



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

Report prepared for
HANNAH SAMPLE
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Interpreted by
Sarah Advisor
State University



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HOW THE STRONG CAN HELP YOU

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

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

HOW YOU WILL BENEFIT

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

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

HOW YOUR RESULTS ARE ORGANIZED

Section 1. General Occupational Themes

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

Section 2. Basic Interest Scales

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

Section 3. Occupational Scales

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

Section 4. Personal Style Scales

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

Section 5. Profile Summary

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

Section 6. Response Summary

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

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

GENERAL OCCUPATIONAL THEMES

SECTION 1

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

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

THEME DESCRIPTIONS

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

YOUR HIGHEST THEMES	YOUR THEME CODE
Social, Artistic, Enterprising	SAE

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		30	40	50	60	70	
Social	S	[Bar from 30 to 71] VERY HIGH					71
Artistic	A	[Bar from 30 to 60] HIGH					60
Enterprising	E	[Bar from 30 to 44] MODERATE					44
Conventional	C	[Bar from 30 to 40] LITTLE					40
Investigative	I	[Bar from 30 to 38] LITTLE					38
Realistic	R	[Bar from 30 to 36] LITTLE					36

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

BASIC INTEREST SCALES

SECTION 2

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

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

YOUR TOP FIVE INTEREST AREAS

1. Counseling & Helping (S)
2. Teaching & Education (S)
3. Social Sciences (S)
4. Writing & Mass Communication (A)
5. Law (E)

Areas of Least Interest

- Entrepreneurship (E)
- Office Management (C)
- Science (I)

SOCIAL — Very High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Counseling & Helping	[Bar from 30 to 69, labeled VH]					69
Teaching & Education	[Bar from 30 to 67, labeled VH]					67
Social Sciences	[Bar from 30 to 64, labeled H]					64
Religion & Spirituality	[Bar from 30 to 59, labeled H]					59
Human Resources & Training	[Bar from 30 to 58, labeled M]					58
Healthcare Services	[Bar from 30 to 56, labeled M]					56

ARTISTIC — High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Writing & Mass Communication	[Bar from 30 to 61, labeled H]					61
Visual Arts & Design	[Bar from 30 to 59, labeled M]					59
Performing Arts	[Bar from 30 to 54, labeled M]					54
Culinary Arts	[Bar from 30 to 40, labeled L]					40

ENTERPRISING — Moderate

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Law	[Bar from 30 to 59, labeled H]					59
Politics & Public Speaking	[Bar from 30 to 54, labeled M]					54
Marketing & Advertising	[Bar from 30 to 51, labeled M]					51
Management	[Bar from 30 to 50, labeled M]					50
Sales	[Bar from 30 to 49, labeled M]					49
Entrepreneurship	[Bar from 30 to 33, labeled VL]					33

CONVENTIONAL — Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Programming & Information Systems	[Bar from 30 to 39, labeled L]					39
Finance & Investing	[Bar from 30 to 38, labeled L]					38
Taxes & Accounting	[Bar from 30 to 38, labeled L]					38
Office Management	[Bar from 30 to 38, labeled VL]					38

INVESTIGATIVE — Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Medical Science	[Bar from 30 to 43, labeled M]					43
Mathematics	[Bar from 30 to 42, labeled M]					42
Research	[Bar from 30 to 38, labeled L]					38
Science	[Bar from 30 to 36, labeled L]					36

REALISTIC — Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	30	40	50	60	70	
Athletics	[Bar from 30 to 43, labeled M]					43
Mechanics & Construction	[Bar from 30 to 42, labeled M]					42
Computer Hardware & Electronics	[Bar from 30 to 42, labeled M]					42
Nature & Agriculture	[Bar from 30 to 42, labeled M]					42
Military	[Bar from 30 to 38, labeled L]					38
Protective Services	[Bar from 30 to 38, labeled L]					38

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

OCCUPATIONAL SCALES

SECTION 3

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

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

YOUR TOP TEN STRONG OCCUPATIONS

1. **Speech Pathologist (SA)**
2. **Paralegal (CE)**
3. **Special Education Teacher (S)**
4. **Elementary School Teacher (S)**
5. **Social Worker (SA)**
6. **Photographer (ARE)**
7. **Broadcast Journalist (AE)**
8. **Reporter (A)**
9. **Occupational Therapist (SAR)**
10. **Advertising Account Manager (AE)**

**Occupations of
Dissimilar Interest**

- Physicist (IRA)
- Athletic Trainer (RIS)
- Mathematician (IRC)
- Veterinarian (IRA)
- R&D Manager (IR)

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

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

OCCUPATIONAL SCALES

SECTION 3

SOCIAL — Helping, Instructing, Caregiving

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
SA	Speech Pathologist										70
S	Special Education Teacher										61
S	Elementary School Teacher										60
SA	Social Worker										60
SAR	Occupational Therapist										57
S	Middle School Teacher										56
SE	Community Service Director										55
SE	School Counselor										52
S	Secondary School Teacher										52
S	Mental Health Counselor										51
SA	Rehabilitation Counselor										50
S	Career Counselor										49
S	Instructional Coordinator										48
SA	University Administrator										46
SCE	Loan Officer/Counselor										43
SEA	School Administrator										43
SAE	Human Resources Specialist										41
SC	Customer Service Representative										40
SEA	Human Resources Manager										36
SA	Recreation Therapist										36
S	Religious/Spiritual Leader										36
SAI	University Faculty Member										36
SEA	Bartender										35
SE	Parks & Recreation Manager										35
SAE	Training & Development Specialist										34
SAC	Management Analyst										33
SE	Personal Financial Advisor										30
SIR	Physical Therapist										27
SI	Registered Nurse										26

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

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

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

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

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

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
ARE	Photographer										59
AE	Broadcast Journalist										58
A	Reporter										58
AE	Advertising Account Manager										56
ASE	English Teacher										56
A	Musician										55
ASI	ESL Instructor										53
A	Arts/Entertainment Manager										52
AE	Public Relations Director										51
A	Editor										50
A	Librarian										50
A	Translator										50
ASE	Art Teacher										49
AIR	Technical Writer										49
ASE	Attorney										46
AR	Artist										45
AER	Public Administrator										45
A	Graphic Designer										37
AI	Urban & Regional Planner										28
ACI	Computer/Mathematics Manager										19
AIR	Medical Illustrator										19
ARI	Architect										16

OCCUPATIONAL SCALES

SECTION 3

ENTERPRISING — Selling, Managing, Persuading

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>

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
EC	Buyer										50
EAS	Flight Attendant										48
ECS	Facilities Manager										40
EAS	Elected Public Official										39
ESA	Operations Manager										36
EAC	Florist										35
EC	Cosmetologist										33
E	Life Insurance Agent										33
ECR	Restaurant Manager										33
EA	Interior Designer										32
ECR	Purchasing Agent										31
E	Technical Sales Representative										31
ERA	Chef										30
E	Top Executive, Business/Finance										30
E	Realtor										29
EAS	Marketing Manager										28
E	Wholesale Sales Representative										25
ECR	Optician										24
E	Securities Sales Agent										24
E	Sales Manager										21

CONVENTIONAL — Accounting, Organizing, Processing Data

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
CE	Paralegal										61
CES	Nursing Home Administrator										48
CS	Administrative Assistant										38
CSE	Business/Finance Supervisor										37
CS	Auditor										34
CE	Credit Manager										32
CES	Production Worker										32
CRE	Military Enlisted										30
CE	Financial Analyst										29
CES	Business Education Teacher										28
CSE	Farmer/Rancher										28
C	Technical Support Specialist										26
CI	Computer Programmer										25
C	Health Information Specialist										25
CES	Food Service Manager										24
C	Accountant										21
CIR	Network Administrator										21
CSE	Financial Manager										19
CI	Software Developer										19
CI	Actuary										9
C	Computer Systems Analyst										8
CIR	Mathematics Teacher										7
C	Computer & IS Manager										-2

OCCUPATIONAL SCALES

SECTION 3

INVESTIGATIVE — Researching, Analyzing, Inquiring

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60	
IAS	Psychologist	[Bar]								32
IRA	Respiratory Therapist	[Bar]								27
IAR	Physician	[Bar]								21
I	Engineer	[Bar]								18
IA	Geographer	[Bar]								17
IRA	Chiropractor	[Bar]								16
IAR	Sociologist	[Bar]								14
IRC	Medical Technician	[Bar]								11
ICR	Pharmacist	[Bar]								11
IR	Optometrist	[Bar]								10
IRA	Dentist	[Bar]								9
IRC	Medical Technologist	[Bar]								9
IES	Dietitian	[Bar]								8
IRC	Computer Scientist	[Bar]								2
IRA	Biologist	[Bar]								0
IRS	Science Teacher	[Bar]								0
IRA	Geologist	[Bar]								-4
IR	Chemist	[Bar]								-5
IR	R&D Manager	[Bar]								-6
IRA	Veterinarian	[Bar]								-6
IRC	Mathematician	[Bar]								-14
IRA	Physicist	[Bar]								-30

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	
RIS	Radiologic Technologist	[Bar]								41
RE	Law Enforcement Officer	[Bar]								24
REI	Military Officer	[Bar]								22
RIC	Engineering Technician	[Bar]								18
RIA	Carpenter	[Bar]								17
RCI	Emergency Medical Technician	[Bar]								17
RIA	Electrician	[Bar]								14
RI	Forester	[Bar]								14
REI	Horticulturist	[Bar]								14
RC	Landscape/Grounds Manager	[Bar]								12
R	Automobile Mechanic	[Bar]								10
RIS	Firefighter	[Bar]								4
RSI	Vocational Agriculture Teacher	[Bar]								0
RIS	Athletic Trainer	[Bar]								-23

PERSONAL STYLE SCALES

SECTION 4

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

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

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by example.
4. You may dislike taking risks.
5. You probably enjoy participating in teams.

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	<p>Prefers working alone; enjoys data, ideas, or things; reserved</p>						71	<p>Prefers working with people; enjoys helping others; outgoing</p>
Learning Environment	<p>Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill</p>						60	<p>Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake</p>
Leadership Style	<p>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</p>						45	<p>Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily</p>
Risk Taking	<p>Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions</p>						36	<p>Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions</p>
Team Orientation	<p>Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own</p>						58	<p>Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others</p>

PROFILE SUMMARY

SECTION 5

YOUR HIGHEST THEMES

Social, Artistic, Enterprising

YOUR THEME CODE

SAE

YOUR TOP FIVE INTEREST AREAS

1. Counseling & Helping (S)
2. Teaching & Education (S)
3. Social Sciences (S)
4. Writing & Mass Communication (A)
5. Law (E)

Areas of Least Interest

Entrepreneurship (E)
Office Management (C)
Science (I)

YOUR TOP TEN STRONG OCCUPATIONS

1. Speech Pathologist (SA)
2. Paralegal (CE)
3. Special Education Teacher (S)
4. Elementary School Teacher (S)
5. Social Worker (SA)
6. Photographer (ARE)
7. Broadcast Journalist (AE)
8. Reporter (A)
9. Occupational Therapist (SAR)
10. Advertising Account Manager (AE)

Occupations of Dissimilar Interest

Physicist (IRA)
Athletic Trainer (RIS)
Mathematician (IRC)
Veterinarian (IRA)
R&D Manager (IR)

YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by example.
4. You may dislike taking risks.
5. You probably enjoy participating in teams.

RESPONSE SUMMARY

SECTION 6

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

ITEM RESPONSE PERCENTAGES

Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	4	27	14	38	17
Subject Areas	15	30	9	28	17
Activities	5	35	6	40	14
Leisure Activities	7	29	14	29	21
People	6	38	6	44	6
Your Characteristics	11	22	44	11	11
TOTAL PERCENTAGE	7	31	11	36	16

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: 21—Combination of item responses appears consistent.



USING YOUR THEMES

YOUR HIGHEST THEMES

Social, Artistic, Enterprising

YOUR THEME CODE

SAE

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

CONSIDERING THEMES OF GREATEST INTEREST TO YOU

Social (S) EMPATHIC HELPERS

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

TYPICAL COLLEGE MAJORS

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

Artistic (A) CREATIVE COMMUNICATORS

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

TYPICAL COLLEGE MAJORS

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

Enterprising (E) ACTIVE PERSUADERS

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

TYPICAL COLLEGE MAJORS

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

USING YOUR BASIC INTEREST SCALES

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

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

COUNSELING & HELPING — Very High

Working with and helping people in humanistic and altruistic ways

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

TEACHING & EDUCATION — Very High

Teaching young people in classroom settings

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

SOCIAL SCIENCES — High

Studying people, groups, society, and culture

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Archeology Project Community Service Group Social Action Group	Consumer Research Firm Social Science Research Assistant Study Abroad	Anthropology Ethnic Studies Sociology

WRITING & MASS COMMUNICATION — High

Using language and literature to communicate

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

LAW — High

Debating, applying the law, and studying legal proceedings

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Debate Team Legal Aid Volunteer Pre-Law Organization	Labor Union Law Firm Student Conduct Office	Criminal Justice Law Paralegal Studies

USING YOUR OCCUPATIONAL SCALES

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

YOUR TOP STRONG OCCUPATIONS

OCCUPATIONAL SCALE	THEME CODE	EDUCATIONAL PREPARATION	COLLEGE COURSES	RELATED CAREERS
Speech Pathologist	SA	MA or PhD in speech pathology	Chemistry Biological Sciences Anatomy	Rehabilitation Counselor Hearing Technician Occupational Therapist
Paralegal	CE	AA or BA, plus formal paralegal training	Law Legal Research Criminal Justice	Law Clerk Claims Investigator Lawyer
Special Education Teacher	S	BA or MA, plus teaching certificate	Education Child Development Psychology	Child Counselor Recreation Therapist Occupational Therapist
Elementary School Teacher	S	BA or MA, plus teaching certificate	Education Child Development Communication	Preschool Teacher Child Counselor Reading Specialist
Social Worker	SA	BSW or MSW	Psychology Sociology Social Sciences	Community Organizer Clergy Marriage Counselor
Photographer	ARE	High school diploma, AA, or BA	Photography Design Filmmaking	Filmmaker Photojournalist TV/Video Technician
Broadcast Journalist	AE	AA or BA in liberal arts	Journalism Public Speaking Mass Communication	Media Producer TV/Video Operator Reporter
Reporter	A	BA or MA in liberal arts or journalism	English Journalism Political Science	Editor Screenwriter Political Analyst
Occupational Therapist	SAR	BA or MA in occupational therapy	Physical Sciences Biological Sciences Behavioral Sciences	Industrial Therapist Recreation Therapist Rehabilitation Counselor
Advertising Account Manager	AE	BA in liberal arts	Marketing Advertising Communication	Media Manager Sales Manager Copywriter

USING YOUR PERSONAL STYLE SCALES

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

PERSONAL STYLE SCALE	PREFERENCES/ACTIVITIES
Work Style	<ul style="list-style-type: none"> Your score suggests a preference for working closely or frequently with people rather than working alone. You may prefer academic activities that focus on interpersonal interactions, such as study groups, group assignments, and helping others, rather than studying and researching on your own.
Learning Environment	<ul style="list-style-type: none"> Your score suggests you enjoy the traditional student role and learning for the sake of learning. You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs.
Leadership Style	<ul style="list-style-type: none"> Your score suggests a preference for developing personal expertise to do a job well yourself rather than directing others to do it. You may prefer to serve as an active, contributing member of a group, committee, or class rather than as the president, chairperson, or teacher.
Risk Taking	<ul style="list-style-type: none"> Your score suggests a preference for careful consideration before acting or deciding. You may prefer academic work that involves research, reading, and “how-to” workshops rather than assignments that require approaching new things spontaneously or quickly.
Team Orientation	<ul style="list-style-type: none"> Your score suggests a preference for team-based activities and for collaborating with others to solve problems. You may enjoy group projects, interactive seminars, and getting involved in campus groups and committees.

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.

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

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

People with interests in these areas usually enjoy close, personal connections with others. Using their creativity to make a difference in people's lives is often important to them.

YOUR FOUR MBTI® PERSONALITY PREFERENCES

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

- **Extraversion (E)**—Getting energy from and attuning to the outer world of people and activity
- **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 ENFP preferences like to use their creativity to help others reach their goals and realize their dreams. They enjoy solving problems using a person-centered approach, considering what is most valued by themselves and others.

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 Social *Strong* Theme because that is the Theme in which you showed the greatest interest. The Social Theme likely represents your strongest career motivator and the kinds of activities you find most energizing. Work environments in which you can provide help or instruction to others will probably attract you first.

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

SOCIAL + ENFP—The Enthusiastic Helpers

Social work environments	<ul style="list-style-type: none"> • Interactive, collaborative • Supportive • Helpful • Focused on benefiting others
ENFPs at work	<ul style="list-style-type: none"> • Enjoy fostering human potential • Are able to connect everyday routines to the bigger picture • Make decisions that promote consensus and harmony • Adapt easily and enjoy change and variety
Social + ENFP individuals often like	<ul style="list-style-type: none"> • Energetic, collaborative work environments • Empowering people to find innovative ways to solve their problems • Encouraging personal and professional development • Building consensus and contributing to team efforts

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

- Encourage the open discussion of ideas
- Facilitate consensus when making decisions
- Maintain your enthusiasm and positive outlook
- Adapt easily to change

However, some Social work environments may seem a bit too focused on outcomes for you. Your enthusiasm and tendency to say “yes” to things that interest you may at times lead other people to see you as overextending yourself and failing to follow through.

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 Extraversion and Feeling suggest that you may:

- Enjoy work that offers many opportunities to collaborate with and help others
- Be good at getting others involved in and enthusiastic about group projects
- Want to socialize during and after work, or have a busy social life unrelated to work

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 preferences for Extraversion, Intuition, and Feeling suggest that you may:

- Encourage cooperation rather than competition to get things done
- Enjoy setting a good example of how things should be done
- Want a job that emphasizes group efforts rather than take-charge leadership

STRONG RISK TAKING + MBTI® TYPE

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

- Be most comfortable in positions that provide stability and security
- Value and want to maintain your current relationships with coworkers
- 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 Extraversion suggest that you would probably:

- Enjoy lots of contact with others and working as part of a team
- Like collaborating on goal setting and problem solving
- Be willing to share the recognition for group efforts

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 SOCIAL + ENFP TYPES

The career fields to the right reflect both Social work environments suggested by your *Strong* results and O*NET™ job families that attract ENFP 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)	
Psychology and Counseling	19-3031.02	19-3031.03
Religious Education and Clergy	25-1126.00	21-2021.00 21-2011.00
Teaching	25-2021.00	25-1081.00 25-2022.00 25-2031.00
Health Care	29-1199.00	25-1072.00 29-1071.00 29-1062.00

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)
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
Paralegal	<ul style="list-style-type: none"> • Prepare legal documents, including briefs, pleadings, appeals, wills, contracts, and real estate closing statements • Assist lawyers by researching legal precedent and investigating facts 	<ul style="list-style-type: none"> • Knowledge of laws, legal codes, and court procedures • Knowledge of administrative and clerical procedures such as word processing and managing files and records • Skill in communicating effectively in writing

Continued on next page →

YOUR TOP COMBINED OCCUPATIONS (continued)

OCCUPATION	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs)
Special Education Teacher	<ul style="list-style-type: none"> Teach school subjects and daily living skills to educationally and physically handicapped students Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development 	<ul style="list-style-type: none"> Knowledge of methods for curriculum design, teaching, and instruction Skill in selecting and using instructional training methods and procedures appropriate to the person Knowledge of human behavior and performance
Elementary School Teacher	<ul style="list-style-type: none"> Teach basic academic and social skills Prepare, administer, and grade tests and assignments Confer with interested parties to resolve students' behavioral and academic problems 	<ul style="list-style-type: none"> Knowledge of principles and methods for curriculum design, teaching, and instruction Ability to verbally communicate information and ideas so others will understand
Social Worker	<ul style="list-style-type: none"> Provide services to improve the social and psychological functioning of individuals, children, and families Maintain case history records and prepare reports Assess and treat individuals with mental, emotional, or substance abuse problems 	<ul style="list-style-type: none"> Knowledge of human behavior and performance and the assessment and treatment of behavioral and affective disorders Knowledge of government regulations and agency rules Skill in being sensitive to others' needs and feelings and being understanding and helpful on the job
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
Reporter	<ul style="list-style-type: none"> Write and report news stories for publication or broadcast, describing the background and details of events Collect and analyze facts gathered via interview, investigation, or observation Conduct taped or filmed interviews 	<ul style="list-style-type: none"> Skill in communicating effectively in writing as appropriate for the needs of the audience Knowledge of techniques for media production, communication, and dissemination Ability to give full attention to what other people are saying, taking time to ask relevant questions
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
Advertising Account Manager	<ul style="list-style-type: none"> Plan and administer advertising policies and programs Oversee production of ads, contests, and coupons to create interest in a product or service Coordinate activities of sales, media, graphic arts, and finance professionals 	<ul style="list-style-type: none"> Knowledge of marketing strategy, promotions, product demonstration, and sales techniques Knowledge of media production, communication, and dissemination methods Ability to convey information clearly and effectively
Middle School Teacher	<ul style="list-style-type: none"> Adapt teaching methods and instructional materials to meet students' varying needs and interests Establish and enforce procedures for maintaining order among students Confer with parents and other educators to resolve students' behavioral and academic problems 	<ul style="list-style-type: none"> Knowledge of principles and methods for curriculum design, teaching and instruction, and the measurement of training effects Skill in teaching others how to do something Ability to communicate information and ideas in speaking so others will understand

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

Administrative Assistant	Instructional Coordinator
Artist	Mental Health Counselor
Arts/Entertainment Manager	Musician
Career Counselor	Public Relations Director
Community Service Director	Rehabilitation Counselor
Customer Service Representative	Religious/Spiritual Leader
Editor	School Counselor
Elected Public Official	Secondary School Teacher
Facilities Manager	University Administrator
Graphic Designer	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 explore new ideas and possibilities that will help me and others develop?**
- **Will I have the opportunity to work with a cooperative, supportive group of people who are committed to helping, nurturing, and caring for others?**
- **Will I be appreciated for my ability to motivate others?**

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 a cooperative environment that is open to new ideas focusing on people's best interests?
- Is this an environment in which interacting with people and motivating others 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 ENFP 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* Social Theme.

- Is this work environment more collaborative and supportive than competitive and product driven?
- Would I spend more time helping and empowering people than producing tangible results?
- Would this job allow me to focus on building relationships and creating community?

If you answered "no" to any of these questions, try to find a work environment that is a closer fit with your Social 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 Social Theme. Check the following statements that apply to you.

- I work in an environment that is more competitive and product driven than collaborative and supportive.
- I spend more time producing tangible results than helping and empowering people.
- My job doesn't allow me to focus on building relationships and community.

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.

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 Social appeal to you more than they used to. Consider your secondary Artistic Theme first, and then the others:

- Artistic**—Creating, composing, writing, performing, designing, conceptualizing; working in an environment that is self-expressive, unstructured, and flexible
- Enterprising**—Persuading, selling, debating ideas, leading; working in an environment that is business oriented, entrepreneurial, and fast paced
- 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
- Realistic**—Building, repairing, using tools; working in an environment that is product driven, structured, and hands-on

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. ENFP types often find a great deal of satisfaction in the following:

- Taking classes in psychology, philosophy, and the arts
- Developing their spirituality and expanding their journey of self-discovery
- Performing music and acting
- Socializing with friends and family

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.

- 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
- Teaching & Education**—Helping out in your children’s schools; tutoring; serving on your board of education; leading a scout troop; volunteering to read to children at a preschool or library; learning sign language; reading about how people learn; watching educational television; taking classes in human development and the social sciences
- Social Sciences**—Being a teaching assistant in a college or university; experiencing and studying different cultures; volunteering at a local historic site or museum; reading about changes in society; taking classes in sociology, psychology, or anthropology
- 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
- Law**—Debating public policy; serving on a jury; working on civic improvement programs; volunteering for a legal aid group; reading books about law and politics; studying international systems of government; watching television programs about crime and the legal system; learning about negotiation, business, or political 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 are not very comfortable taking risks
- Long-term security in your job is probably as important to you as enjoying what you do
- Your commitments to coworkers or others who are important to you may make it difficult for you to consider making a big change
- Any change you make will have to be congruent with your strongly held values

STAYING MOTIVATED

Your Social Theme suggests that there may be times when the career exploration process seems too impersonal to you. It may require you to be more objective and reflective than you like. To keep yourself motivated,

- Try to find a group of people with whom you can network, who can provide support and direction; find new social media sites for posting your profile
- Talk to as many people as possible who work in occupations related to your interests, and share your feelings about careers with family and friends
- Ask your friends for objective feedback, so that you don't get sidetracked by the needs of others when you make your career decision

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

- Use your **Extraversion** to discuss each stage of the career exploration process, move to action, network, and fine-tune your interviewing skills. But don't overlook the importance of reflecting on each step you take.
- 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!

