



---

# Strong Interest Inventory<sup>®</sup> and Myers-Briggs Type Indicator<sup>®</sup> 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  
**JANE SAMPLE**  
December 3, 2007



## 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 interpretive data useful to your career professional.

*Note to professional: Check the Response Summary on page 9 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
<b>Social</b>	<b>S</b>	People, teamwork, helping, community service	Teaching, caring for people, counseling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
<b>Artistic</b>	<b>A</b>	Self-expression, art appreciation, communication, culture	Composing music, performing, writing, creating visual art	Creativity, musical ability, artistic expression	Beauty, originality, independence, imagination
<b>Enterprising</b>	<b>E</b>	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence
<b>Conventional</b>	<b>C</b>	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
<b>Realistic</b>	<b>R</b>	Machines, computer networks, athletics, working outdoors	Operating equipment, using tools, building, repairing, providing security	Mechanical ingenuity and dexterity, physical coordination	Tradition, practicality, common sense
<b>Investigative</b>	<b>I</b>	Science, medicine, mathematics, research	Performing lab work, solving abstract problems, conducting research	Mathematical ability, researching, writing, analyzing	Independence, curiosity, learning

<b>YOUR HIGHEST THEMES</b>	<b>YOUR THEME CODE</b>
<b>Social, Artistic, Enterprising</b>	<b>SAE</b>

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		< 30	40	50	60	70 >	
<b>Social</b>	<b>S</b>	[Progress bar from 40 to 80, labeled VERY HIGH]					<b>80</b>
<b>Artistic</b>	<b>A</b>	[Progress bar from 40 to 69, labeled VERY HIGH]					<b>69</b>
<b>Enterprising</b>	<b>E</b>	[Progress bar from 40 to 61, labeled HIGH]					<b>61</b>
<b>Conventional</b>	<b>C</b>	[Progress bar from 40 to 43, labeled MODERATE]					<b>43</b>
<b>Realistic</b>	<b>R</b>	[Progress bar from 40 to 35, labeled LITTLE]					<b>35</b>
<b>Investigative</b>	<b>I</b>	[Progress bar from 40 to 25, labeled VERY LITTLE]					<b>35</b>

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 on this page 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. Teaching & Education (S)
2. Counseling & Helping (S)
3. Human Resources & Training (S)
4. Sales (E)
5. Politics & Public Speaking (E)

**Areas of Least Interest**

- Taxes & Accounting (C)
- Programming & Information Systems (C)
- Nature & Agriculture (R)

**SOCIAL — Very High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Teaching & Education	[Progress bar to 77, labeled VH]					77
Counseling & Helping	[Progress bar to 76, labeled VH]					76
Human Resources & Training	[Progress bar to 68, labeled VH]					68
Religion & Spirituality	[Progress bar to 63, labeled H]					63
Healthcare Services	[Progress bar to 63, labeled H]					63
Social Sciences	[Progress bar to 52, labeled M]					52

**ARTISTIC — Very High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Visual Arts & Design	[Progress bar to 64, labeled H]					64
Performing Arts	[Progress bar to 63, labeled H]					63
Writing & Mass Communication	[Progress bar to 62, labeled H]					62
Culinary Arts	[Progress bar to 61, labeled H]					61

**ENTERPRISING — High**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Sales	[Progress bar to 67, labeled VH]					67
Politics & Public Speaking	[Progress bar to 63, labeled VH]					63
Management	[Progress bar to 60, labeled H]					60
Law	[Progress bar to 60, labeled H]					60
Marketing & Advertising	[Progress bar to 60, labeled H]					60
Entrepreneurship	[Progress bar to 42, labeled L]					42

**CONVENTIONAL — Moderate**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Office Management	[Progress bar to 47, labeled M]					47
Finance & Investing	[Progress bar to 44, labeled M]					44
Programming & Information Systems	[Progress bar to 34, labeled VL]					34
Taxes & Accounting	[Progress bar to 33, labeled VL]					33

**REALISTIC — Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Athletics	[Progress bar to 57, labeled H]					57
Protective Services	[Progress bar to 44, labeled M]					44
Mechanics & Construction	[Progress bar to 38, labeled L]					38
Computer Hardware & Electronics	[Progress bar to 36, labeled L]					36
Military	[Progress bar to 36, labeled VL]					36
Nature & Agriculture	[Progress bar to 34, labeled VL]					34

**INVESTIGATIVE — Very Little**

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Medical Science	[Progress bar to 46, labeled M]					46
Science	[Progress bar to 39, labeled L]					39
Research	[Progress bar to 37, labeled L]					37
Mathematics	[Progress bar to 35, labeled VL]					35

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 next three pages you will find your scores for 122 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.

**YOUR TOP TEN STRONG OCCUPATIONS**

1. **Special Education Teacher (SE)**
2. **Speech Pathologist (SA)**
3. **Public Relations Director (AE)**
4. **Community Service Director (SE)**
5. **Elementary School Teacher (S)**
6. **Foreign Language Teacher (SAE)**
7. **Corporate Trainer (AES)**
8. **Nursing Home Administrator (CES)**
9. **Broadcast Journalist (AE)**
10. **Paralegal (CE)**

**Occupations of  
Dissimilar Interest**

- 
- Physicist (IRA)**
  - Mathematician (IRC)**
  - Geologist (IRA)**
  - Chemist (IR)**
  - Biologist (IRA)**

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. If you have no scores in this range, take a look at those in the midrange and begin there. 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 those types of work and probably would contribute to such occupations in a unique way. Your career professional can guide you further in this process.

You can learn about occupations from information found in a public library, in the career library of a college or university near you, in a professional career center, or on the Internet. A recommended online source for occupational information is the O\*NET™ database at <http://online.onetcenter.org>. You can also learn a lot about an occupation by talking to people who are working in that particular occupation. These people can describe their day-to-day work and tell you what they like and dislike about it.

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		
SE	Special Education Teacher										73
SA	Speech Pathologist										72
SE	Community Service Director										69
S	Elementary School Teacher										69
SAE	Foreign Language Teacher										69
SE	School Counselor										66
SA	Social Worker										64
SEA	Social Science Teacher										63
SE	Parks & Recreation Manager										62
SEA	School Administrator										61
SA	College Instructor										60
SAR	Occupational Therapist										57
SAI	Rehabilitation Counselor										55
SAR	Minister										54
SA	Recreation Therapist										44
SCE	Licensed Practical Nurse										41
SI	Registered Nurse										39
SIR	Physical Therapist										36
SRC	Physical Education Teacher										20

**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://online.onetcenter.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		
AE	Public Relations Director										70
AES	Corporate Trainer										68
AE	Broadcast Journalist										66
ASE	English Teacher										65
A	Attorney										63
AE	Advertising Account Manager										61
A	Reporter										60
AI	Editor										54
ASI	ESL Instructor										52
ARE	Photographer										51
ASE	Art Teacher										49
A	Musician										47
AIR	Technical Writer										47
A	Translator										46
A	Librarian										42
AER	Public Administrator										40
ARI	Graphic Designer										36
AI	Urban & Regional Planner										30
AR	Artist										22
ARI	Architect										10
AIR	Medical Illustrator										-3

OCCUPATIONAL SCALES

SECTION 3

**ENTERPRISING – Selling, Managing, Persuading**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR MIDRANGE SIMILAR						STD SCORE
		10	15	20	30	40	50	
E	Retail Sales Representative	[Bar from 10 to 64]						64
EAS	Human Resources Manager	[Bar from 10 to 63]						63
ECS	Operations Manager	[Bar from 10 to 60]						60
EAS	Flight Attendant	[Bar from 10 to 59]						59
EAC	Florist	[Bar from 10 to 58]						58
ECS	Housekeeping/Maintenance Manager	[Bar from 10 to 58]						58
E	Life Insurance Agent	[Bar from 10 to 58]						58
ERA	Chef	[Bar from 10 to 56]						56
ECA	Retail Sales Manager	[Bar from 10 to 56]						56
ECA	Travel Consultant	[Bar from 10 to 56]						56
EC	Buyer	[Bar from 10 to 54]						54
E	Sales Manager	[Bar from 10 to 54]						54
EAS	Elected Public Official	[Bar from 10 to 53]						53
ECR	Restaurant Manager	[Bar from 10 to 52]						52
EC	Cosmetologist	[Bar from 10 to 51]						51
E	Top Executive	[Bar from 10 to 51]						51
ECR	Purchasing Agent	[Bar from 10 to 50]						50
E	Realtor	[Bar from 10 to 48]						48
EAI	Technical Sales Representative	[Bar from 10 to 47]						47
EA	Interior Designer	[Bar from 10 to 41]						41
ECR	Optician	[Bar from 10 to 40]						40
EA	Marketing Manager	[Bar from 10 to 36]						36
EIR	Investments Manager	[Bar from 10 to 7]						7

**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://online.onetcenter.org>.

**CONVENTIONAL – Accounting, Organizing, Processing Data**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR MIDRANGE SIMILAR						STD SCORE
		10	15	20	30	40	50	
CES	Nursing Home Administrator	[Bar from 10 to 68]						68
CE	Paralegal	[Bar from 10 to 66]						66
CE	Credit Manager	[Bar from 10 to 45]						45
CES	Food Service Manager	[Bar from 10 to 44]						44
CE	Banker	[Bar from 10 to 41]						41
CES	Business Education Teacher	[Bar from 10 to 37]						37
CRE	Military Enlisted	[Bar from 10 to 37]						37
CS	Administrative Assistant	[Bar from 10 to 32]						32
CSE	Farmer/Rancher	[Bar from 10 to 32]						32
CES	Production Worker	[Bar from 10 to 32]						32
C	Health Information Specialist	[Bar from 10 to 28]						28
CE	Financial Analyst	[Bar from 10 to 26]						26
CE	Financial Manager	[Bar from 10 to 24]						24
CE	Accountant	[Bar from 10 to 23]						23
C	Bookkeeper	[Bar from 10 to 23]						23
C	Computer Systems Analyst	[Bar from 10 to 11]						11
CIR	Mathematics Teacher	[Bar from 10 to 3]						3
C	Computer & IS Manager	[Bar from 10 to 1]						1
CI	Actuary	[Bar from 10 to 0]						0

OCCUPATIONAL SCALES

SECTION 3

**REALISTIC – Building, Repairing, Working Outdoors**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE			SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60		
RE	Law Enforcement Officer										37
REI	Military Officer										35
RIS	Radiologic Technologist										32
RCI	Emergency Medical Technician										27
RIC	Engineering Technician										18
RIC	Network Administrator										18
RIA	Electrician										17
RIC	Technical Support Specialist										17
REI	Horticulturist										14
RIS	Firefighter										12
RC	Landscape/Grounds Manager										12
RI	Engineer										11
RSI	Vocational Agriculture Teacher										11
R	Automobile Mechanic										9
RIA	Carpenter										5
RI	Forester										5
RIS	Athletic Trainer										-3

**Similar results (40 and above)**

You share interests with women in that occupation and probably would enjoy the work.

**Midrange results (30–39)**

You share some interests with women in that occupation and probably would enjoy some of the work.

**Dissimilar results (29 and below)**

You share few interests with women in that occupation and probably would not enjoy the work.

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

**INVESTIGATIVE – Researching, Analyzing, Inquiring**

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE			SIMILAR			STD SCORE
		10	15	20	30	40	50	55	60		
IES	Dietitian										29
IRA	Respiratory Therapist										24
IRA	Chiropractor										21
IRA	Dentist										20
IA	Psychologist										18
IR	Optometrist										17
ICR	Pharmacist										16
IAR	University Professor										12
IRC	Medical Technician										10
IR	Software Developer										9
IAR	Sociologist										8
IRS	Science Teacher										6
IA	Geographer										3
IRC	Medical Technologist										1
IAR	Physician										1
IRC	Computer Scientist										-1
IR	R&D Manager										-10
IRA	Veterinarian										-10
IRA	Biologist										-12
IR	Chemist										-13
IRA	Geologist										-16
IRC	Mathematician										-23
IRA	Physicist										-36



PERSONAL STYLE SCALES

SECTION 4

The Personal Style Scales describe different ways of approaching people, learning, leading, making decisions, 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 more effectively narrow your choices and examine your opportunities. Each scale includes descriptions at both ends of the continuum, with scores indicating 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 are likely to prefer working with people
2. You seem to prefer to learn through lectures and books
3. You probably prefer to lead by taking charge
4. You may dislike taking risks
5. You probably enjoy 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		< 25	CLEAR 35	MIDRANGE 45 55	CLEAR 65	75 >	STD SCORE
<b>Work Style</b>	<p>Prefers working alone; enjoys data, ideas, or things; reserved</p> <p>Prefers working with people; enjoys helping others; outgoing</p>						83
<b>Learning Environment</b>	<p>Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill</p> <p>Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake</p>						57
<b>Leadership Style</b>	<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> <p>Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily</p>						57
<b>Risk Taking</b>	<p>Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions</p> <p>Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions</p>						45
<b>Team Orientation</b>	<p>Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own</p> <p>Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others</p>						71

## PROFILE SUMMARY

## SECTION 5

**YOUR HIGHEST THEMES**

Social, Artistic, Enterprising

**YOUR THEME CODE**

SAE

**YOUR TOP FIVE INTEREST AREAS**

1. Teaching & Education (S)
2. Counseling & Helping (S)
3. Human Resources & Training (S)
4. Sales (E)
5. Politics & Public Speaking (E)

**Areas of Least Interest**

Taxes & Accounting (C)  
 Programming & Information Systems (C)  
 Nature & Agriculture (R)

**YOUR TOP TEN STRONG OCCUPATIONS**

1. Special Education Teacher (SE)
2. Speech Pathologist (SA)
3. Public Relations Director (AE)
4. Community Service Director (SE)
5. Elementary School Teacher (S)
6. Foreign Language Teacher (SAE)
7. Corporate Trainer (AES)
8. Nursing Home Administrator (CES)
9. Broadcast Journalist (AE)
10. Paralegal (CE)

**Occupations of Dissimilar Interest**

Physicist (IRA)  
 Mathematician (IRC)  
 Geologist (IRA)  
 Chemist (IR)  
 Biologist (IRA)

**YOUR PERSONAL STYLE SCALES PREFERENCES**

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

## RESPONSE SUMMARY

## SECTION 6

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

ITEM RESPONSE PERCENTAGES					
Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	21	30	18	13	19
Subject Areas	20	33	9	11	28
Activities	20	18	29	8	24
Leisure Activities	26	22	30	0	22
People	19	13	38	19	13
Characteristics	33	22	22	0	22
<b>TOTAL PERCENTAGE</b>	<b>21</b>	<b>25</b>	<b>22</b>	<b>10</b>	<b>22</b>

Total possible responses: 291    Your response total: 288    Items omitted: 3    Typicality index: 24—Combination of item responses appears consistent

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

## USING YOUR THEMES

Your *Strong* results indicate a Theme code of 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	Marketing	Real Estate
Business Education	Hotel Management	Personnel and Labor Relations	Restaurant Management
Consumer Economics	Human Resources	Political Science	Retail Merchandising
Finance	Insurance	Pre-Law	Travel and Tourism
Government	International Relations	Public Administration	
History	Management	Public Relations	



## 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).

### 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

### 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

### HUMAN RESOURCES & TRAINING — Very High

Developing and training people; managing and directing employment activities of an organization

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Business Student Organization Human Resources Society Student Leadership Position	Campus Career Center Corporate Training Firm Human Resources Department	Business Management Human Resource Development Industrial Relations

### SALES — Very High

Selling products or services, or working with salespeople

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Business Student Organization Charity Sales Drive Fundraising Campaign	Company Sales Department Retail Sales Travel/Tourism Company	Business Administration Marketing Real Estate

### POLITICS & PUBLIC SPEAKING — Very High

Persuading and influencing others verbally

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

## USING YOUR OCCUPATIONAL SCALES

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

### YOUR TOP STRONG OCCUPATIONS

OCCUPATIONAL SCALE	THEME CODE	EDUCATIONAL PREPARATION	COLLEGE COURSES	RELATED CAREERS
<b>Special Education Teacher</b>	<b>SE</b>	BA or MA, plus teaching certificate	Education Child Development Psychology	Child Counselor Recreation Therapist Occupational Therapist
<b>Speech Pathologist</b>	<b>SA</b>	MA or PhD in speech pathology	Chemistry Biological Sciences Anatomy	Rehabilitation Counselor Hearing Technician Occupational Therapist
<b>Public Relations Director</b>	<b>AE</b>	BA or MA in communications or public relations	Journalism Communications Business Management	Lobbyist Fundraiser Marketing Executive
<b>Community Service Director</b>	<b>SE</b>	BA or MA in liberal arts or business	Communications Business Management Political Science	Camp Director Residence Hall Director Convention Manager
<b>Elementary School Teacher</b>	<b>S</b>	BA or MA, plus teaching certificate	Education Child Development Communications	Preschool Teacher Child Counselor Reading Specialist
<b>Foreign Language Teacher</b>	<b>SAE</b>	BA or MA, plus teaching certificate	Foreign Languages Education Literature	Translator Language Interpreter Interpreter for the Deaf
<b>Corporate Trainer</b>	<b>AES</b>	BA or MA in liberal arts or business	Human Resources Psychology Business Management	Career Counselor Education Administrator Human Resources Manager
<b>Nursing Home Administrator</b>	<b>CES</b>	MA in health services administration preferred	Health Administration Business Administration Healthcare Professions	Health Services Manager Community Services Manager Insurance Underwriter
<b>Broadcast Journalist</b>	<b>AE</b>	AA or BA in liberal arts	Journalism Public Speaking Mass Communications	Media Producer TV/Video Operator Reporter
<b>Paralegal</b>	<b>CE</b>	AA or BA, plus formal paralegal training	Law Legal Research Criminal Justice	Law Clerk Claims Investigator Lawyer

## 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
<b>Work Style</b>	<ul style="list-style-type: none"> <li>• Your score suggests a preference for working closely or frequently with people rather than working alone.</li> <li>• 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.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Your score suggests you enjoy the traditional student role and learning for the sake of learning.</li> <li>• You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs.</li> </ul>
<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>• Your score suggests a preference for taking charge through meeting, persuading, and directing others.</li> <li>• You may enjoy leading a student organization, coordinating campus events, or facilitating classroom discussions.</li> </ul>
<b>Risk Taking</b>	<ul style="list-style-type: none"> <li>• Your score suggests a preference for careful consideration before acting or deciding.</li> <li>• You may prefer academic work that involves research, reading, and “how-to” workshops rather than assignments that require approaching new things spontaneously or quickly.</li> </ul>
<b>Team Orientation</b>	<ul style="list-style-type: none"> <li>• Your score suggests a preference for team-based activities and for collaborating with others to solve problems.</li> <li>• You may enjoy group projects, interactive seminars, and getting involved in campus groups and committees.</li> </ul>

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

### YOUR STRONG RESULTS

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 listed at right are presented in your order of interest.

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.

### SIX GENERAL OCCUPATIONAL THEMES

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

### YOUR MBTI® RESULTS

Your MBTI results show these four personality preferences: **ENFJ**

People with ENFJ preferences like to use their creativity to help others develop their potential. They enjoy solving problems using a personal approach and making decisions based on how the outcomes will affect those who are important to them.

### YOUR FOUR PERSONALITY PREFERENCES

- **Extraversion**—Getting energy from and attuning to the external environment
- **iNtuition**—Focusing on the big picture and future possibilities
- **Feeling**—Making decisions based on person-centered values
- **Judging**—Being organized and decisive

*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 **Social + ENFJ**.

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 may affect your career exploration.

### SOCIAL + ENFJ—The Collaborative Helpers

<b>Social work environments</b>	<ul style="list-style-type: none"> <li>• Interactive, collaborative</li> <li>• Supportive</li> <li>• Helpful</li> <li>• Focused on benefiting others</li> </ul>
<b>ENFJs at work</b>	<ul style="list-style-type: none"> <li>• Enjoy developing human resources</li> <li>• Are able to connect everyday routines to the bigger picture</li> <li>• Make decisions that promote consensus and harmony</li> <li>• Follow through and get things done</li> </ul>
<b>Social + ENFJ individuals often like</b>	<ul style="list-style-type: none"> <li>• Finding innovative ways to solve people's problems</li> <li>• Encouraging personal and professional development</li> <li>• Building consensus and contributing to team efforts</li> <li>• Managing projects that deliver helpful services</li> </ul>

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

- Encourage the open discussion of ideas
- Facilitate consensus when making decisions
- Contribute much-needed structure and organization
- See projects through to completion

However, some Social work environments may seem a bit too unproductive to you. Your need for focus may at times be seen by your co-workers as impersonal.

## YOUR PERSONAL STYLE AND MBTI® PREFERENCES

---

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

### STRONG WORK STYLE + ENFJ

---

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 + ENFJ

---

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

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

### STRONG LEADERSHIP STYLE + ENFJ

---

Your *Strong* result and MBTI preferences for Extraversion, Intuition, and Feeling suggest that you may:

- Feel comfortable expressing your ideas and values
- Like managing people and giving directions
- Enjoy getting things going and motivating others to get a job done
- Want a job that provides opportunities to be in charge

### STRONG RISK TAKING + ENFJ

---

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

- Be most comfortable in positions that provide stability
- Prefer positions in which you can establish strong commitments to the people or the goals
- Want your job to consistently and reliably offer opportunities for you to help others

### STRONG TEAM ORIENTATION + ENFJ

---

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 + ENFJ TYPES

The career fields to the right reflect both Social work environments suggested by your *Strong* results and O\*NET™ job families that attract ENFJ types. You can find out more about these career fields by looking up their codes at [www.online.onetcenter.org](http://www.online.onetcenter.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
Teaching	25-2021.00	25-1081.00
	25-2022.00	25-2031.00
Health Care	29-1199.99	25-1072.00
	29-1071.00	29-1062.00
Educational Administration	11-9032.00	

### OCCUPATIONS FOR YOUR COMBINED STRONG AND MBTI® RESULTS

The occupations in the table that follows were suggested by both your *Strong* and MBTI results, thus making it likely that you may find these occupations 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 ENFJ preferences who are satisfied with their job

These occupations are based on data collected from more than 68,000 people who are satisfied with their jobs and have taken the *Strong* inventory and from more than 92,000 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. O\*NET is the standard method for classifying occupations.

#### YOUR TOP OCCUPATIONS

OCCUPATION	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs)
<b>Special Education Teacher</b>	<ul style="list-style-type: none"> <li>• Teach school subjects and daily living skills to educationally and physically handicapped students</li> <li>• Confer with parents, administrators, and others to develop individual educational plans to promote students' educational, physical, and social development</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of methods for curriculum design, teaching, and instruction</li> <li>• Skill in selecting and using instructional training methods and procedures appropriate to the person</li> <li>• Knowledge of human behavior and performance</li> </ul>
<b>Speech Pathologist</b>	<ul style="list-style-type: none"> <li>• Assess and treat persons with speech, language, voice, and fluency disorders</li> <li>• Administer speech/language evaluations or examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of methods for diagnosing and treating speech disorders</li> <li>• Knowledge of the structure and content of the English language</li> </ul>

Continued on next page →

**YOUR TOP OCCUPATIONS (continued)**

OCCUPATION	TYPICAL WORK TASKS	SELECTED KNOWLEDGE, SKILLS, ABILITIES (KSAs)
<b>Public Relations Director</b>	<ul style="list-style-type: none"> <li>Plan and direct public relations programs to create and maintain a favorable public image for clients</li> <li>Identify main audiences and determine the best way to communicate to them</li> <li>Engage in promoting goodwill for individuals, groups, or organizations</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of methods for showing, promoting, and selling products or services</li> <li>Knowledge of techniques for media production, communication, and dissemination</li> <li>Skill at persuading others to change their minds or behavior</li> </ul>
<b>Community Service Director</b>	<ul style="list-style-type: none"> <li>Plan, organize, and/or coordinate the activities of a social service program or community outreach organization</li> <li>Direct fund-raising activities</li> <li>Plan and administer budgets</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles of strategic planning and management of people and resources</li> <li>Knowledge of processes for providing customer service, including assessing needs and evaluating satisfaction</li> <li>Ability to represent the organization to customers, the public, government, and other external parties</li> </ul>
<b>Elementary School Teacher</b>	<ul style="list-style-type: none"> <li>Teach basic academic and social skills</li> <li>Prepare, administer, and grade tests and assignments</li> <li>Confer with interested parties to resolve students' behavioral and academic problems</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of principles and methods for curriculum design, teaching, and instruction</li> <li>Ability to verbally communicate information and ideas so others will understand</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>Counsel individuals and provide group educational and vocational guidance services</li> <li>Advise students in understanding and overcoming personal and social problems</li> <li>Assess students' abilities, interests, and personality</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of human behavior and performance</li> <li>Knowledge of methods for treating mental dysfunctions and for providing career counseling and guidance</li> </ul>
<b>Social Worker</b>	<ul style="list-style-type: none"> <li>Provide services to improve the social and psychological functioning of individuals, children, and families</li> <li>Maintain case history records and prepare reports</li> <li>Assess and treat individuals with mental, emotional, or substance abuse problems</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of human behavior and performance and the assessment and treatment of behavioral and affective disorders</li> <li>Knowledge of government regulations and agency rules</li> <li>Skill in being sensitive to others' needs and feelings and being understanding and helpful on the job</li> </ul>
<b>Advertising Account Manager</b>	<ul style="list-style-type: none"> <li>Plan and administer advertising policies and programs</li> <li>Oversee production of ads, contests, and coupons to create interest in a product or service</li> <li>Coordinate activities of sales, media, graphic arts, and finance professionals</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of marketing strategy, promotions, product demonstration, and sales techniques</li> <li>Knowledge of media production, communication, and dissemination methods</li> <li>Ability to convey information clearly and effectively</li> </ul>
<b>School Administrator</b>	<ul style="list-style-type: none"> <li>Plan, direct, and coordinate the academic activities of elementary or secondary schools</li> <li>Collaborate with teachers and parents</li> <li>Allocate funds for staff, supplies, and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of curriculum design and teaching</li> <li>Skill in organizing, planning, and prioritizing work for self and others</li> <li>Ability to communicate with people outside the organization</li> </ul>

**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 on the preceding pages 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 instruments. Some of them are listed here.

### OCCUPATIONS TO EXPLORE

Broadcast journalist	Graphic designer	Musician	Physical therapist
College instructor	Interior designer	Nursing home administrator	Realtor
English teacher	Life insurance agent	Occupational therapist	Rehabilitation counselor
Flight attendant	Marketing manager	Parks & recreation mgr	Social science teacher
Foreign language teacher	Minister	Photographer	Urban & regional planner

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 design and provide programs and services 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 coordinate and organize?**

**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 MANAGEMENT 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 ENFJ 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, ENFJ. Check any of 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 any of 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
- Realistic**—building, repairing, using tools; working in an environment that is product driven, structured, and hands-on
- Investigative**—analyzing, solving problems, designing; working in an environment that is research oriented, scientific, and scholarly

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 & OTHER AREAS OF YOUR LIFE?

---

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

- Taking courses in psychology, education, and religion or related fields
- Volunteering for organizations that benefit the community
- Being active in their children's schools
- Taking on leadership roles in their professional associations or religious/spiritual groups
- Cooking for and entertaining 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.

- 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
- 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
- Human Resources & Training**—Attending or conducting leadership training programs; giving presentations at professional association conferences; leading team-building groups; mentoring a high school or college student; reading about organizational development; taking classes in adult development, communication, or personnel theory and practice
- Sales**—Helping with community and service club fund-raising events; mentoring a high school student who is interested in sales; investing in real estate; traveling for business; entertaining clients; reading and watching television programs about successful businesspeople; taking classes in management, communication, or sales techniques
- Politics & Public Speaking**—Campaigning for public office; joining a speaker's club or lecture circuit; debating public issues on television, radio, or Webcasts; organizing the lobbying efforts of your professional association; registering people to vote; reading books about politics; writing a political blog; taking classes in public speaking, history, 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 ENFJ 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 Judging suggest that:

- You may not be comfortable taking risks
- Moving in a new career direction will not be easy for you
- You may feel that it would be easier to stay with what has worked well for you in the past than to try something unknown
- If you decide to make a change, you will have to be sure it is congruent with your strong 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
- 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 ENFJ 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 **Judging** to structure your activities, set goals, and establish timelines. But also try to stay open to any new opportunities that may develop along the way.

## 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.
- If you like using computers, research the career fields and occupations suggested in this report at [www.online.onetcenter.org](http://www.online.onetcenter.org) or [www.bls.gov/oco](http://www.bls.gov/oco).
- If you prefer reading, visit your library or university career center and read about suggested occupations in the *Occupational Outlook Handbook* or other references available there.
- If you prefer discussion, 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 frequently to make sure you stay motivated and on target. Good luck as your career continues to unfold and develop!

For more than 60 years, the *Strong* and MBTI® tools have helped millions of people throughout the world gain a deeper understanding of themselves and their career interests. To locate the resources listed above and others that will help you increase your knowledge, visit [www.cpp.com](http://www.cpp.com).

