



## SUGGESTIONS FOR INTERPRETING STRONG RESULTS

The eight-step model below offers a general sequence for interpreting college students' results on the *Strong Interest Inventory*® Profile. There is no right or wrong way to proceed, however. Adjust your interpretation to the specific needs of your students and to the time available.

### MODEL FOR INTERPRETING THE STRONG PROFILE

- Step 1** Review the assessment experience with the student.
- Step 2** Clarify the student's expectations and goals for the interpretation.
- Step 3** Provide an overview of the Profile's organization.
- Step 4** Discuss the General Occupational Themes.
- Step 5** Discuss the Basic Interest Scales.
- Step 6** Discuss the Occupational Scales.
- Step 7** Discuss the Personal Style Scales.
- Step 8** Use the College Profile pages to summarize results and identify next steps for gathering information about majors or careers.

### POINTS TO EMPHASIZE

- The *Strong* does not measure abilities.
- The *Strong* does not recommend one specific major or career that the student "should" follow.
- Interests represent only one important component of good academic and career decision making. Factors not measured by the *Strong* that are also important to consider include abilities, values, goals, family concerns, and lifestyle needs.

## TIPS FOR INTERPRETING CHALLENGING STUDENT PROFILES

Students whose *Strong* results show either very few high scores or, conversely, many high scores may require extra help during the interpretation session.

### PROFILES WITH FEW HIGH SCORES

Discuss with the student the reasons that may underlie this pattern and help him or her explore broader, undiscovered interest areas.

#### Common reasons for few high scores

- Lack of work or life experience
- General indecision
- Narrowly defined or unique interests
- Depressed mood
- Conflicts with expectations of family, peers, or cultural background

#### Interpretation strategies

- Emphasize any high-scoring interests and inquire about other interests not measured by the *Strong* Profile.
- Emphasize scores that are highest for the student and ignore the attached labels such as "Moderate."
- Discuss all the Basic Interest Scales. Ask the student about each to learn more about his or her past and present experiences with each domain. Highlight Basic Interests in which the student expresses interest.

### PROFILES WITH MANY HIGH SCORES

Discuss with the student the reasons that may underlie this pattern and help him or her narrow and prioritize interests.

#### Common reasons for many high scores

- Multiple wide-ranging interests
- Discomfort in choosing the "Dislike" or "Strongly Dislike" response due to cultural or other factors
- Fear of ruling out options
- Attempting to "look good" or please everyone

#### Interpretation strategies

- Work with the student to select the highest scales for each section of the Profile and prioritize those areas.
- Focus on patterns of interest that recur across multiple sections of the Profile.
- Help the student attend to different interests across various academic, extracurricular, and lifestyle roles.

