

# SNAPSHOT: A SUMMARY OF RESULTS FOR JANE SAMPLE

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

Your Theme code is IAC—(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 might enjoy.

THEME CODE	BASIC INTERESTS	VL	L	A	H	VH	TYPICAL ACTIVITIES
I	SCIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Conducting scientific research
I	MATHEMATICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Working with numbers or statistics
R	NATURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Appreciating nature
S	RELIGIOUS ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Participating in spiritual activities
A	MUSIC/DRAMATICS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performing or enjoying music/drama

## 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.

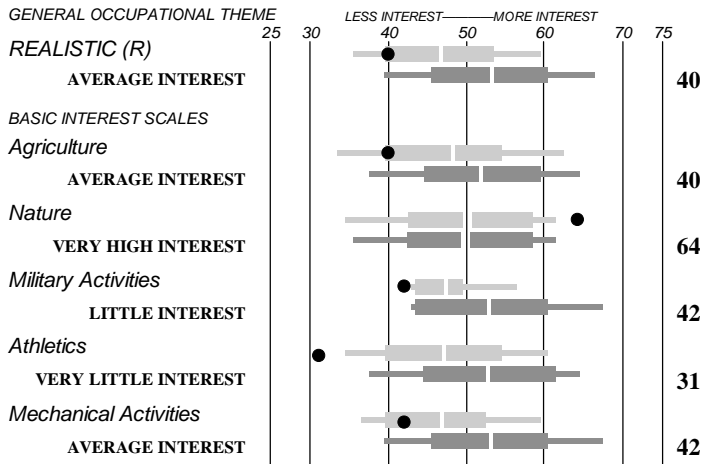
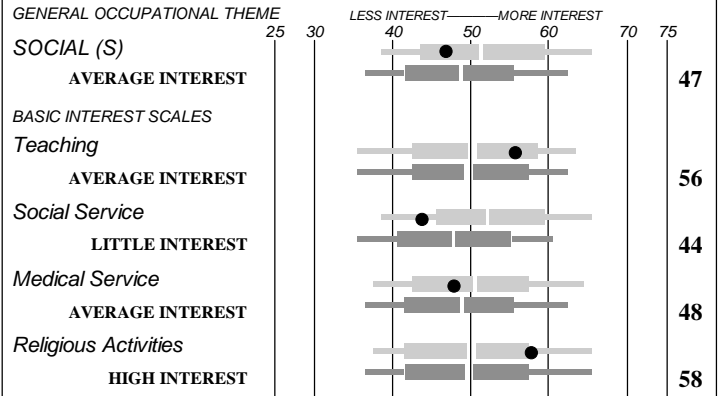
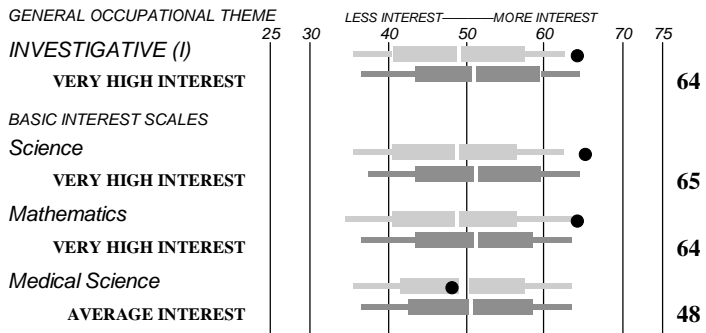
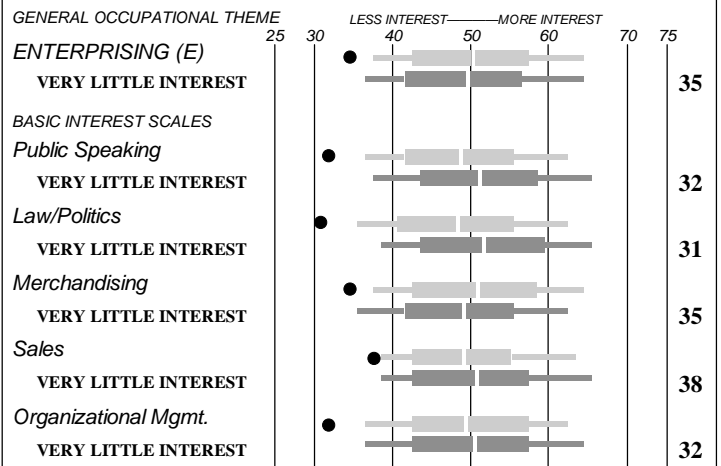
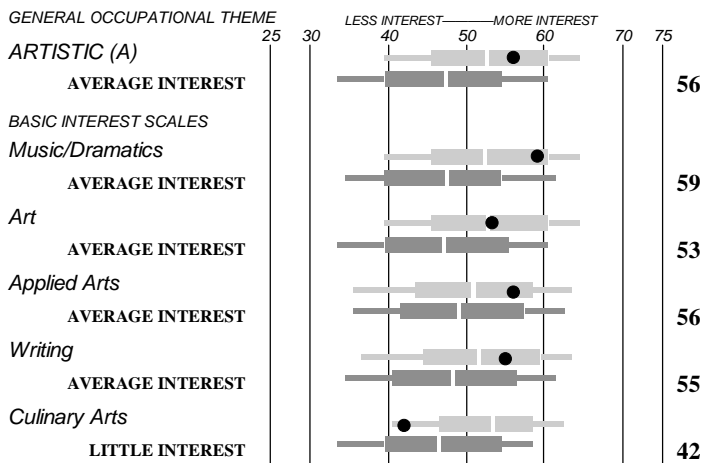
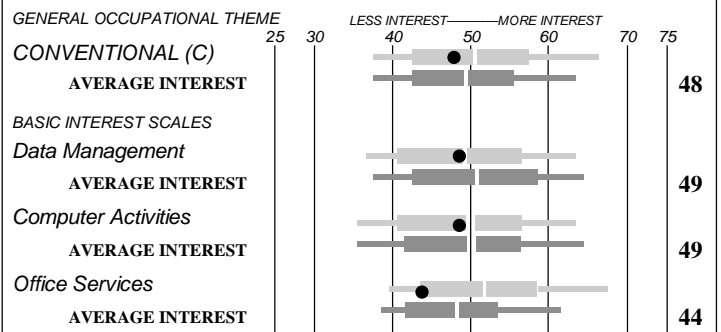
THEME CODE	OCCUPATION	VD	D	M-R	S	VS
IRA	BIOLOGIST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IRC	MATHEMATICIAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IR	CHEMIST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IR	COMPUTER PROGR./ SYSTEMS ANALYST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IAR	COLLEGE PROFESSOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	LIBRARIAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IS	AUDIOLOGIST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IRA	PHYSICIST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CI	ACTUARY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IRA	GEOLOGIST	<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.

## HIGH SCHOOL EDITION

**GENERAL OCCUPATIONAL THEMES**
**BASIC INTEREST SCALES**

**REALISTIC** (*building, repairing, working outdoors*)

**SOCIAL** (*helping, instructing, caregiving*)

**INVESTIGATIVE** (*researching, analyzing, inquiring*)

**ENTERPRISING** (*selling, managing, persuading*)

**ARTISTIC** (*creating or enjoying art, drama, music, writing*)

**CONVENTIONAL** (*accounting, organizing, processing data*)




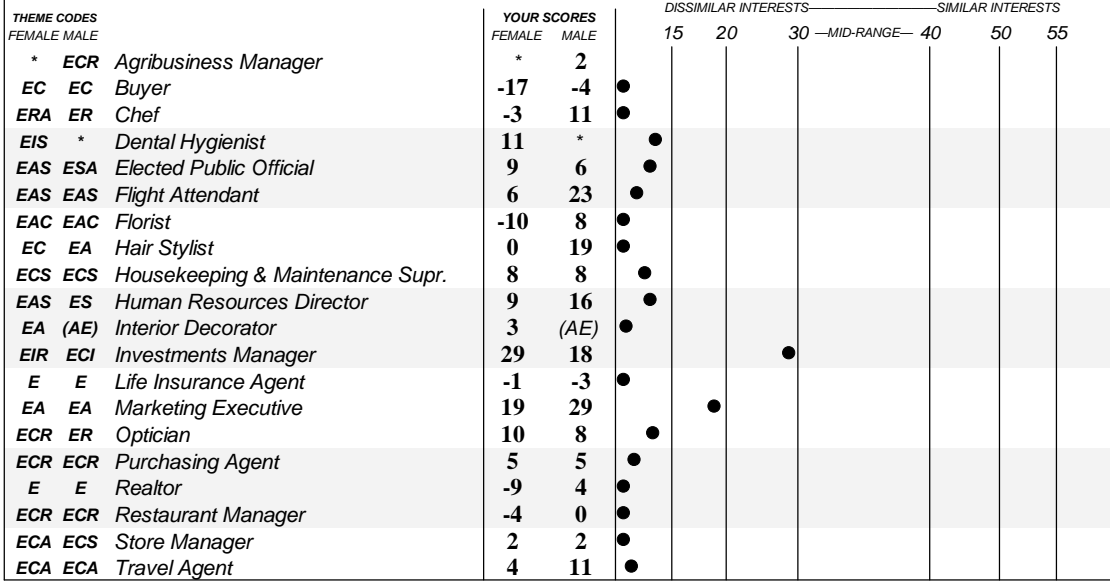




HIGH SCHOOL EDITION

**OCCUPATIONAL SCALES** (continued)

**ENTERPRISING** (selling, managing, persuading)



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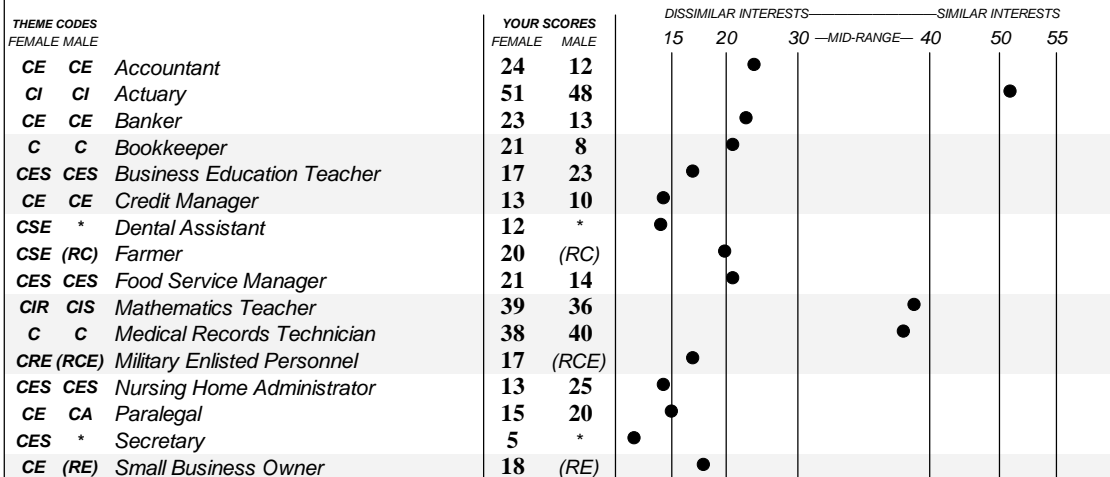


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**CONVENTIONAL** (accounting, organizing, processing data)




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## BEYOND HIGH SCHOOL: Exploring Your Options

**Your Career Puzzle** Like a puzzle, career exploration involves many pieces of information. Your results on the Strong Interest Inventory® instrument provide valuable pieces for your career exploration puzzle. Putting the Strong pieces together will give you a clear picture of your educational and career options.

### GENERAL OCCUPATIONAL THEMES

One set of key pieces from the *Strong* are the General Occupational Themes. The table below lists the Themes in rank order according to your interest levels. The broad areas that interest you the most are the **Investigative**, **Artistic**, and **Conventional** Themes. You can use these Themes (and the others as well) to identify

educational programs, work/study possibilities, and work environments that appeal to you. This table lists just a few of the many options available. To give you some ideas, you may want to highlight school subjects, jobs, and environments that you'd like to explore.

Theme	Educational Programs*	Work-Study/Volunteer & Summer Jobs	Work Environments
<b>Investigative (I)</b>	biology, chemistry, <i>computer science</i> , economics, <i>medical technology</i> , physics	computer software tester, hospital volunteer, Humane Society volunteer, research assistant, veterinarian assistant, zoo worker	laboratory, medical facility, software development company, scientific research & development firm, university
<b>Artistic (A)</b>	architecture, English, <i>graphic design</i> , journalism, <i>multimedia studies</i> , music, theater arts	automobile detailer, cake decorator, cartoonist, community theater volunteer, library aide, radio disc jockey, singing messenger	advertising agency, art studio, concert hall, graphic design firm, museum, publishing company, theater
<b>Conventional (C)</b>	<i>accounting</i> , <i>computer operations</i> , <i>court reporting</i> , data management, <i>medical administration</i> , <i>paralegal studies</i> , statistics	data processor, janitorial services, newspaper carrier, office assistant, receptionist, restaurant worker, stock clerk	accounting firm, bank, courthouse, database division, insurance agency, office, quality control division
<b>Social (S)</b>	counseling, education, <i>health services</i> , nursing, sociology, religion, <i>social welfare</i>	camp counselor, city recreation coach, day care helper, nurse's aide, religion teacher, tour guide	community organization, hospital, personnel office, religious organization, school, youth center
<b>Realistic (R)</b>	<i>automotive technology</i> , ecology, <i>electronics</i> , engineering, <i>fish and game management</i> , <i>law enforcement</i> , physical education	auto shop assistant, construction laborer, delivery person, farm/ranch hand, forest service/national park volunteer, groundskeeper, lifeguard	construction site, manufacturing firm, military, outdoors, repair shop, sports arena
<b>Enterprising (E)</b>	<i>business</i> , <i>hotel/restaurant management</i> , international relations, law, <i>marketing</i> , <i>retail merchandising</i>	concessions clerk, fast food shift manager, page in state legislature, political campaign volunteer, retail sales clerk, waiter/waitress	government, investment firm, law office, marketing department, retail or wholesale business

\* Educational programs that may be completed in less than four years are in italics.

### PERSONAL STYLE SCALES

A second set of key *Strong* pieces of the puzzle are personal characteristics, as indicated by your results on the Personal Style Scales. The boxes below explain your preferred styles. Highlight phrases

that "fit" you. As you gather facts about possible careers or educational programs, consider whether the options you investigate seem to suit the personal characteristics that you have highlighted.

<p><i>Your Work Style results suggest that you—</i></p> <ul style="list-style-type: none"> <li>like to work alone</li> <li>enjoy activities involving ideas (design, theories, procedures), data (reports, statistics, budgets), and things (machines, tools, construction)</li> <li>value independence</li> </ul>	<p><i>Your Learning Environment results suggest that you—</i></p> <ul style="list-style-type: none"> <li>feel comfortable learning both in a classroom setting and in a setting that offers hands-on learning opportunities</li> <li>are interested in additional education or training after high school to help you achieve your career goals</li> </ul>	<p><i>Your Leadership Style results suggest that you—</i></p> <ul style="list-style-type: none"> <li>prefer to lead by example rather than by giving directions</li> <li>would rather do a job yourself than assign it to someone else</li> <li>may prefer that others lead</li> </ul>	<p><i>Your Risk Taking/Adventure results suggest that you—</i></p> <ul style="list-style-type: none"> <li>may enjoy some risks and adventures now and then</li> <li>feel comfortable being adventurous if you have measured the risks before taking action</li> </ul>
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Read *Putting Together Your Career Puzzle* for steps you can take to use your general, broad interests and specific, personal characteristics to identify and evaluate career and educational options.

# Putting Together Your Career Puzzle

Your *Strong* results have given you a lot of information about yourself and your interests. Now it is time to complete the steps below and gather more pieces of the career exploration puzzle. Completing the puzzle will help you find a career that interests you and fits your personal characteristics.

## Step 1: Learn About Yourself

Researching possible careers begins with knowing who you are. To gain more awareness of who you are—your likes, talents, personality, and values—complete at least two of the activities listed at the right. Then you will be ready to begin identifying possible career choices.

### Activities

- Identify your favorite school subjects.
- List activities you enjoy doing in your spare time.
- Take an aptitude test to identify your skills.
- List your personality characteristics.
- List five things that make you feel good about yourself.
- Write down your idea of a perfect lifestyle or job.

## Step 2: Identify Career Possibilities

Write two or three occupations that you want to explore on the right. Looking at your Occupational Scales results on page 1 of your Profile may help you select several more occupations to list. You may also want to add several of the jobs you highlighted on the Beyond High School page.

### Career Options

_____	_____
_____	_____
_____	_____

## Step 3: Gather Career Information

Now you are ready to gather information about the career possibilities that you have listed. Complete at least two of the activities listed at the right. You may want to review the phrases you highlighted under the Personal Style Scales on the Beyond High School page to see how well the careers you are exploring suit your preferred styles.

### Activities

- Visit the library or school career center.
- Talk to people working in the career field, including family and friends.
- Spend a day "job shadowing"—observing someone doing a job that interests you.
- Attend a career fair.

## Step 4: Focus on Career Specifics

Now you are ready to get some specific information about your career possibilities. Finding answers to the questions listed on the right can help you. As you gather this information, think about how the careers fit the broad interests and personal characteristics that you highlighted on the Beyond High School page.

### Career Questions

- What training would prepare me for this field?
- What are the work hours? Working conditions?
- What is the employment outlook?
- How are workers paid: salary, hourly wage, commission?
- What skills and personal characteristics are required to succeed in this career?

## Step 5: Gather Educational Information

Different careers require different types of education. Your next task is to find out what level of education is required for the careers that you have listed. Complete the activities listed at the right. Then review the words and phrases that you highlighted on the Beyond High School page and see if your educational interests and personal style fit with the educational requirements of the careers that you are exploring.

### Activities

- Attend a college fair.
- Investigate an apprenticeship program for a skilled trade.
- Explore getting an education through the military.
- Contact an admissions counselor at a college or technical school.
- Arrange a campus/school visit.
- Talk to graduates of the schools you are considering.
- Find out what tests you need to take to be admitted to the schools.

## Step 6: Fitting the Puzzle Pieces Together

Now you are ready to fit the pieces of your puzzle together. Make a chart like the one on the right. You may find that your career puzzle takes some time to finish. Also, as you learn more about yourself and more about the world of work, don't be surprised if some of the pieces change.

Possible Careers	Benefits of Career	Drawbacks of Career	Interests Fulfilled by Career	Personal characteristics Expressed by Career	Education Required
1.					
2.					
3.					