | | | | 16 |
| IRA | Dentist | | | | | | | | | | 14 |
| IA | Geographer | | | | | | | | | | 11 |
| IRS | Science Teacher | | | | | | | | | | 9 |
| IRC | Computer Scientist | | | | | | | | | | 7 |
| IRA | Respiratory Therapist | | | | | | | | | | 7 |
| IRC | Medical Technologist | | | | | | | | | | 6 |
| IRC | Medical Technician | | | | | | | | | | 5 |
| IRA | Biologist | | | | | | | | | | 2 |
| IR | Chemist | | | | | | | | | | 2 |
| IR | R&D Manager | | | | | | | | | | -2 |
| IAR | Physician | | | | | | | | | | -3 |
| IRA | Veterinarian | | | | | | | | | | -6 |
| IRA | Geologist | | | | | | | | | | -8 |
| IRC | Mathematician | | | | | | | | | | -11 |
| IRA | Physicist | | | | | | | | | | -14 |

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://online.onetcenter.org>.

REALISTIC – Building, Repairing, Working Outdoors

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|--------------------------------|------------|----|----|----------|----|---------|----|----|-----------|-----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| RE | Law Enforcement Officer | | | | | | | | | | 31 |
| REI | Military Officer | | | | | | | | | | 31 |
| RIC | Network Administrator | | | | | | | | | | 24 |
| RIC | Technical Support Specialist | | | | | | | | | | 21 |
| RIC | Engineering Technician | | | | | | | | | | 19 |
| REI | Horticulturist | | | | | | | | | | 19 |
| RIS | Radiologic Technologist | | | | | | | | | | 18 |
| RI | Engineer | | | | | | | | | | 15 |
| RCI | Emergency Medical Technician | | | | | | | | | | 11 |
| RC | Landscape/Grounds Manager | | | | | | | | | | 10 |
| RSI | Vocational Agriculture Teacher | | | | | | | | | | 5 |
| RIA | Electrician | | | | | | | | | | 3 |
| RIS | Firefighter | | | | | | | | | | 1 |
| R | Automobile Mechanic | | | | | | | | | | 0 |
| RIA | Carpenter | | | | | | | | | | -2 |
| RI | Forester | | | | | | | | | | -2 |
| RIS | Athletic Trainer | | | | | | | | | | -18 |

PERSONAL STYLE SCALES

SECTION 4

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

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

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You are likely to prefer working with people
2. You seem to prefer to learn through lectures and books
3. You probably prefer to lead by taking charge
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 | 45 | MIDRANGE 55 | 65 | CLEAR 75 | > | | STD SCORE |
|-----------------------------|---|------|----------|----|-------------|----|----------|---|---|-----------|
| Work Style | Prefers working alone; enjoys data, ideas, or things; reserved | | | | | 66 | | | Prefers working with people; enjoys helping others; outgoing | 66 |
| Learning Environment | Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill | | | | | 64 | | | Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake | 64 |
| 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 | | | | | 69 | | | Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily | 69 |
| Risk Taking | Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions | | | 53 | | | | | Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions | 53 |
| 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 | 46 |

PROFILE SUMMARY

SECTION 5

YOUR HIGHEST THEMES

Enterprising, Social, Artistic

YOUR THEME CODE

ESA

YOUR TOP FIVE INTEREST AREAS

1. Human Resources & Training (S)
2. Marketing & Advertising (E)
3. Politics & Public Speaking (E)
4. Entrepreneurship (E)
5. Writing & Mass Communication (A)

Areas of Least Interest

- Mathematics (I)
- Military (R)
- Nature & Agriculture (R)

YOUR TOP TEN STRONG OCCUPATIONS

1. Librarian (A)
2. Travel Consultant (ECA)
3. Foreign Language Teacher (SAE)
4. Restaurant Manager (ECR)
5. Social Worker (SA)
6. College Instructor (SA)
7. Editor (AI)
8. Reporter (A)
9. Retail Sales Manager (ECA)
10. Social Science Teacher (SEA)

Occupations of Dissimilar Interest

- Athletic Trainer (RIS)
- Physicist (IRA)
- Mathematician (IRC)
- Physical Education Teacher (SRC)
- Geologist (IRA)

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You are likely to prefer working with people
2. You seem to prefer to learn through lectures and books
3. You probably prefer to lead by taking charge
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 | 26 | 28 | 24 | 13 |
| Subject Areas | 17 | 28 | 20 | 11 | 24 |
| Activities | 24 | 26 | 14 | 25 | 12 |
| Leisure Activities | 18 | 39 | 25 | 11 | 7 |
| People | 19 | 38 | 31 | 0 | 13 |
| Characteristics | 67 | 11 | 0 | 11 | 11 |
| TOTAL PERCENTAGE | 18 | 28 | 22 | 19 | 14 |

Total possible responses: 291 Your response total: 291 Items omitted: 0 Typicality index: 24—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 ESA.

YOUR 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 |
| 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 that seem like a good fit.

OTHER THEME DESCRIPTIONS

| THEME | CODE | DEFINITION | CAREER FIELDS | PERSONAL DESCRIPTORS | LEISURE ACTIVITIES |
|----------------------|----------|--|---|---|---|
| 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 |
| 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, which define their career motivators. The top Themes of your three-letter Theme code are Enterprising and Social. These Themes are the ones we will focus on in this section.

Your Enterprising and Social 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

- Human resource management
- Nonprofit management
- Career/life coaching
- Training and development
- Hospitality management
- Mediation and arbitration

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 |
|---------------------|----------------------------|--|
| Enterprising | Persuading and influencing | ES Persuading others of the value of something that is personally meaningful, or managing or supervising in a helping environment |
| Social | Helping others | SE Helping others through influence and persuasion, or helping others in a business environment |

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 persuading and influencing and helping others.

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 |
|------------------------------|---------------------|--|
| Human Resources & Training | Social | <ul style="list-style-type: none"> • Training new employees • Facilitating leadership programs • Leading career development groups |
| Marketing & Advertising | Enterprising | <ul style="list-style-type: none"> • Developing advertising campaigns • Evaluating profits for new products • Collecting consumer information |
| Politics & Public Speaking | Enterprising | <ul style="list-style-type: none"> • Making public presentations • Running for political office • Serving on a school board |
| Entrepreneurship | Enterprising | <ul style="list-style-type: none"> • Owning your own business • Developing business opportunities • Working from a home office |
| Writing & Mass Communication | Artistic | <ul style="list-style-type: none"> • Writing articles and stories • Television announcing • Literature |

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 |
|---------------------------------|------------|--|---|
| 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 |
| Travel Consultant | ECA | <ul style="list-style-type: none"> Consult with clients on destination, mode of transportation, travel dates, costs, and accommodations required Book reservations using computer terminal or telephone | <ul style="list-style-type: none"> Knowledge of methods for moving people by air, rail, sea, or road, including the relative costs and benefits Knowledge of administrative and clerical procedures such as word processing and managing files and records |
| Foreign Language Teacher | SAE | <ul style="list-style-type: none"> Deliver lectures on such topics as how to speak and write in a foreign language and the cultural aspects of areas where a language is used Evaluate and grade students' class work, assignments, and papers | <ul style="list-style-type: none"> Knowledge of the structure and content of a foreign language, including the meaning and spelling of words, rules of composition and grammar, and pronunciation Knowledge of principles and methods for curriculum design, teaching, and instruction |
| Restaurant Manager | ECR | <ul style="list-style-type: none"> Review menus and assign prices to menu items Estimate food and beverage consumption to anticipate amounts to be purchased Monitor compliance with health regulations Hire and supervise employees engaged in serving food | <ul style="list-style-type: none"> Knowledge of management principles involved in coordination of people and resources Knowledge of processes for providing customer service, including meeting quality standards and evaluating customer satisfaction Knowledge of personnel recruitment, selection, training, benefits, and labor relations policies |
| 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 |

Continued on next page →

YOUR TOP STRONG OCCUPATIONS (continued)

| OCCUPATION | THEME CODE | TYPICAL WORK TASKS | SELECTED KNOWLEDGE, SKILLS, ABILITIES |
|------------------------|------------|---|---|
| College Instructor | SA | <ul style="list-style-type: none"> Prepare and deliver lectures in specialty area Evaluate and grade students' class work, assignments, and papers Advise students on educational and vocational goals | <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 Knowledge in the specific content area |
| Editor | AI | <ul style="list-style-type: none"> Assign topics, events, and stories to individual writers or reporters Develop story or content ideas, considering reader or audience appeal Plan the contents of publications | <ul style="list-style-type: none"> Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar Knowledge of techniques for media production, communication, and dissemination Skill in communicating effectively in writing as appropriate for the needs of the audience |
| Reporter | A | <ul style="list-style-type: none"> Write stories for newspaper, news magazine, radio, or television Collect and analyze facts gathered via interview, investigation, or observation Conduct taped or filmed interviews | <ul style="list-style-type: none"> Skill in communicating effectively in writing as appropriate for the needs of the audience Knowledge of techniques for media production, communication, and dissemination Ability to give full attention to what other people are saying, taking time to ask questions |
| Retail Sales Manager | ECA | <ul style="list-style-type: none"> Directly supervise and monitor retail sales workers' activities to ensure that customers receive satisfactory service and quality Provide customer service by responding to inquiries and complaints | <ul style="list-style-type: none"> Knowledge of methods for showing, promoting, and selling products or services Knowledge of processes for providing customer service, including meeting quality standards and evaluating customer satisfaction Skill in motivating, developing, and directing people as they work |
| Social Science Teacher | SEA | <ul style="list-style-type: none"> Instruct students in the social sciences through lectures, discussions, and demonstrations Prepare, administer, and grade tests and assignments to evaluate students' progress | <ul style="list-style-type: none"> Knowledge of social sciences Knowledge of principles and methods for curriculum design, teaching, and instruction Ability to verbally communicate information and ideas so others will understand |

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 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 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

- Enterprising
- Social
- Artistic

PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

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

SPECIFIC INTERESTS FOR WORK, LEISURE, AND LEARNING

- Training new employees
- Facilitating leadership programs
- Leading career development groups
- Developing advertising campaigns
- Evaluating profits for new products
- Collecting consumer information
- Making public presentations
- Running for political office
- Serving on a school board

CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- Librarian
- Travel Consultant
- Foreign Language Teacher
- Restaurant Manager
- Social Worker
- College Instructor
- Editor
- Reporter
- Retail Sales Manager
- Social Science Teacher

HOW YOU LIKE TO WORK AND LEARN

- Interacting with others on a regular basis
- Learning new ideas to apply to abstract problems
- Assuming leadership and directing others
- 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 share many characteristics. This often represents a similar focus throughout work, leisure, and academic interests. Use your ESA Theme code to find out as much as you can about occupations, career fields, leisure activities, and academic interests with codes similar to yours.

ACTION STEPS

1. Using the summary chart on the preceding page or any of the descriptors you highlighted in this report or on your *Strong* Profile, create a master list of all descriptors that either describe you or appeal to you. Take this list with you to any informational or job interviews you attend. During the interview, ask questions to determine whether there are opportunities to express these interests or engage in these activities and try to determine whether there is a good fit between your interests and the job you are considering. For example, if you highlighted *Fast paced, assertive, influential*, ask about opportunities to express this interest.
2. Your *Strong* results can also help you during your career exploration. Your Enterprising Theme score suggests that the career planning process may at times seem too internal, requiring you to be more contemplative than you like to be. To keep yourself motivated:
 - Try to find a networking group that will expand on your own contacts and connections
 - Talk to as many people as possible who work in occupations related to your interests
 - Check out your reactions with a friend or associate
 - Visit some classes before you enroll in a career-related educational program to make sure the training is practical and action oriented
 - Ask a close friend to help you check out your decision if you seem to be acting too quickly

THE FOLLOWING RESOURCES WILL BE HELPFUL

- *Where Do I Go Next? Using Your Strong Results to Manage Your Career*. This booklet can help you better understand the meaning of your *Strong* results and provides worksheets to help you in your career exploration.
- The O*NET™ database (www.onetcenter.org) 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.

