



Strong Interest Inventory® and Myers-Briggs Type Indicator® Career Report with Strong Profile and Strong College Profile

Career Report developed by Judith Grutter and Allen L. Hammer
College Profile developed by Jeffrey P. Prince

EXAMPLE



CPP, Inc. | 800-624-1765 | www.cpp.com

Strong Interest Inventory® Profile Copyright 2004, 2012 by CPP, Inc. All rights reserved. Strong Interest Inventory® College Profile Copyright 2004, 2012 by CPP, Inc. All rights reserved. Strong Interest Inventory® and Myers-Briggs Type Indicator® Career Report Copyright 1996, 2007, 2013 by CPP, Inc. All rights reserved. No part of this publication may be reproduced in any form or manner without prior written permission from CPP, Inc. Strong Interest Inventory and the Strong and CPP logos are trademarks or registered trademarks of CPP, Inc., in the United States and other countries. Myers-Briggs Type Indicator, Myers-Briggs, MBTI, Introduction to Type, and the MBTI logo are trademarks or registered trademarks of the MBTI Trust, Inc., in the United States and other countries. O*NET is a trademark of the U.S. Department of Labor, Employment and Training Administration.



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

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 |
|---------------|------|---|--|--|--|
| Artistic | A | Self-expression, art appreciation, communication, culture | Composing music, performing, writing, creating visual art | Creativity, musical ability, artistic expression | Beauty, originality, independence, imagination |
| 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 |
| 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 |
| Conventional | C | Organization, data management, accounting, investing, information systems | Setting up procedures and systems, organizing, keeping records, developing computer applications | Ability to work with numbers, data analysis, finances, attention to detail | Accuracy, stability, efficiency |
| Investigative | I | Science, medicine, mathematics, research | Performing lab work, solving abstract problems, conducting research | Mathematical ability, researching, writing, analyzing | Independence, curiosity, learning |
| Enterprising | E | Business, politics, leadership, entrepreneurship | Selling, managing, persuading, marketing | Verbal ability, ability to motivate and direct others | Risk taking, status, competition, influence |

YOUR HIGHEST THEMES

Artistic, Realistic, Social

YOUR THEME CODE

ARS

| THEME | CODE | STANDARD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|---------------|------|---------------------------------|----|----|----|----|-----------|
| | | 30 | 40 | 50 | 60 | 70 | |
| Artistic | A | VERY HIGH | | | | | 69 |
| Realistic | R | HIGH | | | | | 52 |
| Social | S | MODERATE | | | | | 54 |
| Conventional | C | MODERATE | | | | | 49 |
| Investigative | I | MODERATE | | | | | 48 |
| Enterprising | E | MODERATE | | | | | 44 |

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

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. Writing & Mass Communication (A)
2. Visual Arts & Design (A)
3. Performing Arts (A)
4. Counseling & Helping (S)
5. Programming & Information Systems (C)

Areas of Least Interest

- Athletics (R)
- Mathematics (I)
- Management (E)

ARTISTIC — Very High

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|------------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Writing & Mass Communication | VH | | | | | 71 |
| Visual Arts & Design | VH | | | | | 68 |
| Performing Arts | VH | | | | | 67 |
| Culinary Arts | M | | | | | 46 |

REALISTIC — High

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|---------------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Computer Hardware & Electronics | H | | | | | 58 |
| Mechanics & Construction | H | | | | | 55 |
| Nature & Agriculture | M | | | | | 56 |
| Protective Services | M | | | | | 47 |
| Military | VL | | | | | 36 |
| Athletics | VL | | | | | 31 |

SOCIAL — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Counseling & Helping | H | | | | | 63 |
| Social Sciences | H | | | | | 60 |
| Teaching & Education | H | | | | | 60 |
| Human Resources & Training | M | | | | | 47 |
| Healthcare Services | M | | | | | 44 |
| Religion & Spirituality | VL | | | | | 36 |

CONVENTIONAL — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|-----------------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Programming & Information Systems | H | | | | | 61 |
| Office Management | M | | | | | 49 |
| Finance & Investing | L | | | | | 41 |
| Taxes & Accounting | L | | | | | 40 |

INVESTIGATIVE — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Science | M | | | | | 54 |
| Medical Science | M | | | | | 52 |
| Research | M | | | | | 45 |
| Mathematics | VL | | | | | 34 |

ENTERPRISING — Moderate

| BASIC INTEREST SCALE | STD SCORE & INTEREST LEVEL | | | | | STD SCORE |
|----------------------------|----------------------------|----|----|----|----|-----------|
| | 30 | 40 | 50 | 60 | 70 | |
| Entrepreneurship | M | | | | | 55 |
| Law | M | | | | | 48 |
| Marketing & Advertising | M | | | | | 48 |
| Sales | M | | | | | 44 |
| Politics & Public Speaking | M | | | | | 42 |
| Management | VL | | | | | 35 |

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

OCCUPATIONAL SCALES

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. **Translator (A)**
2. **Photographer (ARE)**
3. **Musician (A)**
4. **Artist (AR)**
5. **Speech Pathologist (SA)**
6. **Art Teacher (ASE)**
7. **Librarian (A)**
8. **Editor (A)**
9. **Graphic Designer (A)**
10. **Technical Writer (AIR)**

**Occupations of
Dissimilar Interest**

- Athletic Trainer (RIS)**
- Dietitian (IES)**
- Computer & IS Manager (C)**
- Sales Manager (E)**
- Personal Financial Advisor (SE)**

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

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 | Translator | | | | | | | | | | 68 |
| ARE | Photographer | | | | | | | | | | 67 |
| A | Musician | | | | | | | | | | 62 |
| AR | Artist | | | | | | | | | | 60 |
| ASE | Art Teacher | | | | | | | | | | 59 |
| A | Librarian | | | | | | | | | | 59 |
| A | Editor | | | | | | | | | | 57 |
| A | Graphic Designer | | | | | | | | | | 57 |
| AIR | Technical Writer | | | | | | | | | | 55 |
| ASI | ESL Instructor | | | | | | | | | | 54 |
| ASE | English Teacher | | | | | | | | | | 52 |
| A | Arts/Entertainment Manager | | | | | | | | | | 48 |
| A | Reporter | | | | | | | | | | 47 |
| AE | Broadcast Journalist | | | | | | | | | | 45 |
| AIR | Medical Illustrator | | | | | | | | | | 42 |
| AE | Advertising Account Manager | | | | | | | | | | 40 |
| AI | Urban & Regional Planner | | | | | | | | | | 38 |
| ARI | Architect | | | | | | | | | | 36 |
| ACI | Computer/Mathematics Manager | | | | | | | | | | 29 |
| ASE | Attorney | | | | | | | | | | 27 |
| AE | Public Relations Director | | | | | | | | | | 27 |
| AER | Public Administrator | | | | | | | | | | 17 |

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 | | |
| REI | Horticulturist | | | | | | | | | | 44 |
| RIC | Engineering Technician | | | | | | | | | | 41 |
| RIA | Electrician | | | | | | | | | | 38 |
| RC | Landscape/Grounds Manager | | | | | | | | | | 36 |
| RIA | Carpenter | | | | | | | | | | 34 |
| RSI | Vocational Agriculture Teacher | | | | | | | | | | 32 |
| R | Automobile Mechanic | | | | | | | | | | 31 |
| RI | Forester | | | | | | | | | | 31 |
| RIS | Radiologic Technologist | | | | | | | | | | 31 |
| RE | Law Enforcement Officer | | | | | | | | | | 29 |
| REI | Military Officer | | | | | | | | | | 24 |
| RCI | Emergency Medical Technician | | | | | | | | | | 18 |
| RIS | Firefighter | | | | | | | | | | 18 |
| RIS | Athletic Trainer | | | | | | | | | | 4 |

OCCUPATIONAL SCALES

SOCIAL — Helping, Instructing, Caregiving

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|-----------------------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| SA | Speech Pathologist | | | | | | | | | | 60 |
| SAR | Occupational Therapist | | | | | | | | | | 51 |
| S | Elementary School Teacher | | | | | | | | | | 46 |
| S | Instructional Coordinator | | | | | | | | | | 45 |
| SA | Rehabilitation Counselor | | | | | | | | | | 45 |
| S | Middle School Teacher | | | | | | | | | | 42 |
| SAI | University Faculty Member | | | | | | | | | | 42 |
| SA | Recreation Therapist | | | | | | | | | | 40 |
| SA | Social Worker | | | | | | | | | | 40 |
| S | Special Education Teacher | | | | | | | | | | 40 |
| S | Mental Health Counselor | | | | | | | | | | 37 |
| S | Secondary School Teacher | | | | | | | | | | 37 |
| SE | Community Service Director | | | | | | | | | | 31 |
| SEA | School Administrator | | | | | | | | | | 30 |
| SE | School Counselor | | | | | | | | | | 30 |
| SI | Registered Nurse | | | | | | | | | | 29 |
| SA | University Administrator | | | | | | | | | | 29 |
| S | Career Counselor | | | | | | | | | | 28 |
| SC | Customer Service Representative | | | | | | | | | | 28 |
| SAC | Management Analyst | | | | | | | | | | 27 |
| S | Religious/Spiritual Leader | | | | | | | | | | 27 |
| SAE | Human Resources Specialist | | | | | | | | | | 26 |
| SE | Parks & Recreation Manager | | | | | | | | | | 25 |
| SAE | Training & Development Specialist | | | | | | | | | | 25 |
| SEA | Human Resources Manager | | | | | | | | | | 21 |
| SCE | Loan Officer/Counselor | | | | | | | | | | 17 |
| SEA | Bartender | | | | | | | | | | 16 |
| SIR | Physical Therapist | | | | | | | | | | 16 |
| SE | Personal Financial Advisor | | | | | | | | | | 13 |

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 | | |
| C | Technical Support Specialist | | | | | | | | | | 50 |
| CIR | Network Administrator | | | | | | | | | | 46 |
| CI | Computer Programmer | | | | | | | | | | 43 |
| CI | Software Developer | | | | | | | | | | 42 |
| CE | Paralegal | | | | | | | | | | 37 |
| C | Computer Systems Analyst | | | | | | | | | | 32 |
| CES | Nursing Home Administrator | | | | | | | | | | 30 |
| CS | Administrative Assistant | | | | | | | | | | 29 |
| CES | Business Education Teacher | | | | | | | | | | 27 |
| CE | Credit Manager | | | | | | | | | | 26 |
| CES | Food Service Manager | | | | | | | | | | 23 |
| C | Health Information Specialist | | | | | | | | | | 21 |
| CES | Production Worker | | | | | | | | | | 21 |
| CI | Actuary | | | | | | | | | | 20 |
| CS | Auditor | | | | | | | | | | 20 |
| CRE | Military Enlisted | | | | | | | | | | 20 |
| CSE | Business/Finance Supervisor | | | | | | | | | | 19 |
| CSE | Farmer/Rancher | | | | | | | | | | 19 |
| CIR | Mathematics Teacher | | | | | | | | | | 18 |
| CE | Financial Analyst | | | | | | | | | | 17 |
| C | Accountant | | | | | | | | | | 16 |
| CSE | Financial Manager | | | | | | | | | | 14 |
| C | Computer & IS Manager | | | | | | | | | | 12 |

OCCUPATIONAL SCALES

INVESTIGATIVE — Researching, Analyzing, Inquiring

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|-----------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| IRC | Computer Scientist | | | | | | | | | | 37 |
| IA | Geographer | | | | | | | | | | 37 |
| IAS | Psychologist | | | | | | | | | | 37 |
| IRA | Chiropractor | | | | | | | | | | 36 |
| I | Engineer | | | | | | | | | | 30 |
| IR | Optometrist | | | | | | | | | | 30 |
| IAR | Physician | | | | | | | | | | 29 |
| IRA | Veterinarian | | | | | | | | | | 28 |
| IRA | Biologist | | | | | | | | | | 26 |
| IR | Chemist | | | | | | | | | | 26 |
| IRA | Dentist | | | | | | | | | | 26 |
| IRA | Respiratory Therapist | | | | | | | | | | 24 |
| IRA | Geologist | | | | | | | | | | 23 |
| IRC | Medical Technologist | | | | | | | | | | 22 |
| ICR | Pharmacist | | | | | | | | | | 19 |
| IRS | Science Teacher | | | | | | | | | | 19 |
| IRC | Medical Technician | | | | | | | | | | 18 |
| IRA | Physicist | | | | | | | | | | 18 |
| IR | R&D Manager | | | | | | | | | | 18 |
| IAR | Sociologist | | | | | | | | | | 16 |
| IRC | Mathematician | | | | | | | | | | 13 |
| IES | Dietitian | | | | | | | | | | 11 |

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>

ENTERPRISING — Selling, Managing, Persuading

| THEME CODE | OCCUPATIONAL SCALE | DISSIMILAR | | | MIDRANGE | | SIMILAR | | | STD SCORE | |
|------------|---------------------------------|------------|----|----|----------|----|---------|----|----|-----------|----|
| | | 10 | 15 | 20 | 30 | 40 | 50 | 55 | 60 | | |
| EAS | Flight Attendant | | | | | | | | | | 48 |
| EC | Cosmetologist | | | | | | | | | | 46 |
| EA | Interior Designer | | | | | | | | | | 41 |
| EAC | Florist | | | | | | | | | | 40 |
| ERA | Chef | | | | | | | | | | 33 |
| ECS | Facilities Manager | | | | | | | | | | 29 |
| E | Technical Sales Representative | | | | | | | | | | 29 |
| ECR | Optician | | | | | | | | | | 28 |
| E | Realtor | | | | | | | | | | 25 |
| ECR | Restaurant Manager | | | | | | | | | | 23 |
| EC | Buyer | | | | | | | | | | 22 |
| EAS | Elected Public Official | | | | | | | | | | 22 |
| ESA | Operations Manager | | | | | | | | | | 22 |
| E | Life Insurance Agent | | | | | | | | | | 17 |
| E | Top Executive, Business/Finance | | | | | | | | | | 17 |
| ECR | Purchasing Agent | | | | | | | | | | 15 |
| E | Wholesale Sales Representative | | | | | | | | | | 15 |
| E | Securities Sales Agent | | | | | | | | | | 14 |
| EAS | Marketing Manager | | | | | | | | | | 13 |
| E | Sales Manager | | | | | | | | | | 13 |

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 a balance of working alone and working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably are comfortable both leading by example and taking charge.
4. You may be comfortable taking some risks.
5. You probably enjoy the role of independent contributor.

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 | | | Prefers working with people; enjoys helping others; outgoing | | | 47 |
| Learning Environment | Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill | | | Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake | | | 57 |
| 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 | | | Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily | | | 48 |
| Risk Taking | Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions | | | Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions | | | 47 |
| Team Orientation | Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own | | | Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others | | | 44 |

PROFILE SUMMARY

SECTION 5

YOUR HIGHEST THEMES

Artistic, Realistic, Social

YOUR THEME CODE

ARS

YOUR TOP FIVE INTEREST AREAS

1. Writing & Mass Communication (A)
2. Visual Arts & Design (A)
3. Performing Arts (A)
4. Counseling & Helping (S)
5. Programming & Information Systems (C)

Areas of Least Interest

- Athletics (R)
- Mathematics (I)
- Management (E)

YOUR TOP TEN STRONG OCCUPATIONS

1. Translator (A)
2. Photographer (ARE)
3. Musician (A)
4. Artist (AR)
5. Speech Pathologist (SA)
6. Art Teacher (ASE)
7. Librarian (A)
8. Editor (A)
9. Graphic Designer (A)
10. Technical Writer (AIR)

Occupations of Dissimilar Interest

- Athletic Trainer (RIS)
- Dietitian (IES)
- Computer & IS Manager (C)
- Sales Manager (E)
- Personal Financial Advisor (SE)

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer a balance of working alone and working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably are comfortable both leading by example and taking charge.
4. You may be comfortable taking some risks.
5. You probably enjoy the role of independent contributor.

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 | 12 | 21 | 21 | 30 | 17 |
| Subject Areas | 20 | 28 | 15 | 17 | 20 |
| Activities | 13 | 26 | 20 | 29 | 12 |
| Leisure Activities | 11 | 25 | 25 | 4 | 36 |
| People | 19 | 38 | 19 | 6 | 19 |
| Your Characteristics | 22 | 22 | 33 | 11 | 11 |
| TOTAL PERCENTAGE | 14 | 25 | 20 | 23 | 18 |

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

Total possible responses: 291

Your response total: 291

Items omitted: 0

Typicality index: 24—Combination of item responses appears consistent.



USING YOUR THEMES

YOUR HIGHEST THEMES

Artistic, Realistic, Social

YOUR THEME CODE

ARS

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

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 |

Realistic (R)

PRACTICAL DOERS

Realistic students prefer to take an active hands-on approach involving construction, mechanical, or outdoor activities.

TYPICAL COLLEGE MAJORS

| | | | |
|---------------------|--|---------------------------|-------------------------------|
| Agriculture | Electronics | Horticulture | Military Science |
| Animal Science | Facilities Management | Industrial Arts Education | Natural Resources |
| Automotive Services | Fire Science | Landscape Architecture | Physical Fitness and Training |
| Civil Engineering | Fish and Wildlife Management | Law Enforcement | Plumbing |
| Computer Technology | Forestry | Mechanical Engineering | Transportation |
| Drafting | Heating, Air Conditioning, and Refrigeration | Medical Technology | Welding |

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 |

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).

WRITING & MASS COMMUNICATION — Very 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 |

VISUAL ARTS & DESIGN — Very High

Working with visual creativity and spatial visualization

| CAMPUS ORGANIZATIONS/ACTIVITIES | INTERNSHIPS/JOB SETTINGS | COLLEGE COURSES |
|--|--|---|
| Interior Design Club Photography Student Architecture Club | Advertising Department Architecture Firm Design Studio | Architecture Art & Design Computer Graphics |

PERFORMING ARTS — Very High

Performing or appreciating a wide range of music, dance, and drama activities

| CAMPUS ORGANIZATIONS/ACTIVITIES | INTERNSHIPS/JOB SETTINGS | COLLEGE COURSES |
|--|--|--------------------------------|
| Band or Musical Group Dance Group Theater Production | Campus Concert Production Community Arts Program Community Theater | Dance Music Theater Arts |

COUNSELING & HELPING — 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 |

PROGRAMMING & INFORMATION SYSTEMS — High

Using computers, managing information, and developing software

| CAMPUS ORGANIZATIONS/ACTIVITIES | INTERNSHIPS/JOB SETTINGS | COLLEGE COURSES |
|---|---|---|
| Computer Gaming Group Computer Systems Group Student Group Web Master | Campus Library Computer Help Desk Software/IT Company | Computer Programming Database Management Library/Information Sciences |

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 |
|---------------------------|------------|--|---|--|
| Translator | A | BA or MA in foreign languages | Foreign Languages Writing Linguistics | Editor Foreign Language Teacher Linguist |
| Photographer | ARE | High school diploma, AA, or BA | Photography Design Filmmaking | Filmmaker Photojournalist TV/Video Technician |
| Musician | A | BA or MA in music or extensive training and experience | Music Theory Music Performance Composition | Musicologist Music Therapist Choreographer |
| Artist | AR | AA, BA, or MA in art | Painting Sculpture Film | Illustrator Filmmaker Animator |
| Speech Pathologist | SA | MA or PhD in speech pathology | Chemistry Biological Sciences Anatomy | Rehabilitation Counselor Hearing Technician Occupational Therapist |
| Art Teacher | ASE | BA or MA in art, plus teaching certificate | Painting Sculpture Education | Design Instructor Art Therapist Crafts Instructor |
| Librarian | A | Master's degree in library science (MLS) | Information Science Education Foreign Languages | Archivist Curator Computer Scientist |
| Editor | A | BA in liberal arts | Journalism English Communication | Journalist Technical Writer Screenwriter |
| Graphic Designer | A | Vocational/technical certificate, AA, or BA | Drawing Design Computer Graphics | Illustrator Web Designer Animator |
| Technical Writer | AIR | BA or MA in liberal arts | English Engineering Sciences | Science Writer Reporter Editor |

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 you may prefer a balance between working independently and working with others, depending on the circumstances. You may enjoy spending part of the day alone researching or reading, and then switching to interactive activities such as group discussions. |
| 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 leading others through a variety of means. Sometimes you may enjoy leading a student organization or facilitating a class discussion, and at other times you may prefer to be a contributing member. |
| Risk Taking | <ul style="list-style-type: none"> Your score suggests a preference for adventurous activities now and then and for taking measured risks. You may enjoy risky outdoor adventures sometimes, but at other times you may prefer safe activities such as reading at home. |
| Team Orientation | <ul style="list-style-type: none"> Your score suggests a preference for solving problems on your own and accomplishing assignments independently. You may enjoy independent study courses, online courses, and independent fieldwork. |

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.





INTRODUCTION TO YOUR STRONG AND MBTI® CAREER REPORT

As part of your career exploration process you recently took two powerful assessments:

- The *Strong Interest Inventory*® (*Strong*) assessment
- The *Myers-Briggs Type Indicator*® (MBTI®) assessment

Both of these tools have been revised and updated through many decades of research and provide the latest, most thorough information available relating career interests, personality, and work environments. Although each assessment is helpful in itself, examining your combined results will expand your understanding of both yourself and your career options.

This report builds on what you have learned from prior interpretations of the *Strong* and MBTI tools. Although the following pages include brief summaries of your *Strong* and MBTI results, make sure that you have discussed each assessment with a career professional first in order to get the most from this report.

HOW YOU WILL BENEFIT

The Strong and MBTI® Career Report can help you identify

- Work tasks you might find satisfying
- Work environments that would be a good fit
- Specific occupations and career fields you might enjoy
- Ways to alter your work environment to make it more satisfying
- Leisure activities to balance your work life
- Strategies for career development
- Tactics for staying motivated during the career exploration process

HOW YOUR REPORT IS ORGANIZED

The sections in your Strong and MBTI® Career Report are

- Summary of Your *Strong* and MBTI Results
- Your *Strong* Themes and MBTI Preferences Combined
- Your Personal Style and MBTI Preferences
- Career Fields and Occupations Suggested by Your Combined Results
- Additional Occupations to Explore
- Career Development Strategies
- Successful Career Exploration and Change
- Next Steps

SUMMARY OF YOUR STRONG AND MBTI® RESULTS

Your results on the *Strong* and MBTI tools are based on the same assumption—that you are most likely to be satisfied and productive if you are working at something you enjoy in an environment you find compatible.

- The *Strong* assessment matches your interests with six types of work environments.
- The MBTI assessment describes your personality type and matches it with types of work.

YOUR SIX STRONG GENERAL OCCUPATIONAL THEMES

Your *Strong* Profile showed your level of interest in six General Occupational Themes. These Themes reflect broad patterns of interest and are used to describe both people's personalities and the environments in which they work. The Themes below are presented in your order of interest.

- **Artistic**—Creating or enjoying art
- **Realistic**—Building, repairing
- **Social**—Helping, instructing
- **Conventional**—Accounting, processing data
- **Investigative**—Researching, analyzing
- **Enterprising**—Managing, selling

Your highest Themes are **Artistic** and **Realistic**.

People with interests in these areas usually enjoy creating things with their hands. Being able to work alone on projects that express their unique creativity is often important to them.

YOUR FOUR MBTI® PERSONALITY PREFERENCES

You verified your MBTI personality preferences as follows: **INFP**.

- **Introversion (I)**—Getting energy from and attuning to inner reflection on ideas and experiences
- **Intuition (N)**—Taking in information from patterns and the big picture and focusing on future possibilities
- **Feeling (F)**—Making decisions based primarily on values and subjective consideration of person-centered concerns
- **Perceiving (P)**—Being flexible and spontaneous and wanting to keep your options open

People with INFP preferences are committed to ideals that reflect their deeply held values, and they like work that contributes to their personal growth and the personal growth of others. They enjoy solving problems using a subjective, person-centered approach.

If you have any questions about your Strong or MBTI results, be sure to ask your career professional for clarification.

YOUR STRONG THEMES AND MBTI® PREFERENCES COMBINED

Your combined *Strong* Theme and MBTI results are described below. Your combined results will help you explore:

- What you might like to do
- Where you might like to work
- How you might like to work and learn

This report focuses on your Artistic *Strong* Theme because that is the Theme in which you showed the greatest interest. The Artistic Theme likely represents your strongest career motivator and the kinds of activities you find most energizing. Creative work environments will probably attract you first.

Your *Strong* results show that you are also quite interested in the Realistic and Social Themes. You may find it helpful to discuss with your career professional how these Themes might affect your career exploration.

ARTISTIC + INFP—The Reflective Creators

| | |
|---|--|
| Artistic work environments | <ul style="list-style-type: none">• Unstructured, flexible• Autonomous• Unconventional• Focused on creativity and self-expression |
| INFPs at work | <ul style="list-style-type: none">• Focus on authentic self-expression• Are able to connect everyday routines to the bigger picture• Make decisions that promote consensus and harmony• Express themselves through creativity and relationships |
| Artistic + INFP individuals often like | <ul style="list-style-type: none">• Flexible, unstructured work environments• Expressing themselves creatively• Designing programs and services that are meaningful to others• Working independently |

You can probably tell from the descriptions above that Artistic work environments are often attractive to INFPs. You will most likely be appreciated for your ability to:

- Connect well with others
- Facilitate consensus when making decisions
- Consider the personal impact of ideas
- Adapt well to change

However, some Artistic work environments may seem a bit too impersonal to you. Your need for close relationships with others may at times be viewed as distracting from creativity.

YOUR PERSONAL STYLE AND MBTI® PREFERENCES

Explained below are your results on the five *Strong* scales that describe your personal style of working and learning, combined with the impact of your MBTI preferences.

STRONG WORK STYLE + MBTI® TYPE

Your *Strong* result and MBTI preferences for Introversion and Feeling suggest that you may:

- Want a balance between time alone and time with coworkers
- Like to work alone for a while and then discuss the results of your work with a small group or team
- Work best when you, rather than others, control your level of people contact

STRONG LEARNING ENVIRONMENT + MBTI® TYPE

Your *Strong* result and MBTI preference for Intuition suggest that you would probably:

- Enjoy learning through lecture and reading
- Like exploring the broad theories and concepts that underlie your field of study
- Be interested in knowledge for its own sake
- Want a position in which conceptual knowledge is valued and continual learning opportunities are available

STRONG LEADERSHIP STYLE + MBTI® TYPE

Your *Strong* result and MBTI preference for Introversion suggest that you may:

- Enjoy being in charge of projects, but not necessarily want to manage the people who do the work on the project
- Choose when and where to express your opinions
- Step in and take charge if the situation calls for it and no one else comes forward

STRONG RISK TAKING + MBTI® TYPE

Your *Strong* result and MBTI preferences for Feeling and Perceiving suggest that you may:

- Be comfortable in positions that offer new challenges but also provide some security
- Consider taking a risk if you have support from others
- Resist making too many changes unless you are convinced the changes will benefit others besides you

STRONG TEAM ORIENTATION + MBTI® TYPE

Your *Strong* result and MBTI preference for Introversion suggest that you would probably:

- Enjoy working and solving problems with little contact with others
- Like to set your own goals and be recognized for achieving them
- Prefer to contribute independently rather than as part of a committee or team

CAREER FIELDS AND OCCUPATIONS SUGGESTED BY YOUR COMBINED RESULTS

Now that you have seen how your *Strong* Themes and MBTI preferences combine to suggest satisfying tasks and work environments, and how the *Strong* Personal Style Scales and MBTI preferences combine to suggest your styles of working and learning, it is time to narrow your career exploration to career fields and specific occupations.

CAREER FIELDS FOR ARTISTIC + INFP TYPES

The career fields to the right reflect both Artistic work environments suggested by your *Strong* results and O*NET™ job families that attract INFP types. You can find out more about these career fields by looking up their codes at <http://www.onetonline.org>. Your career professional can help you explore many other career fields that may appeal to you. These are just a few suggestions to help you get started.

| CAREER FIELD | O*NET CODE(S) |
|----------------------------|-----------------------|
| Fine Arts | 27-1013.00 |
| Creative Writing | 27-3043.05 |
| Interior Design | 27-1025.00 |
| Photography and Journalism | 27-4021.00 27-3022.00 |

OCCUPATIONS FOR YOUR COMBINED STRONG AND MBTI® RESULTS

The occupations in the table that follows were suggested by both your *Strong* interests and your MBTI type, thus making it likely that you may find them satisfying and enjoyable. Keep in mind that

- Your interests are similar to those of people working in these occupations who like their work
- These occupations tend to attract people with the same MBTI type as you have who are satisfied with their job

These occupations are based on data collected from more than 70,000 people who are satisfied with their jobs and have taken the *Strong* inventory and from more than 90,000 people who are satisfied with their jobs and have taken the MBTI assessment. The occupations from both sources are linked to the occupations found in the O*NET system of occupational classification developed by the U.S. Department of Labor. For more information about these occupations, click an occupation name in the left column or visit <http://www.onetonline.org> and enter the occupation name in the search box at the Web site.

YOUR TOP COMBINED OCCUPATIONS

| OCCUPATION | TYPICAL WORK TASKS | SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs) |
|---------------------|---|--|
| Photographer | <ul style="list-style-type: none"> • Photograph persons, subjects, and merchandise or other commercial products • Photograph subjects or newsworthy events using a variety of photographic equipment | <ul style="list-style-type: none"> • Skill in estimating or measuring light level and distance using measuring devices • Ability to quickly and repeatedly adjust the controls of a machine to exact positions • Skill in focusing cameras and adjusting settings based on lighting, subject material, distance, and film speed |
| Musician | <ul style="list-style-type: none"> • Play one or more musical instruments in recital, in accompaniment, or as a member of an orchestra, band, or other musical group • Transpose music to play in an alternate key or to fit individual style or purposes | <ul style="list-style-type: none"> • Ability to detect or tell the differences between sounds that vary in pitch and loudness • Ability to focus on a single source of sound in the presence of other distracting sounds • Knowledge of techniques required to compose, produce, and perform works of music |

Continued on next page →

YOUR TOP COMBINED OCCUPATIONS (continued)

| OCCUPATION | TYPICAL WORK TASKS | SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs) |
|------------------------------------|---|---|
| Artist | <ul style="list-style-type: none"> Produce original artwork or illustrations using a variety of artistic media Create drawings, paintings, and diagrams for use in publications Design and construct three-dimensional artworks using such materials as stone, wood, plaster, and metal | <ul style="list-style-type: none"> Knowledge of the techniques required to compose and produce works in the visual arts or sculpture Ability to imagine how something will look when it is changed Ability to match or detect differences between colors, including shades of color and brightness |
| Speech Pathologist | <ul style="list-style-type: none"> Assess and treat persons with speech, language, voice, and fluency disorders Administer speech/language evaluations or examinations | <ul style="list-style-type: none"> Knowledge of methods for diagnosing and treating speech disorders Knowledge of the structure and content of the English language |
| Librarian | <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 |
| Editor | <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 |
| Graphic Designer | <ul style="list-style-type: none"> Design or create graphics to meet specific needs, such as packaging, logos, or Web sites Create designs based on knowledge of layout principles and aesthetic design concepts | <ul style="list-style-type: none"> Knowledge of techniques for media production, communication, and dissemination Knowledge of methods for showing, promoting, and selling products or services |
| Technical Writer | <ul style="list-style-type: none"> Write technical materials, such as equipment manuals and operating instructions Write material according to set standards regarding clarity, style, and terminology Incorporate drawings, specifications, and mockups to illustrate technology, operating procedure, sequence, and detail | <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 |
| Occupational Therapist | <ul style="list-style-type: none"> Assess, plan, and participate in programs to help restore vocational and daily living skills, as well as general independence, to disabled persons Test and evaluate patients' physical and mental abilities to determine realistic rehabilitation goals | <ul style="list-style-type: none"> Knowledge of procedures for diagnosing, treating, and rehabilitating physical and mental dysfunctions Knowledge of human behavior and performance Ability to be sensitive to others' needs and feelings and to be understanding and helpful on the job |
| Arts/ Entertainment Manager | <ul style="list-style-type: none"> Confer with clients about their careers and actions taken on their behalf Schedule promotional or performance engagements and develop strategies for your clients' success Confer with art or production department heads to discuss presentations and to coordinate creative activities | <ul style="list-style-type: none"> Knowledge of media production, communication, and dissemination techniques and methods Knowledge of methods for promoting and selling services Ability to come up with clever ideas and skill in persuading others to change their minds or behavior |

ACTION STEP

Do you see a pattern in these occupations? Try highlighting any KSAs or words or phrases that particularly appeal to you. You will probably see some trends emerge.

ADDITIONAL OCCUPATIONS TO EXPLORE

The occupations listed in the preceding table were suggested because they match *both* your *Strong* interests and your MBTI preferences. There are many other occupations that may also be a good fit for your combined results, or for just one of the assessments. Some of them are listed here.

OCCUPATIONS TO EXPLORE

| | |
|----------------------------|---------------------------|
| Carpenter | Middle School Teacher |
| Community Service Director | Paralegal |
| Computer Programmer | Psychologist |
| Computer Scientist | Radiologic Technologist |
| Electrician | Rehabilitation Counselor |
| Elementary School Teacher | Reporter |
| Forester | Secondary School Teacher |
| Instructional Coordinator | Social Worker |
| Interior Designer | Special Education Teacher |
| Mental Health Counselor | University Faculty Member |

Don't be discouraged if the career field or occupation you are considering does not appear on one of your lists. Some people are successful in careers that are not typical for their interest patterns and personality types.

- Try looking at the broader patterns represented by these occupations rather than just at the titles. You may see that certain skill clusters or interest areas emerge.
- You might want to speak with a career professional to explore the unique perspective you could bring to your work, or to head off any stress that might arise as a result of your career choice.

ACTION STEPS

As you consider the occupations suggested by your *Strong* and MBTI results, think about how each one fits with your interests and personality. Ask yourself:

- Will this career allow me to use my imagination and creativity to make a meaningful difference in people's lives?
- Will I have a great deal of autonomy and the opportunity for self-expression?
- Will I be appreciated for my idealism and sense of purpose?

Consider the patterns and trends that emerged from your occupational lists, or think about how the occupations might differ.

- Are there any skills that are common to almost all of the occupations?
- Can you narrow your choices to those that best fit your personality and current interests?

CAREER DEVELOPMENT STRATEGIES

People take the *Strong* and MBTI assessments for many different reasons.

- Some are looking for a good match to start their career.
- Some are considering a career change.
- Some are looking for ways to make their current job more interesting.
- Some are trying to bring more balance into their life.

The activities that follow will help you use your *Strong* and MBTI results to make effective decisions in managing your career.

ARE YOU LOOKING FOR A GOOD MATCH TO START YOUR CAREER?

Students and people who are entering the job market for the first time often take the *Strong* inventory and the MBTI assessment to guide them in a career direction that will be interesting and fulfilling. If this is true for you, be sure to consider entry positions that are a good fit for your *Strong* Theme and MBTI preferences. For each career direction you are considering, ask yourself:

Is this an environment that is committed to what I hold important, and a place where people cooperate to achieve common goals?

Is this an environment in which new ideas and possibilities for people are rewarded?

Will I be required to focus on precise facts and details, or to spend more time on bottom-line practicality than I like?

If you answered “yes” to the first two questions, you are probably considering a career or occupation that is a good fit for your INFP preferences.

The third question is a heads-up: Work often includes tasks that are not very appealing. But it is important that such tasks don't take up the majority of your work time.

You will also want your first career position to be a good match for your interests in the *Strong* Artistic Theme.

Is this work environment more flexible and creative than practical and orderly?

Would I spend more time pursuing my ideas and expressing my individuality than organizing people and information?

Would this job allow me to be self-expressive, independent, and/or artistic?

If you answered “no” to any of these questions, try to find a work environment that is a closer fit with your Artistic Theme.

ARE YOU CONSIDERING A CAREER CHANGE?

People who take the *Strong* inventory or the MBTI assessment often do so because they feel some degree of career dissatisfaction. If this is true for you, it may be that your work is not a good fit for your MBTI type. Check the following statements that apply to you.

I work in an environment that is slow to accept new ideas or that requires me to do things that may be efficient but are not necessarily in the best interest of others.

I work in an environment where precision and accuracy are rewarded more than cooperating with others to achieve common goals.

I am required to focus on facts and details, or to spend too much time on bottom-line practicality.

If you checked any of these statements, you probably would be more satisfied in a career that allows you to focus on the big picture and to deal directly with possibilities for people.

It is also possible that you are working in an environment that is not a good match for your interests in the Artistic Theme. Check the following statements that apply to you.

I work in an environment that is more practical and orderly than flexible and creative.

I spend more time organizing people and information than pursuing my ideas and expressing my individuality.

My job doesn't allow me to be self-expressive, independent, and/or artistic.

If you checked any of the six statements above, consider talking with a career professional about ways to incorporate more of your MBTI preferences into your work or about finding a work environment that is a closer fit with the *Strong* Theme you find most appealing.

EXAMPLE

DO YOU LIKE MOST OF WHAT YOU DO AT WORK BUT SOMETIMES WISH YOUR JOB COULD BE MORE INTERESTING?

As people mature and acquire work experience, it is quite common for them to begin to find appealing work tasks that are not typical for their personality type. If this is true for you, you might want to consider:

- Doing research or collecting data that will contribute to your vision
- Measuring the impact on people of programs and policies that are important to you
- Writing proposals or applying for grants that will support what you believe in

It may also be that particular characteristics of Themes other than Artistic appeal to you more than they used to. Consider your secondary Realistic Theme first, and then the others:

Realistic—Building, repairing, using tools; working in an environment that is product driven, structured, and hands-on

Social—Helping others, developing relationships, teaching; working in an environment that is collaborative, supportive, and cooperative

Conventional—Organizing, managing information, planning events; working in an environment that is structured, hierarchical, and predictable

Investigative—Analyzing, solving problems, designing; working in an environment that is research oriented, scientific, and scholarly

Enterprising—Persuading, selling, debating ideas, leading; working in an environment that is business oriented, entrepreneurial, and fast paced

Highlight any portions of the above statements that seem interesting to you, and consider how to use these interests to enrich the work you are already doing.

WOULD YOU LIKE MORE BALANCE BETWEEN WORK AND OTHER AREAS OF YOUR LIFE?

Although very important and the major focus of this report, work is only one part of who we are. INFP types often find a great deal of satisfaction in the following:

- Taking classes in psychology, religion, and the arts
- Developing their spirituality and expanding their journey of self-discovery
- Reading, writing, going to the theater, and listening to music
- Decorating their homes and gardening

The *Strong* Basic Interest Scales also suggest areas that might be interesting to explore outside of work. Consider your five highest BISs and how you could activate them in leisure and volunteer activities, or by continuing your education.

Writing & Mass Communication—Writing a blog, book reviews, or letters to the editor; being on a radio or television panel or Webcast; keeping a journal; reading; teaching reading to adults; going to the library; learning a new language; taking classes in literature or journalism

Visual Arts & Design—Taking or printing photographs; painting; making and posting videos; producing a newsletter for a group to which you belong; reading about art, architecture, or design; watching television programs about home decorating; taking classes in photography, commercial art, drawing, or public relations

Performing Arts—Joining a community theater group; attending concerts or plays; playing a musical instrument or singing in a band or choir; creating performance art or participating in a poetry slam; reading about theater, music, or dance; watching performances on television; taking classes in music or drama

Counseling & Helping—Volunteering at a counseling and/or crisis center; staffing a suicide prevention hotline; helping out in a special education classroom; reading self-help books; watching television talk shows; taking classes in psychology or counseling

Programming & Information Systems—Writing software programs; playing computer and video games; designing Web sites; going to electronics trade shows; reading computer magazines; taking classes in management information systems and computer science

If any of these suggestions appeal to you, consider exploring how you might use them to enrich your life and enjoy new activities during your leisure time.

SUCCESSFUL CAREER EXPLORATION AND CHANGE

Everyone approaches career exploration and change differently. Your score on the *Strong* Risk Taking Personal Style Scale and your MBTI type may help you understand your unique approach.

RISK TAKING + THINKING–FEELING AND JUDGING–PERCEIVING

Your *Strong* Risk Taking score and your MBTI preference for Feeling and Perceiving suggest that:

- You may be somewhat comfortable taking risks
- While you may welcome some changes, you also want long-term security
- Any change you make will have to be congruent with your strongly held values
- You may be more willing to take risks if you have the support of people close to you

STAYING MOTIVATED

Your Artistic Theme suggests that there may be times when the career exploration process seems too goal oriented and structured to you. It may require you to be more practical than you like. To keep yourself motivated,

- Try some creative ways to research occupations, such as creating a collage of work-related activities that interest you, or writing down some dreams for your career and talking them over with a close friend
- Watch videos on the Web about careers that interest you or search the Web for online portfolios or other displays of creative work you might like to do yourself
- Ask a close friend to keep you on target with your decision making, so that you don't go off in too many directions at once

Be sure to capitalize on your INFP strengths to help you get past any roadblocks that get in your way:

- Use your **Introversion** to reflect on each step and to take time to reenergize by being alone, especially after a lot of people contact. But don't overlook the importance of networking and fine-tuning interviewing skills, even though it may take extra effort.
- Use your **Intuition** to explore new opportunities that arise during your career search. But be sure to collect all the necessary facts about your alternatives and find out how others have managed this process, too.
- Use your **Feeling** to determine how well a job matches your personal values—how you feel about each alternative, or how others might be affected by your decision. But don't forget to objectively examine the logical consequences of each alternative as well.
- Use your **Perceiving** to stay open to new possibilities that may develop along the way. But be careful to structure your activities, set goals, and establish timelines to stay focused, even though it may take extra effort to do it.

NEXT STEPS

Career tools such as the *Strong* and MBTI assessments can't answer all your career questions by themselves. They are meant to serve as a starting point in your exploration. You may find the following suggestions helpful:

- First, maximize the value of this report by looking for trends in your results and reviewing all the phrases you highlighted.
- Review your *Strong* Profile and your original MBTI results. What did you highlight there?
- Make a note here of the highlighted phrases that best describe you.

- Talk to a career professional about any questions you still have about your *Strong* and MBTI results, and see if there are any other assessments you might want or need to take.
- Research the career fields and occupations suggested in this report at <http://www.onetonline.org> or <http://www.bls.gov/ooh/>.
- Visit your library or university career center and read about suggested occupations in the *Occupational Outlook Handbook* or other references available there.
- Find people who are familiar with the occupations that interest you. Conduct informational interviews with them, keeping your MBTI type preferences and *Strong* results in mind as you explore your options.

You may also find these *Strong* and MBTI interpretation booklets helpful:

- *Where Do I Go Next?* explains *Strong*-related interests, values, skills, and motivators, and the role they play in career decision making.
- *Introduction to Type® and Careers* presents career fields and occupations that attract persons who share your MBTI type.

The final step of your career exploration will be to look for job openings in the occupations that are on your list and to begin the application process. Check in with your career professional or job seekers group often to make sure you stay motivated and on target. Good luck as your career continues to unfold and develop!

