

SNAPSHOT: A SUMMARY OF RESULTS FOR CLAUDIA MASON

VH = very high interest
 H = high interest
 A = average interest
 L = little interest
 VL = very little interest

VS = very similar
 S = similar
 M-R = mid-range
 D = dissimilar
 VD = very dissimilar

GENERAL OCCUPATIONAL THEMES

The General Occupational Themes describe interests in six very broad areas, including interest in work and leisure activities, kinds of people, and work settings. Your interests in each area are shown at the right in rank order. Note that each Theme has a code, represented by the first letter of the Theme name.

You can use your Theme code, printed below your results, to identify school subjects, part-time jobs, college majors, leisure activities, or careers that you might find interesting.

THEME CODE	THEME	VL	L	A	H	VH	TYPICAL INTERESTS
E	ENTERPRISING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Selling, managing
I	INVESTIGATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Researching, analyzing
S	SOCIAL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Helping, instructing
C	CONVENTIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accounting, processing data
A	ARTISTIC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creating or enjoying art
R	REALISTIC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building, repairing

Your Theme code is **EIS**—(see explanation at left).

You might explore occupations with codes that contain any combination of these letters.

BASIC INTEREST SCALES

The Basic Interest Scales measure your interests in 25 specific areas or activities. Only those 5 areas in which you show the *most* interest are listed at the right in rank order. Your results on all 25 Basic Interest Scales are found on page 2.

To the left of each scale is a letter that shows which of the six General Occupational Themes this activity is most closely related to. These codes can help you to identify other activities that you may enjoy.

THEME CODE	BASIC INTERESTS	VL	L	A	H	VH	TYPICAL ACTIVITIES
E	SALES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Selling to potential customers
E	LAW/POLITICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Discussing law and public policies
E	MERCHANDISING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Selling retail or wholesale products
E	ORGANIZATIONAL MANAGEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Managing or supervising others
E	PUBLIC SPEAKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Persuading or influencing people

OCCUPATIONAL SCALES

The Occupational Scales measure how similar your interests are to the interests of people who are satisfied working in those occupations. Only the 10 scales on which your interests are *most* similar to those of these people are listed at the right in rank order. Your results on all 211 of the Occupational Scales are found on pages 3, 4, and 5.

The letters to the left of each scale identify the Theme or Themes that most closely describe the interests of people working in that occupation. You can use these letters to find additional, related occupations that you might find interesting.

THEME CODE	OCCUPATION	VD	D	M-R	S	VS
EA	MARKETING EXECUTIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SEA	SCHOOL ADMINISTRATOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EAS	HUMAN RESOURCES DIRECTOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EIR	INVESTMENTS MANAGER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	LAWYER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E	LIFE INSURANCE AGENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ECA	TRAVEL AGENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ECA	STORE MANAGER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AES	CORPORATE TRAINER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EAS	ELECTED PUBLIC OFFICIAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

PERSONAL STYLE SCALES

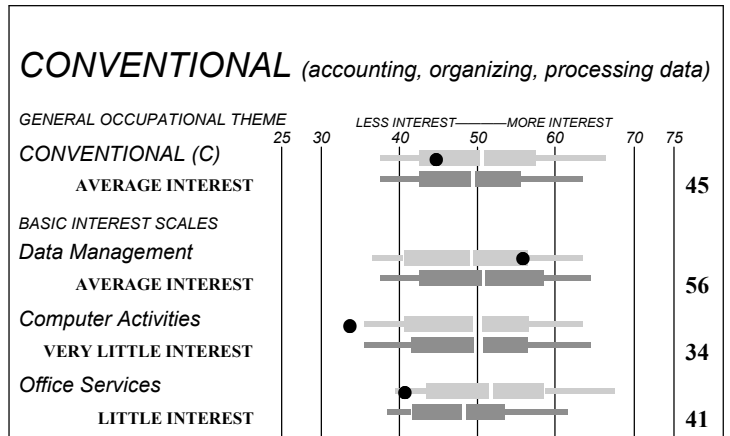
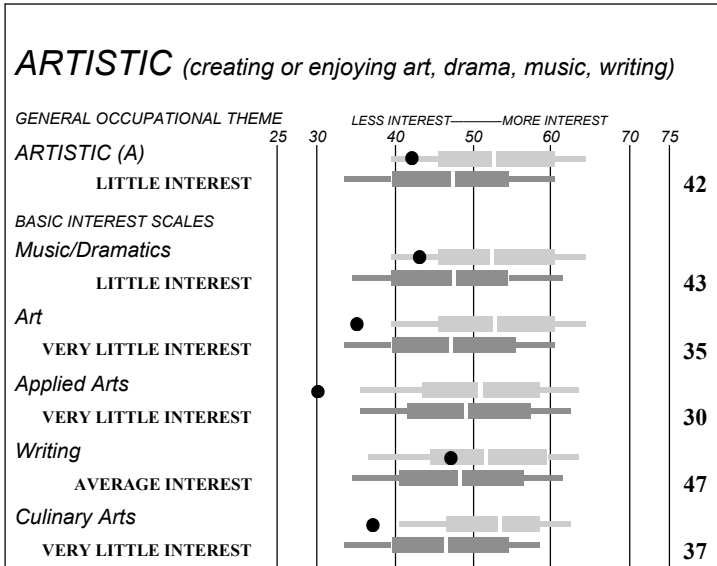
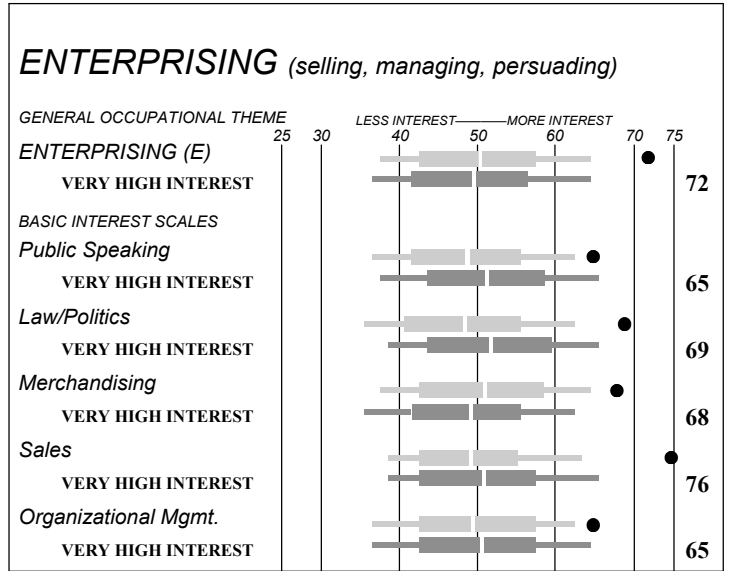
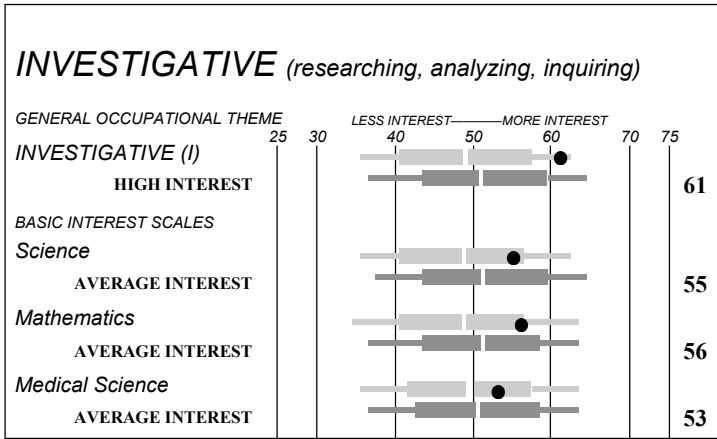
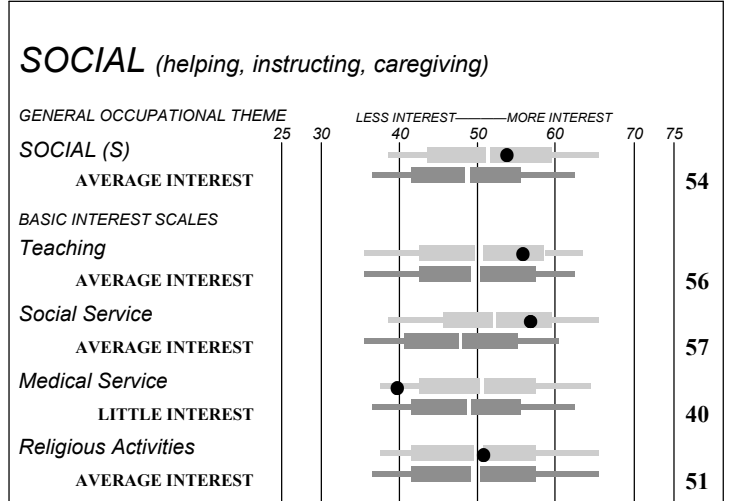
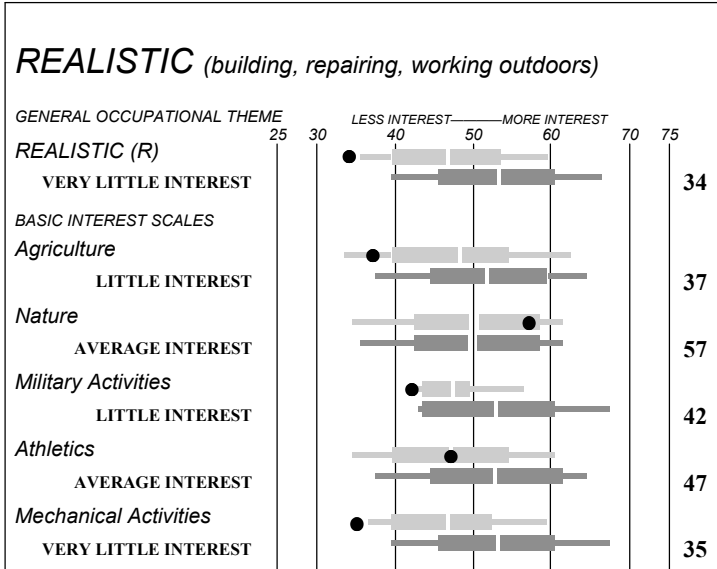
measure your levels of comfort regarding Work Style, Learning Environment, Leadership Style, and Risk Taking/Adventure. This information may help you make decisions about particular work environments, educational settings, and types of activities you would find satisfying. Your results on these four scales are on page 6.

COLLEGE SKILLS CONFIDENCE EDITION

GENERAL OCCUPATIONAL THEMES



BASIC INTEREST SCALES

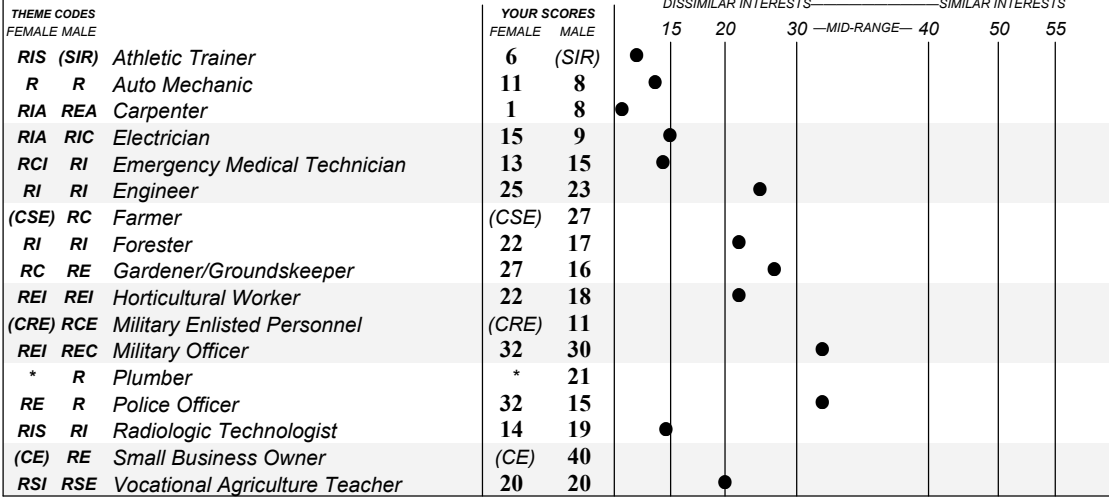




COLLEGE SKILLS CONFIDENCE EDITION

OCCUPATIONAL SCALES

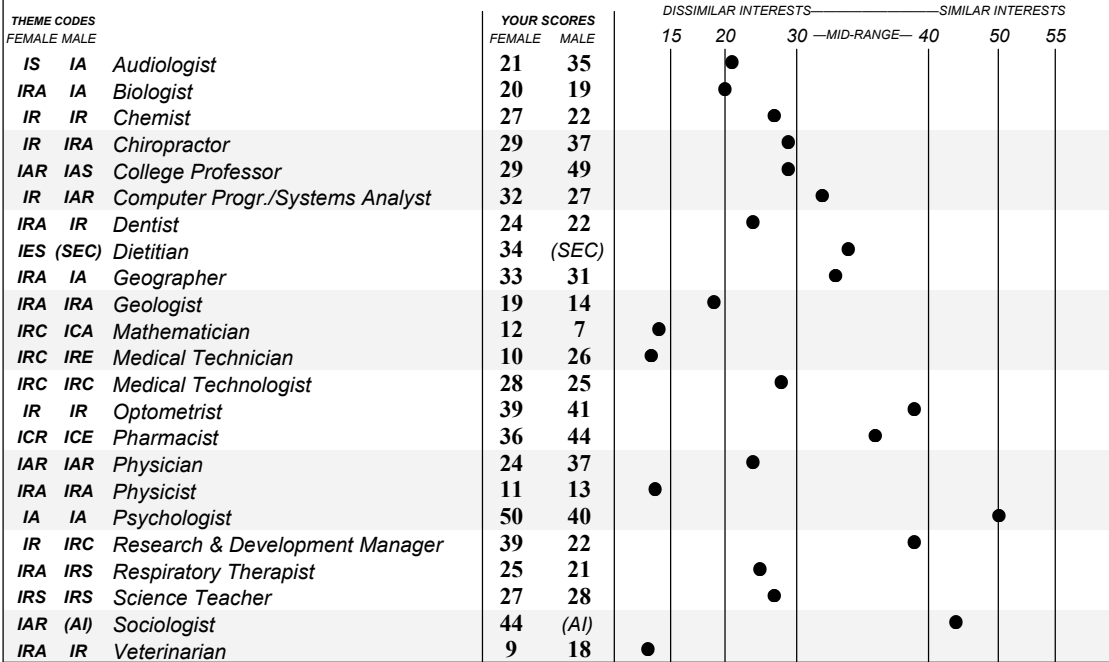
REALISTIC (building, repairing, working outdoors)



NOTES

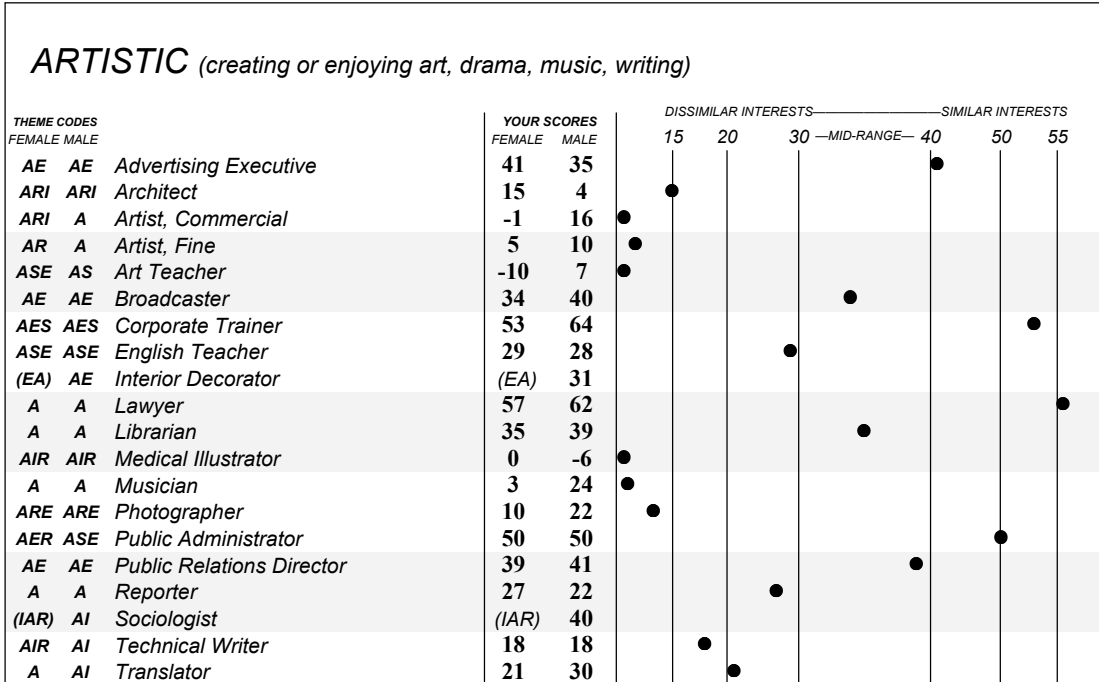
Horizontal lines for notes

INVESTIGATIVE (researching, analyzing, inquiring)

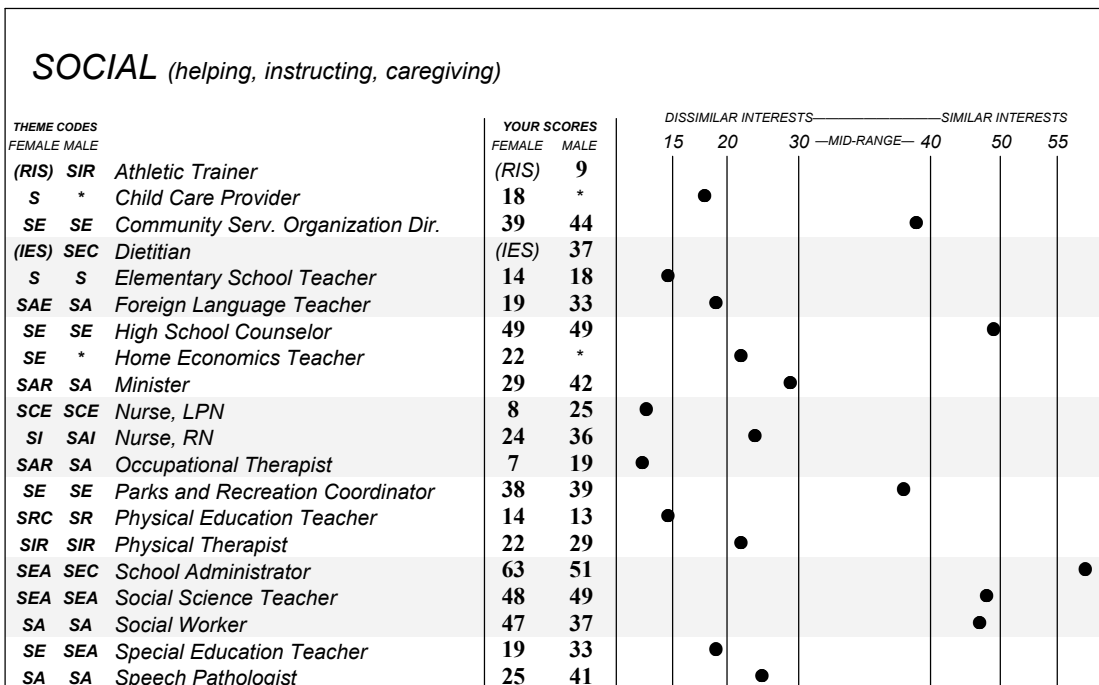


Horizontal lines for notes



COLLEGE SKILLS CONFIDENCE EDITION
OCCUPATIONAL SCALES (continued)


NOTES





COLLEGE SKILLS CONFIDENCE EDITION

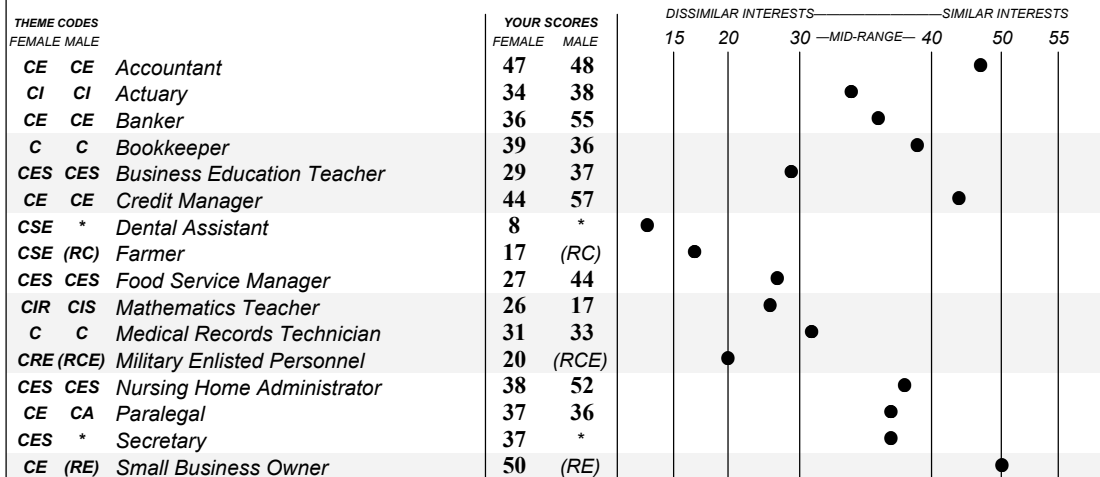
OCCUPATIONAL SCALES (continued)

ENTERPRIISING (selling, managing, persuading)



NOTES

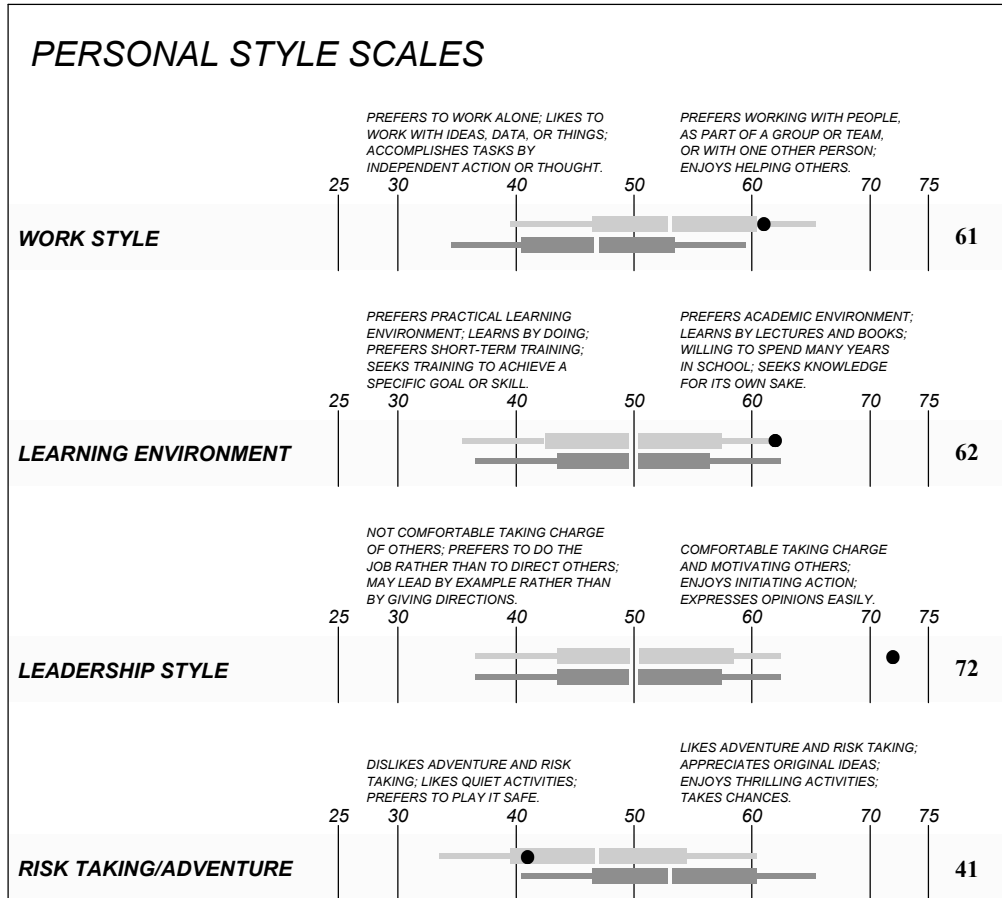
CONVENTIONAL (accounting, organizing, processing data)





COLLEGE SKILLS CONFIDENCE EDITION

PERSONAL STYLE SCALES



NOTES

SUMMARY OF ITEM RESPONSES

ADMINISTRATIVE INDEXES (response percentages)

OCCUPATIONS	32	%L	12	%I	56	%D
SCHOOL SUBJECTS	59	L	8	I	33	D
ACTIVITIES	52	L	9	I	39	D
LEISURE ACTIVITIES	28	L	13	I	59	D
TYPES OF PEOPLE	40	L	40	I	20	D
CHARACTERISTICS	67	Y	8	?	25	N
SUBTOTAL	41	%	12	%	47	%
PREFERENCES: ACTIVITIES	30	L	14	=	56	R
PREFERENCES: WORK	33	L	0	=	67	R

Total responses out of 317: **314**
Infrequent responses: **4**

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SKILLSCONFIDENCE INVENTORY

by Nancy E. Betz • Fred H. Borgen • Lenore W. Harmon

Profile report for: **CLAUDIA MASON**

ID: **BU4182191**

Age: **20**

Gender: **Female**

Skills page 1 of 1

Date tested: **8/9/01**

Date scored: **8/9/01**

LEVELS OF SKILLS CONFIDENCE BY THEME

Your *Skills Confidence Inventory* results describe how you perceive your own capabilities in performing activities related to six broad areas, the General Occupational Themes. Keep in mind that these results may not reflect your actual abilities; the results reflect how you rate yourself. Your own rating may influence what kinds of activities you try or avoid and may determine what occupations or educational programs you consider as possibilities for exploration.

Your confidence in each of the six areas is shown at the right in rank order. The Theme code below your results summarizes the areas in which you feel most confident performing particular activities.

THEME CODE	THEME	SCORE (1-5)	VL	L	M	H	VH	TYPICAL SKILL AREAS
E	ENTERPRISING	4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sales, speaking, management
C	CONVENTIONAL	3.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Finance, computers, organization
S	SOCIAL	3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education, counseling, social service
I	INVESTIGATIVE	2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research, math, science
A	ARTISTIC	1.9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creative expression, music, design
R	REALISTIC	1.9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outdoor work, construction, repair

VH = very high confidence
H = high confidence
M = moderate confidence
L = little confidence
VL = very little confidence

Your Skills Confidence Theme code is EC—(see explanation at left).

COMPARISON OF LEVELS OF SKILLS CONFIDENCE AND INTEREST

Shown in rank order by confidence level.

THEME CODE	THEME	Skills Confidence	Interest	Priorities for career exploration
E	ENTERPRISING			High priority
C	CONVENTIONAL			High priority
S	SOCIAL			Good option if confidence in skills can be increased
I	INVESTIGATIVE			Good option if confidence in skills can be increased
A	ARTISTIC			Low priority
R	REALISTIC			Low priority

Your Skills Confidence Theme code is EC. Your Interest Theme code is EIS. Consider both codes as you select the Themes you would like to explore further.

Read Understanding Your Results on the Skills Confidence Inventory for information on how to use this comparison of confidence in your skills and your interests to find satisfying career, educational, and leisure options.

Total responses out of 60: 60

Using Your Theme Code, EIS

First, use your Theme code, EIS, to identify college courses and activities to explore. Your top three Themes are listed below in order of interest. These Themes describe important aspects of your interests, so choose majors, jobs or internships, and extracurricular activities that allow you to express some aspects of each. The majors, activities, and jobs listed are just a few examples of areas to explore.

▲ CONSIDERING YOUR TOP THEMES

ENTERPRISING (E) *Active Persuaders* who prefer to influence or lead others through selling the merits of ideas or products.

Typical Majors

Business Administration
 Government and Politics
 Management
 Marketing
 Travel and Tourism

Activities/Jobs

Campus Politics
 Community Action Groups
 Business Student Organizations
 Sales Assistant
 Management Trainee

INVESTIGATIVE (I) *Scientific Problem Solvers* who take an analytical approach involving research, experimentation, or diagnosis.

Typical Majors

Biological/Physical Sciences
 Engineering
 Mathematics
 Health Sciences
 Social Sciences

Activities/Jobs

Computer Science Associations
 Health and Medical Organizations
 Science Organizations
 Research Assistant
 Software Company

SOCIAL (S) *Empathic Helpers* who take a helping or altruistic approach involving teaching, developing, or caring for others.

Typical Majors

Child and Family Studies
 Education
 Medical Services
 Ethnic Studies
 Social Work

Activities/Jobs

Ethnic Student Associations
 Peer Counseling
 Tutoring
 Teaching Assistant
 Community Service Agency

▼ CONSIDERING YOUR LESS-INTEREST THEMES

You showed the least interest in the following three Themes. These Themes usually are not promising to explore. However, if you have not yet tried the activities characteristic of these Themes, then try some of them to discover the Themes' potential for you.

CONVENTIONAL (C) *Careful Organizers* who take an orderly approach to organizing and managing finances, procedures, or data.

Typical Majors

Accounting
 Business Education

Activities/Jobs

Math Tutoring
 Community Events Planning

ARTISTIC (A) *Creative Communicators* who take a self-expressive or creative approach involving art/design, music, or writing.

Typical Majors

Art and Design
 Languages

Activities/Jobs

Student Publications
 Advertising Agency

REALISTIC (R) *Practical Doers* who take an active hands-on approach involving construction, mechanical, or outdoor activities.

Typical Majors

Agriculture
 Civil Engineering

Activities/Jobs

Intramural Sports
 Campus Police Department

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.

WORK STYLE

Your score suggests a preference for working closely or frequently with people.

Activities

Team Projects, Group Discussions,
 Tutoring, Peer Advising

LEARNING ENVIRONMENT

Your score suggests a preference for the traditional student role and learning for the sake of learning.

Activities

Classroom Lectures, Theoretical
 Readings, Library Research

LEADERSHIP STYLE

Your score suggests a preference for taking charge through motivating and directing others.

Activities

Officer in Student Organization,
 Leadership Development Classes,
 Coordinator for Campus Events

RISK TAKING/ADVENTURE

Your score suggests a preference for adventurous activities now and then and for measured risks. Your score near the middle of the scale may mean that you enjoy risky outdoor adventures sometimes, but at other times, you prefer safe activities like reading.

Applying Your STRONG Results to College Choices

Your *Strong* Profile provides valuable information that can help you organize your search and evaluate your options. The *Strong* inventory provides only one piece of information you need to make academic and career decisions, however. Your abilities, values, goals, and lifestyle and family concerns also need to be considered.

Academic Majors

Follow these steps to identify academic majors that fit your interests.

- STEP 1**
- Pick one to two academic majors that correspond to your top General Occupational Theme(s).
 - Pick three more majors offered by your college that are not listed on your Profile but seem related to your interests.
 - Visit departments to learn about each major and to find related majors.
 - Rate each major Low, Moderate, or High for how well the coursework fits your top Theme(s).
- STEP 2**
- Use the General Occupational Themes in which you have *least* interest to rule out options if you have tried and disliked such activities.
 - Otherwise, explore these Themes for undiscovered interests. (Audit introductory classes or participate in activities related to the Themes.)
- STEP 3**
- Find your highest Basic Interest Scales (page 2), then pick two to three majors that focus on these topics.
 - Be creative: Identify majors that combine your highest basic interests.
- STEP 4**
- Pick three occupations from your similar Occupational Scales (OSs).
 - Visit your career library or Web sites to research the majors that prepare you for these and related careers.
 - Each OS represents a family of careers; focus on the work tasks and environments each scale typifies (not just on the occupational title).
- STEP 5**
- Evaluate each major against your Personal Style preferences (see page 6 and College Edition page 1 of 1). How well do the activities required for each major fit you?
 - Rate each major Low, Moderate, or High for its overall fit.
- STEP 6**
- Note the majors that recur in the lists you created for Steps 1, 3, and 4, especially majors rated High for overall fit. Investigate them further.

Remember: Choosing a Major Is Different from Choosing a Career

- Choosing a major is only one step toward exploring a number of career paths.
- Careers are not mapped one-to-one to academic majors: any major can prepare you for a number of different career directions.
- Almost every career includes people who majored in diverse academic fields.
- It is not uncommon for college students to change majors several times during college as their interests develop and as they are exposed to new areas.
- Use your *Strong* results first to identify courses and activities that will motivate you and point you toward a rewarding college experience.

First Job or Graduate Program

To evaluate a potential first job or graduate program, start with these tips.

Gather Information About Options

Each of the ten Occupational Scales listed on your Snapshot page represents a family of related career fields and job titles. Select three to five occupational areas from this list. Take the following steps to discover what tasks and work environments are associated with the areas you selected.

- 1.** Read about the occupations in your campus career library.
- 2.** Search career information sites on the Internet. See your career counselor or advisor for site recommendations.
- 3.** Conduct informational interviews. Check to see if the alumni office has a list of people working in the occupational areas you selected.

Rate How Well Each Option Fits You

As you gather information about jobs or graduate programs, rate on a scale of Low, Moderate, or High how well each fits your interests and personality styles.

Describe Your Strengths

Try writing a cover letter for a job, a resume, or a statement of purpose to a graduate program. Review this *Strong* Profile and incorporate key words or phrases from the descriptions of your Theme code and Personal Style Scales (e.g., *organizer, creative, comfortable motivating others*). How well do your strengths match the demands of the job or program?