

CAREER MATTERS

Using your interests to shape your career direction



*My future
matters*

**Your comprehensive Career Search report exploring your
personality, interests, motivation for work and
your personal work style**

*The better you know yourself, the better decisions
you can make about your career*





HOW THE STRONG CAN HELP YOU

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

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

HOW YOU WILL BENEFIT

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

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

HOW YOUR RESULTS ARE ORGANIZED

Section 1. General Occupational Themes

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

Section 2. Basic Interest Scales

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

Section 3. Occupational Scales

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

Section 4. Personal Style Scales

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

Section 5. Profile Summary

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

Section 6. Response Summary

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

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

GENERAL OCCUPATIONAL THEMES

SECTION 1







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

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

THEME DESCRIPTIONS

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

| | |
|----------------------------|------------------------|
| YOUR HIGHEST THEMES | YOUR THEME CODE |
| Social, Artistic | SA |

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

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

BASIC INTEREST SCALES

SECTION 2

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

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

YOUR TOP FIVE INTEREST AREAS

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

Areas of Least Interest

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

SOCIAL — High

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

ARTISTIC — Moderate

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

ENTERPRISING — Little

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

CONVENTIONAL — Little

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

INVESTIGATIVE — Very Little

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

REALISTIC — Very Little

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

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

OCCUPATIONAL SCALES

SECTION 3

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

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

YOUR TOP TEN STRONG OCCUPATIONS

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

**Occupations of
Dissimilar Interest**

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

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

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

OCCUPATIONAL SCALES

SECTION 3

SOCIAL — Helping, Instructing, Caregiving

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|-----------------------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| SA | Speech Pathologist | | | | | | | | | | 62 |
| S | Mental Health Counselor | | | | | | | | | | 59 |
| S | Special Education Teacher | | | | | | | | | | 59 |
| S | Elementary School Teacher | | | | | | | | | | 58 |
| SA | Social Worker | | | | | | | | | | 58 |
| SE | School Counselor | | | | | | | | | | 57 |
| S | Secondary School Teacher | | | | | | | | | | 55 |
| S | Career Counselor | | | | | | | | | | 54 |
| SE | Community Service Director | | | | | | | | | | 54 |
| S | Instructional Coordinator | | | | | | | | | | 53 |
| S | Middle School Teacher | | | | | | | | | | 53 |
| SA | University Administrator | | | | | | | | | | 53 |
| SEA | School Administrator | | | | | | | | | | 47 |
| SEA | Human Resources Manager | | | | | | | | | | 46 |
| SAE | Training & Development Specialist | | | | | | | | | | 46 |
| SC | Customer Service Representative | | | | | | | | | | 45 |
| SA | Rehabilitation Counselor | | | | | | | | | | 45 |
| S | Religious/Spiritual Leader | | | | | | | | | | 43 |
| SAI | University Faculty Member | | | | | | | | | | 43 |
| SEA | Bartender | | | | | | | | | | 42 |
| SAE | Human Resources Specialist | | | | | | | | | | 42 |
| SE | Parks & Recreation Manager | | | | | | | | | | 40 |
| SCE | Loan Officer/Counselor | | | | | | | | | | 38 |
| SA | Recreation Therapist | | | | | | | | | | 35 |
| SAC | Management Analyst | | | | | | | | | | 34 |
| SAR | Occupational Therapist | | | | | | | | | | 34 |
| SE | Personal Financial Advisor | | | | | | | | | | 34 |
| SI | Registered Nurse | | | | | | | | | | 22 |
| SIR | Physical Therapist | | | | | | | | | | 3 |

Similar results (40 and above)
You share interests with women in that occupation and probably would enjoy the work.

Midrange results (30–39)
You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below)
You share few interests with women in that occupation and probably would not enjoy the work.

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

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

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|------------------------------|------------|----|----|----------|----|---------|----|----|-----------|-----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| A | Librarian | | | | | | | | | | 59 |
| AE | Public Relations Director | | | | | | | | | | 57 |
| ASE | English Teacher | | | | | | | | | | 56 |
| AE | Broadcast Journalist | | | | | | | | | | 54 |
| AE | Advertising Account Manager | | | | | | | | | | 50 |
| A | Translator | | | | | | | | | | 50 |
| A | Reporter | | | | | | | | | | 45 |
| ASE | Attorney | | | | | | | | | | 42 |
| A | Arts/Entertainment Manager | | | | | | | | | | 39 |
| ASI | ESL Instructor | | | | | | | | | | 38 |
| ARE | Photographer | | | | | | | | | | 37 |
| A | Editor | | | | | | | | | | 35 |
| AIR | Technical Writer | | | | | | | | | | 32 |
| AER | Public Administrator | | | | | | | | | | 31 |
| AR | Artist | | | | | | | | | | 30 |
| AI | Urban & Regional Planner | | | | | | | | | | 27 |
| A | Musician | | | | | | | | | | 26 |
| ASE | Art Teacher | | | | | | | | | | 20 |
| ACI | Computer/Mathematics Manager | | | | | | | | | | 19 |
| A | Graphic Designer | | | | | | | | | | 8 |
| AIR | Medical Illustrator | | | | | | | | | | -4 |
| ARI | Architect | | | | | | | | | | -20 |

OCCUPATIONAL SCALES

SECTION 3

ENTERPRISING — Selling, Managing, Persuading

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE |
|------------|---------------------------------|---------------------|----|----|----------|----|---------|----|----|-----------|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | |
| ECS | Facilities Manager | [Bar from 10 to 46] | | | | | | | | 46 |
| EAS | Elected Public Official | [Bar from 10 to 45] | | | | | | | | 45 |
| E | Life Insurance Agent | [Bar from 10 to 45] | | | | | | | | 45 |
| EC | Buyer | [Bar from 10 to 43] | | | | | | | | 43 |
| EAS | Marketing Manager | [Bar from 10 to 42] | | | | | | | | 42 |
| ESA | Operations Manager | [Bar from 10 to 38] | | | | | | | | 38 |
| E | Top Executive, Business/Finance | [Bar from 10 to 36] | | | | | | | | 36 |
| ERA | Chef | [Bar from 10 to 33] | | | | | | | | 33 |
| EAC | Florist | [Bar from 10 to 32] | | | | | | | | 32 |
| ECR | Purchasing Agent | [Bar from 10 to 32] | | | | | | | | 32 |
| ECR | Restaurant Manager | [Bar from 10 to 30] | | | | | | | | 30 |
| E | Technical Sales Representative | [Bar from 10 to 30] | | | | | | | | 30 |
| E | Realtor | [Bar from 10 to 29] | | | | | | | | 29 |
| E | Wholesale Sales Representative | [Bar from 10 to 29] | | | | | | | | 29 |
| EC | Cosmetologist | [Bar from 10 to 26] | | | | | | | | 26 |
| EAS | Flight Attendant | [Bar from 10 to 23] | | | | | | | | 23 |
| E | Sales Manager | [Bar from 10 to 23] | | | | | | | | 23 |
| E | Securities Sales Agent | [Bar from 10 to 22] | | | | | | | | 22 |
| EA | Interior Designer | [Bar from 10 to 13] | | | | | | | | 13 |
| ECR | Optician | [Bar from 10 to 9] | | | | | | | | 9 |

Similar results (40 and above)
 You share interests with women in that occupation and probably would enjoy the work.

Midrange results (30–39)
 You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below)
 You share few interests with women in that occupation and probably would not enjoy the work.

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

CONVENTIONAL — Accounting, Organizing, Processing Data

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE |
|------------|-------------------------------|---------------------|----|----|----------|----|---------|----|----|-----------|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | |
| CS | Administrative Assistant | [Bar from 10 to 53] | | | | | | | | 53 |
| CES | Food Service Manager | [Bar from 10 to 50] | | | | | | | | 50 |
| CES | Nursing Home Administrator | [Bar from 10 to 50] | | | | | | | | 50 |
| CES | Business Education Teacher | [Bar from 10 to 48] | | | | | | | | 48 |
| CE | Paralegal | [Bar from 10 to 48] | | | | | | | | 48 |
| CES | Production Worker | [Bar from 10 to 44] | | | | | | | | 44 |
| CE | Credit Manager | [Bar from 10 to 43] | | | | | | | | 43 |
| CSE | Business/Finance Supervisor | [Bar from 10 to 41] | | | | | | | | 41 |
| CSE | Farmer/Rancher | [Bar from 10 to 36] | | | | | | | | 36 |
| CS | Auditor | [Bar from 10 to 34] | | | | | | | | 34 |
| CE | Financial Analyst | [Bar from 10 to 33] | | | | | | | | 33 |
| C | Health Information Specialist | [Bar from 10 to 33] | | | | | | | | 33 |
| C | Technical Support Specialist | [Bar from 10 to 28] | | | | | | | | 28 |
| CRE | Military Enlisted | [Bar from 10 to 25] | | | | | | | | 25 |
| CI | Computer Programmer | [Bar from 10 to 24] | | | | | | | | 24 |
| C | Accountant | [Bar from 10 to 23] | | | | | | | | 23 |
| CSE | Financial Manager | [Bar from 10 to 23] | | | | | | | | 23 |
| CIR | Network Administrator | [Bar from 10 to 21] | | | | | | | | 21 |
| C | Computer & IS Manager | [Bar from 10 to 20] | | | | | | | | 20 |
| CI | Software Developer | [Bar from 10 to 19] | | | | | | | | 19 |
| C | Computer Systems Analyst | [Bar from 10 to 15] | | | | | | | | 15 |
| CIR | Mathematics Teacher | [Bar from 10 to 12] | | | | | | | | 12 |
| CI | Actuary | [Bar from 10 to 7] | | | | | | | | 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 | |
| IAS | Psychologist | [Bar from 10 to 35] | | | | | | | | 35 |
| IAR | Sociologist | [Bar from 10 to 27] | | | | | | | | 27 |
| IES | Dietitian | [Bar from 10 to 24] | | | | | | | | 24 |
| IA | Geographer | [Bar from 10 to 23] | | | | | | | | 23 |
| I | Engineer | [Bar from 10 to 19] | | | | | | | | 19 |
| IAR | Physician | [Bar from 10 to 19] | | | | | | | | 19 |
| IRA | Chiropractor | [Bar from 10 to 14] | | | | | | | | 14 |
| IRA | Geologist | [Bar from 10 to 11] | | | | | | | | 11 |
| IRC | Medical Technologist | [Bar from 10 to 11] | | | | | | | | 11 |
| IR | Optometrist | [Bar from 10 to 10] | | | | | | | | 10 |
| IRS | Science Teacher | [Bar from 10 to 9] | | | | | | | | 9 |
| IRA | Biologist | [Bar from 10 to 8] | | | | | | | | 8 |
| IR | Chemist | [Bar from 10 to 7] | | | | | | | | 7 |
| IRA | Respiratory Therapist | [Bar from 10 to 5] | | | | | | | | 5 |
| IRC | Medical Technician | [Bar from 10 to 4] | | | | | | | | 4 |
| ICR | Pharmacist | [Bar from 10 to 4] | | | | | | | | 4 |
| IRC | Computer Scientist | [Bar from 10 to 2] | | | | | | | | 2 |
| IRC | Mathematician | [Bar from 10 to 2] | | | | | | | | 2 |
| IR | R&D Manager | [Bar from 10 to 1] | | | | | | | | 1 |
| IRA | Dentist | [Bar from 10 to -4] | | | | | | | | -4 |
| IRA | Veterinarian | [Bar from 10 to -7] | | | | | | | | -7 |
| IRA | Physicist | [Bar from 10 to -12] | | | | | | | | -12 |

Similar results (40 and above)
 You share interests with women in that occupation and probably would enjoy the work.

Midrange results (30–39)
 You share some interests with women in that occupation and probably would enjoy some of the work.

Dissimilar results (29 and below)
 You share few interests with women in that occupation and probably would not enjoy the work.

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

REALISTIC — Building, Repairing, Working Outdoors

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE |
|------------|--------------------------------|----------------------|----|----|----------|----|---------|----|----|-----------|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | |
| RE | Law Enforcement Officer | [Bar from 10 to 28] | | | | | | | | 28 |
| RC | Landscape/Grounds Manager | [Bar from 10 to 22] | | | | | | | | 22 |
| REI | Military Officer | [Bar from 10 to 22] | | | | | | | | 22 |
| REI | Horticulturist | [Bar from 10 to 21] | | | | | | | | 21 |
| RIC | Engineering Technician | [Bar from 10 to 19] | | | | | | | | 19 |
| RSI | Vocational Agriculture Teacher | [Bar from 10 to 18] | | | | | | | | 18 |
| RI | Forester | [Bar from 10 to 15] | | | | | | | | 15 |
| RCI | Emergency Medical Technician | [Bar from 10 to 12] | | | | | | | | 12 |
| RIS | Radiologic Technologist | [Bar from 10 to 11] | | | | | | | | 11 |
| RIA | Carpenter | [Bar from 10 to 10] | | | | | | | | 10 |
| R | Automobile Mechanic | [Bar from 10 to 4] | | | | | | | | 4 |
| RIA | Electrician | [Bar from 10 to 3] | | | | | | | | 3 |
| RIS | Firefighter | [Bar from 10 to 1] | | | | | | | | 1 |
| RIS | Athletic Trainer | [Bar from 10 to -18] | | | | | | | | -18 |

PERSONAL STYLE SCALES

SECTION 4

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

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

YOUR PERSONAL STYLE SCALES PREFERENCES

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

Clear Scores

(Below 46 and above 54)

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

Midrange Scores (46–54)

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

| PERSONAL STYLE SCALE | | CLEAR | | MIDRANGE | | CLEAR | | STD SCORE |
|-----------------------------|---|-------|----|----------|----|-------|----|---|
| | | 25 | 35 | 45 | 55 | 65 | 75 | |
| Work Style | Prefers working alone; enjoys data, ideas, or things; reserved | | | | | | 73 | 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 | | | | | 62 | | 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 | | | | | | 58 | 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 | | 30 | | | | | 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 | | | | 48 | | | Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others |

PROFILE SUMMARY

SECTION 5

| YOUR HIGHEST THEMES | YOUR THEME CODE |
|---------------------|-----------------|
| Social, Artistic | SA |

YOUR TOP FIVE INTEREST AREAS

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

Areas of Least Interest

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

YOUR TOP TEN STRONG OCCUPATIONS

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

Occupations of Dissimilar Interest

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

YOUR PERSONAL STYLE SCALES PREFERENCES

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

RESPONSE SUMMARY

SECTION 6

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

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

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

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



USING YOUR THEMES

YOUR HIGHEST THEMES

Social, Artistic

YOUR THEME CODE

SA

To encourage exploration of your interests, your top *three* Themes are listed below in order of interest. Each Theme describes an important aspect of your interests and personality. Use all three Themes to identify college courses and academic majors that allow you to express what is important to you. The majors listed within each Theme are examples of some of the many related academic areas worth exploring.

CONSIDERING THEMES OF GREATEST INTEREST TO YOU

Social (S) EMPATHIC HELPERS

Social students prefer to take a helping or altruistic approach involving teaching, developing, or caring for others.

TYPICAL COLLEGE MAJORS

| | | | |
|----------------------|--------------------|----------------------|----------------------------|
| Child Development | Ethnic Studies | Nursing | Secondary Education |
| Counseling | Family Studies | Occupational Therapy | Social Work |
| Criminology | Health Education | Physical Education | Special Education |
| Dietetics/Nutrition | Hearing and Speech | Public Health | Substance Abuse Counseling |
| Elementary Education | Home Economics | Recreation | Urban Studies |
| ESL Teaching | Human Services | Religious Studies | Women's Studies |

Artistic (A) CREATIVE COMMUNICATORS

Artistic students prefer to take a self-expressive or creative approach involving art/design, music, or writing.

TYPICAL COLLEGE MAJORS

| | | | |
|----------------|------------------------|-----------------------|----------------------|
| Advertising | Classics | Fashion Merchandising | Mass Communication |
| Architecture | Comparative Literature | Fine Arts | Medical Illustration |
| Art Education | Creative Writing | Foreign Languages | Music Education |
| Art History | Dance | Humanities | Philosophy |
| Broadcasting | Design | Journalism | Photography |
| Cinematography | English | Linguistics | Theater Arts |

Enterprising (E) ACTIVE PERSUADERS

Enterprising students prefer to influence or lead others through selling the merits of ideas or products.

TYPICAL COLLEGE MAJORS

| | | | |
|-------------------------|-------------------------|-------------------------------|-----------------------|
| Business Administration | Hospitality | Management | Public Administration |
| Business Education | Hotel Management | Marketing | Public Relations |
| Consumer Economics | Human Resources | Organizational Leadership | Real Estate |
| Finance | Insurance | Personnel and Labor Relations | Restaurant Management |
| Government | International Business | Political Science | Retail Merchandising |
| History | International Relations | Pre-Law | Travel and Tourism |

USING YOUR BASIC INTEREST SCALES

These scales indicate interests that are important to your overall lifestyle, both in school and out of school.

Use your strongest basic interests to explore college courses, extracurricular activities, internships, and part-time jobs. You show the greatest interest in the five areas outlined below (arranged in descending order of interest).

RELIGION & SPIRITUALITY — Very High

Ministering to others' spiritual or religious needs

| CAMPUS ORGANIZATIONS/ACTIVITIES | INTERNSHIPS/JOB SETTINGS | COLLEGE COURSES |
|---|---|---|
| Community Service Group Peer Counseling Religious Group | Campus Ministry Hospice Care Nonprofit Agency | Counseling Philosophy Religious Studies |

COUNSELING & HELPING — Very High

Working with and helping people in humanistic and altruistic ways

| CAMPUS ORGANIZATIONS/ACTIVITIES | INTERNSHIPS/JOB SETTINGS | COLLEGE COURSES |
|---|---|--|
| Community Service Volunteer Work Peer Counseling Student Service Groups | Mental Health Clinic Nonprofit Organization Social Service Agency | Psychology Social Work Sociology |

TEACHING & EDUCATION — High

Teaching young people in classroom settings

| CAMPUS ORGANIZATIONS/ACTIVITIES | INTERNSHIPS/JOB SETTINGS | COLLEGE COURSES |
|---|--|--|
| Recreation Leader Teaching Assistant Tutoring | Campus Outreach Program Community School System Study Abroad Program | Education Human Development Psychology |

WRITING & MASS COMMUNICATION — High

Using language and literature to communicate

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

POLITICS & PUBLIC SPEAKING — High

Persuading and influencing others verbally

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

USING YOUR OCCUPATIONAL SCALES

These scales identify jobs held by people with whom you share common interests, arranged in order of similarity of interests. Some occupations require specific training; however, many do not require a particular college major. Explore classes relevant to these occupations and consider related careers as well.

YOUR TOP STRONG OCCUPATIONS

| OCCUPATIONAL SCALE | THEME CODE | EDUCATIONAL PREPARATION | COLLEGE COURSES | RELATED CAREERS |
|----------------------------------|------------|---|--|---|
| Speech Pathologist | SA | MA or PhD in speech pathology | Chemistry Biological Sciences Anatomy | Rehabilitation Counselor Hearing Technician Occupational Therapist |
| Librarian | A | Master's degree in library science (MLS) | Information Science Education Foreign Languages | Archivist Curator Computer Scientist |
| Mental Health Counselor | S | MA, plus certification or licensure | Psychology Sociology Human Development | Health Educator Substance Abuse Counselor Marriage and Family Therapist |
| Special Education Teacher | S | BA or MA, plus teaching certificate | Education Child Development Psychology | Child Counselor Recreation Therapist Occupational Therapist |
| Elementary School Teacher | S | BA or MA, plus teaching certificate | Education Child Development Communication | Preschool Teacher Child Counselor Reading Specialist |
| Social Worker | SA | BSW or MSW | Psychology Sociology Social Sciences | Community Organizer Clergy Marriage Counselor |
| Public Relations Director | AE | BA or MA in communication or public relations | Journalism Communication Business Management | Lobbyist Fundraiser Marketing Executive |
| School Counselor | SE | MA in counseling or education | Child Development Psychology Education | Psychologist Career Counselor Social Worker |
| English Teacher | ASE | BA or MA in liberal arts, plus teaching certificate | English Communication Education | Drama Teacher Writer Copywriter |
| Secondary School Teacher | S | BA or MA, plus teaching certificate or licensure | Education Communication Classes in subject area to be taught | Guidance Counselor Educational Administrator College Instructor |

USING YOUR PERSONAL STYLE SCALES

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

| PERSONAL STYLE SCALE | PREFERENCES/ACTIVITIES |
|-----------------------------|--|
| Work Style | <ul style="list-style-type: none"> Your score suggests a preference for working closely or frequently with people rather than working alone. You may prefer academic activities that focus on interpersonal interactions, such as study groups, group assignments, and helping others, rather than studying and researching on your own. |
| Learning Environment | <ul style="list-style-type: none"> Your score suggests you enjoy the traditional student role and learning for the sake of learning. You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs. |
| Leadership Style | <ul style="list-style-type: none"> Your score suggests a preference for taking charge through meeting, persuading, and directing others. You may enjoy leading a student organization, coordinating campus events, or facilitating classroom discussions. |
| Risk Taking | <ul style="list-style-type: none"> Your score suggests a preference for careful consideration before acting or deciding. You may prefer academic work that involves research, reading, and “how-to” workshops rather than assignments that require approaching new things spontaneously or quickly. |
| Team Orientation | <ul style="list-style-type: none"> Your score suggests a preference for a mix of academic activities depending on the circumstances. You may enjoy a range of work, from independent assignments that require you to solve problems on your own to collaborative team projects. |

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

