

## 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 AIS.

### YOUR THEME DESCRIPTIONS

| THEME                | CODE     | DEFINITION                                      | CAREER FIELDS  | PERSONAL DESCRIPTORS  | LEISURE ACTIVITIES   |
|----------------------|----------|---|--|---|--|
| <b>Artistic</b>      | <b>A</b> | Creating or enjoying art, drama, music, writing | Writing<br>Entertainment<br>Commercial or fine arts<br>Music     | Creative, expressive, independent, imaginative, original    | Collecting artwork, attending plays or concerts, visiting museums, painting, playing music |
| <b>Investigative</b> | <b>I</b> | Researching<br>Analyzing<br>Problem solving     | Research<br>Mathematics<br>Physical, natural, or medical science | Analytical, achievement oriented, independent, insightful   | Reading, doing crossword puzzles, playing strategy games, surfing the Internet             |
| <b>Social</b>        | <b>S</b> | Helping<br>Instructing<br>Caregiving            | Teaching<br>Healthcare<br>Counseling<br>Religion                 | Helpful, concerned for others, humanistic, verbal, generous | Entertaining, volunteering, reading self-improvement books                                 |

### 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  |
|---------------------|----------|--|---|--|---|
| <b>Enterprising</b> | <b>E</b> | Selling<br>Managing<br>Persuading                    | Business<br>Politics<br>Sales<br>Marketing  | Assertive, adventurous, energetic, talkative, self-confident | Running for public office, raising money for organizations, sports  |
| <b>Conventional</b> | <b>C</b> | Accounting<br>Organizing<br>Processing data          | Office management<br>Banking/accounting/finance<br>Government service<br>Business education<br>Software development | Practical, organized, systematic, accurate, efficient        | Collecting things, managing family finances, civic organizations, volunteering, exercising                      |
| <b>Realistic</b>    | <b>R</b> | Building<br>Working outdoors<br>Mechanical interests | Agriculture<br>Forestry<br>Technology<br>Skilled trades<br>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 Artistic and Investigative. These Themes are the ones we will focus on in this section.

Your Artistic and Investigative 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

- Technical writing
- Medical illustration
- Psychology
- Urban planning
- Law
- Editing

### 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  |
|---------------------|----------------------------|---|
| Artistic            | Expressing creativity      | AI Expressing your creativity in abstract, analytical, and independent ways |
| Investigative       | Analyzing                  | IA Analyzing theories and ideas intuitively and creatively                  |

### 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 expressing creativity and analyzing.

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  |
|------------------------------|--------------|---|
| Writing & Mass Communication | Artistic     | <ul style="list-style-type: none"> <li>• Writing articles and stories</li> <li>• Television announcing</li> <li>• Literature</li> </ul>                       |
| Performing Arts              | Artistic     | <ul style="list-style-type: none"> <li>• Acting in a play</li> <li>• Teaching music or drama</li> <li>• Attending concerts and plays</li> </ul>               |
| Visual Arts & Design         | Artistic     | <ul style="list-style-type: none"> <li>• Photography</li> <li>• Designing public relations materials</li> <li>• Designing architectural structures</li> </ul> |
| Culinary Arts                | Artistic     | <ul style="list-style-type: none"> <li>• Preparing dinner for guests</li> <li>• Trying new recipes</li> <li>• Catering</li> </ul>                             |
| Law                          | Enterprising | <ul style="list-style-type: none"> <li>• Arguing legal issues</li> <li>• Preparing for trial</li> <li>• Studying law</li> </ul>                               |

### ACTION STEPS

1. Look over the interest areas above. How are they present in your life now? Do they represent your current work, school, or leisure interests? Do the activities you like cluster in the same Themes as your general interests? If they do, your interests are probably fairly focused. Try to make sure your work matches these interests. If your interest areas do not cluster, your interests may be more diverse. Think about ways you might incorporate some of them into your work and others into your leisure time.
2. Look at 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   |
|-----------------------------|------------|---|---|
| <b>Librarian</b>            | <b>A</b>   | <ul style="list-style-type: none"> <li>Catalog books, publications, and films using standard library classification systems</li> <li>Analyze patrons' requests to determine needed information and assist in locating that information</li> </ul>   | <ul style="list-style-type: none"> <li>Ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules</li> <li>Ability to read and understand information and ideas presented in writing</li> <li>Skill in using computers to search for information</li> </ul>  |
| <b>Technical Writer</b>     | <b>AIR</b> | <ul style="list-style-type: none"> <li>Write technical materials, such as equipment manuals and operating instructions</li> <li>Write material according to set standards regarding clarity, style, and terminology</li> <li>Incorporate drawings, specifications, and mockups to illustrate technology, operating procedure, sequence, and detail</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> </ul> |
| <b>Broadcast Journalist</b> | <b>AE</b>  | <ul style="list-style-type: none"> <li>Report and write news stories for broadcast, describing the background and details of events</li> <li>Conduct taped or filmed interviews</li> <li>Investigate breaking news such as disasters or crimes, and human interest stories</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of media production, communication, and dissemination techniques and methods</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>   |
| <b>Graphic Designer</b>     | <b>ARI</b> | <ul style="list-style-type: none"> <li>Design or create graphics to meet specific needs, such as packaging, logos, or Web sites</li> <li>Create designs based on knowledge of layout principles and aesthetic design concepts</li> </ul>  | <ul style="list-style-type: none"> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Knowledge of methods for showing, promoting, and selling products or services</li> </ul>   |
| <b>Photographer</b>         | <b>ARE</b> | <ul style="list-style-type: none"> <li>Photograph persons, subjects, and merchandise or other commercial products</li> <li>Photograph subjects or newsworthy events using a variety of photographic equipment</li> </ul>  | <ul style="list-style-type: none"> <li>Skill in estimating or measuring light level and distance</li> <li>Ability to quickly and repeatedly adjust the controls of a machine to exact positions</li> <li>Skill in focusing cameras and adjusting settings based on lighting, subject material, distance, and film speed</li> </ul>                              |

Continued on next page →

## YOUR TOP STRONG OCCUPATIONS (continued)

| OCCUPATION | THEME CODE | TYPICAL WORK TASKS  | SELECTED KNOWLEDGE, SKILLS, ABILITIES  |
|------------|------------|---|--|
| Reporter   | A          | <ul style="list-style-type: none"> <li>Write stories for newspaper, news magazine, radio, or television</li> <li>Collect and analyze facts gathered via interview, investigation, or observation</li> <li>Conduct taped or filmed interviews</li> </ul>     | <ul style="list-style-type: none"> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Ability to give full attention to what other people are saying, taking time to ask questions</li> </ul>   |
| Chef       | ERA        | <ul style="list-style-type: none"> <li>Supervise and coordinate activities of cooks and workers engaged in food preparation</li> <li>Plan and price menu items, order supplies, and keep records</li> <li>Check the quality of received products</li> </ul> | <ul style="list-style-type: none"> <li>Ability to prepare nutritious and appetizing meals</li> <li>Knowledge of business principles, including resource allocation, human resource management, production methods, and coordination of people and resources</li> <li>Knowledge of personnel recruitment, selection, training, benefits, and labor relations</li> </ul>   |
| Attorney   | A          | <ul style="list-style-type: none"> <li>Represent clients in criminal and civil litigation and other legal proceedings</li> <li>Draw up legal documents and manage cases</li> <li>Advise clients on legal or business transactions</li> </ul>                | <ul style="list-style-type: none"> <li>Knowledge of laws, court procedures, and government regulations</li> <li>Ability to use logic and reasoning to identify the strengths and weaknesses of alternatives</li> <li>Skill in persuading others to change their minds or behavior</li> </ul>   |
| Editor     | AI         | <ul style="list-style-type: none"> <li>Assign topics, events, and stories to individual writers or reporters</li> <li>Develop story or content ideas, considering reader or audience appeal</li> <li>Plan the contents of publications</li> </ul>           | <ul style="list-style-type: none"> <li>Knowledge of the English language, including the meaning and spelling of words, rules of composition, and grammar</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill in communicating effectively in writing as appropriate for the needs of the audience</li> </ul>  |
| Translator | A          | <ul style="list-style-type: none"> <li>Translate or interpret written or oral language into another language for others</li> <li>Read written material and rewrite to specified language, according to established rules of grammar</li> </ul>              | <ul style="list-style-type: none"> <li>Knowledge of the structure and content of a foreign language, including the meaning and spelling of words, grammar, and pronunciation</li> <li>Knowledge of the structure and content of the English language, including the meaning and spelling of words, grammar, and pronunciation</li> <li>Skill in giving full attention to what other people are saying</li> </ul> |

**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  |
|-----------------------------|--|
| <b>Work Style</b>           | <ul style="list-style-type: none"> <li>You work with ideas, data, things, and people</li> <li>You balance your time between working with colleagues and working alone</li> <li>You have a mix of writing reports, analyzing data, and interacting with others</li> </ul> |
| <b>Learning Environment</b> | <ul style="list-style-type: none"> <li>You can learn lots of new ideas</li> <li>You can learn from reading and lectures</li> <li>You can apply your learning to abstract problems</li> </ul>   |
| <b>Leadership Style</b>     | <ul style="list-style-type: none"> <li>You can assume leadership when necessary</li> <li>You can take charge of some projects but not others</li> <li>You can voice your opinion or not, depending on the circumstances</li> </ul>                                       |
| <b>Risk Taking</b>          | <ul style="list-style-type: none"> <li>You don't have to take financial or social risks</li> <li>You can make decisions carefully</li> <li>You can feel secure in your job</li> </ul>  |
| <b>Team Orientation</b>     | <ul style="list-style-type: none"> <li>You can work both independently and on a team</li> <li>You can make decisions on your own and by consensus</li> <li>You have a balance between group and individual responsibility and accomplishment</li> </ul>                  |

### ACTION STEPS

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

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

## INTERPRETIVE REPORT SUMMARY

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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

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### YOUR HIGHEST THEMES

- Artistic
- Investigative
- Social

### PERSONAL AND WORK ENVIRONMENT DESCRIPTORS

- Creative, flexible, self-expressive
- Analytical, independent, research oriented
- Helpful, collaborative, cooperative

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

- Writing articles and stories
- Television announcing
- Literature
- Acting in a play
- Teaching music or drama
- Attending concerts and plays
- Photography
- Designing public relations materials
- Designing architectural structures

### CAREERS THAT MIGHT BE MOST APPEALING TO YOU

- Librarian
- Technical Writer
- Broadcast Journalist
- Graphic Designer
- Photographer
- Reporter
- Chef
- Attorney
- Editor
- Translator

### HOW YOU LIKE TO WORK AND LEARN

- Balance between working with colleagues and working alone
- Learning new ideas to apply to abstract problems
- Taking charge of some projects but not others
- Playing it safe and making decisions carefully
- A combination of group and individual responsibility and accomplishment

## NEXT STEPS

As is true for many people, your General Occupational Themes, Basic Interests, and Occupations 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 *Creative, flexible, self-expressive*, ask about opportunities to express this interest.
2. Your *Strong* results can also help you during your career exploration. Your Artistic Theme score suggests that the career planning process may at times seem too goal directed and structured, requiring you to be more practical than you like to be. To keep yourself motivated:
  - Try some creative ways to research occupations—collect pictures from magazines and create a collage of work-related activities that interest you or write down some of your career fantasies and talk them over with a friend
  - Check out occupational videotapes from the library
  - Visit some classes before you enroll in a career-related educational program to make sure the training is interesting and fits your learning style
  - Ask a close friend to keep you on target with your decision making so you don't go off in too many directions at once

### 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](http://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](http://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.

