



Introduction to the New iStartStrong



Presented by: Judith Grutter M.S, NCC, MCC
March 1, 2011



The *Strong* Family of Products





Strong Theoretical Framework

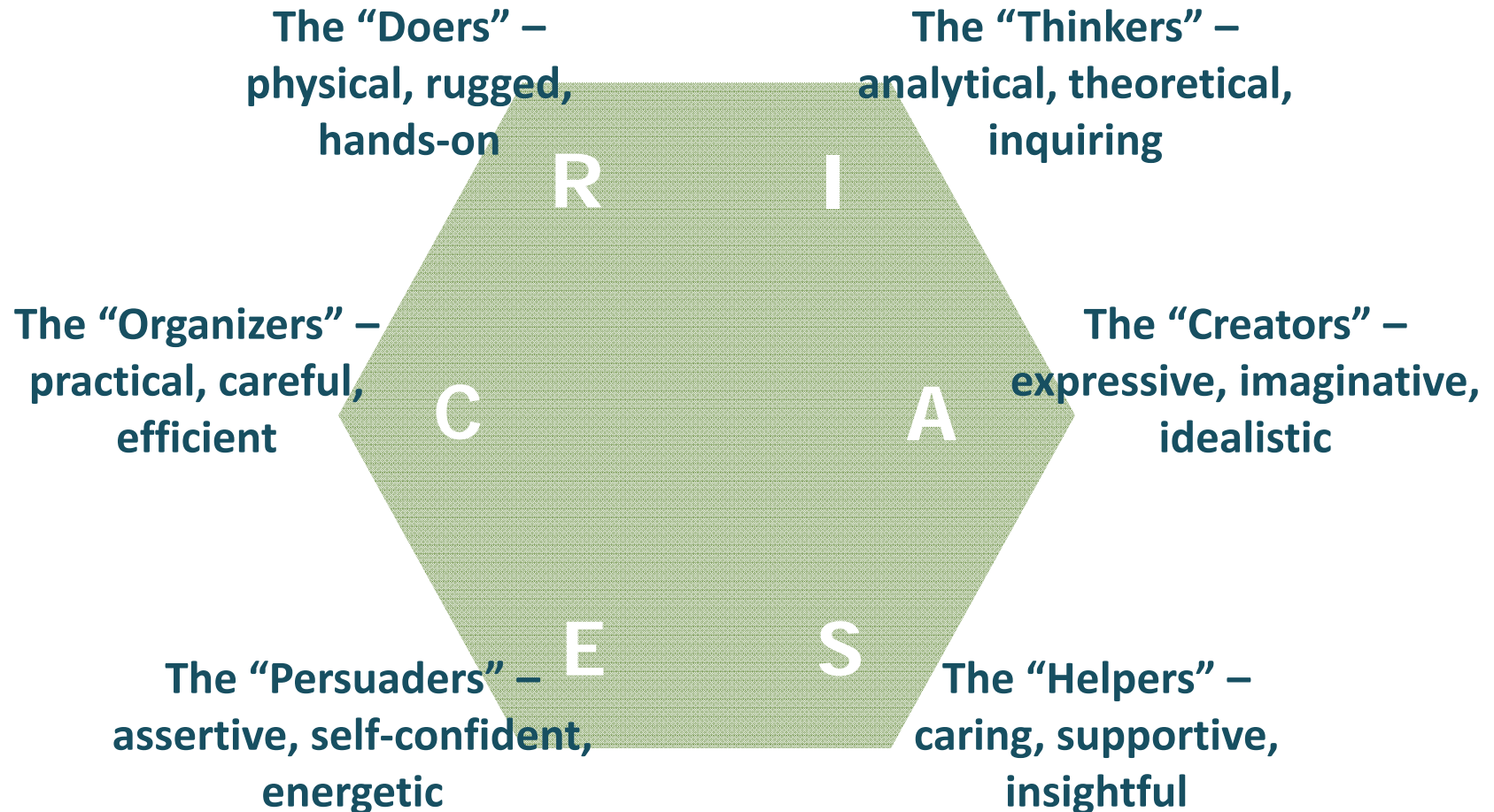
John Holland's RIASEC theory of vocational psychology:

- Six basic categories of personality.
- Six corresponding categories of work environments.
- Most people and work environments are a combination of categories.

The best possible fit!



The RIASEC Hexagon





The *Strong* Scales

RIASEC Scales

- General Occupational Themes (6)
- Basic Interest Scales (30)
- Occupational Scales (122)

Other Scales

- Personal Style Scales (5)
- Administrative Indexes (3)



Emphasizes the Visual

Report designed for:

- Visual appeal
- Easy access to more information
- Interactivity





Overview



General Themes

describe your personality and potentially satisfying work environments.



Specific Interests

narrow the General Themes into interest areas related to career fields, occupations, education and training, and activities you would likely find rewarding.



Sally's Themes

Your General Themes

The *Strong* uses six General Themes to describe your personality and the kinds of work environments you might find satisfying. Many people find that a combination of two Themes describes them well. You are likely to enjoy work environments that closely correspond to your top Themes.

Your Top Themes

SOCIAL & ARTISTIC

You probably would like work environments where you can help and teach others using your creativity.



Sally's Themes – More Information



SOCIAL people
are helpers!

You like to help, nurture, and care for others.

[Learn More](#)



ARTISTIC people
are creators!

You like to express your creativity either by doing art yourself or by appreciating the creativity of others.

[Learn More](#)



The Social Theme

Social

Social is all about helping, instructing, and caring for others.



- Social people describe themselves as caring, helpful, friendly, and responsible.
- They are attracted to work environments that are supportive, collaborative, and cooperative. They like to solve problems through discussions of feelings and interactions with others.
- They tend to be very expressive, and they often enjoy taking a leadership role at work and in school.
- Social occupations frequently involve working with, communicating with, and teaching people. Persons in these occupations often help or provide service to others.



The Artistic Theme

Artistic

Artistic is all about creating and enjoying art.



- Artistic people describe themselves as creative, expressive, and nonconforming.
- They are attracted to work environments that encourage individual self-expression.
- They tend to be sensitive and creative, and they bring a unique approach to their work. They often pursue their specific artistic interests separately from their career.
- Artistic occupations frequently involve working with forms, designs, and patterns. They often require self-expression. The work can usually be done without following a clear set of rules.

Up to now you've been exploring your top two Themes. The other four Themes are listed here in your order of interest. The farther down the list a Theme is, the less likely it is to attract you. Just as before, each Theme links to more information. Click the links even if you are pretty sure the Themes don't describe you to see if the additional information may be useful. Think of people you know who seem to fit the descriptions. Knowing about a range of careers and work environments will help you see where you do and don't fit in.



ENTERPRISING people
are persuaders!

They like to lead and influence others.

[Learn More](#)



INVESTIGATIVE people
are thinkers!

They like to analyze and interpret data.

[Learn More](#)



CONVENTIONAL people
are organizers!

They like to collect and manage information.

[Learn More](#)



REALISTIC people
are doers!

They like to use coordination and physical strength.

[Learn More](#)

Sally's Top 5 Specific Interests

Your Specific Interests

In addition to the 6 General Themes, the *Strong* gives you information on 30 Specific Interests and how you rated them. You can use your top interests to explore career fields, school subjects and college majors, training programs, outside activities—anything that reflects what you like to do. Although liking something doesn't guarantee you will be good at it, you are more likely to be better at things you like to do than at things you don't enjoy.

Your Top 5 Specific Interests

TEACHING AND EDUCATION
WRITING AND MASS COMMUNICATION
COUNSELING AND HELPING
SOCIAL SCIENCES
VISUAL ARTS AND DESIGN



Sally's Top Specific Interest

Use the links below to learn more about your top five Specific Interests, and mark anything that you would like to learn more about.



TEACHING AND EDUCATION

Your interest in this area suggests that you would enjoy teaching young people with considerable student-teacher interaction. Typical work tasks include instructing through lectures, discussions, and demonstrations, preparing materials for classroom activities, evaluating students' performance, and conferring with parents and other teachers.

[Areas of Study](#) | [Career Fields](#) | [Activities](#)

Related Occupations

[Child Care Worker](#)
[Elementary School Teacher or
Secondary School Teacher](#)
[Preschool Teacher](#)
[School Principal](#)
[Special Education Teacher](#)
[Teacher's Aide](#)





Teaching and Education



People with this Specific Interest often enjoy teaching young people with considerable student-teacher interaction. Typical work tasks include instructing through lectures, discussions, and demonstrations, preparing materials for classroom activities, evaluating students' performance, and conferring with parents and other teachers. The following areas of study, career fields, occupations, and activities may appeal to people interested in **Teaching and Education**.



AREAS OF STUDY

Child development	Elementary education
Cultural studies	Human development
Educational administration	Social science



CAREER FIELDS

Elementary education	School administration
High school teaching	School counseling
Instructional design	Special education



OCCUPATIONS

Child Care Worker	School Principal
Elementary or Secondary School Teacher	Special Education Teacher
Preschool Teacher	Teacher's Aide



ACTIVITIES

Coaching	Reading about child psychology
Leading a Scout troop or other youth group	Tutoring
Providing child care	Volunteer teaching



Areas of Study



Teaching and Education

People with this Specific Interest often enjoy teaching young people with considerable student-teacher interaction. Typical work tasks include instructing through lectures, discussions, and demonstrations, preparing materials for classroom activities, evaluating students' performance, and conferring with parents and other teachers. The following areas of study, career fields, occupations, and activities may appeal to people interested in **Teaching and Education**.



AREAS OF STUDY

Child development

Cultural studies

Educational administration

Elementary education

Human development

Social science



Career Fields and Occupations



CAREER FIELDS

Elementary education

High school teaching

Instructional design

School administration

School counseling

Special education



OCCUPATIONS

Child Care Worker

Elementary or Secondary School
Teacher

Preschool Teacher

School Principal

Special Education Teacher

Teacher's Aide



Link to O*Net



O*NET OnLine

Occupation Quick Search:

[Help](#)

[Find Occupations](#)

[Advanced Search](#)

[Crosswalks](#)

[O*NET Sites](#)

Summary Report for: 25-2021.00 - Elementary School Teachers, Except Special Education

[Updated 2010](#)



Teach pupils in public or private schools at the elementary level basic academic, social, and other formative skills.

Sample of reported job titles: Teacher, Elementary Teacher, Classroom Teacher, Kindergarten Teacher, Elementary School Teacher, Elementary Education Teacher, 1st Grade Teacher, Second Grade Teacher, 6th Grade Teacher, Art Teacher

View report:

[Summary](#)

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[Tasks](#) | [Tools & Technology](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Additional Information](#)

Tasks

- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
- Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Prepare materials and classrooms for class activities.



Knowledge Required

Knowledge

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.



Skills Required

Skills

Instructing — Teaching others how to do something.

Speaking — Talking to others to convey information effectively.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.



Abilities Required

Abilities

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Speech Clarity — The ability to speak clearly so others can understand you.

Speech Recognition — The ability to identify and understand the speech of another person.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).



Typical Work Activities

Work Activities

Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.

Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.



Interests and Work Styles

Interests

Interest code: SAC

Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

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Work Styles

Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

Integrity — Job requires being honest and ethical.

Leadership — Job requires a willingness to lead, take charge, and offer opinions and direction.

Achievement/Effort — Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

Initiative — Job requires a willingness to take on responsibilities and challenges.

Work Values

Relationships — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.

Achievement — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

Independence — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

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Related Occupations

- 25-2011.00 [Preschool Teachers, Except Special Education](#)  **Bright Outlook**
- 25-2012.00 [Kindergarten Teachers, Except Special Education](#)
- 25-4021.00 [Librarians](#)
- 25-9031.00 [Instructional Coordinators](#) 
- 25-9041.00 [Teacher Assistants](#) 
- 39-9032.00 [Recreation Workers](#) 

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Wages & Employment Trends

National

Median wages (2009) \$50,510 annual

Employment (2008) 1,550,000 employees

Projected growth (2008-2018)  Faster than average (14% to 19%)

Projected job openings (2008-2018) 596,500

Top industries (2008) [Educational Services](#)

- Occupation Information
 - Occupation Profile
 - Military to Civilian Occupation Translator
 - Tools and Technology
 - Fastest-Growing
 - Most Openings
 - Largest Employment
 - Declining Employment
 - Highest-Paying
 - Compare Local Wages
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 - Compare Employment Trends
 - Industry/Occupation Trends
- Industry Information
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- Career Tools
- Videos
- Find It By Topic

[Help on this page](#) [Printer-Friendly Version](#)

Occupation Profile

 ▼ go

Selected Criteria:

Occupation: **Elementary School Teachers, Except Special Education** [Change Occupation](#)
 State: **California** [Change State](#)
 Profile Content: *(content listed below)* [Modify Profile Content](#)

[Wages](#) | [Employment Trends](#)

ELEMENTARY SCHOOL TEACHERS, EXCEPT SPECIAL EDUCATION: CALIFORNIA

Occupation Description

Teach pupils in public or private schools at the elementary level basic academic, social, and other formative skills. Exclude "Special Education Teachers".

Career Video



View career video with one of the following:



[Additional videos](#) and more information available on CareerOneStop.

State and National Wages

[Wage Table](#)
 [Hourly Wage Chart](#)
 [Yearly Wage Chart](#)

Location	Pay Period	2009				
		10%	25%	Median	75%	90%
United States	Hourly	—	—	—	—	—
	Yearly	\$33,800	\$40,900	\$50,500	\$63,600	\$78,700
California	Hourly	—	—	—	—	—
	Yearly	\$37,800	\$46,500	\$60,100	\$75,200	\$87,500

Note: There is no hourly wage data available for this occupation.



ELEMENTARY SCHOOL TEACHERS, EXCEPT SPECIAL EDUCATION: CALIFORNIA

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30 Specific Occupations

- 6 Occupations that link to
 - Work Tasks
 - Knowledge
 - Skills
 - Abilities
 - Work Activities
 - Interests
 - Work Styles
 - Work Values
 - Additional Related Occupations
 - Wages and Employment Trends: State & National
 - Videos



Trying Out Specific Interests



ACTIVITIES

Coaching

Leading a Scout troop or other youth group

Providing child care

Reading about child psychology

Tutoring

Volunteer teaching



Teaching and Education



People with this Specific Interest often enjoy teaching young people with considerable student-teacher interaction. Typical work tasks include instructing through lectures, discussions, and demonstrations, preparing materials for classroom activities, evaluating students' performance, and conferring with parents and other teachers. The following areas of study, career fields, occupations, and activities may appeal to people interested in **Teaching and Education**.



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Cultural studies	Human development
Educational administration	Social science



CAREER FIELDS

Elementary education	School administration
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Instructional design	Special education



OCCUPATIONS

Child Care Worker	School Principal
Elementary or Secondary School Teacher	Special Education Teacher
Preschool Teacher	Teacher's Aide



ACTIVITIES

Coaching	Reading about child psychology
Leading a Scout troop or other youth group	Tutoring
Providing child care	Volunteer teaching



COUNSELING AND HELPING

Your interest in this area suggests that you would enjoy helping others overcome difficulties. The work often involves counseling individuals, groups, and families; developing and implementing treatment plans; providing crisis intervention; and maintaining records and preparing reports.

[Areas of Study](#) | [Career Fields](#) | [Activities](#)

Related Occupations

[Mental Health Counselor](#)
[Psychiatric Technician](#)
[Psychologist](#)
[Residential Advisor](#)
[School Counselor](#)
[Social Worker](#)



SOCIAL SCIENCES

Your interest in this area suggests that you would enjoy the study of people, groups, society, and cultures. The work often involves conducting research, studying human society and human behavior, analyzing the interaction of groups, applying social science principles to organizations, and teaching.

[Areas of Study](#) | [Career Fields](#) | [Activities](#)

Related Occupations

[Anthropologist](#)
[Clinical Psychologist](#)
[Economist](#)
[Organizational Psychologist](#)
[Policy Analyst](#)
[Sociologist](#)



VISUAL ARTS AND DESIGN

Your interest in this area suggests that you would enjoy visual creativity and spatial visualization for applied or commercial purposes. Typical work tasks include using a variety of media to create visual elements, designing structures and exhibits, and creating graphics for packaging, displays, or logos.

[Areas of Study](#) | [Career Fields](#) | [Activities](#)

Related Occupations

[Animator](#)
[Architect](#)
[Graphic Designer](#)
[Interior Designer](#)
[Photographer](#)
[Web Developer](#)

Now that you have read about your top 5 Specific Interests, review the other 25 Specific Interests, listed below in order from most to least appealing to you. Check out any that you're curious about by clicking its name.

- [Law](#)
- [Human Resources and Training](#)
- [Politics and Public Speaking](#)
- [Performing Arts](#)
- [Marketing and Advertising](#)
- [Culinary Arts](#)
- [Finance and Investing](#)
- [Sales](#)
- [Religion and Spirituality](#)
- [Management](#)
- [Healthcare Services](#)
- [Athletics](#)
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- [Science](#)
- [Office Management](#)
- [Entrepreneurship](#)
- [Taxes and Accounting](#)
- [Mathematics](#)
- [Programming and Information Systems](#)
- [Military](#)
- [Protective Services](#)
- [Nature and Agriculture](#)
- [Mechanics and Construction](#)
- [Computer Hardware and Electronics](#)



The next section provides a summary of your results and suggested next steps in your career exploration.



Law

People with this Specific Interest typically enjoy debating and arguing points of law. The work often involves representing clients in legal proceedings, facilitating conflict resolution, holding public meetings, researching legal precedents, preparing legal documents, assisting lawyers and judges in court, and transcribing trial proceedings. The following areas of study, career fields, occupations, and activities may appeal to people interested in **Law**.



AREAS OF STUDY

Criminal justice	Legal assisting
History	Political science
Law	Public administration



CAREER FIELDS

Court reporting	Mediation
Law	Public administration
Legal assisting	Teaching



OCCUPATIONS

Arbitrator/Mediator	Lawyer
Court Reporter	Paralegal
Law Clerk	Urban Planner



ACTIVITIES

Becoming a police cadet	Serving on a jury
Coaching a debate team	Watching court programs on TV
Reading books about law and politics	Working on a civic improvement program





Summary Page

Your STRONG Summary

General personality characteristics—your General Themes—and what you like to do—your Specific Interests—are very important in identifying potential work environments, areas of study, career fields, and activities. Here again are your top Themes and Interests.



SOCIAL
Helping others



ARTISTIC
Expressing creativity

TEACHING AND EDUCATION

WRITING AND MASS
COMMUNICATION

COUNSELING AND HELPING

SOCIAL SCIENCES

VISUAL ARTS AND DESIGN



Links to Other Online Resources

Congratulations! By completing the *Strong Interest Inventory* assessment you have taken a key step in planning your future. You've learned about work environments that are a good fit for your personality and specific things you might like to do based on your interests. The more you know about yourself and careers, the more useful and targeted information you'll have for making decisions. Consider speaking with a career counselor or advisor about an expanded interpretation of your *Strong* results.

In addition, explore some career resources on your own. Here are a few on the Web to get you started.

- Descriptions of jobs and projected openings: [Occupational Outlook Handbook](#)
- Career information by school subject: [Bureau of Labor Statistics](#)
- Career information linked to General Themes: [O*NET](#)

And talk to people—people you know, people you know who know people—anyone who can give you firsthand information about jobs and career paths. You can find people through college and university alumni offices, professional associations, online networking groups, and local and regional career centers. Many people will let you “shadow” them while they do their work. This is a terrific way to find out what a job is really like. Good luck!

Occupational Outlook Handbook, 2010-11 Edition

 FONT SIZE: PRINT: 

OOH HOME

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OVERVIEW OF THE 2008-18 PROJECTIONS

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SEARCH OOH

RELATED LINKS:

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TEACHERS GUIDE

OOH FAQs

ADDITIONAL LINKS:

CAREER GUIDE TO INDUSTRIES

CAREER ARTICLES FROM THE OOH

EMPLOYMENT PROJECTIONS

Occupational Outlook Handbook (OOH), 2010-11 Edition

For hundreds of different types of jobs—such as [teacher](#), [lawyer](#), and [nurse](#)—the *Occupational Outlook Handbook* tells you:

- the training and education needed
- earnings
- expected job prospects
- what workers do on the job
- working conditions



In addition, the *Handbook* gives you [job search tips](#), links to [information about the job market in each State](#), and [more](#). You can also view [frequently asked questions](#) about the *Handbook*.

Customer Survey

The Bureau of Labor Statistics' (BLS) Office of Publications is conducting a survey to determine how we can improve BLS publications. For more information and to take the survey please visit www.bls.gov/bls/customer_survey_oob_2010.htm.

Now available! Career information for 100 occupations from the *Occupational Outlook Handbook* in [Spanish](#).

Now available! Career information for the [wind energy industry](#).

Ways to use the *Occupational Outlook Handbook* site:

1. To find out about a specific occupation or topic, use the [Search box](#) that is on every page—enter your search term in the box.
2. To find out about many occupations, browse through listings using the Occupations links that are on the left side of each page.
3. For a listing of all occupations in alphabetical order, go to the [A-Z Index](#) and select a letter.

About the *Handbook*: The *Occupational Outlook Handbook* is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. The *Handbook* is revised every two years.

TOOLS

Areas at a Glance
Industries at a Glance
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CALCULATORS

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[BLS Home Page](#) | [Teacher's Guide](#) | [BLS Career Information](#) | [A-Z List of Careers](#)



Browse by O*NET Data

O*NET Data descriptors are categories of occupational information collected and available for O*NET-SOC occupations. Each descriptor contains more specific elements with data ratings.

Interests

Preferences for work environments and outcomes.

Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Investigative — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.



Theme Scores (*Strong Profile*)

YOUR HIGHEST THEMES

Social, Artistic, Enterprising

YOUR THEME CODE

SAE

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		< 30	40	50	60	70 >	
Social	S	VERY HIGH					68
Artistic	A	HIGH					64
Enterprising	E	MODERATE					55
Investigative	I	MODERATE					48
Conventional	C	MODERATE					47
Realistic	R	VERY LITTLE					32



Basic Interest Scales (*Strong Profile*)

SOCIAL — Very High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Teaching & Education	VH					71
Counseling & Helping	H					63
Social Sciences	H					62
Human Resources & Training	H					59
Religion & Spirituality	M					54
Healthcare Services	M					49

ARTISTIC — High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL					STD SCORE
	< 30	40	50	60	70 >	
Writing & Mass Communication	H					64
Visual Arts & Design	H					61
Performing Arts	M					60
Culinary Arts	M					56



Occupational Scales (*Strong Profile*)

SOCIAL – Helping, Instructing, Caregiving

THEME CODE	OCCUPATIONAL SCALE	DISSIMILAR			MIDRANGE		SIMILAR			STD SCORE	
		10	15	20	30	40	50	55	60		
SA	Social Worker										64
SEA	Social Science Teacher										63
SAE	Foreign Language Teacher										62
SA	Speech Pathologist										62
SE	Special Education Teacher										61
SA	College Instructor										60
SE	School Counselor										60
S	Elementary School Teacher										59
SE	Community Service Director										55
SAI	Rehabilitation Counselor										55
SEA	School Administrator										53
SE	Parks & Recreation Manager										47
SAR	Occupational Therapist										42
SAR	Minister										41
SI	Registered Nurse										36
SA	Recreation Therapist										35
SIR	Physical Therapist										23
SCE	Licensed Practical Nurse										21
SRC	Physical Education Teacher										4



Personal Style Scales (*Strong Profile*)

PERSONAL STYLE SCALE		CLEAR MIDRANGE CLEAR						STD SCORE
		< 25	35	45	55	65	75 >	
Work Style	Prefers working alone; enjoys data, ideas, or things; reserved						71	Prefers working with people; enjoys helping others; outgoing
Learning Environment	Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill						65	Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake
Leadership Style	Is not comfortable taking charge of others; prefers to do the job rather than direct others; may lead by example rather than by giving directions						52	Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily
Risk Taking	Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions						36	Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions
Team Orientation	Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own						67	Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others



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Question
&
Answer Session



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Thank You

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