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The Strong Interest Inventory

The Strong Interest Inventory (SSI)

If you are using this book as a part of a course, your instructor may provide you with a SII. If you are using this book on your own, you can obtain an SII and have it scored through any reputable career counseling service (on campus or in a private business), or by sending it to:

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306
415-326-4448

The SII is probably the most widely used vocational interest instrument in the world. It can reflect a lot about the similarities between your interests and the interests of people who are successful in a variety of careers, so we highly recommend that you make the opportunity to take the test.

When you have completed the test, make an entry in your **Feelings Record.** How did you react to the test? What were your feeling while you were taking it?

The SII is scored by a computer. There are two options for the scoring—a two-page profile or a more lengthy analysis. The cost of scoring a single profile was about $25 in 1990. Group rates bring the individual costs down considerably.

If you elect to get a profile, this chapter will help you to interpet the results. The more expensive and lengthier analysis tends to be more self-explanatory, but contains little information about the background and development of the instrument. Once you have received your scoring feedback, read the following chapter and follow the instructions there.

Interpreting the Strong Interest Inventory

> NOTE!
> DO NOT READ THIS CHAPTER UNTIL AFTER YOU HAVE COMPLETED THE STRONG INTEREST INVENTORY AND RECEIVED YOUR COMPUTER GENERATED PROFILE!!

The Strong Interest Inventory (SII) is the recently updated version of an enormously respected and widely used vocational guidance instrument originally developed over forty years ago. It was known earlier as the Strong-Campbell Interest Inventory. The output of this instrument, generally called the Strong Profile, is a computer-generated report that provides a great deal of potentially relevant career information about a person. Indeed, our students have generally found the SII to be second only to the Written Interview in its usefulness as a data-generating device. To use the Strong Profile for self-assessment purposes, we need, as always, a fairly thorough understanding of the instrument. This chapter is intended to help you get that understanding. When you receive your computer-scored pro-

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file, you will notice that additional guidelines for interpretation are printed on the back of the profile.

The Theory Behind the Strong

The Strong is based on the career theory of John Holland.[1] In his view, the occupations of the world could be clustered together into six major groups according to common characteristics. Holland named these groups Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The Realistic or R theme, for instance, (including such occupations as forester and veterinarian) tended to involve the explicit, ordered, or systematic manipulation of objects, tools, machines, and animals. The I occupations (such as musician and reporter) involve ambiguous, free, unsystematized activities that created art forms or products. The S occupations (such as social worker and personnel director) were chosen generally by people who like to work in groups and prefer to solve problems through feelings and interpersonal relationships. The E occupations (such as realtor and investment fund manager) required strong verbal, achievement, and leadership skills and abilities. These jobs often entailed the manipulation of others to attain organizational or self-interest goals. And finally, the C occupations (such as accountant and secretary) usually entailed the explicit, ordered, systematic manipulation of data. More detailed definitions of these themes are given in Exhibit 13–1. Note, too, that in the theory, the R theme is thought to be most dissimilar to the S theme, the E theme most dissimilar to the I theme, and the C theme most dissimilar to the A theme.

Holland also believed that by the time they were of age to choose an occupation most people had developed certain predispositions toward one or more of these clusters and would naturally gravitate towards jobs and careers in those clusters. Thus, Holland's model is a fit model, a natural fit model, in which people who are successful in their careers have found jobs that match their interests, preferences, and skills. We do not assume, though, that a person is exclusively interested in one of the themes; rather, people will have some interest in each. It is the relative strength of those interests that is of interest.

As with all theories, the problem of measurement is critical to demonstrating the theory's effectiveness. The developers of the Strong took an innovative approach to testing Holland's theory in society.

The Design of the Test

The SII asks a person 325 questions that elicit preferences (likes, dislikes, or indifferences) concerning various occupations, school subjects, activities, amusements, and types of people. The test's input, therefore, is data about what we generally call interests or attitudes. The SII does not elicit information regarding intelligence, aptitudes, or skills.

The instrument uses this information about a person's interests to compute a number of scores presented in three main parts, as shown on pages 129–130, a photocopy of a blank Strong profile. These parts are the (1) general occupational themes, (2) basic interest scales, and (3) occupational scales. Each of these three sets of scores compares the taker's interests with either men and women in general, or men and women in specific occupations (bankers, advertising executives). And, as we shall see, these comparisons can be very useful data.

The data presentation in the profile is organized around Holland's six themes. Each section is marked with a word and a letter indicating these themes (R, I, A, S, E, and C). Over the years, the instrument has been administered by a couple of organizations; at present, the primary scoring license for the instrument is held by Consulting Psychologists, Inc., who use the profile format shown in here. Formerly, different formats were used, but the basic information and data reported remain the same.

The remainder of this chapter will introduce you to the various sections of data that a Strong profile provides in anticipation of your practicing interpretations on Steven Taylor's and Carrie Baugh's profiles before attempting to draw some conclusions from your own. We will begin our interpretation of a Strong profile by looking at a broad category of data often overlooked in analyzing these profiles, the Special Scores and Administrative Indexes.

Special Scores

Immediately below the individual's name on page 1 of the profile you will find a section marked **SPECIAL SCALES.** The first of these is the Academic Comfort scale. The academic comfort scale is a measure of probable persistence in the academic setting. Students graduating with a BA from a liberal arts college average 50, MAs about 55, PhDs about

[1]See *Making Vocational Choices: A Theory of Careers* (Englewood Cliffs, N.J.: Prentice-Hall, 1973).

Exhibit 13–1

The Six Occupational Themes

R Theme. People who score very high in this theme tend to be rugged, robust, practical individuals who are physically strong and frequently aggressive in outlook. They often have good physical skills but have trouble expressing themselves in words or communicating their feelings to others. They would like to work outdoors and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or people. They generally have conventional political and economic options, and are usually cool to radical new ideas. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, fish and wildlife management, laboratory technician, some engineering specialties, some military jobs, agriculture, or the skilled trades. Although no single word can capture the broad meaning of the entire theme, the word "realistic" has been used to characterize this pattern, thus, the term R Theme.

I Theme. This theme tends to center around science and scientific activities. Extremes of this type are task-oriented; they are not particularly interested in working around other people. They enjoy solving abstract problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy ambiguous challenges and do not like highly structured situations with many rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer, or meteorologist. The word "investigative" is used to summarize this pattern, thus I Theme.

A Theme. Those scoring high here are artistically oriented and like to work in artistic settings where there are many opportunities for self-expression. Such people have little interest in problems that are highly structured or that require gross physical strength and prefer problems that can be dealt with through self-expression in artistic media. They resemble I Themes types in preferring to work alone, but have a greater need for individualistic expression, are usually less assertive about their own opinions and capabilities, and are more sensitive and emotional. They score higher on measures of originality than any of the other types. They describe themselves as independent, original, unconventional, expressive, and tense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress, and symphony conductor. This is the "artistic" theme, or A Theme.

S Theme. People scoring the highest on this theme are sociable, reponsible, humanistic, and concerned with the welfare of others. They usually express themselves well and get along well with others. They like attention and see situations that allow them to be at or near the center of the group. They prefer to solve problems by discussions with others or by arranging or rearranging relationships between others, but have little interest in situations that require physical exertion or working with machinery. Such people describe themselves as cheerful, popular, achieving, and good leaders. They prefer occupations such as school superintendent, clinical psychologist, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor. This is the "social" or S Theme.

E Theme. Those who score high here have a great facility with words, which they put to effective use in selling, dominating, and leading. These people are frequently in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to accept their viewpoints. They are impatient with precise work or work that involves long periods of intellectual effort. They like power, status, and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sports promoter, and television producer. The word "enterprising" summarizes this pattern; thus, E Theme.

C Theme. People who score high on this theme prefer the highly ordered activities, both verbal and numerical, that characterize office work. They fit well into large organizations but do not seek leadership since they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations and prefer to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems that require physical skills or intense relationships with others and are most effective at well-defined tasks. Like E Theme types, they value material possessions and status. Vocational preferences are mostly within the business world and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician, and traffic manager. Although one word cannot adequately represent the entire theme, the word "conventional" more or less summarizes the pattern, hence C Theme.

Source: an earlier version of the profile, SVIB-SCII.

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60. Students seeking advanced degrees who score low (around 40) on this scale inevitably report that they view their education as a necessary hurdle to be cleared and are usually not enchanted with the academic nature of their study. The item content for this scale (that is, the set of questions on the test that relate to this score) is heavily oriented toward science and the arts (weighted positively) and business and blue-collar activities (weighted negatively).

Below the academic comfort scale is the introversion–extroversion scale. Here, high scores (60 and above) indicate introversion and low scores (40 and below), extroversion. The item content is concerned almost entirely with working with people in social service, educational, entertainment, or business settings.

Next is an indicator of total responses. This shows how many answer marks the computer has read from the answer sheet; since there are 325 items, the score on this index should be 325 or close to it. Up to thirty-two items can be omitted without significantly affecting the results.

To the right of the total response space is the infrequent response measure. This shows the number of rare responses given. It is weighted so that almost everyone scores zero or higher; if the score is *below zero,* the person has marked an uncommonly high number of rare responses. Usually a negative score indicates some confusion, such as skipping a number on the answer sheet or random marking. If your score is above zero, you can proceed with interpreting the profile.

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Administrative Indexes

The administrative indexes are found at the bottom of the second page of the profile. They simply show the percentage of like, indifferent, and dislike responses, left to right respectively, for clusters of items on the test relating to such particular topics as occupations, school subjects, activities, and so on. Although there is some variation from section to section, the average for like (left), indifferent (center), and dislike (right) responses is about 35% each, and the average standard deviation is about 16. Most of our students' percentages have been between 5 and 60.

In the Preferences section, you might note that scores above 40% in the left hand or "like" column indicate a broad range of interests that might be associated with active, outgoing individuals who deal with a range of people while lower scores (20% or less) tend to indicate the sharp focus of interest one might find in artists or scientists. Also, in the Characteristics section, the average men's scores are 55, 23, and 21, while the average women's scores are 46, 25, and 28.

Variations over these indexes can give one some interesting, if tentative, insights. A consistent HI, LO, LO pattern, for instance, might indicate a person with a wide range of interests while a consistent LO, LO, HI pattern might indicate a person who is either very focused in his or her interests or more generally negative about the various aspects of life.[2]

These two sections, Special Scales and Administrative Indexes, can often be linked up with many other bits of data we have generated in the book. Measures of introversion and extroversion appear in a number of places. Academic comfort might be compared with data generated in your Written Interview or resume. Likewise, the patterns appearing in the administrative indexes can be used to compare with data from the interpersonal style inventory, the FIRO-B, the written interview, and other instruments already presented.

Next, let's look at the three main sections of the

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[2]A high LP response cycle (LP above 60 in several sections) will inflate your scores in the general occupational themes and the basic interest scales. If many (fifteen or more) basic interest scales are high, only the top three to five scores should be considered. High LP types might be described as overly enthusiastic and vocationally unfocused, particularly if they have none or very few "similar" ratings on occupational scales. They are often very energetic, but in a "ship without rudder" way.

If "dislike" percentages are generally high, the scores on the general occupational themes and basic interest scales will be low, and some information may be gotten from treating the relatively highest scores as "high" regardless of their absolute value. According to Campbell ["Manual for the Strong-Campbell Interest Inventory" (Stanford University Press, 1974)], high DPs tend to fall into two categories: those with such an intense occupational focus that they mark everything "dislike" that falls outside their well-defined realm of interest; and those who have few "likes" in the world and find most of everything repugnant. Those of the first type usually experience few vocational problems, unless a sudden and massive insight or external turn of events shatters their world view (as happened to many engineers in the late 1960s). The second type, however, can experience serious difficulties in career issues. One way to differentiate the two types is to check if there are at least a few occupational scales in the "similar" range. If so, chances are that this is a "type 1" profile of someone with a highly focused sense of direction.

STRONG INTEREST INVENTORY OF THE
STRONG VOCATIONAL INTEREST BLANKS

PROFILE REPORT FOR: **DATE TESTED:**

ID: **DATE SCORED:**

AGE: **SEX:**

SPECIAL SCALES: ACADEMIC COMFORT
INTROVERSION-EXTROVERSION

TOTAL RESPONSES: **INFREQUENT RESPONSES:**

GOT	
R	
I	
A	
S	
E	
C	

OCCUPATIONAL SCALES

STANDARD SCORES F M

VERY DISSIMILAR | DISSIMILAR | MODERATELY DISSIMILAR | MID-RANGE | MODERATELY SIMILAR | SIMILAR | VERY SIMILAR

15 25 30 40 45 55

REALISTIC

GENERAL OCCUPATIONAL THEME - R 30 40 50 60 70 F M

BASIC INTEREST SCALES (STANDARD SCORE)

AGRICULTURE F M

NATURE F M

ADVENTURE F M

MILITARY ACTIVITIES F M

MECHANICAL ACTIVITIES F M

F	M		STANDARD SCORES F M
[CRS]	RC	Marine Corps enlisted personnel	(CRS)
RC	RC	Navy enlisted personnel	
RC	RC	Army officer	
RI	RIC	Navy officer	
R	R	Air Force officer	
[C]	R	Air Force enlisted personnel	(C)
R	R	Police officer	
R	R	Bus driver	
R	R	Horticultural worker	
RC	R	Farmer	
R	RCS	Vocational agriculture teacher	
RI	R	Forester	
[IR]	RI	Veterinarian	(IR)
RS	[SR]	Athletic trainer	(SR)
RS	R	Emergency medical technician	
RI	RI	Radiologic technologist	
RI	R	Carpenter	
RI	R	Electrician	
RIA	[ARI]	Architect	(ARI)
RI	RI	Engineer	

INVESTIGATIVE

GENERAL OCCUPATIONAL THEME - I 30 40 50 60 70 F M

BASIC INTEREST SCALES (STANDARD SCORE)

SCIENCE F M

MATHEMATICS F M

MEDICAL SCIENCE F M

MEDICAL SERVICE F M

F	M		STANDARD SCORES F M
IRC	IRC	Computer programmer	
IRC	IRC	Systems analyst	
IRC	IR	Medical technologist	
IR	IR	R & D manager	
IR	IR	Geologist	
IR	[I]	Biologist	(I)
IR	IR	Chemist	
IR	IR	Physicist	
IR	[RI]	Veterinarian	(RI)
IRS	IR	Science teacher	
IRS	IRS	Physical therapist	
IR	IRS	Respiratory therapist	
IC	IR	Medical technician	
IC	IE	Pharmacist	
ISR	[CSE]	Dietitian	(CSE)
[SI]	ISR	Nurse, RN	(SI)
IR	I	Chiropractor	
IR	IR	Optometrist	
IR	IR	Dentist	
I	IA	Physician	
[IR]	I	Biologist	(IR)
I	I	Mathematician	
IR	I	Geographer	
I	I	College professor	
IA	IA	Psychologist	
IA	IA	Sociologist	

ARTISTIC

GENERAL OCCUPATIONAL THEME - A 30 40 50 60 70 F M

BASIC INTEREST SCALES (STANDARD SCORE)

MUSIC/DRAMATICS F M

ART F M

WRITING F M

F	M		STANDARD SCORES F M
AI	AI	Medical illustrator	
A	A	Art teacher	
A	A	Artist, fine	
A	A	Artist, commercial	
AE	A	Interior decorator	
[RIA]	ARI	Architect	(RIA)
A	A	Photographer	
A	A	Musician	
AR	[EA]	Chef	(EA)
[E]	AE	Beautician	(E)
AE	A	Flight attendant	
A	A	Advertising executive	
A	A	Broadcaster	
A	A	Public relations director	
A	A	Lawyer	
A	AS	Public administrator	
A	A	Reporter	
A	A	Librarian	
AS	AS	English teacher	
[SA]	AS	Foreign language teacher	(SA)

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STRONG INTEREST INVENTORY OF THE
STRONG VOCATIONAL INTEREST BLANKS

PROFILE REPORT FOR:

ID:

AGE: **SEX:**

DATE TESTED:

DATE SCORED:

SOCIAL

GENERAL OCCUPATIONAL THEME - S 30 40 50 60 70

F

M

BASIC INTEREST SCALES (STANDARD SCORE)

TEACHING F M

SOCIAL SERVICE F M

ATHLETICS F M

DOMESTIC ARTS F M

RELIGIOUS ACTIVITIES F M

ENTERPRISING

GENERAL OCCUPATIONAL THEME - E 30 40 50 60 70

F

M

BASIC INTEREST SCALES (STANDARD SCORE)

PUBLIC SPEAKING F M

LAW/POLITICS F M

MERCHANDISING F M

SALES F M

BUSINESS MANAGEMENT F M

CONVENTIONAL

GENERAL OCCUPATIONAL THEME - C 30 40 50 60 70

F

M

BASIC INTEREST SCALES (STANDARD SCORE)

OFFICE PRACTICES F M

OCCUPATIONAL SCALES

F	M		STANDARD SCORES F	STANDARD SCORES M
SA	[AS]	Foreign language teacher		(AS)
SA	SA	Minister		
SA	SA	Social worker		
S	S	Guidance counselor		
S	S	Social science teacher		
S	S	Elementary teacher		
S	S	Special education teacher		
SRI	SAR	Occupational therapist		
SIA	SAI	Speech pathologist		
SI	[ISR]	Nurse, RN		(ISR)
SCI	N/A	Dental hygienist		N/A
SC	SC	Nurse, LPN		
[RIS]	SR	Athletic trainer	(RIS)	
SR	SR	Physical education teacher		
SRE	SE	Recreation leader		
SE	SE	YWCA/YMCA director		
SEC	SCE	School administrator		
SCE	N/A	Home economics teacher		N/A
E	ES	Personnel director		
ES	E	Elected public official		
ES	ES	Life insurance agent		
EC	E	Chamber of Commerce executive		
EC	EC	Store manager		
N/A	ECR	Agribusiness manager	N/A	
EC	EC	Purchasing agent		
EC	E	Restaurant manager		
[AR]	EA	Chef	(AR)	
EC	E	Travel agent		
ECS	E	Funeral director		
[CSE]	ESC	Nursing home administrator	(CSE)	
EC	ER	Optician		
E	E	Realtor		
E	[AE]	Beautician		(AE)
E	E	Florist		
EC	E	Buyer		
EI	EI	Marketing executive		
EIC	ECI	Investments manager		
C	C	Accountant		
C	C	Banker		
CE	CE	IRS agent		
CES	CES	Credit manager		
CES	CES	Business education teacher		
[CS]	CES	Food service manager	(CS)	
[ISR]	CSE	Dietitian	(ISR)	
CSE	[ESC]	Nursing home administrator		(ESC)
CSE	CSE	Executive housekeeper		
CS	[CES]	Food service manager		(CES)
CS	N/A	Dental assistant		N/A
C	N/A	Secretary		N/A
C	[R]	Air Force enlisted personnel		(R)
CRS	[RC]	Marine Corps enlisted personnel		(RC)
CRS	CR	Army enlisted personnel		
CIR	CIR	Mathematics teacher		

VERYDISSIMILAR | DISSIMILAR | MODERATELYDISSIMILAR | MID-RANGE | MODERATELYSIMILAR | SIMILAR | VERYSIMILAR

15 25 30 40 45 55

ADMINISTRATIVE INDEXES (RESPONSE %)

OCCUPATIONS	%	%	%
SCHOOL SUBJECTS	%	%	%
ACTIVITIES	%	%	%
LEISURE ACTIVITIES	%	%	%
TYPES OF PEOPLE	%	%	%
PREFERENCES	%	%	%
CHARACTERISTICS	%	%	%
ALL PARTS	%	%	%

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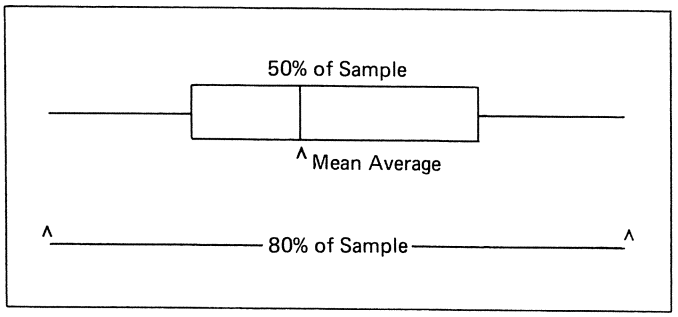
Figure 1

Basic Interest Scale Bars



Strong; we'll take these in order of the breadth of their focus—the General Occupational Themes compares an individual's data with the general population, the Basic Interest Scales breaks down the general occupational data into job clusters, and the Occupational Scales compares one's data with smaller occupational criterion groups.

The General Occupational Themes

The General Occupational Themes scores are summarized in a box marked "GOT" at the top center of the first page of the profile. A glance here gives one a quick overview of how one's answers compare with the general population's interests in the six basic themes in Holland's theory. The general occupational scales tell you how high or low your score is relative to others of your own sex (only). And it does so in English, beside each score. Here, Very High means above the 94th percentile, High from 85 to 93, Moderately High from 70 to 84, Average from 31 to 69, Moderately Low from 16 to 30, Low from 7 to 15, and Very Low below the 6th percentile. These scores reflect your response pattern for each of the major occupational themes.[3]

In most profiles, scores across the three sets of scales (general occupational, basic interest, and occupational scales) will be roughly similar on the average for those scales related to a single theme. For example, a person whose general occupational theme score for R is very low (25) will probably also score low on most of the basic interest scales associated with the R theme (agriculture, nature, etc.), and will probably also score low on most of the occupational scales associated with R (such as occupational therapist or Air Force officer). Such a pattern simply confirms Holland's thesis and the organizational format used in the Strong Profile.

The Basic Interest Scales

The Basic Interest Scales, shown as horizontal sections of the profile on pages 129–130, break down the summary of the general occupational themes and give us more detailed information. First, the general occupational theme score is repeated immediately under the title bar of each theme, but this time we get two bars that allow us to compare our scores with those of our own sex. The shaded bar shows men's scores in the aggregate (as indicated by the "m" to the right of the bar), the plain bar women's scores, each again representing overall scores from the general population. The scores of 50% of the people sampled fit inside the thick box-like section of the bar, with the vertical line showing the average for that sex, and 80% of the sample scores lie between the ends of the bars (see Figure 1).

The six general occupational themes are broken down into twenty-three clusters of jobs in the basic interest scales. Each of these clusters are occupational activities thought to be related to that general theme. Your scores on these scales reflect your answers on ten to fifteen items on the instrument that relate to that cluster. Your score simply measures the frequency with which you said you liked, disliked, or were indifferent to certain types of activities or subjects. For example, if you said you like art as a school subject (question 136 on the SII), your score on the art scale would increase. If you said you did not like visiting art galleries (question 234), your score on the art scale would decrease. The only transformation the test makes is to set 50 as the mean

[3]That is, items were identified on the SCII that relate to each theme. Whenever you answer "like" to one of the items, your score goes up on the appropriate theme scale; whenever you answer "dislike," your score goes down. The scales were standardized so that the average person in a general sample of 600 people scored 50 on each scale, with a standard deviation of 10.

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score on each scale (with a standard deviation of 10) for a random sample of 600 men and women, and to adjust your score accordingly. This allows you to compare your score to those of people in general on items selected by the instrument developers as being related to that cluster.

Because of the way these scales are constructed, it is possible for someone to score high or low on most of the scales. If a person simply chose the "like" option very often on the SII, his scores would be higher on many of the basic interest scales, while if another chose "indifferent" or "dislike" very often, her scale scores would be lower. It is also possible for a person to have a high basic interest score (65) on mathematics, and yet have a low score (10) on the occupational scales m mathematician or f mathematician. In this case, the person has reported on the SII a high liking for mathematical subjects and activities, but has not reported many of the somewhat unique interests that characterize the people *in the mathematics profession* (which may have nothing obvious to do with mathematics.).

The Occupational Scales

The Occupational Scales break the basic interest scale data down even further by considering specific jobs rather than clusters of jobs. Here, an individual's scores are compared with the scores of occupational criterion groups. Since the scoring and interpreting of the occupational scale scores is significantly different from those of the GOT and BIS sections, we will consider carefully how these scores are created. Developers of the SII took the following steps for each of the 106 occupational criterion groups represented on the instrument under the column titled "Occupational Scales" on the right hand half of both pages of the profile:

1. A group of about 150 to 450 men or women were identified as being **happily** employed in an occupation, as being **successful** in that occupation, and as having been in that occupation for more than **three** years (average tenure was usually 10 to 20 years). Thus, tenure, competence, and satisfaction were the three basic criteria for inclusion in the sample.
2. These people were asked to answer the 325 questions on the SII.
3. Whenever these people expressed some particular preference much more or less frequently than a large sample of "people in general," that alternative was used in creating the scale for that occupational group. This produced a set of items and answers from the instrument that were idiosyncratic to that occupational group.
4. The scale was then normed so that the average person in the occupational group scored 50 on the scale, while two-thirds of the group scored between 40 and 60.

As a result of this scale construction procedure, the more often a person using the SII expresses preferences that distinguish a particular occupation, the greater the score he or she will receive on that occupational scale. For example, suppose you indicated in response to question 217 that you liked "living in the city." Suppose also that the criterion group of male architects happened to choose that option much more often than most other people and therefore it was one of the items included in the cluster associated with male architects. In that case, your score on the **m** architect scale would go up a notch. If time and time again you chose an option that had been chosen by male architects (liking, disliking, or being indifferent to an item) but not chosen by others, then your final score on the **m** architect scale would be high (high is usually considered to be a score of 45 or above). You and the criterion group of architects are indicating shared attitudes. You have something in common. You express the same preferences they do.

Sharing a large number of preferences with people in an occupation is important because research has linked such commonalities to people's decisions to go into and stay in an occupation.[4] It would ap-

[4]For the previous version of this instrument, Strong verified the predictive values of the occupational scales for the eighteen years after the test was taken (E.K. Strong, Jr., *Vocational Interests 18 Years After College* [Minneapolis: University of Minnesota Press, 1955]); McArthur showed they predicted for fourteen years (C. McArthur, "Long-Term Validity of the Strong Vocational Interest Test in Two Subcultures," *Journal of Applied Psychology* (1954), pp. 346-533). These and other research efforts have found that the odds that the following statements will turn out to be true range from 2 to 1 up to 5 to 1, with 3.5 to 1 being the most common result.

1. People continuing in occupation X obtained a higher interest score in X than in any other occupation.
2. People continuing in occupation X obtained a higher interest score in X than other people entering other occupations.
3. People continuing in occupation X obtained higher scores in X than people who changed from X to another occupation.
4. People changing from occupation X to occupation Y scored higher in Y prior to the change than in any other occupation, including X.

pear that, given an appropriate level of ability, those who tend to share the same preferences as other occupational members—those who "talk the same language"—are also more likely to get on, to be readily accepted, to enjoy the work, and to be successful.

The occupational scales on some profiles will be relatively flat; there will be few if any high scores. The raw data here indicate that the test taker's values and attitudes have not crystallized around any of the occupational types for which the instrument is scored. The most common reason for this relates to culture. Flat profiles sometimes occur when the test taker was raised in an environment that was different from the white, middle-class American culture from which virtually all criterion groups come.

You may also notice one-, two-, or three-letter designations just to the left of each occupational criterion group. These simply give the developers' perspectives on what general occupational themes that occupational group draws. For example, because YMCA directors demonstrate leadership and management skills along with abilities and interests in dealing with a variety of types of people, an ES appears next to that occupational criterion group. In general, the first letter indicates the most dominant of the themes for that group and the groups are clustered under the basic interest scale and general theme that are dominant for them. Hence, all of the occupational criterion groups that rely heavily on the R theme are clustered under the realistic general theme near the top of the first page of the profile on pages 129–130.

To be able to use your scores on the occupational scales effectively, it is sometimes useful to have some supplementary information about the scale's occupational group, the criterion group used to construct the scale, or the type of people who tend to score high on the scale. Some of this information is given in Exhibit 13–2, so you can see the kind of criterion groups against which individual scores are compared. You should be aware of the general nature of these criterion groups when examining the profile. For example, in interpreting a high or low score on the male banker scale, it is important to recognize that the scale was based on a national sample of bank presidents and vice presidents, many of whom were employed in small commercial banks in small towns. One would suspect that such a group of people is significantly different from, say, a group of New York investment or commercial bankers. High scores (45 or above) on the occupational scales on most profiles will have a high number compared with both male and female occupational groups.[5]

Using the Strong

A good assessor can usually learn a considerable amount from a Strong Profile by treating it as we have treated data from all other data-generating instruments: that is, by making sure he or she understands the instrument and then looking for patterns. The Strong profile can and should be used both to identify new patterns or ideas, and to test themes and patterns that have emerged from other data.

To facilitate identifying new patterns you may find the following procedures helpful. First, on a separate sheet of paper list all your occupational scores above 45. If you have only one or two scores above 45, list all the scores above 40. Also, list all your scores less than 20. Then look for patterns within and across the lists. Ask yourself, "What do these occupations have in common? What activities do they share? What tasks do they share? What lifestyle patterns do they share? What demands do they make on a person? What do they give to a person?" These questions may help you to identify the characteristics of your cluster of highs and lows and thereby help you to generate tentative conclusions about the kind of work you should or should not be seeking.

Now the scores on the occupational scales, in addition to presenting you with the insight that you have interests and attitudes much like people in those occupations, can give you additional data. This listing and interpreting of high scores and low scores is a natural extension of the inductive logic process developed throughout the book. Most of the higher and lower occupational scores from two Strongs are shown in Exhibit 13–3. (Two or three scores in each case are omitted so that it is easier to see the patterns.) In the first profile, the high scores all seem to relate to the relatively high-level management of

[5]Profiles returned to individuals show the individual's scores computed for comparison with both female and male criterion groups, but only the same sex score is plotted by an asterisk on the line graph to the right. To the extent that the opposite sex criterion group may reflect more accurately an individual's relevant group, you may plot that score as well. For example, female MBA students in the 1990s may have more in common with male commercial bankers than with the female banker criterion group from the 1960s.

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Exhibit 13–2

Supplemental Data on Occupational Scales

Scale/Sample	*N*	*Year Tested*	*Mean Age*	*Mean Years Education*	*Mean Years Experience*	*Composition and Comments*
Army Officer (f)	285	1979	32.2	16.8	7.9	57% completed BA degrees, 35% MA. Rank: warrant officer (4%), lieutenant (19%), captain (59%), major (14%), lt. colonel (3%), colonel (1%).
Army Officer (m)	309	1979	36.8	16.9	13.5	See women's sample above. 11% had some college education, 42% completed BA degrees, and 44% MA. Rank: warrant officer (12%), lieutenant (3%), captain (31%), major (23%), lt. colonel (23%), colonel (7%), higher (1%).
Art Teacher (f)	359	1967	46.0	16.6	10.0	From names supplied by the National Art Education Association, plus certified teachers in Iowa Educational Directory.
Art Teacher (m)	303	1978	40.2	19.2	14.9	Members, National Art Education Association. 15% completed BA degrees, 64% MA, 19% PhD.
Artist, Commercial (f)	123	1979	35.2	16.1	11.0	Artists working for agencies and studios listed in The Creative Black Book 1979, a national directory of art services. 26% had taken art courses not leading to a degree, 50% completed BA degrees, 10% MA. 41% were freelance artists, 22% were employed by a studio, and 17% worked for a combination of employers.
Artist, Commercial (m)	199	1979	38.8	16.2	15.5	See women's sample above. 27% had taken art courses not leading to a degree, 47% completed BA degrees, 6% MA. 39% were freelance artists, 23% were employed by a studio, 10% by an advertising agency, and 15% worked for a combination of employers.
Artist, Fine (f)	247	1979	44.4	17.6	17.0	Names selected from Who's Who In American Art, 1978. 18% had taken art courses not leading to a degree, 25% completed BA degrees, 42% MA. 58% were freelance artists, 15% were employed by educational institutions, and 22% worked for a combination of employers.

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Exhibit 13–3

High and Low Occupational Scores from Two Strong Profiles

PROFILE #1

High Scores		Low Scores	
Department Store Manager m	52	Skilled Crafts m	10
Sales Manager m	50	Physical Education Teacher f	7
Navy Officer m	48	Vocational Agriculture Teacher m	3
Public Administrator m	48	Instrument Assembler f	1
Advertising Executive m	42	Farmer m	3

PROFILE #2

High Scores		Low Scores	
Guidance Counselor m	62	Math Science Teacher	19
Psychologist m	60	Army Officer m	8
Psychologist f	58	Police Officer m	6
Physical Therapist f	57	Department Store Manager m	4
English Teacher f	50	Agribusiness Manager m	4
Social Worker m	48	Army Officer f	1
Social Worker f	47		
Life Insurance Agent m	42		

people. They do not include all the high-level people management scales, but they include most of them. The lowest scores, on the other hand, are almost all blue-collar trades. None are managerial jobs. The latter contrasts sharply in socioeconomic terms with the high-score occupations. And, interestingly, none of the high-score managerial occupations involve supervising the types of occupations included in the low scores. One might tentatively conclude from these scores that a theme labeled "manager of white-collar and professional people" is appropriate.

In the second profile, the high scores generally seem to be in "helping" professions. That is, they all involve providing another person or persons professional help of some type. The low scores, however, seem to relate to occupations that put a person in the position of having to manage and perhaps discipline other people. In each case, the occupation in this grouping gives the person formal authority, and expects him or her to use it to accomplish some institutionally set objectives. Possible themes that emerge from these scores might be labeled "helping professions" and "dislikes relations based on formal authority."

Of course, the tentative themes we have identified in these profiles should be checked out with both other Strong data and data from other devices.

A second way in which one can go about looking for patterns in a Strong profile is by looking at the high and low scores within each of the theme-related groupings. For example, in Exhibit 13–4 we show scores from two profiles. All of the scores from Profile #1 are from the I theme occupations, yet there is clearly a difference in the higher and lower scores within that theme category. The higher-scored occupations are much more applied, pragmatic, and concrete than the lower-scored ones are. This suggests a theme we might label "applied and concrete: not abstract."

The scores from the second profile in Exhibit 13–4 are all from the S theme occupations. But the higher score occupations are obviously different from the lower ones. The higher are all jobs that require one to organize and manage others. The lower-scored occupations involve giving help to others on a one-on-one basis. The pattern suggests a theme related to the organization and management of others.

Still a third way one can look for patterns in a Strong profile is to look for high scores on the basic interest scales or the general occupational themes that automatically suggest and label a theme. That is, if the E theme score is very high (67), then "enterprising" is obviously a potential theme. Likewise, if the nature scale has a very high score, then "nature" is a likely candidate for a theme, or for part of a theme.

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Exhibit 13–4

Examples of Higher and Lower Scores within Theme-Related Grouping of Occupational Scales

PROFILE #1

High Scores		Low Scores	
Engineer f	8	Chemist f	20
Medical Technician f	39	Physical Scientist m	18
Pharmacist f	30	Mathematician f	15
Dentist f	42	Mathematician m	19
Physician m	29	Physicist f	10
Dental Hygienist f	37	Biologist f	12
Physical Therapist f	35	Social Scientist m	19
Medical Technician m	32	College Professor m	12
Optometrist m	38	Psychologist f	19
Computer Programmer f	30	Psychologist m	20
Optometrist f	40		

PROFILE #2

High Scores		Low Scores	
Personnel Director m	36	Guidance Counselor m	13
School Superintendent m	25	Nurse f	14
Public Administrator m	41	Social Worker m	19
YMCA Staff f	32	Physical Therapist m	8

To test themes or patterns that have emerged in other data with the Strong data, one can simply go over all of the profile, asking questions like these:

1. Is this scale or score relevant to the theme in question?
2. If yes, does its score support or not support the theme?

For example, if "artistic" is a theme that has emerged from the written interview, one would want to examine *at least* the A theme score, the art basic interest scale, and the artist (f, m) occupational scales for support or disconfirmation. Likewise, if "political" was a theme identified in other data, you would definitely want to look at the law/politics basic interest score and the public administrator, school superintendent, and chamber of commerce executive occupational scores.

There are, of course, still other approaches one can take using a Strong profile. And as long as they include a basic understanding of the instrument and an orientation toward testing and developing themes, they too are appropriate.

Exercise

To help you practice interpreting a Strong, consider Steven's and Carrie's profiles that follow. Try to do a complete analysis of one or the other. Allow yourself some time, since interpreting a Strong is much more complex than interpreting a 24-hour diary.

Steven Taylor's and Carrie Baugh's Strong Interest Inventories

Copies of Steven Taylor's and Carrie Baugh's Strong Interest Inventory appear on the following pages.

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STRONG [redacted] INTEREST INVENTORY OF THE
STRONG VOCATIONAL INTEREST BLANK

UVA-PACS-032

PROFILE REPORT FOR: Steven Taylor
ID:
AGE: 28 SEX: MALE

DATE TESTED: 09/01/88
DATE SCORED: 09/18/88

SPECIAL SCALES: ACADEMIC COMFORT 62
INTROVERSION-EXTROVERSION 40

TOTAL RESPONSES: 325 INFREQUENT RESPONSES: 8

GOT	
R	MOD. LOW
I	AVERAGE
A	HIGH
S	HIGH
E	MOD. LOW
C	VERY LOW

REALISTIC

GENERAL OCCUPATIONAL THEME - R: MOD. LOW (48)

BASIC INTEREST SCALES (STANDARD SCORE)

AGRICULTURE: AVERAGE (49)
NATURE: MOD. HIGH (58)
ADVENTURE: MOD. HIGH (59)
MILITARY ACTIVITIES: VERY LOW (41)
MECHANICAL ACTIVITIES: AVERAGE (48)

INVESTIGATIVE

GENERAL OCCUPATIONAL THEME - I: AVERAGE (56)

BASIC INTEREST SCALES (STANDARD SCORE)

SCIENCE: AVERAGE (48)
MATHEMATICS: AVERAGE (52)
MEDICAL SCIENCE: MOD. HIGH (59)
MEDICAL SERVICE: AVERAGE (50)

ARTISTIC

GENERAL OCCUPATIONAL THEME - A: HIGH (59)

BASIC INTEREST SCALES (STANDARD SCORE)

MUSIC/DRAMATICS: HIGH (61)
ART: MOD. HIGH (52)
WRITING: HIGH (60)

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OCCUPATIONAL SCALES

F	M		STANDARD SCORES F	STANDARD SCORES M	VERY DISSIMILAR	DISSIMILAR	MODERATELY DISSIMILAR	MID-RANGE	MODERATELY SIMILAR	SIMILAR
[CRS]	RC	Marine Corps enlisted personnel	(CRS)	8	*					
RC	RC	Navy enlisted personnel	17	10	*					
RC	RC	Army officer	33	16		*				
RI	RIC	Navy officer	27	24		*				
R	R	Air Force officer	20	14	*					
[C]	R	Air Force enlisted personnel	(C)	9	*					
R	R	Police officer	30	19		*				
R	R	Bus driver	24	21		*				
R	R	Horticultural worker	30	27			*			
RC	R	Farmer	16	16		*				
R	RCS	Vocational agriculture teacher	23	12	*					
RI	R	Forester	39	36				*		
[IR]	RI	Veterinarian	(IR)	30				*		
RIS	[SR]	Athletic trainer	32	(SR)						
RS	R	Emergency medical technician	20	16		*				
RI	RI	Radiologic technologist	22	17		*				
RI	R	Carpenter	31	20		*				
RI	R	Electrician	34	11	*					
RIA	[ARI]	Architect	32	(ARI)						
RI	RI	Engineer	32	21		*				
IRC	IRC	Computer programmer	28	22		*				
IRC	IRC	Systems analyst	27	25			*			
IRC	IR	Medical technologist	22	28			*			
IR	IR	R & D manager	33	26			*			
IR	IR	Geologist	33	32				*		
IR	[I]	Biologist	32	(I)						
IR	IR	Chemist	25	30				*		
IR	IR	Physicist	15	22		*				
IR	[RI]	Veterinarian	34	(RI)						
IRS	IR	Science teacher	26	29			*			
IRS	IRS	Physical therapist	38	40					*	
IR	IRS	Respiratory therapist	31	39				*		
IC	IR	Medical technician	16	18		*				
IC	IE	Pharmacist	33	27			*			
ISR	[CSE]	Dietitian	30	(CSE)						
[SI]	ISR	Nurse, RN	(SI)	32				*		
IR	I	Chiropractor	33	50						*
IR	IR	Optometrist	36	49						*
IR	IR	Dentist	37	41					*	
I	IA	Physician	46	47						*
[IR]	I	Biologist	(IR)	41					*	
I	I	Mathematician	24	24		*				
IR	I	Geographer	37	32				*		
I	I	College professor	45	47						*
IA	IA	Psychologist	48	46						*
IA	IA	Sociologist	36	47						*
AI	AI	Medical illustrator	38	38				*		
A	A	Art teacher	12	36				*		
A	A	Artist, fine	41	40					*	
A	A	Artist, commercial	32	45						*
AE	A	Interior decorator	13	33				*		
[RIA]	ARI	Architect	(RIA)	35				*		
A	A	Photographer	44	45						*
A	A	Musician	51	54						*
AR	[EA]	Chef	44	(EA)						
[E]	AE	Beautician	(E)	34				*		
AE	A	Flight attendant	31	45						*
A	A	Advertising executive	35	51						*
A	A	Broadcaster	42	46						*
A	A	Public relations director	33	39				*		
A	A	Lawyer	48	56						*
A	AS	Public administrator	36	50						*
A	A	Reporter	45	44					*	
A	A	Librarian	20	43					*	
AS	AS	English teacher	23	47						*
[SA]	AS	Foreign language teacher	(SA)	45						*

STRONG [redacted] INTEREST INVENTORY OF THE

STRONG VOCATIONAL INTEREST BLANK

UVA-PACS-065

PROFILE REPORT FOR: Carrie Baugh
ID:
AGE: 25 SEX: FEMALE
DATE TESTED: 09/01/88
DATE SCORED: 09/18/88

SOCIAL

GENERAL OCCUPATIONAL THEME - S

MOD. HIGH (57)

BASIC INTEREST SCALES (STANDARD SCORE)

TEACHING — MOD. HIGH (59)

SOCIAL SERVICE — MOD. HIGH (60)

ATHLETICS — HIGH (60)

DOMESTIC ARTS — AVERAGE (53)

RELIGIOUS ACTIVITIES — AVERAGE (51)

ENTERPRISING

GENERAL OCCUPATIONAL THEME - E

AVERAGE (44)

BASIC INTEREST SCALES (STANDARD SCORE)

PUBLIC SPEAKING — MOD. HIGH (58)

LAW/POLITICS — MOD. HIGH (56)

MERCHANDISING — AVERAGE (47)

SALES — AVERAGE (51)

BUSINESS MANAGEMENT — AVERAGE (53)

CONVENTIONAL

GENERAL OCCUPATIONAL THEME - C

AVERAGE (51)

BASIC INTEREST SCALES (STANDARD SCORE)

OFFICE PRACTICES — MOD. LOW (41)

OCCUPATIONAL SCALES

F	M		Occupation	STANDARD SCORES F	STANDARD SCORES M	VERY DISSIMILAR	DISSIMILAR	MODERATELY DISSIMILAR	MID-RANGE	MODERATELY SIMILAR	SIMILAR
SA	[AS]		Foreign language teacher	28	(AS)			*			
SA	SA		Minister	37	48				*		
SA	SA		Social worker	34	48				*		
S	S		Guidance counselor	39	44				*		
S	S		Social science teacher	49	44						*
S	S		Elementary teacher	22	15		*				
S	S		Special education teacher	33	36				*		
SRI	SAR		Occupational therapist	31	35				*		
SIA	SAI		Speech pathologist	42	39					*	
SI	[ISR]		Nurse, RN	36	(ISR)				*		
SCI	N/A		Dental hygienist	25	N/A			*			
SC	SC		Nurse, LPN	9	23	*					
[RIS]	SR		Athletic trainer	(RIS)	12						
SR	SR		Physical education teacher	16	8		*				
SRE	SE		Recreation leader	49	52						*
SE	SE		YWCA/YMCA director	46	46						*
SEC	SCE		School administrator	48	39						*
SCE	N/A		Home economics teacher	11	N/A	*					
E	ES		Personnel director	45	45						*
ES	E		Elected public official	45	42						*
ES	ES		Life insurance agent	34	33				*		
EC	E		Chamber of Commerce executive	26	40			*			
EC	EC		Store manager	34	38				*		
N/A	ECR		Agribusiness manager	N/A	6						
EC	EC		Purchasing agent	40	35					*	
EC	E		Restaurant manager	36	37				*		
[AR]	EA		Chef	(AR)	27						
EC	E		Travel agent	45	45						*
ECS	E		Funeral director	28	16			*			
[CSE]	ESC		Nursing home administrator	(CSE)	46						
EC	ER		Optician	18	14		*				
E	E		Realtor	27	41			*			
E	[AE]		Beautician	18	(AE)		*				
E	E		Florist	22	26		*				
EC	E		Buyer	26	39			*			
EI	EI		Marketing executive	49	54						*
EIC	ECI		Investments manager	50	44						*
C	C		Accountant	33	34				*		
C	C		Banker	33	45				*		
CE	CE		IRS agent	35	34				*		
CES	CES		Credit manager	22	26		*				
CES	CES		Business education teacher	13	26	*					
[CS]	CES		Food service manager	(CS)	33						
[ISR]	CSE		Dietitian	(ISR)	38						
CSE	[ESC]		Nursing home administrator	28	(ESC)			*			
CSE	CSE		Executive housekeeper	21	31		*				
CS	[CES]		Food service manager	22	(CES)		*				
CS	N/A		Dental assistant	14	N/A	*					
C	N/A		Secretary	24	N/A		*				
C	[R]		Air Force enlisted personnel	15	(R)		*				
CRS	[RC]		Marine Corps enlisted personnel	21	(RC)		*				
CRS	CR		Army enlisted personnel	26	9			*			
CIR	CIR		Mathematics teacher	20	13		*				

Strong Interest Inventory of the Strong Vocational Interest Blank, Form T325.
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ADMINISTRATIVE INDEXES (RESPONSE %)

OCCUPATIONS	27	L %	35	I %	37	D %
SCHOOL SUBJECTS	58	L %	17	I %	25	D %
ACTIVITIES	57	L %	22	I %	22	D %
LEISURE ACTIVITIES	54	L %	26	I %	21	D %
TYPES OF PEOPLE	50	L %	29	I %	21	D %
PREFERENCES	30	L %	37	= %	33	R %
CHARACTERISTICS	64	Y %	7	? %	29	N %
ALL PARTS	42	%	28	%	30	%

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STRONG [redacted] INTEREST INVENTORY OF THE

STRONG VOCATIONAL INTEREST BLANK

UVA-PACS-065

PROFILE REPORT FOR: Carrie Baugh
ID:
AGE: 25 **SEX:** FEMALE

DATE TESTED: 09/01/88
DATE SCORED: 09/18/88

SPECIAL SCALES: ACADEMIC COMFORT 57
INTROVERSION-EXTROVERSION 37

TOTAL RESPONSES: 325 **INFREQUENT RESPONSES:** 7

GOT

R	AVERAGE
I	AVERAGE
A	HIGH
S	MOD. HIGH
E	AVERAGE
C	AVERAGE

REALISTIC

GENERAL OCCUPATIONAL THEME - R

30 40 50 60 70

F

M

AVERAGE (45)

BASIC INTEREST SCALES (STANDARD SCORE)

AGRICULTURE
AVERAGE (46)

NATURE
AVERAGE (47)

ADVENTURE
MOD. HIGH (57)

MILITARY ACTIVITIES
VERY LOW (41)

MECHANICAL ACTIVITIES
AVERAGE (46)

INVESTIGATIVE

GENERAL OCCUPATIONAL THEME - I

30 40 50 60 70

AVERAGE (51)

BASIC INTEREST SCALES (STANDARD SCORE)

SCIENCE
AVERAGE (44)

MATHEMATICS
AVERAGE (52)

MEDICAL SCIENCE
AVERAGE (48)

MEDICAL SERVICE
MOD. LOW (41)

ARTISTIC

GENERAL OCCUPATIONAL THEME - A

30 40 50 60 70

HIGH (64)

BASIC INTEREST SCALES (STANDARD SCORE)

MUSIC/DRAMATICS
MOD. HIGH (61)

ART
HIGH (62)

WRITING
MOD. HIGH (60)

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OCCUPATIONAL SCALES

F	M		STANDARD SCORES F	STANDARD SCORES M	VERY DISSIMILAR	DISSIMILAR	MODERATELY DISSIMILAR	MID-RANGE	MODERATELY SIMILAR	SIMILAR
		REALISTIC			15	25	30	40	45	55
[CRS]	RC	Marine Corps enlisted personnel	(CRS)	19						
RC	RC	Navy enlisted personnel	25	13			*			
RC	RC	Army officer	37	16				*		
RI	RIC	Navy officer	41	26					*	
R	R	Air Force officer	31	16				*		
[C]	R	Air Force enlisted personnel	(C)	12						
R	R	Police officer	25	13			*			
R	R	Bus driver	22	25		*				
R	R	Horticultural worker	22	23		*				
RC	R	Farmer	17	11		*				
R	RCS	Vocational agriculture teacher	12	6	*					
RI	R	Forester	24	20		*				
[IR]	RI	Veterinarian	(IR)	7						
RIS	[SR]	Athletic trainer	20	(SR)		*				
RS	R	Emergency medical technician	12	7	*					
RI	RI	Radiologic technologist	14	12	*					
RI	R	Carpenter	24	11		*				
RI	R	Electrician	29	13			*			
RIA	[ARI]	Architect	35	(ARI)				*		
RI	RI	Engineer	31	14				*		
		INVESTIGATIVE			15	25	30	40	45	55
IRC	IRC	Computer programmer	27	20			*			
IRC	IRC	Systems analyst	33	28				*		
IRC	IR	Medical technologist	22	18		*				
IR	IR	R & D manager	31	24				*		
IR	IR	Geologist	22	18		*				
IR	[I]	Biologist	20	(I)		*				
IR	IR	Chemist	21	21		*				
IR	IR	Physicist	9	14	*					
IR	[RI]	Veterinarian	16	(RI)		*				
IRS	IR	Science teacher	13	9	*					
IRS	IRS	Physical therapist	22	23		*				
IR	IRS	Respiratory therapist	27	24			*			
IC	IR	Medical technician	16	3		*				
IC	IE	Pharmacist	26	21			*			
ISR	[CSE]	Dietitian	26	(CSE)			*			
[SI]	ISR	Nurse, RN	(SI)	17						
IR	I	Chiropractor	22	33		*				
IR	IR	Optometrist	32	33				*		
IR	IR	Dentist	28	14			*			
I	IA	Physician	26	33			*			
[IR]	I	Biologist	(IR)	35						
I	I	Mathematician	18	18		*				
IR	I	Geographer	33	30				*		
I	I	College professor	33	37				*		
IA	IA	Psychologist	36	45				*		
IA	IA	Sociologist	26	42			*			
		ARTISTIC			15	25	30	40	45	55
AI	AI	Medical illustrator	24	35		*				
A	A	Art teacher	11	36	*					
A	A	Artist, fine	29	33			*			
A	A	Artist, commercial	42	41					*	
AE	A	Interior decorator	37	43				*		
[RIA]	ARI	Architect	(RIA)	43						
A	A	Photographer	41	48					*	
A	A	Musician	38	41				*		
AR	[EA]	Chef	25	(EA)			*			
[E]	AE	Beautician	(E)	41						
AE	A	Flight attendant	36	51				*		
A	A	Advertising executive	55	59						*
A	A	Broadcaster	48	50					*	
A	A	Public relations director	49	50					*	
A	A	Lawyer	50	52					*	
A	AS	Public administrator	56	56						*
A	A	Reporter	45	46					*	
A	A	Librarian	43	50					*	
AS	AS	English teacher	37	51				*		
[SA]	AS	Foreign language teacher	(SA)	41						

STRONG [redacted] INTEREST INVENTORY OF THE
STRONG VOCATIONAL INTEREST BLANK

UV A-P ACS-032

PROFILE REPORT FOR: Steven Taylor
ID:
AGE: 28 **SEX:** MALE

DATE TESTED: 09/01/88
DATE SCORED: 09/19/88

SOCIAL

GENERAL OCCUPATIONAL THEME - S
HIGH (61)

BASIC INTEREST SCALES (STANDARD SCORE)

TEACHING — MOD. HIGH (59)
SOCIAL SERVICE — MOD. HIGH (58)
ATHLETICS — AVERAGE (51)
DOMESTIC ARTS — AVERAGE (44)
RELIGIOUS ACTIVITIES — AVERAGE (51)

ENTERPRISING

GENERAL OCCUPATIONAL THEME - E
MOD. LOW (41)

BASIC INTEREST SCALES (STANDARD SCORE)

PUBLIC SPEAKING — AVERAGE (54)
LAW/POLITICS — MOD. HIGH (57)
MERCHANDISING — LOW (36)
SALES — MOD. LOW (41)
BUSINESS MANAGEMENT — MOD. LOW (45)

CONVENTIONAL

GENERAL OCCUPATIONAL THEME - C
VERY LOW (30) *

BASIC INTEREST SCALES (STANDARD SCORE)

OFFICE PRACTICES — VERY LOW (36) *

OCCUPATIONAL SCALES

F	M		STANDARD SCORES F	STANDARD SCORES M
SA	[AS]	Foreign language teacher	14	(AS)
SA	SA	Minister	38	47
SA	SA	Social worker	39	51
S	S	Guidance counselor	36	41
S	S	Social science teacher	29	35
S	S	Elementary teacher	14	26
S	S	Special education teacher	25	40
SR	SAR	Occupational therapist	43	46
SIA	SAI	Speech pathologist	41	49
SI	[ISR]	Nurse, RN	38	(ISR)
SCI	N/A	Dental hygienist	27	N/A
SC	SC	Nurse, LPN	11	29
[RIS]	SR	Athletic trainer	(RIS)	25
SR	SR	Physical education teacher	27	16
SRE	SE	Recreation leader	42	47
SE	SE	YWCA/YMCA director	38	38
SEC	SCE	School administrator	44	35
SCE	N/A	Home economics teacher	5	N/A
E	ES	Personnel director	33	34
ES	E	Elected public official	39	40
ES	ES	Life insurance agent	31	26
EC	E	Chamber of Commerce executive	15	28
EC	EC	Store manager	26	22
N/A	ECR	Agribusiness manager	N/A	8
EC	EC	Purchasing agent	26	23
EC	E	Restaurant manager	27	33
[AR]	EA	Chef	(AR)	35
EC	E	Travel agent	24	34
ECS	E	Funeral director	24	22
[CSE]	ESC	Nursing home administrator	(CSE)	39
EC	ER	Optician	11	27
E	E	Realtor	25	31
E	[AE]	Beautician	17	(AE)
E	E	Florist	16	26
EC	E	Buyer	6	19
EI	EI	Marketing executive	31	42
EIC	ECI	Investments manager	43	26
C	C	Accountant	16	16
C	C	Banker	17	30
CE	CE	IRS agent	23	20
CES	CES	Credit manager	12	16
CES	CES	Business education teacher	1	9
[CS]	CES	Food service manager	(CS)	23
[ISR]	CSE	Dietitian	(ISR)	38
CSE	[ESC]	Nursing home administrator	25	(ESC)
CSE	CSE	Executive housekeeper	15	26
CS	[CES]	Food service manager	20	(CES)
CS	N/A	Dental assistant	19	N/A
C	N/A	Secretary	20	N/A
C	[R]	Air Force enlisted personnel	8	(R)
CRS	[RC]	Marine Corps enlisted personnel	13	(RC)
CRS	CR	Army enlisted personnel	20	3
CIR	CIR	Mathematics teacher	12	19

VERY DISSIMILAR | DISSIMILAR | MODERATELY DISSIMILAR | MID-RANGE | MODERATELY SIMILAR | SIMILAR

15 25 30 40 45 55

ADMINISTRATIVE INDEXES (RESPONSE %)

OCCUPATIONS	27	L %	22	I %	50	D %
SCHOOL SUBJECTS	58	L %	19	I %	22	D %
ACTIVITIES	49	L %	24	I %	27	D %
LEISURE ACTIVITIES	44	L %	31	I %	26	D %
TYPES OF PEOPLE	42	L %	36	I %	21	D %
PREFERENCES	50	L %	20	= %	30	R %
CHARACTERISTICS	86	Y %	14	? %	0	N %
ALL PARTS	42	%	24	%	34	%

Strong Interest Inventory of the Strong Vocational Interest Blank, Form T325.
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NOTES:

1. Overall, scored High in Artistic theme: Moderately High in Music/Drama, High in Art, and Moderately High in writing.
2. Overall, scored Moderately High in Social theme: Moderately High in teaching, Moderately High in Social Service, High in Athletics, Average in domestic and religious activities.
3. Scored Moderately High in other basic interests: Public Speaking, Law/Politics & Adventure.
4. Administrative Index shows Like or Indifferent to 80% of different types of people.
5. Administrative Index shows Like or Indifferent to 80% of Activities and Leisure Activities.
6. Academic Comfort 57: Strong interest in school. Extroversion Scale 37: Strong extrovert.
7. High percentage of Dislike in Occupations (37%).

INFERENCES:

Carrie is a person who:

1. Shows a strong interest in artistic themes.
2. Enjoys athletics.
3. Shows a fairly strong interest in social themes.
4. Likes most activities.
5. Tolerates different types of people.
6. Enjoys learning.
7. Is extroverted.
8. Seems to enjoy activities that involve people.
9. Shows interest in performance, or being in front of people.
10. Might like attention.
11. Likes opportunities for self-expression.
12. Sees herself as independent yet people-oriented.