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I am submitting herewith a dissertation written by James Randall Reed entitled "Locating Vocational Interest Inventory Results in Client Biographies: The Use of Some Social Structures in Test Interpretation Interviews." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

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LOCATING VOCATIONAL INTEREST INVENTORY RESULTS
IN CLIENT BIOGRAPHIES: THE USE OF SOME SOCIAL
STRUCTURES IN TEST INTERPRETATION INTERVIEWS

A Dissertation
Presented for the
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ABSTRACT

The purpose of this descriptive study, conducted with a methodology adapted from ethnomethodology and conversational analysis, was to investigate the sequential talk occurring in face to face interpretations of vocational interest inventories in order to demonstrate that, and how, such interviews are a socially organized accomplishment of the participants. Data consisted of five transcripts of interpretation interviews, three conducted by experienced counselors and two by inexperienced counselors. All but one of these interviews were conducted as part of a several-day vocational workshop designed to assist members of farm families who are considering career alternatives. The findings of this study were the following: (a) that counselors, in interaction with clients, use the test profile form to identify and sequence topics for the talk; thereby, they constrain the clients to talk about the test results and document how they can be categorized as typical kinds of people with typical vocational alternatives available to them; and (b) that counselors further constrain client talk by initiating normative conversational structures called adjacency pairs and then reserving the right to summarize, that is, formulate, client talk. These conversational practices constitute the methods by which counselors invite clients to locate the source of the test

results in their own biographies and thereby make the scores available as grounds for client vocational decision making.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of Purpose	1
Need for the Study	4
Rationale	11
Statement of Problem	13
II. RELATED LITERATURE	15
Feedback Mode Studies	16
Ethnomethodological Studies of Work	18
Conversational Analytic Studies	22
Conversational Analytic Studies of Psychological Treatment	28
III. METHOD	32
Setting	32
Participants	33
Counselors	33
Clients	34
Instruments	35
Strong-Campbell Interest Inventory	35
The Career Assessment Inventory	39
Procedure	40
Data Collection	40
Data Selection	41
Transcription	42
Data Analysis	44

Issues of Reliability and Validity	47
IV. RESULTS AND DISCUSSION	53
Identifying and Sequencing Topics	57
Locating the Source of the Test Results in Client Biographies	69
Differences Between Experienced and Inexperienced Counselors	92
Concluding Remarks	94
LIST OF REFERENCES	101
APPENDIXES	108
APPENDIX A. TRANSCRIPTION CONVENTIONS AND TRANSCRIPTS	109
APPENDIX B. VOCATIONAL WORKSHOP SYLLABUS	205
APPENDIX C. STRONG-CAMPBELL INTEREST INVENTORY PROFILE FORM	208
APPENDIX D. CAREER ASSESSMENT INVENTORY PROFILE FORM	214
APPENDIX E. INFORMED CONSENT FORM	221
VITA	224

CHAPTER I

INTRODUCTION

Statement of Purpose

The administration and interpretation of interest inventories is currently the most popular intervention offered to clients seeking vocational assistance (Holland, Magoon, & Spokane, 1981). Interest inventories are used to aid clients in making "long-range curricular or occupational choices" by providing them with "information about themselves and their relationship to the working world, information that will lead them to greater self-understanding and to better decisions about the course of their lives" (Hansen, 1984b, p.1). The purpose of this dissertation is to investigate what can be learned about the interpretation of vocational interest inventories if such interviews are considered to be socially organized accomplishments of the counselor and client participants. That is, the aim of this study is to attend to what the counselor and client do in a test interpretation interview.

Therefore, unlike previous research on test interpretation interviews, the focus of this study is on the process of the interpretation interview, not on the outcome, whether measured by client preference for an interpretation mode or client informational seeking behavior after an

interpretation (Fretz, 1981). Unlike traditional process research, however, this study is not concerned with the impact or effect of theoretically specified variables upon the process. Rather, the goal is to describe and analyze, accurately and in detail, how counselors give the test results practical to clients through the sequential, interactive talk that makes up the social occasion referred to as an interpretation interview.

Because this goal may seem unusual, a few words of explanation are in order. It is likely that counselors conducting a test interpretation interview, by virtue of their training, "know" that the results of the interest inventories are "helpful" to clients. Clients, too, must assume that the results of the interest inventories are at least potentially beneficial to them.

The interpretation interview is one social occasion in which the counselor demonstrates, and the client recognizes, the "helpfulness" of the test results. In this study, the "helpfulness" of the test results is equated with the practical significance that the counselor and client "discover" in the test results. Furthermore, the practical significance that the counselor and client "discover" is considered to be the result of what they do in the interpretation interview. As a social accomplishment, the practical significance of the test results is made by, and consists of, the methods by which the counselor and client,

interactively, and throughout the course of their talk, give the scores a practical objectivity and practical observability.

The concern in this study is not whether the scores "really" have practical significance for the client; nor is there any intent to demean or criticize the interpretation interview in order to suggest how it should be done, or could be done better. Rather, in this study, the interest is in showing the methodology--the reasoning procedures and social activities--by which the counselor and client create for themselves the sense in which the scores have practical significance for the client. Stated directly, the phenomenon of interest is the common sense observation that clients who have vocational interest inventories interpreted to them find the test results "helpful." By treating the "helpfulness" of the test results as a social accomplishment, something that the counselor and client together produce through their interaction, the problem becomes this: how do the counselor and client do this, interactively, ongoingly, throughout their talk?

It might be objected that the helpfulness of the test results is both trivial and obvious; it is there for the seeing. The response is that it is the counselor and client who make the results helpful and obvious, there for the seeing. The purpose of this study is to identify some of

the ways that they do this.

Need for the Study

Because career counseling is historically an important professional activity of counseling psychologists (Whiteley, 1984; Williamson, 1965), the interventions used in career counseling should receive continued and diverse empirical study. Due to its popularity as an intervention, a diversity of empirical studies of the interpretation of interest inventories would seem especially warranted.

The results of previous outcome studies of interpretation interviews are equivocal; a general finding, however, seems to be that clients prefer "personalized methods" of interpretation, such as is offered when a counselor interprets an interest inventory individually to a client (Fretz, 1981; Oliver, 1977). This finding suggests that clients prefer an interpretation method that allows for face to face social interaction.

This dissertation, which is based on the research tradition of ethnomethodology (Garfinkel, 1967; Turner, 1972) and conversational analysis (Heritage & Watson, 1979; Pomerantz, 1984; Sacks, Schegloff, & Jefferson, 1974; Schegloff & Sacks, 1973), reports the findings of an analysis of the natural talk occurring in "personalized" interpretation interviews of results from vocational interest inventories. Such an analysis may broaden

understanding of the occasion of counseling as a social event and of the means whereby the participants accomplish, that is, create and make observable, that event.

Identifying how the participants interactively accomplish an interpretation interview may be valuable for two reasons. First, it may assist in the development of more efficient methods for interpreting interest inventories to clients. Second, it may have implications for training counselors in the interpretation of such tests.

A study that attends to the the sequential talk of interpretation interviews is needed for methodological reasons as well. Although the counselor and client in an interpretation interview may make inferences about each other and what they are doing, among the empirical events that they observe and make inferences from is the sequence of utterances that occur turn by turn throughout the talk of the interview. The study reported here attempts to provide a precise description of this talk, for it is in and through their talk that the counselor and client show how they understand each other and thereby produce the interpretation interview. If the study is successful, it may indicate a possible methodological extension of current studies of the sequential features of counseling interviews (Patton, 1985) and, therefore, may shed some light on the conversational means whereby counselors influence clients (Meara & Patton,

1987; Pepinsky & Karst, 1964).

In current studies of the sequence of talk in counseling interviews, coding schemes are used to reduce the talk to analyzable units. A statistical analysis of the relationships between the units is then conducted--for example, a stochastic analysis (Friedlander & Phillips, 1984; Lichtenberg & Heck, 1979). Three features of coding schemes in general limit what studies using such schemes can tell us about the sequence of events in counseling. First, because coding schemes are devised outside of and prior to their application to the talk of an interview, the relationship between the events as they are coded and the events as they are produced and understood by the counselor and client is indeterminate (Patton, 1987a; Patton, 1987b).

Second, in coding a sequence of talk, coders will first understand the utterance the way that participants in any talk do, by referring to the placement of the utterance in the sequence of the talk (Schegloff, 1984). Thus, coders depend upon their prior, taken-for-granted, but unanalyzed, knowledge of sequential talk in order to know how to code any particular utterance. A reference to this feature of coding schemes can be found in the initial report of the Hill Counselor Verbal Response Category System (HCVRCS; Hill, 1978). In a footnote, Hill (1978) indicates that several people working with the HCVRCS requested that she include "client stimulus statements for each counselor

example in a category" (p. 466, n. 1). Although Hill does not remark upon it further in the body of her study, her note indicates that coders need to see examples of these categories in their sequential context in order to know how to recognize an utterance as an example of a verbal category in her system. To the extent that coders use their prior knowledge of sequential context in order to apply the coding scheme categories to a course of talk, an analysis of such coded talk is logically limited in what it can say about the sequence of the talk, for this reason: the sequence has already been analyzed by the coders in order to do the coding, but in unknown ways (cf. Garfinkel, 1967).

A third limitation of coding schemes for studying the sequence of events in a counseling interview is their insensitivity to at least some of the features of the sequential environment of an utterance. A brief example, using the Discourse Activity Analysis System (DAAS: Friedlander & Phillips, 1984), will be used to illustrate this last point.

The following two questions, taken from the transcripts analyzed in this study, appear very similar in form. Using the DAAS, they would both be coded as Topic Relevant Acts (TRA), for they go beyond or add to the previous turn while remaining relevant to the immediate topic (Friedlander & Phillips, 1984):

- (a) What's the difference between agricultural mechanization and agricultural engineering?
- (b) The RN, uh, what do you feel like the difference is in the RN and LPN?

Placing the questions in the sequential context of their production, however, shows that they have different conversational functions in the organization of the interview. In the excerpts below, the questions are marked with the notation "TRA" in the left margin; transcription conventions and copies of all the transcripts are found in Appendix A (cf. Schenkein, 1978a). The context for question (a) follows:

Experienced Counselor 1

TRA 1,009 CO: What's the difference between
 1,010 agricultural mechanization and
 1,011 agricultural engineering?
 1,012 CL: Well, it's just the fact that you
 1,013 just don't go into the more
 1,014 technical aspects of actually, you
 1,015 know, design of of=
 1,016 []
 1,017 CO: Umm hmm
 1,018 CL: =the, say, a piece of equipment=
 .
 .
 .
 1,046 CL: =the actual type of blade it'd use
 1,047 in this instead of having a set fan
 1,048 and the set values and just=
 1,049 []
 1,050 CO: Oh,
 1,051 okay
 1,052 CL: =applying it, you know=
 1,053 []
 1,054 CO: Yeah
 1,055 CL: =is just more or less what it is.=
 1,056 CO: =Yeah. Okay, yeah. That makes
 1,057 sense.

1,058 ((pause))
1,059 Yeah. Now, you explain that like a
1,060 teacher.
1,061 ((laughter))
1,062 [[
1,063 CL: ((laughter))
1,064 ((pause))
1,065 CO: We move down in the investigative -

The client's answer beginning in line 1012, factual and with examples, suggests that the client heard the counselor's question as a request to inform the counselor about the difference between agricultural mechanization and agricultural engineering. The counselor's response in lines 1050-1051, "Oh, okay," and his response in line 1056, "Yeah. Okay, yeah. That makes sense," can be heard by the client, as well as by observers, to display that the answer provided new information to the counselor (Heritage, 1984a); these responses by the counselor indicate a change of state in the counselor's knowledge.

The counselor and client laugh after the counselor, in line 1059, comments on the pedagogic flavor of the client's answer; they then pause before the counselor orients them both, in line 1065, to a different portion of the profile form. The counselor's humorous comment, and then the pause before the counselor begins talking, both suggest that the counselor's question and the client's answer were tangential to the work of the interpretation interview. Although the counselor's humorous comment does refer to a score, previously discussed by the counselor and client, that was

taken to represent the client's interest in teaching, nothing else in the talk suggests that this brief bit of the interaction is considered to be part of the doing of the interpretation.

The sequential context of question (b) shows how, for the participants, the function of question (b) in the conversation differs from the function of question (a). Again, the question is marked with the notation "TRA."

Inexperienced Counselor 5

TRA 815 CO: The RN, uh, what
 816 do you feel like the difference is
 817 in the RN and LPN?
 818 [
 819 CL: I don't really I don't really
 820 know, other than education and, I
 821 guess, the types of jobs they have
 822 had, I don't know. I wouldn't want
 823 to be either one.
 824 CO: Umhm. Well that's fine, but your
 825 interests fit more like most of the
 826 ones that are LPNs. I mean as far
 827 as all these funny things you
 828 filled out.
 829 CL: Uh huh
 830 CO: ((laughter)) Keep those in mind=
 831 CL: =Okay=
 832 CO: =as we're looking at these=
 833 CL: =Okay, I will.

By looking at how the client, beginning in line 815, answers the question, it appears that the client heard the counselor's question as a request, at least in part, for the client to evaluate her interest in being an RN or LPN; in lines 822-823, the client states that she "wouldn't want to be either one."

Unlike the case with question (a), the counselor's utterance, beginning in line 824, which follows the client's answer, does not indicate that the answer provided the counselor with new information. Instead, the counselor acknowledges the client's answer as an answer, "Well that's fine," but then reminds the client of her score on the occupation LPN. In addition, the counselor, in line 830, seems to instruct the client to keep the scores "in mind" as they look at the test results. This response by the counselor, and the client's compliance, in line 833, "Okay, I will," suggests that this bit of the talk was, for the participants, heard as talk that was part of the doing of the interpretation.

Rationale

The findings of ethnomethodological (Garfinkel, 1967; Turner, 1972) and conversational analytic studies (Pomerantz, 1984; Sacks, Schegloff, & Jefferson, 1974; Schegloff & Sacks, 1973) demonstrate that social occasions are "self-explicating" events (Heritage & Watson, 1979). What this means for a study of interpretation interviews is this: the interpretation interview as a social occasion, as well as the methods the participants use to achieve the interview and its outcome, is available to the interview participants for description and analysis in the same way that it is available to observers--in and through the common

sense interpretation of the naturally occurring talk of the participants (Heritage & Atkinson, 1984; Patton, 1987b).

This notion needs to be explicated. Although the participants in any social occasion may have a range of responses that they may contemplate making at any particular time, the social occasion as an empirical event exists in the observable sequences of utterances that they do make. Participants make inferences about the other participants, and about the social occasion in which they are participants, based upon these utterances as "informative displays" (Pepinsky & Patton, 1971). It is in this sense, then, that the social occasion is available to the participants in their own talk.

Certain decisions follow for data collection and analysis if the interpretation interview is considered to be a socially organized accomplishment that occurs in and through the talk of the interpretation interview. First, given the analytic importance of the talk, it is important to record the sequence of the talk in as accurate a manner as possible, for it can not be established a priori what structures are important and used by the participants to accomplish the interpretation interview (Heritage & Atkinson, 1984). Schegloff's (1981) study of the use of "uh huh" in conversations illustrates the analytic value of considering even minute, seemingly trivial, features of the

talk. Labelling such utterances as "minimal encouragers" (Hill, 1978), for example, before their actual use in counseling interviews has been described and analyzed, prematurely restricts what can be learned about the function such conversational structures may have for the participants in the organization of counseling interviews.

A second decision for how the data are analyzed follows as well. If the counselor and client make the social occasion observable to themselves, as well as to observers, through the sequence of their talk, then it follows that an analysis of the interpretation interviews should begin by attending to the interactive sequence of the counselor and client's talk. Not isolated utterances, but sequences of talk and turns at talk within sequences become the unit of analysis (Heritage & Atkinson, 1984).

Statement of Problem

Vocational counselors are members of society who are socially sanctioned to assist other members of the society who need help in choosing or altering a vocational identity. Among the techniques counselors use for accomplishing this task is the administration and interpretation of a vocational interest inventory. An individual's scores from an administration of an interest inventory are often shared with the individual in an interpretation interview. During this interview, the counselor assists the client in

recognizing the practical significance of the test results for the client. The primary problem for this study is to describe and analyze how, in and through the sequential talk of the interpretation interview, the counselor and client give the test results this practical significance such that the results come to be treated by the client as a basis for the client's vocational decisions. A secondary problem is to determine whether differences exist between how experienced and inexperienced vocational counselors assist clients in recognizing the practical significance of the test results for the client.

CHAPTER II

RELATED LITERATURE

This study represents an attempt to apply the findings and methods of ethnomethodology and conversational analysis to the naturally occurring talk in vocational interest inventory interpretation interviews. In what follows, the traditional experimental literature on vocational interest inventory interpretations will be reviewed briefly. In the main, these studies are concerned with the effects of various interpretation modes, usually called feedback modes, on later client behavior; therefore, they are of minimal importance to the problem of this study. They are reviewed here for two reasons: (a) to indicate the kind of empirical attention interest inventory interpretation has received to date, and (b) to support the argument made earlier for the need to investigate, in particular, the interpretation interview conducted by a counselor face to face with a client.

After the feedback mode studies are discussed, two ethnomethodological studies will be reviewed. These studies may be considered examples of the recent focus in ethnomethodology on "studies of work" (Heritage, 1984b). Then several conversational analytic studies will be reviewed. These ethnomethodological and conversational analytic studies are included, not because of their

relevance to interpretation interviews per se, but because (a) the studies are of methodological importance for the work reported here, and (b) the conversational structures identified in the conversational analytic studies were found to be important for the analysis of interpretation interviews that is reported here.

Finally, two examples of conversational analytic studies of the talk occurring in a situation of psychological treatment (Pepinsky & Patton, 1971) will be reviewed. These two are reported because they seem to represent the extent of the conversational analytic attention that has been paid to talk occurring in situations of psychological treatment (Pepinsky & Patton, 1971).

Feedback Mode Studies

Studies of vocational interest inventory interpretations are limited in number (Hansen, 1984a). The few studies that have been done are outcome studies that investigate the varying effectiveness of such methods of vocational test interpretation as one to one interpretations, group interpretations, printed explanatory interpretations, programmed interpretations, and interactive computer or audio-visually aided interpretations (Oliver, 1977).

The studies by Hoyt (1955), Hewer (1959), Smith and Evans (1973), and Rubenstein (1978), for example, suggested that group interpretations are as informative as individual interpretations. Oliver (1977), however, criticized many of these studies for varying the content of the test interpretation with the mode of interpretation; the findings of her study, in which content was held constant across modes of interpretations, suggested that individual, face to face, interpretations are the preferred mode.

Hoffman, Spokane, and Magoon (1981) concluded that group counseling and audio tape with the test profile are preferred over simple exposure to the profile. Henkels, Spokane, and Hoffman (1981) attempted to determine whether preference for mode of interpretation (profile only, audiotape, or direct contact with a counselor) varied with test scores indicating high, medium, or low vocational identity; they found no relationship between identity level and preferred mode of interpretation, but they concluded, cautiously, that clients prefer direct contact with counselors.

In his review of the effectiveness of career interventions, Fretz (1981) concluded that "the strongest evidence from variation in test interpretation techniques is that there are no reliable significant differences in outcomes other than clients liking personalized methods better than impersonal ones" (p. 82). Zytowski (1982)

echoed this conclusion when he stated that "clients prefer human intervention" (p. 19) in the process of test interpretations. These comments suggest that it is time to turn empirical attention to the process, not the outcome, of the individualized interpretation interview.

Ethnomethodological Studies of Work

Garfinkel laid the groundwork for his studies of the work of scientists in his initial 1967 work, Studies in Ethnomethodology, when he stated, in his omnibus style, that "recognizable sense, or fact, or methodic character, or impersonality, or objectivity of accounts are not independent of the socially organized occasions of their use" (p. 3). Two studies of work are reviewed here.

Lynch (1979), in his dissertation, examined the technical work and talk of laboratory workers in a brain research laboratory. The goal was to investigate, from within the social occasion of the lab work, the social, moment-to-moment methods by which "discoveries" were seen by the laboratory workers to be discoveries, and not the results of distortions by the instruments or other experimental indeterminacies. His findings suggest that such discoveries, as scientific work, consist of the circumstantial and local management of "accounts" in everyday laboratory shop talk; "accounts" include, for

example, the methods by which lab researchers "read" a photograph produced by an electron microscope and reach an agreement as to what structures and processes are "visible" in the photograph. In other words, according to Lynch (1979), scientific shop work, which includes the routine "readings" of electron microscope produced photographs, as well as the readings that lead to discoveries is not coterminous with the scientific method as it appears in textbooks or research reports. Thus, for example, the "shop talk" by which the laboratory workers achieve agreement about what they see in a photograph exhibits the local, contingent features of the social occasion. The official reports of their findings, however, gloss over the interactive, contingent nature of the methods by which they reached agreement. They describe their findings as if they were just "out there" in nature somewhere and not as something produced as a result of their ongoing social interaction.

The first published ethnomethodological study of work, by Garfinkel, Lynch, and Livingston (1981), is as radical as it is difficult. This study also investigated "discovery" as a social accomplishment. Through the use of a tape recording and a log book, the optical discovery in 1969 of the pulsar was the "social accomplishment" investigated. Rather than accepting, at face value, that the astronomers, Cocke and Disney, had discovered an astronomical object that

was "out there" all the time, Garfinkel et al. (1981) brought to bear the relevance of the phenomenon "first time through" to the work of discovery. Through the tape and the log, they demonstrated how Cocke and Disney could repeatedly produce the pulsar as a definite, analyzable object.

Initially, the pulsar, although not yet "discovered", was "in hand." It was "'performatively' objective" (Garfinkel et al., p. 137) for Cocke and Disney as a vague "it" through their initial observational runs. That is, they know something was "there," and that it might be important, but they didn't know what "it" was. Much as a potter decides what he or she is making in the making of it, Cocke and Disney began investigating the vague it by seeing their observational runs as a connected series, each run of the series providing more information about the vague it. As an "historicized" series, each new run was interpreted in light of the previous runs and, as well, the previous runs were re-interpreted in light of succeeding runs.

For Garfinkel et al. (1981), the pulsar as a social object, that is, a thing given existence through some social interaction, consists of the methods by which Cocke and Disney historicized their observational runs, first time through. Although Cocke and Disney reported their discovery of the pulsar by noting the features of the pulsar that made it "discoverable"--its frequency, magnitude, location in

space, and so on--Garfinkel, et al. (1981) suggest that their report glosses over the relevance of "first time through." By first time through, they refer to the fact that (a) no one had made the discovery before, and (b) as recorded in the log and in the tape recording, each observational run was for Cocke and Disney, in the doing of it, a new run that they had to complete. The ways in which they completed each run and then showed to each other how it was part of a series of runs were the "embodied practices" of their work. Furthermore, these practices, as competent methods of astronomers, provided for the "identifying details" of the pulsar. Although, to repeat how this paragraph began, Cocke and Disney reported their discovery by referring to features of the pulsar that made it discoverable, Garfinkel et al. (1981) claim that these features of the pulsar consist of Cocke and Disney's methods for making the pulsar an objective, analyzable, pre-existing object that anyone could then see was "out there."

These studies of work are designed to be studies "of" work, not studies "about" work (Garfinkel et al., 1981). They attend to the moment by moment activities of workers, primarily scientists, as practical actions in order to investigate their work as a socially organized and accomplished activity. Idealizations of how this work is supposed to be conducted are set aside in favor of rigorous empirical attention to what does happen. Because these

studies are new, and few in number, their usefulness for encouraging further research is not yet known. The study reported here is, in limited ways, an attempt to provide a study "of" interpretation interviews, not a study "about" such interviews.

Conversational Analytic Studies

Conversational analysis is, in many respects, the empirical working out of some of the seminal concepts of ethnomethodology as developed by Harold Garfinkel (1967; Heritage, 1984b). The studies conducted within this tradition attend to the detailed, interactive organization of everyday conversations occurring in a wide variety of mundane social situations. By describing and analyzing how taken-for-granted structures of conversation provide participants in these social situations with methods for the interactive and local management of the situations, these studies represent an empirical investigation of these situations as social accomplishments. They are directed, in part, to an empirical explication of the essential reflexivity of human social action that Garfinkel's (1967) studies made evident. As examples of the accounting practices Garfinkel pointed to, these conversational structures, to use Garfinkel's (1967) words, "are carried on under the auspices of, and are made to happen as events in,

the same ordinary affairs that in organizing they describe" (p. 1).

Because these conversational analytic studies are data driven, and their findings can be exceedingly complex, they are difficult to describe briefly. Several basic conversational structures, however, have been identified; the research studies that report these structures will be reviewed here.

Sacks, Schegloff, and Jefferson (1974) investigated turn-taking in conversations--that is, the methods by which participants in a conversation manage who speaks when. Their goal was to describe how participants in a conversation adapt the turn-taking system to the properties of the social occasion in which their conversation occurs. Rather than focusing on the outcomes of turn-taking in particular settings, they began with the gross empirical observations that, in ordinary conversations, (a) although who is speaking changes, members speak one at a time, usually for varying lengths of time, (b) the transitions between speakers are "finely coordinated," (c) general methods exist for allocating who speaks next, and (d) specific methods exist for constructing utterances so that the utterance displays its status both as a following turn and as an utterance that allocates a next turn.

From these gross empirical facts, and from close observation of transcripts of everyday conversations, Sacks

et al. (1974) suggested a set of rules that seem to explain these gross empirical facts of turn-taking in conversations. These rules, which constitute their findings, are summarized as follows: When a speaker's utterance projects a turn-transition point, the other members have several options, depending upon how the current speaker's utterance projects the next turn. If the speaker's utterance selects a next speaker, by using that member's name, for example, that member, and only that member, has the right and the normative obligation to speak next. If the speaker's utterance, however, does not select a next speaker, then members may self-select to speak next and thereby gain rights to the turn. If the original speaker's turn projects self-selection as the method for allocating the next turn, and if no other speaker self-selects, the original speaker may continue with the turn, and at this point, the rules for who speaks next are reinstituted as if this were a new turn.

Sacks et al. (1974) make some comments about how their methodology is fitted to their data when they note that the turn-taking system has, by virtue of its design, a "proof procedure" (p. 728) for an analysis of the turns. Speakers, they postulate, will hear any next turn as directed to the talk of the prior turn, unless the next turn directs listeners to other talk in the conversation. Thus, any next speaker, in constructing his or her turn, is also heard as

displaying his or her sense of what the first speaker projected as the next turn. Next turns, for researchers as well as the participants themselves, are therefore a resource for understanding prior turns.

The fitting of turns together is partially the topic of another study by Schegloff and Sacks (1973), in which they investigate how conversationalists close their conversations. In examining the methods by which conversationalists project an ending of the conversation, Schegloff and Sacks (1973) describe a conversational structure that they call an adjacency pair. Adjacency pairs are sequences of two utterances produced by different speakers, one of whose utterance follows the first speaker's utterance and is heard to be a normatively appropriate response to the first utterance. As examples of adjacency pairs, they mention question-answer, greeting-greeting, and offer-acceptance/refusal. Because the second utterance is heard normatively as in some way appropriately completing the first utterance, the adjacently paired utterances have an "achieved relatedness beyond that which may otherwise obtain between adjacent utterances" (Schegloff & Sacks, 1973, pp. 295-296).

The conversational function of adjacency pairs is this: the initiation of the first utterance part of an adjacency pair provides "a determinate 'when'" (Schegloff & Sacks, 1973, p. 297) for a particular kind of utterance to occur.

In providing the normatively projected second utterance part, the second speaker links his or her utterance to the previous speaker's utterance. In this way, speakers can make the sequential nature of their talk observable. Of course, the second speaker may not provide an utterance that is an example of an appropriate second pair part; in these cases, however, the following utterances will likely be stated in way that shows or explains why it does not complete the adjacency pair. For example, if speaker A asks speaker B a question, which is the first part of the question/answer adjacency pair, speaker B may not know the answer and therefore will likely not provide the appropriate second part. The second speaker may state that, and why, he or she does not know the answer, and in this way acknowledge the relevance of the adjacency pair. Because counselors in interpretation interviews make extensive use of the first utterances of adjacency pairs, adjacency pairs will be described in more detail later.

Heritage and Watson (1979) describe another conversational structure, called a formulation, which also is used by conversationalists to sequence their conversation. A formulation, in general, is primarily heard as a comment upon the talk that has so far occurred. Heritage and Watson (1979) identify formulations of gist and formulations of upshot. Formulations of gist summarize the

sense of some course of talk; formulations of upshot summarize what a course of talk means, in some practical sense, and therefore presuppose a formulation of gist which has not actually been uttered.

According to Heritage and Watson (1979), formulations of gist provide members with a method for demonstrating, to themselves, but to observers as well, that the conversation "has been and is ongoingly a self-explicating colloquy: a specific instanced sense of the colloquy being retrievable as part and parcel of this demonstration" (p. 139). In short, formulations provide a method by which participants can understand what they have been saying by demonstrating how they have heard what they have said. The reflexivity of the formulation is evident when it is recognized that the formulation is an utterance in a course of talk upon which the formulation is heard to comment.

Formulations were found to be an important method by which counselors and clients achieved the outcome of their interpretation interviews; they will be discussed again in more detail. A final comment will now be made to summarize this brief review of conversational analytic studies.

In general, the problem for conversational analytic studies is to demonstrate how, in and through their talk, conversationalists sequence their talk, for the methods by which conversationalists accomplish the sequence of their talk are also the methods they use to accomplish the

specific work of that particular conversation. It is in this sense that conversational analytic studies are ultimately concerned with an empirical investigation of the reflexivity of human social action.

Conversational Analytic Studies of Psychological Treatment

Conversational analytic studies have demonstrated the accomplished nature of mundane conversations. Because of the complexity of such everyday talk, and because such everyday talk seems to be modified for special situations, few studies have looked at the talk occurring in special social situations. The provision of psychological treatment (Pepinsky & Patton, 1971) in counseling interviews is one such special social situation. Two studies are reviewed here that treat this talk from a conversational analytic perspective.

Turner (1972) investigated the talk occurring in group therapy in order to explicate the socially organized features that provide for such therapist remarks as "Look, before we start," or "Well, we might as well start." His interest was to identify the segments of group therapy that were oriented to and had primacy for the participants. His analysis suggested that members orient to the beginning of group therapy by noting who is absent; those absent at that

time are treated as entitled to be present and their absence is accounted for in order for the members who are present to make accountable their beginning without the absent members.

Once the group therapy begins, Turner (1972) noted, the members must orient to the fact (a) that they are talking in the presence of lay hearers, the other members, and (b) that there is no simple formula to decide who will talk, or in what order. Members may link their accounts of problems to the previous member's accounts of problems, but in his data it appeared that members spend much of their time trying to account for themselves as members; they were heard to say repeatedly, and in various ways, "Why am I here?"

According to Turner (1972), when group members ask this question of themselves, or of each other, they can be heard to be complaining that they are merely talking. Therapists, however, are entitled to ask members the question, "Why are you here?" Therapists need not answer this question if asked by a group member. These observations form the basis for two of Turner's (1972) conclusions: (a) that members of group therapy display in their talk that they have difficulty in recognizing talk as treatment, and (b) that the therapists, once therapy has started, control the talk by giving a theory governed hearing to all of the talk; in giving a theory governed hearing, therapists indicate that there is no time out from therapy.

The other conversational analytic study of the talk of psychological treatment is Seperson's (1981) dissertation, which reports a conversational analytic study of the structure of disagreement in individual psychotherapy. Her findings suggest that confrontations are locally managed through the use of counselor initiated first parts of adjacently paired utterances, usually yes/no questions, which she calls "forced choice" questions. A confrontation may include a series of these questions. The questions are heard by the client as utterances that contradict an assertion the client has just made. Seperson argues that confrontations, organized this way, denigrate the client in order to exhort the client to change.

Seperson (1981) departs, however, from other conversational analytic studies by first defining a paradigm of an ideal confrontation; then she looks at how actual confrontations demonstrate elements of the ideal structure of a confrontation. In some instances, she expands the record of an actual confrontation into a hypothetical confrontation in order to show how the observed utterances are a compressed version of the idealized structure of a confrontation. By beginning with an ideal paradigm prior to observation of actual talk, Seperson is imposing a structure upon her data rather than finding in her data the structures that are produced and recognized by the participants. Despite these caveats, Seperson's findings do seem to

provide rudimentary evidence for one way counselors, through their interactive talk with clients, influence clients to change.

CHAPTER III

METHOD

Setting

Four of the five interpretation interviews that are analyzed in this study were 50 to 60 minute interpretation interviews conducted as part of a two-and-a-half-day long vocational workshop conducted at the University of Missouri-Columbia. This workshop, funded by Section 1440 of the 1985 Federal Farm Bill and conducted under the auspices of the Career Planning and Placement Center of the University, was one of an ongoing series of free workshops designed to assist farmers considering career alternatives.

For many of these farmers, the current economic situation placed their livelihoods at risk; the workshop represented a publicly funded means for them to obtain assistance in examining vocational alternatives. The activities of the workshop, which included discussion of work values, identification of interests and transferable skills, assistance in resume writing, outlining of job hunting strategies, and practice in job interviewing, were designed, as the workshop brochure states, to help "farm family members evaluate their interests and skills and develop their career plans." The administration and interpretation of one or two vocational interest inventories

was an integral part of the workshop. Appendix B contains a syllabus from a workshop held in the spring of 1987.

Because the secondary goal of this study was to investigate whether experienced and inexperienced counselors differed in the methods they used in doing an interpretation interview, interviews were also solicited from inexperienced counselors. Therefore, one of the interpretation interviews analyzed in this study was not conducted as part of a vocational workshop. Instead, it was conducted by an inexperienced counselor as a voluntary activity available to members of an individual assessment class.

Participants

Counselors

The five counselors conducting the interpretation interviews analyzed in this study were counseling psychology graduate students and interns at the University of Missouri-Columbia. Four of them were selected for this study because they were the counselors providing interpretation interviews to workshop participants at the two workshops at which data were collected. The remaining counselor, who was inexperienced, was a volunteer from a class in individual assessment.

The three experienced counselors, two male and one female, were interns at the Counseling Services center of the University. They were considered experienced because

(a) they had all received training in the use of interest inventories in their academic programs, (b) they were all participants in an ongoing intern training meeting focusing on career counseling, including the use of various assessment devices, and (c) they had each maintained a minimum weekly case load of three adult career clients from the local community for the six months prior to data collection.

The two inexperienced counselors were counseling psychology graduate students. One, a male, had taken an individual assessment course, which included a practice interpretation with a fellow student; the other, a female, was currently enrolled in such a course. Their transcripts represent one of their first "real" interpretation interviews.

Clients

The three client participants paired with the experienced counselors were either farmers (both male and female) or members of farm families; they were all participating in one of the two-and-a-half-day long vocational workshops.

The client of the inexperienced male counselor was a workshop participant. The female client of the inexperienced female counselor, however, was not a workshop participant, although she was from a similar economic and

occupational background as the workshop participants.

Instruments

As part of the vocational workshop, participants were asked to complete the Strong-Campbell Interest Inventory (SCII; Hansen & Campbell, 1985) or the Career Assessment Inventory (CAI; Johansson, 1976), or both. The decision of which of the instruments each workshop participant would take was made by the director of the workshops on this basis: workshop participants who had never enrolled in college took the CAI; those who had graduated from college took the SCII; and those who had enrolled in college but had not graduated took both the CAI and the SCII. Counselors of clients who had taken both instruments determined which instrument to interpret first.

The tests were computer scored on the premises using an optical scanner and commercial software running on an IBM Personal Computer. Appendix C contains a sample copy of the results from an administration of the SCII; Appendix D contains the results from an administration of the CAI. A brief description of each of these instruments, and the scores they provide, follows.

Strong-Campbell Interest Inventory

The SCII is an interest inventory designed primarily for college students and adults, although it may be used

with high school students (Hansen, 1984b; Johnson, 1982). The profile form has a format that has been designed to be useful in communicating the results with clients (Hansen, 1984b); it contains five sets of scales that appear on the form in this order:

- (a) Administrative Indexes and a count of Infrequent Responses,
- (b) two (2) special scales, Academic Comfort and Introversion-Extroversion,
- (c) six (6) General Occupational Theme (GOT) scales, which provide the theoretical classifications used for organizing and explaining the remaining scales,
- (d) twenty-three (23) Basic Interest Scales, which measure specific interests within each of the six GOT scales, and
- (e) one-hundred-sixty-two (162) Occupational Scales, which compare the interests of the client with the interests of people in these 162 different occupations.

Separate norms are provided for males and females on the GOT Scales and the Basic Interest Scales.

Hansen (1984b) notes that the use of a theoretical system, John Holland's theory of vocational types, to organize the test results has "profound practical effects" (p. 24) on the interpretation of the inventory; the

classification system provides a means for integrating the test results. In addition, the classification system seems to be easily understood by clients, perhaps because it codifies what might be considered common-sense ways of grouping people.

According to Holland's theory, occupational environments and people can both be classified using some combination of the six categories described below (Hansen, 1984b; Holland, 1985; Seligman, 1980):

- (a) Realistic (R-Theme). Realistic people prefer to work with their hands, often outside; they tend to prefer objective and concrete tasks to abstract thought.
- (b) Investigative (I-Theme). Investigative people, as "thinkers," tend to do well in academic and scientific areas. Confident, intellectual, and independent, they prefer to rely on themselves rather than others in their work.
- (c) Artistic (A-Theme). Artistic people need self-expression; tending to be creative and original, they excel in verbal and artistic areas.
- (d) Social (S-Theme). Social people generally like to work with and help people. Strong in verbal and interpersonal skills, they tend to be sociable, achieving and conservative.
- (e) Enterprising (E-Theme). Enterprising people seek

positions of leadership and influence; they are people-oriented, but more concerned with persuading than with helping. They tend to be adventurous, competitive, and extroverted.

- (f) Conventional (C-Theme). Conventional people work well in large organization as subordinates; concerned with social approval, and conservative and conforming in outlook, they prefer business, computational and clerical tasks that require attention to detail.

The User's Guide for the SVIB-SCII (Hansen, 1984b) suggests that the interpretation of the SCII generally be conducted in the following manner. The counselor should review the profile before meeting with the client, first checking the Administrative Indexes and the Infrequent Response Index for profile validity, and then evaluating the other scales in order to develop tentative hypotheses about the client's interests. In the interpretation interview the counselor should first review the purpose of the SCII, to measure interests, not abilities, and then explain the scores in succession as they appear on the profile form. The counselor should explain Holland's theory if the client is not already familiar with it. As each score is discussed, the counselor should ask for the client's reactions to the score. According to the User's Guide, the

counselor should involve the client in all phases of the interpretation because only the client "can explain how she/he satisfies the interest identified and how they fit into her/his overall lifestyle" (Hansen, 1984b, p. 58). As the client's interests emerge, the counselor and client can generalize beyond the profile and identify further steps for the client to take in his or her career decision making process.

The Career Assessment Inventory

The CAI, patterned after the SCII, is designed for clients of high school age or higher who are not college students (Lohnes, 1982). The profile contains

- (a) Administrative Indexes and a count of Infrequent Responses,
- (b) two (2) bi-polar special scales, Fine Arts-Mechanical and Extroversion-Introversion,
- (c) two (2) other special scales, Educational Orientation and Variability of Interests,
- (d) six (6) General Occupational Theme Scales, based on Holland's typology,
- (e) twenty-two (22) Basic Interest Scales, which measure specific interests within each of the six GOT scales, and
- (f) thirty-two (32) Occupational Scales, which compare the interests of the client with the interests of

people in these 32 different occupations.

Like the SCII, the theoretical system which is used to organize the test results of the CAI is Holland's theory of vocational types. Furthermore, the interpretation of the CAI is conducted in the same manner as an interpretation of the SCII.

Procedure

Data Collection

The data, which consist of five transcripts of complete interpretation interviews, were collected as follows. Counselors conducting interpretation interviews in two workshops, held a month apart, were asked by the researcher to participate in this study by taping their interviews. All counselors agreed to participate, four in the first workshop and three in the second. Prior to the workshop, they were given an informational packet containing a brief description of the study, which included a statement of the rights of the study participants and informed consent forms for both the counselor and client. Appendix E contains copies of these materials.

At the beginning of each interpretation interview, counselors presented their clients with the informational packet and asked for their participation. All sixteen clients agreed to participate. After clients signed the informed consent forms, counselors then audio-tape recorded

the interpretation interview.

Because there was only one inexperienced counselor participating in the workshop, other inexperienced counselors who were enrolled in an individual assessment course were asked to participate. One female agreed. She was given the same materials and asked to follow the same procedures as the counselors involved in the workshops.

Data Selection

Seventeen tape recordings were collected, thirteen from six experienced counselors and four from two inexperienced counselors. The researcher then listened to each tape in order to select the tapes that would be included in the analysis. The following selection procedures were followed in order to identify tapes that would be transcribed:

- (a) One tape was excluded because the session was less than 45 to 50 minutes in length.
- (a) Three tapes were excluded because they were substantially inaudible.
- (b) One tape was excluded because, from the content of the interview, it was determined that the client had previously participated in a vocational interest inventory interpretation interview.
- (c) Six tapes were excluded because only a portion of the interview dealt with an interpretation of the interest inventory or inventories; other concerns,

generally those dealing with the psychological stress resulting from the client's economic uncertainty, were discussed. Although these concerns are important and demonstrate the psychological suffering that results when an individual's vocation and its accompanying identity are at risk, it was thought that these transcripts would be less useful for an investigation of the talk occurring in interpretation interviews.

Transcription

After the selection process, six tapes remained for transcription, four from three experienced counselors and two from two inexperienced counselors. The tapes were then transcribed by a person with transcription experience. One of the tapes of an experienced counselor was excluded at this point because the transcriber found it to be substantially inaudible. This left three tapes from three different experienced counselors and two tapes from two different inexperienced counselors. A description of the counselor and client in each transcript follows:

- (a) Transcript 1 records an interview between an experienced male counselor in his early 30's and a male farmer in his mid 30's who farms part-time and works other jobs as they are available in order to help support his family.

- (b) Transcript 2 records an interview between an experienced male counselor in his early 30's and the 23 year old son of a farmer who is losing his farm; the son wants to be a truck driver, not a farmer.
- (c) Transcript 3 records an interview between an experienced female counselor in her late 30's and a female farmer in her mid 50's who also works part time as a church secretary. She is considering a career change because she is afraid that she and her husband will lose their farm.
- (d) Transcript 4 records an interview between an inexperienced male counselor in his late 30's and a male farmer in his early 40's who is considering supplementing his farming income by teaching.
- (e) Transcript 5 records an interview between an inexperienced female counselor in her early 40's and a female low-level supervisory worker in her late 30's who is dissatisfied with her job.

The researcher then, with the transcript, listened twice to each tape while reading and editing the transcript to conform to some of the conventions of conversational analysis. These conventions, which are listed in Appendix A, are designed to preserve such features of the context as the temporal relationship between utterances (e.g.

simultaneous, overlapping, or contiguous utterances), and certain characteristic of speech delivery (e.g. pauses, non-speech sounds); in addition, inaudible portions and doubtful transcriptions of the recordings were indicated.

Once a transcript was completed, the text was formatted to a right margin of 40, and line numbers were added. These formatted transcripts were then used, along with the tape recordings, in the analysis. Fragments of the transcripts appearing in the study are taken directly from these formatted transcripts. Each fragment is labelled either "Experienced Counselor n" or "Inexperienced Counselor n," where "n" is the transcript number used above in the description of the interviews.

Data Analysis

The recordings and the transcripts give opportunity for repeated observations of the primary data source. This is one method for ensuring that the analysis is based upon an accurate and detailed description of the events in the interpretation interviews, not upon incomplete recollections of the events (Erickson, 1986). The analysis, which was conducted by repeatedly listening to the tapes and reading the transcripts, was informed by the following rough guidelines, summarized from conversational analytic studies (cf. Schegloff, 1981; Schenkein, 1978b). The roughness of these guidelines, it should be noted, is intentional, for

data, not theory, take precedence in such studies. In beginning the analysis, the researcher is advised to do the following:

- (a) Treat the talk as an interactional, collaborative accomplishment by attending to how any one speaker's utterance is receptive to the other speaker and the other speaker's previous utterance; it is through the conversational structures that are used to link utterances that the participants make the sequence of their talk observable.
- (b) Consider how turn transition points are managed (Sacks, Schegloff, & Jefferson, 1974); because each turn transition point is a choice point about how to develop the sequence of the social occasion, how the participants organize and provide for the transitions may indicate at least one method by which they collaboratively and ongoingly accomplish and maintain the identity of their social occasion in and through their talk.
- (c) Consider triads of utterances, for in the third utterance of three utterance sequences speakers can indicate how they heard each other; that is, if speaker A speaks, and then speaker B, speaker A can then, in the third utterance, comment upon speaker B's just prior utterance, noting its appropriateness, inappropriateness, relevance,

irrelevance, and so on, for the ongoing talk
(Heritage, 1984b).

These guidelines may be summarized by Sack's (1984)
directive to ask of each utterance, "Why that now?"

During the analysis, several conversational structures were noted that seemed to recur within and across all interpretation interviews. Through repeated observations of the recordings and the transcripts, hypotheses about the conversational purposes of these structures were formed, particularly hypotheses about how these structures provided at least some of the methods by which the counselor and client interactively accomplished the outcome of the interpretation interviews. Emphasis should be placed on the word "method," for repeated attention to the data suggested that the outcome of the interviews consisted of these structures as taken for granted, shared in common, but unnoticed methods for making the test results available to clients as grounds for clients career decisions.

Given the nature of the analytic task, it may be worthwhile to indicate the problems such a task presents researchers. First, because such a study is an investigation of features of a social occasion that are self-evident for the participants, researchers who are members of the same society will find the ordinariness of the occasion at times seemingly intractable; the initial

analysis will likely deal little with the interaction as an interaction and more with the interaction as an overly familiar social occasion peopled by unique individuals. Through the course of repeated readings, the sense of the ordinariness of the interaction may begin to disappear, only to be replaced by a sense of the fragility and tenuousness of the interaction. The interaction will look strange, at times anomic; an analysis at this stage might reflect attempts to forestall the personal anxiety that occurs when it begins to appear that the participants in social occasions construct their interaction on the fly, as it were. Continued attention to the data, however, will result in a recognition of just what an accomplishment such social interactions as interpretation interviews represent. It is likely that at least some of the methods by which participants achieve their interactions will suddenly become obvious, and be recognized for their obvious, self-evident, but unnoticed involvement in the accomplishment of the social occasion.

Issues of Reliability and Validity

This study represents an ethnomethodological qualitative and interpretive study of vocational test interpretation interviews. The issues of reliability and validity for this study are problematic, for in ethnomethodological research, the methods for assessing

reliability and internal and external validity may differ substantially from the definitions and methods typically used in experimental or survey studies. Unfortunately, little has been written about the reliability of ethnomethodological or conversational analytic studies. Only Heap (1980) has broached the subject in his discussion of the role of description in ethnomethodology. A look at how the issues of reliability and validity are dealt with in other types of qualitative studies may prove helpful. As will be seen, however, ethnomethodology differs significantly from other types of qualitative studies by virtue of its subject matter.

In other type of qualitative studies, alternative standards to the traditional notions of reliability and validity are proposed. For examples, Lincoln and Guba (1985) suggest that, in qualitative studies based on naturalistic observation, questions of internal validity become questions of credibility, questions of external validity becomes questions of transferability (which are answered through other empirical investigations), and questions of reliability become questions of dependability.

For this study, the findings are credible to the extent that co-informed readers can look at the data and agree with the researcher's analytic conclusions. Such a "measure" of credibility emphasizes the intersubjective nature of empirical research.

The transferability of the findings of this study, as a measure of external validity, depend upon an empirical investigation of other social contexts to determine whether they are "sufficiently" similar to the social occasions of the interviews analyzed in this study in order to warrant generalizing the findings (Lincoln & Guba, 1985). In this regard, it should be noted that no attempt is made in this study to generalize beyond the five interviews analyzed here. Other test interpretations may be conducted through the use of other structures. However, from the number of studies that have investigated the turn-taking systems of social occasions (Heritage & Watson, 1979; Schegloff, 1981) the turn-taking system of the interviews evidenced in the use of adjacency pairs and, to a more limited extent, formulations, would seem to have considerable transferability to other similar kinds of interviews.

The dependability, or reliability, of the findings of this study, however, remains problematic. Because reliability provides an upper limit to validity, it might be argued that establishing the credibility of the findings, as a measure of internal validity, might also be used to establish the reliability of the findings. This is the practical solution taken in this study; the reliability of the findings depends upon the credibility of the findings to co-informed readers. This solution seems, as well, to be

the solution taken in other ethnomethodological and conversational analytic studies (cf. Sacks, Schegloff, & Jefferson, 1974). It is important to note, however, that this solution is a practical one, one that does not address the issue of reliability in principle (Lincoln & Guba, 1985).

To a large extent, accepting a measure of credibility as a practical measure of reliability results from the radical differences between the subject matter of ethnomethodological studies and other studies, both qualitative and quantitative. If, as Heritage (1984) argues, ethnomethodology's subject is intersubjectivity conceived of as an ongoing social process, then any social occasion in which some "fact" is produced and recognized can be investigated for the methods by which the participants produce and recognize the fact in their contingent social interaction (Garfinkel, 1967; Heritage, 1984). Since the reliability of some set of "findings" can be viewed as the production and recognition of some "fact," the socially organized methods by which reliability is "produced" could serve as data for an ethnomethodological study. For example, Pepinsky and Patton (1971) investigated the laboratory psychological experiment as a practical accomplishment.

Certainly, there is a need for more thinking about the issue of reliability in ethnomethodological studies. What

is needed is a discussion of the kind of reliability, or dependability, that would be appropriate and the methods that could logically be used to assess it. Such a discussion would do much to show just how ethnomethodological studies are similar to and different from more conventional studies. Until such conceptual work is done, the reliability of ethnomethodological studies will be problematic, solved through appeals to the credibility of the findings. That is, reliability will be assessed, if assessed is understood informally, by readers if they are able to understand how the researcher arrived at the analytic conclusions from his or her observation of the data. This definition of reliability, it should be noted, demands that researchers attempting this kind of study make their "method" as public as they can (Goetz & LeCompte, 1984; Kirk & Miller, 1986)

A final point needs to be made in this discussion of the issues of reliability and validity. The reliability and validity of the findings of this study can not be established in the usual quantitative sense, and it is not clear whether doing so in any conventionally recognized way would fit the purpose of this study in any case. The methods of analysis in any study should fit the phenomenon being studied. The purpose of this study is to describe and analyze how the counselor and client, through their use of

certain social structures in their talk, make the test results available as grounds for further inference and action. The phenomena of interest are the the methods by which the counselor and client give the scores practical objectivity and practical observability. The credibility of the findings depends upon whether readers can understand the analytic conclusions reached and can follow the inferences leading to these conclusions.

CHAPTER IV

RESULTS AND DISCUSSION

In the transcripts analyzed for this study, the counselor and client conclude their interpretation interviews with comments such as the following:

Experienced Counselor 1

1,591 CL: =but, you know, in a way it, at
1,592 least it's given me a direction,
1,593 you know, that, to, to think about
1,594 getting into, you know=

Experienced Counselor 2

1,652 CL: Yes, it's. I
1,653 been over there before but I really
1,654 never had much time, so I'll figure
1,655 on getting an appointment next week
1,656 to go over and visit with them for
1,657 a little bit=
1,658 CO: Umm hmm
1,659 CL: =see if I can get something done.
1,660 CO: Yeah. Well, I wish you luck, uh=
1,661 []
1,662 CL: Yeah
1,663 CO: =it sounds like you've got a
1,664 direction to head.
1,665 CL: Yeah, I hope it turns out.

Experienced Counselor 3

1,607 CL: Well, I used to didn't know what I
1,608 liked to do, what I would like to
1,609 do, now it gives me a very good
1,610 ideas of what I
1,611 CO: ((laughter))
1,612 CL: would like to do

Inexperienced Counselor 4

1,368 CO: Yeah. Do you think teaching's what
1,369 you want to do? - How does that
1,370 whole idea set with you.
1,371 CL: Well, it's becoming more favorable

1,372 all the time.

Inexperienced Counselor 5

1,220 CO: How would
 1,221 you
 1,222 ((pause))
 1,223 sum that up?
 1,224 CL: These right here?
 1,225 CO: Well, just, has, has this, it's not
 1,226 like I thought that this was going
 1,227 to be something surprising=
 1,228 CL: =Uh huh=
 1,229 CO: =or exciting=
 1,230 CL: =Uh huh=
 1,231 CO: =or anything like that, but has it
 1,232 given you any more concrete idea of
 1,233 where you are=
 1,234 CL: =Umhm=
 1,235 CO: =with what your work=
 1,236 CL: =Umhm=
 1,237 CO: =and your environment and all=
 1,238 CL: =Umhm.
 1,239 CO: because I thought if it did it
 1,240 would be helpful even in terms of
 1,241 within S, maybe knowing where
 1,242 things are and to think in terms of
 1,243 kinds of environments you like
 1,244 which would go along with them.
 1,245 CL: That's true, but at S unless you
 1,246 have college now you're really just
 1,247 tied down.

As these excerpts from the transcripts make clear, for the participants the outcome of an interpretation interview is an orienting of the client towards the making of a practical decision; the interpretation interview provides the client with a "direction." Although this direction may vary across interviews in specificity, from "getting an appointment next week" to thinking "in terms of kinds of environments you like," in the transcripts the participants generally display in their talk that the work of the

interpretation has pragmatic, not theoretic, relevance to the lives of the clients.

This definition of the outcome of the interpretation interview, which has been derived from observation of what counselors and clients say about the interviews during or near the end of the interviews, seems congruent with a conventional explanation of the outcome of the interpretation of vocational interest inventories. Hansen (1984b), for example, in the User's Guide for the SVIB-SCII, suggest that the test results as assessment data provide information about clients that can lead them to "greater self-understanding and better decisions about the course of their lives" (p. 1).

This outcome can be stated in a way that leads to the problem of this study: what the test results mean to clients is how the results can be used for making practical decisions, how they are grounds for these decisions. The analytic question to be answered in this study, therefore, is this: how do the counselor and client, through the interactive, sequential talk of the interpretation interview, produce and recognize the outcome of the interview. In what follows, it will be argued that the counselor and client produce and recognize the interview outcome through the methods they use to make the test results observable as grounds for choosing among vocational alternatives.

Primarily, the test results are made observable as grounds for the client's vocational decision making through the methods by which the client is invited to locate the course of the results in his or her biography. The client is invited to do so through two sets of methods. First, by using the profile form to identify and sequence the topics for their talk, the client is constrained to talk about himself. By concertedly controlling what they talk about, and in what order, the counselor and client produce, in and through their talk, the routine orderliness that they use as a resource for seeing how the test results are grounds for vocational decision making.

Second, through the use of two conversational structures, adjacency pairs and formulations, the counselor first invites the client to confirm the test results by locating the source of the test results in the client's biography; then the counselor comments, that is, formulates (cf. Heritage & Watson, 1979), the client's biographical talk. The counselor's formulation displays the counselor's understanding of the client's talk by preserving and deleting certain features of the talk. More importantly, however, the counselor's formulation also transforms the sense of the talk by recasting it, that is, making it reportable (cf. Heritage & Watson, 1979), as putative evidence of a pre-existing attributes of the client that

have been there all along; these pre-existing attributes are used to categorize the client as a typical kind of person with typical vocational alternative available to him or her. In the discussion that follows, several fragments taken from the transcripts will be used to illustrate how the conversational structures of adjacency pairing and formulation are used in the interpretation interviews. Other examples of these structures that are not excerpted can be found in the transcripts in Appendix A. In the transcripts, adjacency pairs are identified by marking "1st" and "2nd" in the left-hand margin; formulations are identified with the notation "F" in the left-hand margin.

Identifying and Sequencing Topics

The main work or the "core activity," to use Turner's (1972) phrase, of the interpretation interview is for the counselor and client to make sense of the test results. They "see" the scores as providing a description of certain underlying attributes of the client that are taken to be grounds for categorizing the client as a particular, or typical, kind of person who has, in this culture, typical vocational alternatives available to him or her. Furthermore, this process appears orderly and planful, as if the outcome were in some sense known from the beginning of their interaction. In what follows, how the counselor and client use the profile form to identify and sequence the

topics for their talk will be described as one method for providing for the appearance of an orderly and planful social interaction. Then it will be suggested how the profile form, rooted in the trait and factor (Pepinsky & Pepinsky, 1954) theory of counseling, is used as a means of providing a "theory governed hearing" (Turner, 1972) to the client; that is, the profile form provides a means for the counselor and client to categorize the client. The point will be made, however, that it is the counselor and client through their interaction who use the test this way. They make it into an orderly, planful, categorizing device.

For the participants in the transcripts analyzed for this study, the work of the interpretation interview does not start until they begin "looking" at the test results; all the talk prior to "looking" at the results is prefatory. In the following fragment, for example, the counselor, about ten minutes into the conversation, terminates what has been a long series of counselor questions and client answers concerning the client's personal and vocational history. The counselor achieves the termination by noting that the client "put in a lot of work" on the tests; this work is proposed as a reason to "start" looking at the results.

Experienced Counselor 2

266 CO: Well, we have, uh, put in a lot of
267 work here, uh
268 CL: Umm hmm
269 CO: uh, ((laughter)) Yeah, couple

270 hundred items
 271 [
 272 CL: ((laughter))
 273 CO: on each of these crazy things
 274 CL: ((laughter))
 275 CO: an so I guess it seems like we
 276 could start, use to spend some time
 277 looking at em
 278 CL: Umm hmmm

Other examples from the other transcripts can be found as well. The point to be made, however, and elaborated below, is that the counselor, in his or her talk, orients the client to a particular transition in the talk; after this transition, the counselor brings up the scores in the order in which they appear on the profile form.

Conversational analytic studies have demonstrated that participants determine the meaning of an utterance, during the course of talk in which it is produced, by reference to its serial placement in the course of the talk so far (Heritage, 1984b; Schegloff & Sacks, 1973). That is to say, conversations are, for participants and observers, observably coherent as a result of the methods by which the participants order their talk (Heritage & Atkinson, 1984). Using the profile form to order their talk is a method by which the counselor and client can, therefore, provide for the planful orderliness of their talk.

In the following two fragments, which are typical examples, the counselors inform their clients that they will talk about the test results in the sequence that the scores appear on the profile form. These fragments, it should be

noted, also illustrate the interactive nature of even such seemingly simple conversational events.

Experienced Counselor 1

160 CO: This part here, uh, what I'm going
 161 to do is I'm going to start at the
 162 top and work on down.
 163 CL: We've got a ways to work. ((laughter))

Experienced Counselor 2

472 CO: Let's get a
 473 start here and go on to this one,
 474 okay?
 475 CL: Okay. What are, what will we do
 476 here now, just look through it or -
 477 CO: Just kind of look, uh, look along
 478 with me.
 479 CL: Okay. ()

Furthermore, throughout the talk counselors orient their clients to the layout of the profile form as a way of getting through the interview. By noting when they are transitioning from one section of scores to another, they "connect" the sections of the profile form so as to provide a planful "series" of related topics. In the following examples, the lines containing the structures by which counselors orient clients to the transitions from one score or section of scores to another will be marked with the notation "Seq" in the left margin.

The Counselor may simply reference a score as the "next" score that he or she is going to talk about. This is the method the counselors use in the following two examples.

Experienced Counselor 1

299 CL: =so -
 Seq 300 CO: This next scale is a rough measure

Experienced Counselor 2

Seq 623 CO: =those interests. Okay? And, next
 624 one is introversion extroversion.

Verbally pointing to the score to be talked about is another method by which the counselor can serialize the scores on the profile form by using the form to sequence the talk. In line 225 of the first fragment below, the client identifies the scores as "that Holland score" after the counselor has referenced them with "That" in line 224. In so doing, the client indicates that she understood both where the counselor was pointing and how the profile form was being used to sequence the talk; for the client, the planfulness of the talk is self-evident. In the second fragment, the counselor tells the client what scores he is looking at.

Experienced Counselor 3

222 CO: Okay.
 223 ((pause))
 Seq 224 That takes your scores and it sort
 225 of divides them out into
 226 CL: Oh, there we come with that Holland
 227 score
 228 CO: That's right. That's exactly, it's
 229 a Holland codes, what they've
 230 called
 231 CL: Holland code

Inexperienced Counselor 4

371 CO: - Uh,
 Seq 372 looking at your General

373 Occupational Themes, uh, you've had
 374 some introduction to the Holland
 375 Hexagon, . . .

In the final example, the counselor achieves the sequence from one section of scores to another in a more complex way. First, beginning in line 198, she directs the client's gaze to the location of the scores just talked about--the conventional score "way up here" and the artistic score "down here." Then the counselor provides an opportunity for the client to continue talking about these scores by asking a question, in line 205. After the client declines, in line 207, to say more about the scores, the counselor, in line 208, names a new section of scores, the Basic Interest Scales.

Inexperienced Counselor 5

198 CO: Again, here's your Conventional way
 199 up here, and your Artistic is down
 200 here. () Enterprising? - Do
 201 you have anything that you thought
 202 about with that first page
 203 []
 204 CL: huh uh
 205 CO: that you wanted to know about?
 206 []
 207 CL: Nope
 Seq 208 CO: This is called the Basic Interest
 209 Scale. Now, as we go into this
 210 one, I'm going to let you (do some)
 211 to start with

These fragments demonstrate that the counselor and client use the profile form as one method for interactively managing the conversation in a way that makes its planfulness self-evident. By linking the talk about each

score or section of scores to the previous section or score talked about, the counselor and client treat the test results as providing a series of related characteristics or features of the client.

Because the scores, and the features they are taken to measure, are "related," as the sequence of their talk about them assumes they are, the counselor and client can use the scores as a method for categorizing the the client as a typical kind of person with typical vocational alternative from which to choose. In documenting this argument, it will also become clear that and how the layout of the profile form is informed by the theoretical tenets of the "Minnesota point of view" (Hansen, 1984b), a theoretical orientation in counseling psychology that depends upon matching clients with certain vocational environments.

That the scores are seen to categorize the client is evident in how the counselor and client talk about the scores. Through the interpretation interviews, they refer to the test results with some version of the expression "the test says." For example, in the following fragments, the counselor refers to the test results with some version of this expression:

Experienced Counselor 1

205 CO: Umm hmm. Okay. Well, this says ah
206 you're comfortable in school. Uh,
207 you like, you probably like school.

Experienced Counselor 2

594 CO: =where it is for you. Okay? Um,
 595 so, I would hope that by now, um,
 596 well, let's see, there's some,
 597 there's a little scale that says
 598 you tend more towards fine art kind
 599 of interests, painting=
 600 []
 601 CL: Hmm
 602 CO: =dance, things like that. More,
 603 more towards the mechanical end of
 604 things
 605 CL: Hmm.
 606 CO: pretty strong on the mechanical end
 607 of things=

Experienced Counselor 3

344 CO: You're probably not interested in
 345 electronics or carpentry or manual
 346 or skilled trades
 347 CL: No
 348 CO: any of those kinds of things, and
 349 that's what that says.

By referring to the test results this way, the counselor and client treat the scores as providing an "objective" description of the client. Furthermore, this description is of the client as a typical kind of person with certain interests.

This categorization of the client, in addition, is seen as the basis for recognizing the vocational alternatives from among which the client can choose. That is, the last section of scores on the profile forms of both the SCII and CAI are the Occupational Scales, which are organized using the Holland typology. By the time the counselor and client reach the occupational scores, using the order of the profile form to sequence their talk, as has been documented,

the client has been assigned to one or more of the Holland types. Because the occupational scales are coded using the same codes that are applied to the client, the client is provided a method for matching him or herself to various occupations.

Such a matching is the heart of what is known as the "trait-factor" approach to vocational counseling, the approach that led to the development of the SCII and the "Minnesota point of view" (Osipow, 1983). In general, this approach assumes that a specified set of underlying variables accounts for a large range of human behavior (Williamson, 1965). The application to vocational counseling is made this way: if the variables that account for success and satisfaction in certain occupations can be measured objectively, then individuals making career decisions can be assisted if they know how their measures on these variables compare with the measures of successful and satisfied workers in those occupations. Such a line of reasoning is evident when the counselor introduces the Occupational Scales section of the inventory.

The counselor's transition to the Occupational Scales section of the scores differs from the earlier transitions because the counselor generally instructs the client directly in how to "see" that, and how, the matching of the client's scores with the scores of individual's in various occupations is a reason for "considering" the occupation.

In the following fragment, for example, the counselor introduces the Occupational Scales, in part, by using the client's score on the occupation Navy Enlisted as an example. The counselor suggests that the similarity between the client's score and the scores of Navy Enlisted personnel can be used as a basis for inferring that the client might like the occupation. When the counselor, in line 922, states that the goal is to identify occupations that the client can "investigate further," the counselor is attempting to show the client how to use these scores, not as an assessment of the client, but as grounds for a vocational decision on the part of the client.

Experienced Counselor 1

900 CO: The more similar the way you
 901 answered was to the way they
 902 answered, then we can say, well,
 903 your interests are very similar
 904 to theirs. You might like that
 905 kind of occupation.
 906 ((pause))
 907 CL: Umm hmm
 908 CO: So it's not saying that you, that
 909 you're necessarily good at it, uh,
 910 it's just saying well, this is an
 911 occupation to consider because, uh,
 912 you seem to be, you seem to have
 913 similar interests to=
 914 []
 915 CL: Umm hmm
 916 CO: =the people in those occupations.
 917 Uh, it may be other reasons to say,
 918 well, no, I'm not interested in it,
 919 I wouldn't want to do it, uh,
 920 CL: Yeah. Okay
 921 []
 922 CO: but the goal is to try to
 923 identify some that, uh, you can

924 investigate further, you know,
 925 instead of saying these are all the
 926 occupations, well, no, this one
 927 seems to be a group here that you
 928 might investigate further that
 929 seems to fit some of your
 930 interests. - Uh,

Another example, which illustrates how the conversational interaction can be closely ordered, suggests that this reading of the talk is accurate, for the client anticipates the conclusion the counselor is about to make about how to "see" the scores. First, it is important to note that, in line 521, the client repeats, with a slight variation, the counselor's comment in lines 519-520. By repeating with variation, the client indicates to the counselor that she, the client, has understood what the counselor has said. Then the client, in lines 528 and 530-531, anticipates the conclusion the counselor was going to make with her aircraft mechanic example, that the client's score on aircraft mechanic indicates that the client should not consider this occupation as a viable career alternative. In anticipating the counselor's conclusion, the client demonstrate that she knows how to "see" the scores as reasons for making career selections--as she says it in lines 530-532, "who wants to be a mechanic."

Experienced Counselor 3

509 Okay. Then. So that's
 510 broken your score down just a
 511 little bit more. Then it comes
 512 CL: Goodness, you guys are thorough
 513 CO: We keep breaking it down. Then it

514 take your scores and it says,
515 "Okay. Got A's scores here, and I
516 going to match her scores against
517 people who have certain jobs and
518 see how similar her interests are
519 to people that actually hold that
520 job."
521 CL: that actually work doing this,
522 these skills
523 CO: right, right, and that like, like
524 the job. So, its took your scores
525 and matched them against aircraft
526 mechanics, how they would score on
527 this test
528 CL: And of course it was very very low
529 CO: very very low
530 CL: Because who wants to be a
531 ((laughter)) mechanic
532 CO: That's right, your interest and
533 that of an aircraft mechanic aren't
534 similar at all. And that turned up
535 very low.
536 CL: Okay

Other fragments can be found to demonstrate how counselors directly instruct clients on how to see the test results as information-for-a-decision. What is of analytic importance for this study, however, is to note that it is the use of the profile form to manage the conversation that provides the counselor with the opportunity, in the sequential development of the conversation, to so instruct the client. By using the profile form to identify and sequence topics for the conversation, the counselor has, as it were, prepared the client to see just how the test results they have discussed can furnish the client both with grounds and method for making vocational decisions--in just the way that they provide the grounds for "considering" the occupations listed in the Occupational Scales section of the

profile forms.

It might appear that the interviews so far described indicate the counselor's training in how to interpret an interest inventory; that is, the utterances may appear to be routine interviews. If it is kept in mind, however, that the clients in these interpretation interviews had not participated in such interviews before, then even a "routine" interpretation interview represents an accomplishment of the participants. They are the ones who do the interview in a way that lets at least the counselor and other informed observers see the social interaction as typical and routine. Furthermore, the seeming routine nature of the interpretation interview may indicate the successful social influence of the counselor.

Locating the Source of the Test Results in Client Biographies

Using the profile form to identify and sequence the topics of the talk provides one method the counselor can use for making the test results available to the client as grounds for the vocational decision. The conversational structures with which the counselor, interactively with the client introduces and talks about the test results, provide another method for helping clients to see the results as reasons for making certain vocational choices. Through

these structures, adjacency pairs and formulations, the counselor can invite the client to confirm the test results by locating the origins of the scores in his or her biography; then, the counselor can comment on the client's talk in a way that transforms this talk into evidence of the client's membership in a particular category of persons. In this way the scores are made available as grounds for career decision making.

The conversational structures of adjacency pairs and formulations will now be described. Their use by counselors and clients in interpretation interviews will then be discussed.

As mentioned earlier, an adjacency pair refers to a conversational structure which is (a) two utterances in length, (b) with the first utterance produced by one speaker followed by a second utterance produced by the second speaker, such that (c) the second utterance is perceived as normatively a selection from utterances relevant to the first utterance (Schegloff & Sacks, 1973). A greeting is an example of the first pair part of an adjacency pair, for it is normatively followed by a reply, the second pair part. A question and its answer are another example, as is an assessment, an utterance in which an appraisal of some sort is made, and the confirmation or disconfirmation of the assessment (Pomerantz, 1984).

Several examples of adjacency pairs found in the transcripts analyzed for this study follow. Each example is labelled according to the type of pair it is.

(a) Question-answer

Experienced Counselor 2

19 CO: Do you stay with your folks now,
20 or?
21 [
22 CL: Uh, my dad, yeah. I live with my
23 father. Yes. - My mom and dad had
24 a divorce, oh, about 11 years ago,
25 and she lives in Montana and he
26 lives up here in ().

(b) Assessment-confirmation

Experienced Counselor 1

207 CO: you like, you probably like school.
208 CL: Well, somewhat, yeah.

(c) Assessment-disconfirmation

Experienced Counselor 1

310 uh - in an occupation if you had to
311 be by yourself all the time, you
312 wouldn't like it, you'd look for
313 ways to find=
314 CL: Yeah
315 CO: =someone to go to talk to, go visit
316 [
317 CL: Well,
318 I don't know, I almost disagree
319 with that=

(d) Invitation-Acceptance

Experienced Counselor 2

454 Well, let's, uh, let's take a look
455 at these, all=
456 [
457 CL: All righty.

Although the notion of the adjacency pair can be stated rather simply, for the structure is obvious once it is pointed out, some comment is necessary concerning its analytic importance. First, the notion of adjacency pairs is not a statement of the probabilistic relationship between certain classes of utterances; it does not represent a coding scheme as do the categories of the DAAS (Friedlander & Phillips, 1984) or the HCVRCS (Hill, 1978). Second, the notion of the adjacency pair does not express an empirical regularity between utterances (Heritage, 1984b). Rather, the structure describes a conversational method by which participants can provide an opportunity, a determinant "when," for a desired event to happen as part of the sequence of their talk.

As a conversational structure that is sensitive to the turn-taking organization of ongoing talk, the adjacency pair can be used to exert a powerful influence or constraint upon the talk. It can exert this influence because it allocates a turn to the second speaker, but a turn in which the second speaker is expected to provide an utterance selected from a certain class of utterances. Heritage and Watson (1979) state that the first pair part of an adjacency pair is "the most sequentially constraining of all utterances" (p. 141).

Of course, the second speaker need not provide the second pair part of the adjacency pair; however, if the second speaker does not provide the expected second pair

part, say, an answer to a question, the first speaker can, in his or her turn, then remark upon the absence of the answer. Thus, it is no surprise that the provision of the expected second pair part is the preferred response to the first pair part of an adjacency pair (Heritage & Watson, 1979; Pomerantz, 1984). Responses that do not supply an expected second pair part are potentially disruptive of the occasion of the talk and are, therefore, sanctionable by the first speaker in his or her next turn.

Formulations will now be described. Garfinkel and Sacks (1970) note that members of a conversation may "treat some part of the conversation as an occasion to describe that conversation, to explain it, or characterize it, or explicate it, or translate, or summarize, or furnish the gist of it, or take note of its accordance with rules, or remark on its departure from rules" (p. 350). Through such utterances, speakers formulate their conversation by "saying-in-so-many-words-what-we-are-doing (or what we are talking about, or who is talking, or who we are, or where we are)" (Garfinkel and Sacks, 1970, p. 351).

Patton (1984), in discussing the use of formulations in counseling talk, defined a formulation as follows:

A formulation in counseling is any occasion during which it can be observed that either the counselor and/or the client comment on their conversation itself. A formulation by one participant serves to express how the conversation, or any part of it, is being understood; it is an account of the conversation in one

member's view. A formulative expression by one participant may, then, inform the other that what is being heard is congruent or incongruent with the first participant's perspective. (p. 454)

This definition implies that formulations, by being comments on the talk so far, can be used in many ways in a conversation; they have a function in the talk. Although they seem always to display one member's sense of the talk so far, they are also enlisted when some portion of the talk is in need of repair; they may do questioning work; they may be used to summarize a course of talk as a pre-closing of the talk; or, they may be "primarily geared to the specific practical interactional tasks to be achieved in and through" (p. 129) a social occasion (Heritage & Watson, 1979). It is primarily this sense of formulations that will be discussed in this study.

A few examples of formulations found in the transcripts follow. No attempt is made here, nor will it be made in this study, to classify types of formulations. Rather, what is important to note is that, and how, each formulation, as part of the ongoing talk, refers to something about the ongoing talk. In the following examples, formulations are marked with an "F" in the left margin. Each example is preceded with an explanation of why the utterance is considered to be a formulation.

In the first example, the counselor in line 234 restates what the client has said, but in a more formal and

technical sense. Thus, the counselor's formulation displays how the counselor heard the client's talk for its relevance to the doing of a test interpretation.

Experienced Counselor 1

206 CO: you're comfortable in school. Uh,
 207 you like, you probably like school.
 208 CL: Well, somewhat, yeah. I know
 209 oftentimes=
 210 []
 211 CO: You like
 212 CL: =uh, you know, in the past several
 213 years, I've often thought if the
 214 time and money were no object, you
 215 know, I wouldn't mind going back=

.
 .
 .

F 234 CO: Yeah, a way to think of that is
 235 you, you like to learn, and uh,
 236 don't mind learning in sort of a
 237 formal, school kind of atmosphere
 238 feel comfortable learning in that,

In the second example, the counselor's formulation, in line 320, is a comment upon the client's disagreement, expressed beginning in line 318. Although the counselor's formulation can be seen as giving permission to the client to disagree with the counselor, and in this sense is implicated in the practical interactional tasks of the interpretation interview, the formulation also indicates that the counselor heard the client's utterances as a statement of disagreement.

Experienced Counselor 1

317 CL: Well,
 318 I don't know, I almost disagree
 319 with that=
 F 320 CO: =Umm hmm. Okay. Well you can.

In the third example, the counselor's formulation, in lines 202-203, summarizes what the counselor and client have been talking about, the client's life in a particular geographical area. The formulation is used to comment, then, upon what has been said; it formulates this talk by deleting the details of the talk, preserving the length of time of the events being talked about, and transforming the talk into an account of a personal history.

Experienced Counselor 2

198 CO: So, you were born in that area.
 199 [
 200 CL: Yeah,
 201 umm hmm
 F 202 CO: Yeah, that's a lot of history
 203 there, 21 years

In the fourth and final example of a formulation, the counselor's formulation, beginning in line 1050, is used to attempt a repair of the interaction. In line 1035, the counselor invites the client to talk in detail about scores that are particularly meaningful to the client. The client, however, continues reading the scores. The counselor's formulation, then, comments upon what the client has said by noting what the client has not said; it represents and attempt on the part of the counselor to encourage the client to accept the invitation to select scores to talk about in more detail.

Inexperienced Counselor 4

1,035 CO: Okay, again, if any of these you

1,036 want to highlight
1,037 CL: Foreign language, minister, social
1,038 worker, guidance counselor, social
1,039 studies, elementary, secondary,
1,040 elementary social studies, special
1,041 ed, occupational therapy, speech
1,042 pathologist, nurse, dental,
1,043 athletic trainer, business. See,
1,044 they're all, they're all dealing
1,045 with people.
1,046 CO: Right. That's that social area
1,047 []
1,048 CL: () YMCA
1,049 director
F 1,050 CO: And you've got a lot of them out
1,051 there, you know, and I didn't hear
1,052 you stop at any and say "Yeah, that
1,053 does, that's really something I'd
1,054 be interested in doing."

Heritage and Watson (1979) suggest that formulations have a "crucial" role for the "collaborative assembly, maintenance, and transformation of the sense of sections of talk" (p. 159). The role formulations and adjacency pairs may have in interpretation interviews will now be discussed. Adjacency pairs and formulations will be discussed together for two reasons. First, these structures are sequentially linked to each other in the talk, for the formulations are heard as comments on the talk that the client produces in response to counselor initiated first pair parts of adjacency pairs. Second, because a formulation itself can be a first pair part of an adjacency pair, their use as transition markers will be clearer when placed in the sequential environment in which they appear.

In the transcripts considered in this study, the counselor often initiates first pair parts of adjacently

paired utterances after introducing a particular test score. Through these first pair parts, the counselor generally invites the client to confirm the score, to provide additional information for the "fit" of the score. Because of the normative constraint that first pair parts place upon the second speaker, the counselor's use of a first pair part makes it likely that the client will, in his or her turn, talk about the score the counselor has introduced.

In confirming the test results, the client is invited to talk about and evaluate past experiences for how he or she was "interested" in them, found them satisfying, challenging, rewarding, and so on. By so talking, the client is locating the origin of the score in his or her biography and thereby providing evidence for the presumed existence of an underlying pattern of interests.

The client's biographical talk is then, in many of these sequences, formulated by the counselor so as to indicate how the talk can be heard as providing grounds for further action by the client. In addition, these formulations are often heard by clients as transition markers that terminate one topic before the counselor introduces a new topic (Heritage & Watson, 1979). In what follows, several fragments from the transcripts will be presented in order to illustrate how these conclusions were reached.

The first fragment to be discussed exhibits the adjacency pair structures and the counselors's terminating formulation. The counselor has noted the client's high score on manual skilled trades and initiates a series of first pair parts by asking several questions and, in line 837, just preceding the counselor's formulation, making an assessment, "Well, not, not everybody fools with that." The first and second pair parts are marked with a "1st" and "2nd" in the left margin; the formulation is marked with an "F." Because a formulation can be a first pair part of an adjacency pair, the client's confirmation of the counselor's formulation is also marked with the notation "2nd." That this formulation was heard to terminate a topic is noted by marking the transition to the next topic with the notation "Seq."

Experienced Counselor 2

811 CO: then we get to the manual skilled
 812 trades, and there's one picking out
 813 the stronger.
 814 CL: Hmm
 815 CO: Okay.
 816 CL: Hmm
 1st 817 CO: What do you think about that?
 2nd 818 CL: ((laughter)) Hmm. I don't know.
 819 Kind of surprises me really. Hmm.
 1st 820 CO: Did you like, uh, for example did
 821 you take shop courses=
 822 []
 2nd 823 CL: Yeah, yeah
 1st 824 CO: =anything like that? How did you
 825 like those?
 2nd 826 CL: That was okay. Yeah. Got along
 827 real good with them.
 1st 828 CO: Do you like to do, um, different
 829 things, I'm just thinking about

830 welding or things=
 831 []
 2nd 832 CL: Yeah
 833 CO: =like that.
 834 CL: Umm hmm. Welding, acetylene torch,
 835 yeah. I've fooled with all that
 836 stuff.
 1st 837 CO: Okay. - Well, not, not everybody
 838 fools with that=
 839 []
 840 CL: Umm hmm,
 2nd 841 yeah
 F 842 CO: =stuff. That might be saying that,
 843 you know, that might have some
 844 appeal for you.
 2nd 845 CL: Umm hmm
 Seq 846 CO: Okay. Um, there's agriculture -
 847 it's come out real strong

By noting the adjacency pair structures, it becomes apparent that the client's talk is highly constrained by the counselor's initiation of first pair parts of adjacency pairs. First, the counselor constrains how the client can respond by linking each first pair part to both the counselor's and the client's previous utterances. In the initial question, in line 817, "What do you think about that?", "that" refers to the high manual skilled trades score the counselor just pointed out. When the client answers with "I don't know," the counselor can then begin asking more specific questions, from asking whether the client took shop courses to asking, on the basis of the client's answers, for more personal evaluations of what activities the client liked in the shop classes. Second, the first pair parts constrain the client to link his talk to the counselor's talk about the test score taken to

represent an interest in manual skilled trades.

The constraint upon the client's talk exercised by the adjacency pair may represent one way the counselor, in and through his talk, influences the client. In this particular sequence, the questions seem to be "leading" questions that take the client to some planned end point envisioned by the counselor. This "leading" quality may be due, in part, to the fact that the counselor's series of questions are unbroken by any counselor utterances that acknowledge the client's answers as answers. By not providing the normatively expected third turn that consolidates the sense of the client's utterances as answers to the counselor's questions, the counselor does the following.

First, the counselor reserves the right to continue questioning the client, for he has not yet acknowledged any client utterance as an answer to any of his questions. Second, because he reserves the right to continue questioning the client, he also prepares the client to wait for the "point" of the series of questions, the "this is what I'm driving at" consolidation of the cumulative sense of what the counselor has heard the client to say; the client, that is, is unlikely to begin talking about something else until this sequence of adjacency pairs is resolved in some way. Finally, because the counselor has reserved the right to continue questioning the client, and his consolidation of the sense of what he has heard the

client to say is forthcoming, the counselor has prepared the client to hear the counselor's consolidation as a summary of the talk that will also terminate the current topic. Thus, the client's brief assent to the formulation, an "Umm hmm" in line 845, indicates that he heard the counselor's formulation as terminating the discussion of the manual skilled trades score; the counselor then begins to talk about the client's score on agriculture.

When the counselor consolidates the cumulative sense of the client's utterances, in the formulation beginning in line 842, he does so in a way that demonstrates to the client that the "point" of the series was to see the scores as evidence in the client's biography of an underlying interest in the manual skilled trades. In his formulation, the counselor upgrades the client's statement that he "fooled" with welding equipment into a statement about an activity that might have "appeal" for the client. If an activity has "appeal," it can be used as grounds for making selections among the vocational alternatives available to the client.

Another way that the counselor's use of first pair parts of adjacency pairs and formulations serves to influence the client can be seen in the next fragment to be discussed, taken from the interpretation interview conducted by the inexperienced male counselor. In this fragment, the

counselor initiates a first pair part of an adjacency pair, and then terminates the client's expansive answer with a formulation. The structures of interest are marked as they were in the previous fragment.

Inexperienced Counselor 4

173 CO: You know, if this is
 174 accurate it says that you're real
 175 comfort in an academic setting.
 1st 176 Does that fit or do you like school
 177 or?
 178 ((pause))
 2nd 179 CL: Well, I graduated in '71, and, uh,
 180 - I have considered pursuing
 181 teaching, and so I went back to
 182 school last year to get some more
 183 credits to teach junior high, so I
 184 took a course last summer of '86
 185 and I, I just now finished two
 186 courses at K this summer, '87, uh,
 187 graduate courses, working towards a
 188 masters.
 189 CO: Um hum
 190 CL: And, uh, - yeah, I, I'm
 191 comfortable, uh, I'm a slow reader.
 192 I've got to work on that. But, uh,
 193 no, I, I have no objection going
 194 back to school because I'm 44 years
 195 old and to compete with these young
 196 muscle guys out here in the farm
 197 labor, uh, I, I can't.
 198 CO: Yeah
 199 CL: Besides that, the salary's not the
 200 best.
 201 CO: Yeah
 202 CL: And I already have a, a degree, so
 203 CO: Yeah
 204 CL: if I don't take advantage of it I
 205 soon
 206 CO: Umm hmm
 207 CL: won't have the opportunity.
 F 208 CO: Okay, so school is, is something we
 209 don't need to rule out=
 210 []
 2nd 211 CL: Right
 212 CO: =you, you've been going back=
 213 []

2nd 214 CL: Right
 215 CO: =and that's what that indicates.
 216 Your introversion extroversion
 217 scale here with a score of 35

As in the previous fragment, the counselor's formulation is heard as terminating the topic. It appears that counselors somehow have rights to the "last word" about a topic. If a formulation projects a certain sense for the talk, and the counselor has rights to the last formulation, the counselor is in a position to exercise significant influence over the developing sense of the conversation.

How the counselor, in line 208, formulates the client's extensive answer illustrates the influence the counselor has over the developing sense of the talk. The counselor, in his formulation, deletes most of the biographical details of the client's answer, the client's academic history, his academic difficulties, and so on. He preserves only the information that the client had returned to school and the client's thinking that, if he were to return to school, he should do it soon. Using what he has preserved of the client's talk in the formulation, the counselor transforms the client's account of himself from a rambling chronology into evidence for a presumed underlying attribute labelled "academic comfort." The counselor does this by emphasizing an implicit conclusion in the client's talk, the upshot, as it were--they do not need to "rule out" school because the client has already gone back. By so formulating the

client's talk, the counselor can incrementally make the test results available to the client as manifesting "real" attributes of the client, in this case, a certain level of academic comfort, that have been there "all along," just waiting to be identified by a test; the test results, then, are made available to clients as observable and objective grounds for vocational decision making.

The clients, it should be pointed out, are not always able to locate the test results in their biographies. Furthermore, once they recognize how to "see" individual scores for their potential as grounds for making vocational decisions, they can frame their second pair parts in ways that display their evaluation of the score as such grounds. In the next fragment, for example, the counselor has noted, in line 1174, that the client has similar interests to computer programmers. Then, in line 1184, the counselor makes a comment about the client's interest in working with information on a computer. The client hears the counselor's utterance as a question that asks the client about this interest.

Experienced Counselor 1

1,169 CO: You have
 1,170 both the, uh - the, the, uh,
 1,171 mechanical kinds of activities, um,
 1,172 what are some that are, you know,
 1,173 maybe like the teaching and the
 1,174 computer, a little different
 1,175 CL: ((quietly)) Umm hmm
 1,176 CO: uh, where you're not so much, uh,
 1,177 working with your hands, uh, well,

1,178 like with computer it's a lot more
 1,179 mental, I mean you're typing
 1,180 CL: Umm hmm
 1,181 CO: but, uh, it is an occupation that
 1,182 you do pretty much by yourself
 1,183 CL: Umm hmm
 1st 1,184 CO: uh, but there's some interest in
 1,185 working with information like that.
 2nd 1,186 CL: Um, you know, I had, you know, I
 1,187 was in the Engineering School, you
 1,188 know. I had one programming
 1,189 course=
 1,190 CO: Umm hmm
 1,191 CL: =and it was interesting but it was
 1,192 hard. At least for me=
 .
 .
 .
 1,214 CL: =you know, it, it still more or
 1,215 less baffles me, you know. I've
 1,216 played on them some=
 .
 .
 .
 F 1,234 CO: Yeah. So, there, sounds like
 1,235 you're saying you had some
 1,236 experience and that may be
 1,237 something that just, uh, uh,
 1,238 ((pause))
 1,239 not, though you may have an
 1,240 interest in it, in it, it's not
 1,241 something you want to pursue?
 2nd 1,242 CL: Possibly.

The client's answer, which begins in line 1186 and ends in line 1233, suggests that the client was not able to locate the test score in his biography; he had taken a computer course and "played" with some personal computers recently, but they still "baffled" him. The counselor's formulation, beginning in line 1234, preserves this sense of the client's talk, but transforms it as well by emphasizing, somewhat tentatively, the practical conclusion that was implicit in the client's talk--he was not interested in

considering a career in computer science. Thus, it can be inferred that the client refused to consider a career in computer science by not providing biographical materials that clearly document an underlying interest in computer programming.

The discussion of the following final extensive fragment will be used as an opportunity to recapitulate and summarize what has been said so far. In addition, the fragment will be used to illustrate how the counselor, through the use of the adjacency pair structure, influences the client to talk about any relevant experience that might serve as a means for locating the source of a score in the client's biography.

The counselor has noted, just prior to this fragment, that the client has a high score on the writing scale of the Basic Interest Scales section of the SCII. The fragment begins with the counselor asking the client, in line 373, whether the client does any writing.

Experienced Counselor 3

- 1st 373 CO: Do you
374 do any writing?
2nd 375 CL: Well, I haven't written any stories
376 or anything like that, but I, I
1st 377 don't know. What do you mean by
378 writing?
2nd 379 CO: Well, just, do you like to write?
2nd 380 CL: Yes. Just about all the writing I
381 would do, I'm a wife and a mother,
382 you know, and I write letters to
383 people.
384 CO: ((laughter))

385 CL: and they save my letters, but to
 386 say I wrote a book, I haven't
 387 written a book
 1st 388 CO: Well, I'm not talking about writing
 389 books or stories.
 2nd 390 CL: just writing a letter, huh
 1st 391 CO: Yes, just writing, because some
 392 people don't like that at all
 2nd 393 CL: Okay. Well, down where I work I do
 394 a lot of writing because I write up
 395 bulletins and newsletters
 396 CO: okay
 397 CL: And a lot of this I have to use my
 398 own, I have to set these sentences
 399 up myself, so I get out this little
 400 book oh to be sure its all set up
 401 right, but, yes, I do in a way, do
 402 writing then and enjoy it.
 403 CO: Yeah, you do
 404 CL: uh huh, that freedom, you to know,
 405 to put it down. They call me and
 406 they say "I want this in the
 407 bulletin. You write it anyhow you
 408 want it to, but these are the
 409 things that needs to be in it, the
 410 date and times
 411 CO: um-hm
 412 CL: and the places, and that, you know,
 413 and I'll, and the ministers are to
 414 come, you know, every Sunday.
 415 Well, I like personal, I like to
 416 put that
 417 CO: um-hm
 418 CL: in the bulletin so people know,
 419 know where he comes from and a
 420 little bit about me, so I'll write
 421 up a little personal
 422 CO: um-hm
 423 CL: report
 424 CO: um-hm
 F 425 CL: in that, you know. That type
 426 writing's what I'm talking about.
 F 427 CO: Okay. Well, that's borne out here.
 428 This, this kind of writing doesn't
 429 mean books or
 1st 430 CL: That I wrote it () famous or
 431 anything
 2nd 432 CO: no, no, no, not at all.
 433 CL: That not going to help me
 F 434 CO: You know, its a, but you seem to be
 435 doing some writing in your, in your

436 job, and you're liking it, so that
 437 kind of shows up here, that an
 438 interest
 1st 439 CL: Okay, Okay, I'm on the right trail,
 440 after all.
 2nd 441 CO: Yeah, well, in terms of what you
 442 like to do, it seems as though
 443 CL: turning up right
 444 CO: yeah.
 445 CL: sposed to, huh
 Seq 446 CO: Social, when we look at this,
 447 social services fairly high,
 448 teaching, uh, child care

The client, in response to the counselor's question, asks a question of her own in line 377, which can be heard as a formulation because she is commenting upon the counselor's question. The counselor, in line 379, repeats her question, "do you like to write?" The client finds a way to answer the counselor's question, beginning in line 380, by talking about the letters she writes. The client, however, seems to dismiss this as writing because, as she states in lines 386-387, she hasn't written a book. The counselor then formulates her earlier question, in line 388, by saying that she was not talking about writing a book, just writing in general. The client hears the counselor's formulation as a request to keep talking, for beginning in line 393 she gives an account of the writing she does as a church secretary. It is interesting to note that the client concludes her account with her own formulation, in line 425, when she says "That type writing's what I'm talking about."

The counselor hears this client formulation as indicating that the client had completed her account, for

the counselor then produces her own formulation, in line 427, of all the talk that has occurred since she asked her first question. The client's underlying interest in writing is "borne out" in the client's talk. The counselor repeats a version of this formulation beginning in line 434, again noting that writing seems to be an underlying interest of the client's--her liking of writing as part of her job "shows up here" in the test results.

As has been noted, several times in this sequence of utterances the client asked the counselor to be more specific about what type of writing she was asking the client to talk about. By being vague in her question, however, and in her restatement of her question, the counselor placed the client in the position of having to find something from her experience that could appropriately answer the question. That the client was not sure whether she had answered appropriately is apparent from the formulations she made during her talk; for example, when she formulated, in lines 425-426, the type of writing she was talking about, she initiated an adjacency pair, the counselor's answer to which, "Okay" in line 427, could be heard as confirming that her answer was appropriate.

By influencing the client to talk about whatever in her experience could be construed to be an interest in writing, the counselor was demonstrating to the client that any

experience can be used as a means for locating the source of the test score in her own biography. If the score's origin can be located in the client's biography, the client can then see how it is a measure of some underlying characteristic of the client that "has been there all along." It is in "seeing" the scores as measures of underlying characteristics that the scores are made available as grounds for making further vocational decisions.

The client's comments, following the counselor's formulation which ends in line 438, suggest that the scores were available to the client as grounds for making vocational decisions. She notes, in line 439, that she is "on the right trail"; her scores are "turning up right" like they are "sposed to."

In the transcripts analyzed for this study, the structures just described are used repeatedly in the counselor and client's discussion of many of the test results. Through the use of the profile form to identify and sequence topics in the interpretation interview, the counselors exercise control over what is talked about, and in what order. Through the use of such conversational structures as adjacency pairs and formulations, counselors exert another powerful constraint upon the interview. Through these structures, clients are invited to talk about the test results by demonstrating how they are documenting

their "true" dispositional attributes. Clients turn their test results into a report of pre-existing, underlying interest patterns that then can serve as grounds for making vocational decisions.

Differences Between Experienced and Inexperienced Counselors

Little has been said so far about what differences were found between the methods by which experienced and inexperienced counselors made their expert knowledge of clients available to the clients. Little has been said because little was found. The greatest difference found was between the inexperienced counselor with a client not from the workshop and all the other counselors who participated in the workshop. This counselor did not seem to use the adjacency pair structure to further the work of documenting an underlying pattern of interests in this client. Consequently, she had limited client talk to formulate for its relevance to a posited underlying pattern of interests. In addition, as is indicated in the following fragment from this transcript, which also appeared at the beginning of this chapter, the outcome of the interpretation interview for this counselor was more hoped for than realized.

Inexperienced Counselor 5

1,225 CO: Well, just, has, has this, it's not
1,226 like I thought that this was going

1,227 to be something surprising=
 1,228 CL: =Uh huh=
 1,229 CO: =or exciting=
 1,230 CL: =Uh huh=
 1,231 CO: =or anything like that, but has it
 1,232 given you any more concrete idea of
 1,233 where you are=
 1,234 CL: =Umhm=
 1,235 CO: =with what your work=
 1,236 CL: =Umhm=
 1,237 CO: =and your environment and all=
 1,238 CL: =Umhm.
 1,239 CO: because I thought if it did it
 1,240 would be helpful even in terms of
 1,241 within S, maybe knowing where
 1,242 things are and to think in terms of
 1,243 kinds of environments you like
 1,244 which would go along with them.

Because this transcript differed from the others in terms of the social setting in which it was produced, what to make of the difference in the talk is unclear. The talk of the inexperienced male counselor who conducted his interpretation interview as part of a vocational workshop differed little, in terms of the analysis reported here, from the three experienced counselors. He seemed only to have a bit more trouble in having his client hear some of his talk the way he intended to be heard, as the following fragment illustrates.

In this fragment, the client was not sure how to hear the counselor's question, beginning in line 1167. The client, therefore, in a formulation in line 1171 that does questioning work, asks the counselor if the counselor is asking the client a question. The counselor's second pair part to the client's first pair part, beginning in line

1172, indicates that he intended to be heard as asking a rhetorical question. The client's "Oh" in 1173 and "Okay, okay" in line 1176 can be heard as indicating his understanding that the counselor was not asking him a question directly. Interestingly, however, he also answers the question in line 1176 when he says "conventional."

Inexperienced Counselor 5

1,159		you. So, what it's telling us
1,160		again, you've got a lot of wide
1,161		interests. What, what, what's
1,162		your, - see this isn't going to
1,163		tell you what job you should go out
1,164		there and get, but it's giving you
1,165		a place to begin to sort through
1,166		and think about what do you want?
1,167		What kind of environment do you, do
1,168		you ideally try to fit into or find
1,169		a job in?
1,170		((pause))
1,171	CL:	Are you asking me?
1,172	CO:	No, I'm, I'm, I'm just
1,173	CL:	Oh
1,174	CO:	relating to you that's how you can
1,175		use this.
1,176	CL:	Okay, okay. Conventional.

Concluding Remarks

The findings of this analysis of vocational interest interpretation interviews are as follows. Through the use of the profile form to identify and sequence the topics of their talk, the counselor and client create a social occasion marked by its orderliness and planfulness. In addition, by using the profile form in this way, the counselor, in interaction with the client, constrains the

client to talk about the test results. The talk about the results is seen to categorize the client as a typical kind of person who has typical vocational alternatives from which to choose. The counselor also further constrains the client's talk, when discussing each test result in succession, by initiating first pair parts of adjacently paired utterances, and by reserving the right to formulate the client's talk in an utterance that closes off the discussion of a particular score. Furthermore, the counselor's use of adjacency pair structures invites the client to locate the source of the test scores in his or her own biography. So locating the source of the test results makes them observable as "objective" evidence of presumed pre-existing, underlying patterns of vocationally relevant interests. In this way, then, the test scores achieve a practical observability and a practical objectivity. That is, what has been alleged as a scientifically accurate account of the client is now confirmed and has relevance for the client's decision-making in everyday life; these interests can be used as grounds for the client's vocational decisions.

Several limitations of this study need to be mentioned. First, because four of the five transcripts were of interviews selected from a group of interviews all conducted as part of a vocational workshop, these findings should not be generalized to other interpretation interviews. The one

interview not conducted as part of a vocational workshop differed from the others, perhaps because the counselor was inexperienced, or perhaps because the setting for her interview was different from the setting of the others.

Second, although this study was informed by the sequential analyses of conversations conducted by conversational analytic studies, this study is not a complete sequential analysis of interpretation interviews. It provides a partial analysis of certain utterances that were found to recur in the interpretation interviews. A complete sequential analysis would attend in more detail to the sequences between all utterances in the interpretation interview.

Third, this study did not address directly the issue of how the conversation in a vocational test interpretation interview differs from everyday conversation. The conversational structures that were used in the analysis reported here, adjacency pairs and formulations, were identified from analyses of everyday, not special, conversations. The question can be raised, then, whether this study provides some understanding of the substantive character of the work accomplished in and through the talk of the interpretation interview, the "just what" (Lynch, 1979, p. 15) of the interpretation interview, or whether the study represents the application of analytic structures

derived from everyday conversations to the conversation of interpretation interviews. If the latter be the case, then this study merely demonstrates how an interpretation interview is like a conversation. Linking the conversational structures used in the analysis to the outcome of the interpretation interview (as that outcome was evident in the talk) was one method for focusing the analysis on the talk of the interview as the work of the participants in the interpretation interview, not on the talk of the interview as just conversation.

Finally, a few comments need to be made about the relevance of these findings to the practice of and research on vocational test interpretations. The report will close with a discussion of the questions that this study raises for further research.

It is clear from the literature on how to conduct interpretation interviews that the specialty of counseling psychology is far removed from the "test them and tell them" mentality; as noted previously, the User's Guide for the SVIB-SCII (Hansen, 1984b) explicitly encourages the counselor to include the client in all phases of the interpretation. The findings of this study begin to suggest how the interpretation is accomplished when the client is included in the interpretation process.

Furthermore, the findings suggest ways in which the sequential implicativeness (Sacks, Schegloff, & Jefferson,

1974) of the vocational counselor's talk exerts a powerful constraint on the client's talk. This constraint may be evidence of the vocational counselor's social influence operating in the turn-by-turn sequence of the talk. It should be noted that how the client constrains the counselors talk was not dealt with in this study.

If the counselor's talk represents the social influence of the counselor, this research raises questions for further research. First, given the findings reported here, a complete, turn-by-turn sequential analysis of one interpretation interview should be conducted; there may be other structures, overlooked in this study, that such an analysis might identify.

Second, attention needs to be paid to how the conversational structures, the adjacency pair in particular, of the interpretation interviews are modified from their use in everyday conversation. The interview format, which the adjacency pair is exquisitely fitted to, is common in a number of "special" conversations, such as individual psychotherapy, questioning of a witness, interrogations, even oral exams. How the use of the adjacency pair structure differs in each of these social occasions would help specify the many ways that human actors are able to concert their talk in order to accomplish various social occasions.

Third, this study has investigated interpretation interviews conducted face to face by a counselor with a client. Vocational interest inventories are interpreted, as well, in groups. A study of the sequential talk occurring in such groups may help identify the similarities and differences between these two methods. It may be that, for the participants, the outcome of a group interpretation is different from an outcome of an individual interpretation; for example, the outcome may be perceived more as the description of the client and not as explicitly the orienting of the client to a practical decision.

Fourth, it would be of interest to know how interpretations with different populations are accomplished. The clients for this study were, in everyday terms, highly motivated; they were facing real threats to their livelihoods. How the conversational structures of the interpretation interviews with them may differ from the structures used with an incoming freshman may suggest how the counselor adapts the outcome and the conversational structures of the interview to the expressed needs of the client.

Fifth, the analytic methodology used in this study might be applied to an investigation of counseling interviews. These interviews are sometimes called "open ended" because the participants do not seem to organize them as strictly as do the counselor and client in an

interpretation interview; therefore, they may pose analytic difficulties not addressed in this study. A sequential analysis, however, might indicate how the participants organize these interviews so as to provide for "exploration of feelings" and reflection on the part of the client. It would seem that vocational test interpretation interviews are organized in ways that diminish the likelihood that client's will express feelings or explore motivations.

These five suggestions for further research suggest that analyses such as the one reported here may be useful in broadening understanding of the social accomplishment of psychological treatment. Recognizing how psychological treatment, in its many forms, is a social accomplishment presents researchers with a great number of research questions to pursue, and a vast resource of naturally occurring talk in which to find answers to these questions.

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APPENDIXES

APPENDIX A
TRANSCRIPTION CONVENTIONS AND
TRANSCRIPTS

APPENDIX A 1
TRANSCRIPTION CONVENTIONS

Transcription Conventions

1. [marks an overlapping utterance
2.] marks the end of an overlapping utterance
3. = indicates contiguous utterances, and uninterrupted flow in one person's utterances that are on separate lines of the transcript
4. - indicates a short pause
5. . indicates a stopping fall in tone
6. (()) encloses vocalizations not easily spelled out, or pauses
7. () encloses where transcription is doubtful
8. . . . indicates continuation of utterance

Adapted from Schenkein, J. (1978). Explanation of transcript notation. In J. Schenkein (Ed.). Studies in the organization of conversational interaction (pp. xi-xvi). New York: Academic Press.

APPENDIX A 2

TRANSCRIPT OF EXPERIENCED COUNSELOR 1

1st 1 CO: Well, are you worn out? Have they
2 worn you out yet?=
2nd 3 CL: Well, not yet, but I=
1st 4 CO: They're trying?

2nd 5 [((laughter)) Right.
6 It's been a while since I've done
7 this much brain work, I'd say, so
8 ((laughter)) - but uh - I don't
9 know, sometimes I think when I was
10 in college I don't think I worked
11 quite that hard at one time though
12 but I guess maybe I did though but
13 I'd forgotten it, but ah, I don't
14 know, the worse thing, you know,
15 with, with this, you know, is, is
16 more or less a whole new
17 experience, you know, happening=

18 [umm humm]
19
20 CO: =in about a day's time=
21 [Yeah]
22

23 CO: =and that, you know, it's, you
24 know, a lot of questions that, you
25 know, are still, you know, more or
26 less partially answered but=
27 [umm humm]

28 CO: =but they're not fully answered
29 yet, you know=
30 CL: umm humm
31

32 CO: =but hopefully, you know, that's
33 was one reason I came to attend,
34 you know=
35

36 CO: umm humm
37 CL: =I, you know, hopefully, answer a
38 few questions and maybe steer me in
39 the right direction on the others.
40 Um hm - You have any that you want
41 to ask right off, uh, before we go
42 through some of these or anything
43 that just, uh, you, that you come
44 with up from - ah the works, the
45 workshop so far?
46 CL: Well, so far, you know, they've

47 been pretty, you know, self-
48 explanatory. I was still more or
49 less stumbling through a resume.
50 [Okay,

51 CO: well that's -
52 but you know that's, I think that's
53 just maybe after you, you do it the
54 first time and then go over it
55 again, you know, it's, it, you
56 know, what, anyone I've anyone I've
57 even talked to, you know, not here
58 that's resumed before, you know,
59 they say it, that's, uh, one of the
60 worst evils I think ((laughter))

61 [Oh, yeah, it's hard. You,
62 first you've got to remember what
63 you did and when.

64 CL: Yeah, that, that's part of it=
65 CO: =And then organize it some way.
66 CL: But it, you know, I think, you
67 know, one of my biggest, you know,
68 problems would be, you know, in
69 trying to, to more or less seek a
70 career or employment
71 [umm humm]

72 CO: and, just the fact that, you know,
73 I pretty much know things I can and
74 can't do or to some extent, but,
75 you know, trying to - find, you
76 know, a career that would, would
77 fit what I can do, you know.
78 [umm humm]

79 CO: I mean, I'm not really, you know,
80 that familiar like with what's
81 expected of me in a certain, you
82 know, job position
83 CL: umm humm
84 and, you know, it's just, I think
85 that's probably one of my biggest
86 uncertainties, you know, is, you
87 know, as far as a resume and, and
88 the interviews and things like

93 that, it's just something that, you
 94 know, the experience I think= [Umm humm]
 95
 96 O: =that can be, you know,
 97 CL: accomplished but
 98 Umm humm
 99 CO: you know, for me, you know, I'm
 100 just kind of working part-time now
 101 and
 102 CO: Umm humm
 103 CL: and, you know, kind of making ends
 104 meet but
 105 Umm humm
 106 CO: you know, further down the road I'd
 107 rather have something, you know, a
 108 little bit more security and=
 109 []
 110 CL: Yeah
 111 CL: =and, you know, I know that, you
 112 know, you can always change your
 113 career but, I don't know, I'm
 114 always the kind that where anything
 115 I've ever done I do it once and I
 116 hope that I never have to do it
 117 again, it, if=
 118 []
 119 CO: ((laughter))
 120 CL: =it's anything as far as, you know,
 121 you know, I, you know, like to do
 122 like mechanic work and things=
 123 []
 124 CO: Umm humm
 125 CL: =like that and tinker and I've
 126 always been, - lots of times,
 127 rather slow
 128 CO: Humm
 129 CL: but I always figure if you're going
 130 to do it you're going to do it
 131 right the first time=
 132 [Umm humm]
 133 CO: =then you don't have to do it
 134 again, you know=
 135 [Umm humm]
 136 CO: Umm humm

139 CL: =so, but, you know, I, I think
 140 that's going to be my, might be one
 141 of my downfalls in, you know, you
 142 know, choosing a career, you know=
 143 [Umm humm]
 144 CO: =just=
 145 CL: [Umm humm]
 146 CO: =you know, the uncertainty of that,
 147 you know
 148 [Umm humm]
 149 CO: so -
 150 CL: Okay, well that gives me a little
 151 idea of, uh, uh, sort of where you
 152 are and, uh, let's look at this,
 153 maybe these two tests here and see
 154 if maybe they can be helpful.
 155 Okay.
 156 CL: ((pause))
 157 CO: This part here, uh, what I'm going
 158 to do is I'm going to start at the
 159 top and work on down.
 160 CL: We've got a ways to work. ((laughter))
 161 [And,
 162 uh, these scores here are just, uh,
 163 the percentages of, in the first,
 164 the sections of the tests. Like in
 165 occupations, you marked 26 percent
 166 like, 35 indifferent, 39 dislike.
 167 Umm, in all the parts, about
 168 roughly equivalent, you know, not a
 169 lot of disparity, so like roughly a
 170 third, a third, a third. Uh, so
 171 that, that just uh, - we don't
 172 really do much with that, if,
 173 sometimes we may use it if we try
 174 to figure out, you know, now how do
 175 we understand that score, but
 176 that's, just wanted to let you know
 177 that's what that part is. - I'm
 178 going to start here with the
 179 Special Scales then move down here
 180 to the General Occupational Themes.

Experienced Counselor 1

5

185 ((pause))
 186 Academic Comfort Scale - gives you,
 187 uh, sort of a rough measure of how
 188 much you like school, you like
 189 learning. How much, uh, going back
 190 to school and more training would
 191 be an option for you. The score of
 192 50, that's a score that people who
 193 finish college usually get - uh, so
 194 it means, yeah, you're comfortable
 195 with school, uh, now if I remember
 196 you got, uh, a lot of college
 197 credits, but have, have you gotten
 198 a college degree?
 199 Cl: ((very quietly)) No, no,
 200 ((transferred)).
 201 []
 202 Co: Okay, okay. What was that in?
 203 I did, I.
 204 Cl: In science and ag mechanization.
 205 Co: Umm hum. Okay. Well, this says ah
 206 you're comfortable in school. Uh,
 207 you like, you probably like school.
 208 Cl: Well, somewhat, yeah. I know
 209 oftentimes=
 210 []
 211 Co: You like
 212 Cl: =uh, you know, in the past several
 213 years, I've often thought if the
 214 time and money were no object, you
 215 know, I wouldn't mind going back=
 216 Co: =Umm hum=
 217 Cl: =you know=
 218 Co: =Yeah=
 219 Cl: =but it's, it's been, you know, I,
 220 I think, you know, when I was in
 221 school I, I just couldn't wait to
 222 get out=
 223 []
 224 Yeah
 225 Cl: =but, you know, but now that it's
 226 been away from me, you know, I
 227 think, you know, even any type of
 228 extra learning experience, you
 229 know, I'd enjoy it if, if I could
 230 do it, you know.=

Experienced Counselor 1

6

231 []
 232 Co: Yeah
 233 Cl: =It, it's
 234 Co: Yeah, a way to think of that is
 235 you, you like to learn, and uh,
 236 don't mind learning in sort of a
 237 formal, school kind of atmosphere
 238 feel comfortable learning in that,
 239 uh, yeah, this would say if, if,
 240 uh, it, that, that you would be
 241 willing to consider going back to
 242 school if it, if uh, if you had
 243 money and so forth, and time, and,
 244 you know, there are other,
 245 certainly, practical reasons for it
 246 that make it more difficult, but
 247 uh=
 248 Cl: ()
 249 Co: =someone who's got a score of 20
 250 would say, you know, you're going
 251 to have to convince me that
 252 school's required. You're, you're
 253 pretty sure that school's required.
 254 []
 255 Cl: Well, I don't
 256 know myself, I've, you know, we've
 257 got a vo tech, you know in the
 258 county=
 259 []
 260 Co: Umm hum
 261 Cl: =and I'd often like, you know, to
 262 take some of the night courses they
 263 offer=
 264 Co: =Umm hum
 265 Cl: but most of them that I'm
 266 interested in are, are more, more
 267 or less day courses so=
 268 []
 269 hum
 270 Cl: =you know, that limits you a lot,
 271 you know, to that so, you know,
 272 and, you know, there's a lot of,
 273 you know, several different fields
 274 in some of the technical schools
 275 that, you know, I know a little
 276 bit, you know, about the field but,

323 know, I, my, my best time is when
 324 I'm off by myself ((laughter)),
 325 you know, working
 326 Umm hum
 327 CL: You know, I, I, you know, I, I'd
 328 say, you know, that, that that
 329 might be, you know, misleading
 330 there a little bit.
 331 Umm hum. Umm hum
 332 CL: You know, it, seems like for
 333 myself, you know, all, you know,
 334 just one or two others, you know,
 335 is fine but a group - you know,
 336 umm, I'm not as comfortable with a=
 337 Umm hum
 338 CO: =a large group as I am, you know,
 339 with just a few others=
 340 Umm hum
 341 CL: =you know, it seems like, you know,
 342 when I'm working or whatever=
 343 Umm hum
 344 CL: =you know.
 345 CO: Well, you know, I think you're
 346 right. Because I just interpreted
 347 this ca, this test with someone and
 348 these scores are flipped.
 349 ((pause))
 350 So on this test, the high score is
 351 extroverted and on, on this test,
 352 and on this test a low score is
 353 extroverted.
 354 []
 355 CL: Would be introverted
 356 CO: So this would say introverted
 357 []
 358 CL: in, introverted
 359 CO: Yeah
 360 []
 361 CL: Yeah
 362 CO: you're right. Yeah. I'm sorry.
 363 I, I got that backwards.
 364 CL: Okay. But, you know I've=
 365 CO: =I'm glad you, uh, objected.
 366 CL: ((laughter))
 367 CO: Yeah, I was just checking over
 368 here, umm

277 you know, I'd like to be=
 278 []
 279 CO: Umm hum
 280 CL: =a little more=
 281 []
 282 CO: Umm hum
 283 CL: =you know, have a little more, uh,
 284 knowledge of=
 285 Umm hum
 286 CL: what's going on, you know=
 287 []
 288 CO: Umm hum
 289 CL: But, I don't know, I, I'm tempted
 290 to do it, and, and, but most times
 291 the fact that, you know, I'm trying
 292 to work, you know, and then trying
 293 to schedule that, you know, it's
 294 been quite a hassle, you know=
 295 []
 296 CO: Umm hum
 297 CL: =seems like=
 298 CO: Umm hum
 299 CL: =so -
 300 CO: This next scale is a rough measure
 301 of, uh, sort of your attitude, or
 302 not attitude, it's sort of like
 303 ((pause))
 304 do you move towards people, like to
 305 be around people or do you prefer
 306 to be by yourself. 70 would be a
 307 high score, saying you like to be
 308 with people
 309 ((pause))
 310 uh - in an occupation if you had to
 311 be by yourself all the time, you
 312 wouldn't like it, you'd look for
 313 ways to find=
 314 CL: Yeah
 315 CO: =someone to go to talk to, go visit
 316 []
 317 CL: Well,
 318 I don't know, I almost disagree
 319 with that=
 320 CO: =Umm hum. Okay. Well you can.
 321 []
 322 CL: Cause, you

F

F

F

1st

2nd

F

369 ((pause))
 370 CL: You know, for, you know, things
 371 that, you know
 372 []
 373 CO: People, umm humm
 374 CL: you know, it doesn't bother me, you
 375 know, to, to go off and like, say,
 376 go work in the shop=
 377 []
 378 CO: []
 379 CL: =for half a day at a time by
 380 myself=
 381 []
 382 CO: Yeah
 383 CL: =as long as I've got the radio I'm,
 384 that's
 385 CO: Yeah
 386 CL: that's who I listen to.
 387 ((laughter))
 388 []
 389 CO: Yeah. A low score you like
 390 to work with people, a high score
 391 you like to work with things, or
 392 ideas. You go off in your shop
 393 work for half a day you're working
 394 with things, and that's a high
 395 score. So that's saying, yeah,
 396 that's real characteristic of you.
 397 You, you like to do something, it,
 398 it, alone and work=
 399 []
 400 CL: Umm humm
 401 CO: =with the thing. If someone comes
 402 in to talk at you, uh, you probably
 403 just keep working, you go um hm um
 404 hm, you don't=
 405 CL: Umm humm
 406 CO: =you don't put it down and just
 407 sort of get into the conversation.
 408 No. Most of the time, that's the
 409 way that it is. ((laughter))
 410 []
 411 CO: Umm humm. Yeah - so - uh - that's -
 412 that's indicating more introverted,
 413 working with things -okay. These, I
 414 Seq

1st 415 think you're becoming familiar
 416 with, these=
 417 CL: =Umm humm=
 418 CO: =classification systems.
 419 []
 420 CL: Umm humm. We,
 421 we've pretty much gone through that
 422 this morning, you know, several
 423 times, so
 424 CO: Okay. Now, if you notice where
 425 your realistic score is, you're
 426 right at the top. That's saying a
 427 real high interest in working with
 428 your hands, making things,
 429 mechanical activities, uh, being
 430 outside, doing physical kinds of
 431 work, uh, and uh=
 432 []
 433 CL: Umm
 434 CO: =from what you've said, my guess is
 435 that's pretty accurate.
 436 CL: ((quietly)) Pretty much so.
 437 CO: Umm humm
 438 []
 439 CL: Yeah.
 440 CO: The next one is conventional, the
 441 next highest -Uh, conven, that's
 442 moderately high. Conventional is,
 443 uh, interest in doing jobs that
 444 have a regular routine - a
 445 procedure to follow - and sometimes
 446 it also, uh, indicates an interest
 447 in job stability -and from what
 448 you've said, that's some of the,
 449 you know, you're making ends meet,
 450 but it sounded like you want
 451 something a little more dependable.
 452 []
 453 CL: Umm humm. Umm humm
 454 CO: Umm, so that part seems accurate.
 455 How about the first part of, uh,
 456 having a job where you'd sort of
 457 know what to do, what you have to
 458 do, what's expected of you, uh, you
 459 don't have to do something
 460 different every day of the week.

2nd 453 CL: Umm humm. Umm humm
 454 CO: Umm, so that part seems accurate.
 455 How about the first part of, uh,
 456 having a job where you'd sort of
 457 know what to do, what you have to
 458 do, what's expected of you, uh, you
 459 don't have to do something
 460 different every day of the week.

1st 453 CL: Umm humm. Umm humm
 454 CO: Umm, so that part seems accurate.
 455 How about the first part of, uh,
 456 having a job where you'd sort of
 457 know what to do, what you have to
 458 do, what's expected of you, uh, you
 459 don't have to do something
 460 different every day of the week.

461 Do you like, uh, like routine?
 462 CL: Well, I really don't like - the -
 463 you know, steady routine
 464 Umm hum
 465 CL: but I don't like the, where it's
 466 more or less adverse enough to
 467 where you don't know what you're
 468 doing at all.
 469 CL: Yeah.
 470 CL: You know
 471 CL: Yeah
 472 CL: or, I mean, you know, I'd, I'd hate
 473 to be where, you know, like more or
 474 less quote assembly line working
 475 or=
 476 []
 477 CL: Yeah
 478 CL: =something like that, but as far
 479 as, you know, when I start the day
 480 if I know what the schedule is,
 481 what I'm supposed to do, well
 482 []
 483 CL: Umm hum
 484 CL: I'm fine, you know []
 485 CL: Yeah
 486 CL: no matter if it's ten separate
 487 jobs, you know,
 488 Umm hum
 489 CL: that, but I, you know, I've always,
 490 I hate like, you know, for
 491 instance, I'm helping, you know,
 492 the neighbors now, you know=
 493 []
 494 CL: Umm hum
 495 CL: =doing some farming, and, you know,
 496 when I, one of my worst I think pet
 497 peeves is ever starting something
 498 and not finishing it=
 499 Umm hum.
 500 CL: =and, yeah, you know, and, and when
 501 you work for somebody else, you get
 502 to do that a lot=
 503 []
 504 CL: Yeah. Yeah
 505 CL: =and, and I just, you know, that

507 seems like, you know, I have to be
 508 more or less organized, you know=
 509 []
 510 CL: Umm hum
 511 CL: =when I'm, when I'm doing something
 512 and it, uh
 513 []
 514 CL: Umm
 515 hum, umm hum - And, uh, maybe a way
 516 to say what you said also is, uh -
 517 you don't mind if someone says this
 518 needs to be done and then you do
 519 it, but to have stand around and
 520 wait or not know what needs to be
 521 done, you don't like that part
 522 Umm umm ((cough))
 523 CL: ((pause))
 524 CL: Okay. The next, your third, uh,
 525 sort of code here is investigative,
 526 and that's average, but it's your
 527 third highest, so you've got R, C,
 528 and then I. Umm, in investigative,
 529 some interest in data, ideas,
 530 information, uh, some curiosity.
 531 Uh, my guess, uh, you like do
 532 mechanical work, uh, do you like to
 533 do the problem, trouble-shooting,
 534 and so forth?
 535 CL: Well, depends on how big a trouble
 536 it is ((laughter))=
 537 []
 538 CL: ((laughter))
 539 CL: =but, yes, I, you know, I, you
 540 know, if, you know, like I say, you
 541 know, I'm, I'm no person for, to be
 542 in a hurry, but=
 543 Umm hum
 544 CL: =but, you know, it, I've always
 545 been the kind where, you know, like
 546 if there's something broke or
 547 something needs to be taken care
 548 of=
 549 []
 550 CL: Umm hum
 551 CL: =you know, it doesn't bother me to
 552 sit down for half a day till I

14

Experienced Counselor 1

1st 599 CO: Okay, well, any questions or
600 comments on that?
2nd 601 CL: No. That, you know, uh, you know,
F 602 it seems like it pretty much fits
603 me ((laughter)) you know, so
604 [Umm humm, umm humm.
605 CO: And that's, uh, if we were giving
606 away prizes that's the highest I've
607 ever seen the realistic score.
608 That seems, uh, to be something
609 that really stands out for you
610 ((pause))
611 This, uh
612 ((pause))
613 section is a, uh - collection of
614 some of the basic interests that
615 are under each of these sort of
616 types=
617 Umm humm
618 CL: =these classifications, uh, that
619 just are measured in this
620 instrument. There are a lot more
621 that just aren't measured here.
622 These are, uh, just the ones that
623 are measured here. Uh, moderately
624 high under realistic, you, like
625 agriculture - nature -being outside
626 - mechanical activities. Again,
627 very, very high. Military
628 activities, very low. You're not
629 at all interested=
630 [((laughter))]
631 CL: =in putting a uniform on.
632 CO: No
633 CL: Uh, or, yeah, yeah. Adventure's
634 average, you don't mind sort of
635 doing some risks, having something
636 new, but what really stands out,
637 mechanical activities, and then,
638 uh, being outside.
639 ((pause))
640 Seem accurate?
641 CL: ((quietly)) Very much so.
642 Okay.

13

Experienced Counselor 1

553 figure it out=
554 Umm humm
555 CO: =but, like, with electronics and,
556 and such, I've never really grasped
557 the fact that it's got to be more
558 or less physical, you know, I=
559 =Umm humm=
560 CL: =I can't=
561 CO: =Umm humm=
562 CL: =I can't, you know, like say well
563 this has, this has so much
564 resistance and=
565 [Umm humm]
566 CO: =and all that, that, that's just
567 hard for me to grasp in=
568 [Umm humm]
569 CO: =that sense. But anything, uh, you
570 know, in a mechanical sense to
571 where I can more or less visualize
572 it, well=
573 [Umm humm]
574 CO: =I=
575 CL: =Umm humm=
576 CO: =Umm humm=
577 CL: =Umm humm=
578 CO: =Umm humm=
579 CL: =Umm humm=
580 CO: =Umm humm=
581 CL: =Umm humm=
582 CO: =Umm humm=
583 CL: =Umm humm=
584 CO: =Umm humm=
585 CL: =Umm humm=
586 CO: =Umm humm=
587 CL: =Umm humm=
588 CO: =Umm humm=
589 CL: =Umm humm=
590 CO: =Umm humm=
591 CL: =Umm humm=
592 CO: =Umm humm=
593 CL: =Umm humm=
594 CO: =Umm humm=
595 CL: =Umm humm=
596 CO: =Umm humm=
597 CL: =Umm humm=
598 CO: =Umm humm=

645 ((pause))
 646 Under the investigative, uh, the
 647 two that are high, the moderately
 648 high, are science and mathematics.
 649 - Uh, proba, math, mathematics
 650 probably means you'll, you like
 651 working with numbers in some way.
 652 CL: Mm, well, yeah, until I get to
 653 calculus=
 654 Okay.
 655 CL: =Then ((laughter)), that's, that's
 656 about where I draw my limit there.
 657 [Umm
 658 CL: hum. And, uh, science, uh - my
 659 guess probably when you were
 660 involved in farming you probably
 661 keep up to date in some, you know,
 662 sort of some of the - some of the
 663 latest technology and so forth
 664 Umm hum
 665 CL: uh - but those seem to have basic
 666 interests that you have.
 667 ((pause))
 668 Under Artistic - nothing=
 669 [((laughter))
 670 CL: =stands out. Writing, uh, the
 671 writing is low, um
 672 CL: Well, I'm sure ((laughter)) that's
 673 one
 674 CL: You know, that, the
 675 CL: That doesn't say much for my resume
 676 then does it? ((laughter))
 677 [((laughter))
 678 CL: Well, I would guess some of why it
 679 might be difficult is that you just
 680 don't feel comfortable and don't
 681 have, an, it's not anything that
 682 really interests you, that
 683 motivates you, to work with words,
 684 you, you work with things but not
 685 words and that's very different. -
 686 Under social, uh, one that stands
 687 out very high is domestic arts, and

691 domestic art is more than just
 692 keeping the house clean. It, uh,
 693 means you like to keep your own
 694 life organized, you like to have
 695 some, usually people with high here
 696 like to have, uh, a schedule they
 697 follow, they like to make whatever
 698 personal space they live and work
 699 in somehow theirs.
 700 CL: Umm hum
 701 CL: Um, uh, it could mean, like if
 702 you're work, if you've got a, a
 703 desk somewhere that you put, you
 704 know, pictures on it that are
 705 important to you and things like
 706 that.
 707 CL: Well, yeah, ats about right cause,
 708 you know, I, everything has to have
 709 its place ().
 710 [Umm hum, umm hum.
 711 CL: Probably like, uh, you probably
 712 have a very neat, uh, workshop.
 713 Um, not right now, but you know,
 714 but it, it's usually, it, it
 715 bothers me when it's dirty, I'll
 716 put it that way. Yeah, it
 717 [Umm hum. Okay.
 718 CL: Yeah - Yeah
 719 ((pause))
 720 CL: Oftentimes, when you get busy, it
 721 doesn't get the attention=
 722 [Umm hum
 723 CL: =it deserves, but, you know, I=
 724 =Do you clean it up between
 725 projects, then?
 726 CL: Well, If I have time=
 727 [Umm hum
 728 CL: =but, you know, you get too rushed
 729 and, and you don't, but, finally
 730 sometime, you know, if, if I've got
 731 the time, you know, I've, it, it's
 732 got to be every tool in its place

Experienced Counselor 1

783 you're all moderately low or low,
 784 sort of=
 785 Umm hum
 786 Cl: =not interested in sales, not
 787 interested in running a business,
 788 not interested in becoming involved
 789 politically - uh. Under
 790 conventional, moderately high.
 791 Office practices, you don't mind,
 792 uh, you have some interest in sort
 793 of, uh, having, uh, business
 794 systems maybe, doing the record
 795 keeping and keeping the system
 796 going - uh, the, when you, have you
 797 had, uh, experience with record
 798 keeping and so forth?
 799 Cl: Oh, just, just, you know, some
 800 accounting courses=
 801 Umm hum
 802 Cl: =and, you know, just the general
 803 typing courses=
 804 [Umm hum]
 805 CO: =and things like that, but=
 806 Cl: =were those things that interested
 807 you?
 808 Cl: Well, you know, somewhat, yeah.
 809 [Umm hum]
 810 CO: And that, I don't know, I had some
 811 part-time work, you know, during
 812 summers like, work for ()
 813 dealers and you had=
 814 [Umm hum]
 815 CO: =to always keep, you know, your
 816 records and your files and
 817 Umm hum
 818 Cl: and, uh, and usually, even though I
 819 was a mechanic a lot of times I'd
 820 even stay after and help with the,
 821 you know, ordering and stuff like
 822 that=
 823 [Umm hum]
 824 CO: =you know=
 825 Cl: =you know=

Experienced Counselor 1

737 and the floor swept and things like
 738 that=
 739 [Umm hum, umm hum]
 740 CO: =you know, I just=
 741 [Umm hum]
 742 Cl: =I can't stand working in a mess,
 743 you know
 744 [Umm hum]
 745 Cl: Yes
 746 Cl: when I'm, when I'm piddling out
 747 there, you know.
 748 [Umm hum]
 749 Cl: Yeah, that, uh,
 750 mine is, score is very high, my
 751 Domestic Arts scale is very high,
 752 and my wife will cook and I'll
 753 clean up and, uh, sometimes I'll
 754 start cleaning while she's cooking
 755 cause she makes such a mess, you
 756 know, or or she'll ask me to help
 757 her and I can't help her until I
 758 get the counter cleared
 759 ((laughter)), you know. She gives
 760 me a hard time.
 761 Cl: Yeah, you know, the same, well, I'm
 762 about the same way, you know. I,
 763 one thing, you know, if I ever
 764 start cleaning like in the house, I
 765 can't stop
 766 Cl: Yeah ((laughter))
 767 [Umm hum]
 768 Cl: you know, I just either
 769 have to leave it alone or, or do it
 770 all, you know.
 771 [Umm hum, umm hum]
 772 CO: Yeah. That's an interest in sort
 773 of keeping your own personal area,
 774 personal space, whatever you want
 775 to call it, uh, neat and orderly.
 776 Uh - Teaching is the only other one
 777 that's sort of high, and it's
 778 average. There's some interest in
 779 teaching people. - Enterprising,
 780

F

Seq

Experienced Counselor 1

19

829 [Umm hmm]
 830 CO: =kind of, you know
 831 CL: Yeah
 832 CO: Like that, so
 833 CL: That's really a nice balance to
 834 CO: have this real interest in
 835 mechanical activities and also the,
 836 uh, record keeping, you know. That
 837 shows there's some, some variety of
 838 things you're interested in.
 839 CL: You know, I'd say, you know, just
 840 about like what that shows, you
 841 know, my interest in like the arts
 842 and things like that I, you know,
 843 is low. I, you know=
 844 [Umm hmm]
 845 CO: =I'm sure=
 846 CL: There not, cause often these aren't
 847 practical.
 848 CO: [[
 849 You know, that, that's, of course,
 850 that's about it, you know=
 851 [Umm hmm]
 852 CO: =that, you know, like, oh, I do
 853 like, you know, you know, some
 854 musical things=
 855 [Umm hmm]
 856 CO: =but, you know, I, you know, like
 857 was in a band when I was in high
 858 school and stuff like that but, you
 859 know=
 860 [Umm hmm]
 861 CO: =you know, I don't mind piddling
 862 with it, but it, it's nothing that
 863 really, you know, grabs me, you
 864 know=
 865 [Umm hmm]
 866 CO: =in other words.
 867 CL: Probably if, uh, the trombone
 868 didn't work and you had to fix it,
 869

1st

Experienced Counselor 1

20

875 that probably interested you.
 876 [Yeah,
 877 CL: yeah. More, more than,
 878 [Umm hmm]
 879 CO: probably trying to play it, you
 880 know. ((laughter))
 881 CL: Umm hmm, yeah. - Well, that's what
 882 we're going to see when we look at
 883 - ((sound of paper rustling)) these
 884 three pages. We'll look at them as
 885 a, uh, sort of a unit here. -
 886 Let's take the first one that's
 887 high now. - Navy enlisted - very
 888 similar. What this is saying is
 889 that, - at least 100 Navy enlisted
 890 personnel took this test, - and
 891 this hundred people were happy in
 892 their jobs, successful in their
 893 job, - not doing something
 894 untraditional. And they took the
 895 test and how they answered the item
 896 was compared to how you answered. -
 897 The more similar the way you
 898 answered was to the way they
 899 answered, then we can say, well,
 900 your interests are very similar
 901 to theirs. You might like that
 902 kind of occupation.
 903 ((pause))
 904 CL: Umm hmm
 905 CO: So it's not saying that you, that
 906 you're necessarily good at it, uh,
 907 it's just saying well, this is an
 908 occupation to consider because, uh,
 909 you seem to be, you seem to have
 910 similar interests to=
 911 [Umm hmm]
 912 CL: =the people in those occupations.
 913 Uh, it may be other reasons to say,
 914 well, no, I'm not interested in it,
 915 I wouldn't want to do it, uh,
 916 Yeah. Okay

967 []
 968 CL: ((laughter))
 969 CO: Air Force, again, is probably the
 970 same. Bus driver - uh -
 971 horticultural worker, you know,
 972 working with plants, and that
 973 seemed to be one of your interests,
 974 and uh, similar I imagine, to what
 975 you're doing now. - Um, farmer,
 976 some of your experience as well. -
 977 voc ag teacher, very similar. You
 978 know, that would pick up also on
 979 your interest in, uh, uh, teaching
 980 that we sort of, right now, pointed
 981 out.
 982 Umm hmm
 983 CL: Forester - uh - veterinarian is
 984 moderately similar - emergency
 985 medical technician, similar.
 986 Radiological technician is some
 987 medical kinds of occupations=
 988 Umm hmm
 989 CO: =Carpenter. Electrician - uh,
 990 engineer
 991 ((pause))
 992 which you were, you were in, uh,
 993 agricultural mechanization?
 994 CL: Umm hmm. I started off in
 995 Engineering school, but=
 996 []
 997 CO: Hmm
 998 CL: =when I got into the physics and
 999 the calculus and all that=
 1,000 []
 1,001 CO: Ahh
 1,002 CL: =in one semester, it just about
 1,003 took care of my grade point
 1,004 average=
 1,005 []
 1,006 CO: Yeah
 1,007 CL: =so, I had to either, by golly, cut
 1,008 line or do something, you know, so
 1,009 CO: What's the difference between
 1,010 agricultural mechanization and
 1,011 agricultural engineering?
 1,012 CL: Well, it's just the fact that you

921 []
 922 CO: but the goal is to try to
 923 identify some that, uh, you can
 924 investigate further, you know,
 925 instead of saying these are all the
 926 occupations, well, no, this one
 927 seems to be a group here that you
 928 might investigate further that
 929 seems to fit some of your
 930 interests. - Uh,
 931 ((pause))
 932 so, we go down, I mean, if we look,
 933 uh, we, we talked about your sc,
 934 your realistic score, and, uh, then
 935 investigative and conventional, and
 936 as you look, you've got real
 937 realistic, investigative, these are
 938 all down, and then Conventional,
 939 you've got a few more starting to
 940 get higher again.
 941 Umm hmm
 942 CL: So, we're going to find the
 943 occupations mainly in these areas,
 944 these three areas. Just like one
 945 or two others that sort of stand
 946 out. Most of them in the oc, in
 947 the realistic section, and I'm
 948 going to use the bottom of this
 949 because, uh, they used to have
 950 lines across here and you could
 951 make sense of where you were and
 952 now it's a lot harder. So, Navy
 953 Enlisted, very similar. Umm -
 954 that's both a realistic and
 955 conventional kind of occupation.
 956 It gives it, you know, certainly
 957 depending upon what you do in the
 958 Navy, but there, uh, are plenty of
 959 opportunities for mechanical kinds
 960 of activities and so forth=
 961 Umm hmm
 962 CL: =It's saying you have an interest
 963 in that, uh, that, from your
 964 reaction to military activities
 965 though, I think you probably have
 966 other reasons for not

1,013 just don't go into the more
1,014 technical aspects of actually, you
1,015 know, design of of=
1,016 []
1,017 Umm hnm
1,018 CO: =the, say, a piece of equipment=
1,019 CO: Umm hnm
1,020 Cl: =or, or, you know, the actual, you
1,021 know, mechanical type=
1,022 CO: Umm hnm
1,023 Cl: =you know, work of it. It's just
1,024 more or less applied, it's it's
1,025 the=
1,026 []
1,027 CO: So the mechanization is more
1,028 applied?
1,029 CO: =the application of what you've
1,030 already got, you know.=
1,031 CO: Okay
1,032 Cl: =Just like, you know, say for
1,033 instance you design a grain
1,034 handling system or a=
1,035 CO: Umm hnm
1,036 Cl: =or, you know, design a waste
1,037 lagoon or something like that and
1,038 that were, you know, say in the
1,039 Engineering Department, well, say
1,040 the first thing you'd do, you'd
1,041 say, maybe be designing a certain
1,042 fan for a grain bin and the, you
1,043 know=
1,044 []
1,045 CO: Yeah
1,046 Cl: =the actual type of blade it'd use
1,047 in this instead of having a set fan
1,048 and the set values and just=
1,049 []
1,050 CO: Oh,
1,051 okay
1,052 Cl: =applying it, you know=
1,053 []
1,054 CO: Yeah
1,055 Cl: =is just more or less what it is.=
1,056 CO: =Yeah. Okay, yeah. That makes
1,057 sense.
1,058 ((pause))

F

1,059 Yeah. Now, you explain that like a
1,060 teacher.
1,061 ((laughter))
1,062 []
1,063 Cl: ((laughter))
1,064 ((pause))
1,065 CO: We move down in the investigative -
1,066 computer programmer, systems
1,067 analyst, which is a, uh, uh, sort
1,068 of working with larger scale
1,069 programs and, uh, - medical
1,070 technologist. You know, you got a
1,071 whole lot. - Uh, geologist,
1,072 biologist, chemist
1,073 Cl: Boy, I don't know about that! My
1,074 chemistry grades sure didn't like
1,075 that ((laughter))
1,076 []
1,077 CO: physicist
1,078 CO: It's saying, uh, it's not saying
1,079 whether you'd be a good chemist=
1,080 []
1,081 Cl: Yeah
1,082 CO: =but that=
1,083 Cl: Yeah
1,084 CO: =your interests are similar.
1,085 Veterinarian, sort of right on the,
1,086 there, no, that's, that's the
1,087 female veterinarian; we already saw
1,088 veterinarian for the males up
1,089 there. Science teacher, -
1,090 respiratory therapist, medical
1,091 technician. We've seen a lot of
1,092 the, uh, sort of medical fields.
1,093 Let's see, optometrist, biologist,
1,094 mathematician, geographer, college
1,095 professor. Some of that, I
1,096 imagine, is, uh, you know, your,
1,097 just your interest in learning.
1,098 ((pause))
1,099 Anything stand out in there or seem
1,100 unusual?
1,101 Cl: Well. No, it, you know, it just
1,102 the fact that maybe the, the Air
1,103 Force deal and, uh, the Navy, that
1,104 might be ((laughter)) the only

Experienced Counselor 1

25

1,105 things that, you know, seem to be a
 1,106 little different. Of course, you
 1,107 know, the, the fields, I'm sure,
 1,108 training, you know, that are, that
 1,109 are in=
 1,110 CO: Umm hum,
 1,111 Cl: =you know, the Armed Forces are,
 1,112 you know, probably very much
 1,113 similar to things that, you know,
 1,114 I'm=
 1,115 CO: Yeah
 1,116 Cl: =interested in, which, you know,
 1,117 like=
 1,118 []
 1,119 CO: Yeah
 1,120 Cl: =that, so=
 1,121 CO: Yeah
 1,122 Cl: =but as far as the, the military
 1,123 part of it, you know, and the
 1,124 regimen, I don't know that I'd be=
 1,125 []
 1,126 CO: Umm
 1,127 hum
 1,128 Cl: =too much=
 1,129 CO: Umm hum
 1,130 Cl: =with=
 1,131 CO: Umm hum
 1,132 Cl: =that, but
 1,133 CO: Yeah. I, my, that would be
 1,134 probably hard. ((pause))
 1,135 Uh -down here - uh, elementary
 1,136 teacher.
 1,137 Cl: Boy, I don't know about that.
 1,138 ((laughter))
 1,139 CO: That's the only one, and that just
 1,140 sort of, sort of stuck out on its
 1,141 own. Under enterprising,
 1,142 agribusiness manager, and I, I,
 1,143 you've had some, uh, oc, you've had
 1,144 some experience with that I guess,
 1,145 not nes, I mean, working in
 1,146 agribusiness
 1,147 []
 1,148 Cl: Yeah, yeah. I've been
 1,149 in agribusiness in some, yeah
 1,150 CO: Umm hum. Umm hum. And that's

Experienced Counselor 1

26

1,151 right, that's not ri, that's sort
 1,152 of moderately similar, you got a
 1,153 lot more that are real high. - Um,
 1,154 down here
 1,155 ((pause))
 1,156 uh, well, that's female Air Force
 1,157 enlisted. If you notice, the ma,
 1,158 this is female, that's male, and
 1,159 here it's in parentheses, so we
 1,160 already=
 1,161 []
 1,162 Cl: Umm hum
 1,163 CO: =saw the male one up here, Air
 1,164 Force enlisted. So, these, well,
 1,165 Army enlisted, mathematics teacher,
 1,166 Marine, no, that's female Marine,
 1,167 sorry about that. So, it looks
 1,168 like everything's clustered up here
 1,169 but there's a wide range. You have
 1,170 both the, uh - the, the, uh,
 1,171 mechanical kinds of activities, um,
 1,172 what are some that are, you know,
 1,173 maybe like the teaching and the
 1,174 computer, a little different
 1,175 Cl: ((quietly)) Umm hum
 1,176 CO: uh, where you're not so much, uh,
 1,177 working with your hands, uh, well,
 1,178 like with computer it's a lot more
 1,179 mental, I mean you're typing
 1,180 Umm hum
 1,181 CO: but, uh, it is an occupation that
 1,182 you do pretty much by yourself
 1,183 Umm hum
 1,184 Cl: uh, but there's some interest in
 1,185 working with information like that.
 1,186 Cl: Um, you know, I had, you know, I
 1,187 was in the Engineering School, you
 1,188 know. I had one programming
 1,189 course=
 1,190 CO: Umm hum
 1,191 Cl: =and it was interesting but it was
 1,192 hard. At least for me=
 1,193 []
 1,194 Cl: Yeah
 1,195 Cl: =you know. For some of the guys
 1,196 it, you know, it was old hat, you

Experienced Counselor 1

27

1,197 know
1,198 []
1,199 CO: Yeah
1,200 CL: They, it was just kind of like, you
1,201 know, learning, doing typing for
1,202 them, you know= []
1,203 []
1,204 CO: Umm hmm
1,205 CL: =in comparison, or easy
1,206 mathematics, you know, but=
1,207 Umm hmm
1,208 CO: =but, uh, I don't know, you know,
1,209 with the new computer systems that
1,210 you have and, of course, you know,
1,211 just like what you've got in the
1,212 lab here=
1,213 Umm hmm
1,214 CO: =you know, it, it still more or
1,215 less baffles me, you know. I've
1,216 played on them some=
1,217 Umm hmm
1,218 CO: =somehat, but I guess, you know,
1,219 the thing of it is the programs are
1,220 taken of and I can't realize=
1,221 []
1,222 CO: Yeah
1,223 CL: =you know, the fact that, you know,
1,224 really, basically all you're doing
1,225 is just, you know, asking to
1,226 retrieve stored information instead
1,227 of telling=
1,228 []
1,229 CO: yeah
1,230 CL: =it to solve something, you know,
1,231 and that=
1,232 CO: Yeah
1,233 CL: =that, you know -
1,234 CO: Yeah. So, there, sounds like
1,235 you're saying you had some
1,236 experience and that may be
1,237 something that just, uh, uh,
1,238 ((pause))
1,239 not, though you may have an
1,240 interest in it, in it, it's not
1,241 something you want to pursue?
1,242 CL: Possibly.

2nd

Experienced Counselor 1

28

1st 1,243 CO: Anything stand out here for you or,
1,244 or look like, uh, that "yeah, I'd
1,245 like to try to learn a little more
1,246 about that area?"
1,247 ((pause))
2nd 1,248 CL: ((quietly)) Umm, umm, no.
1,249 ((laughter)) I don't think -
F 1,250 CO: Umm hmm. You know, it seems the
1,251 clear, uh, clear ((pause))
1,252 theme is mechanical
1,253 CL: Yeah, yeah
1,254 []
1,255 CO: working with your hands.
1,256 []
1,257 CL: Yeah.
1,258 But, you know, I've, you know, over
1,259 the years I've often regretted that
1,260 I didn't go ahead and, and go
1,261 through engineering school, you
1,262 know. I, you know, I know that
1,263 times I wish I, of course, one
1,264 things then, you were always trying
1,265 to keep your student deferment for
1,266 the draft, you know=
1,267 []
1,268 Umm
1,269 CO: hum, umm hum
1,270 CL: =that was the big push, you know=
1,271 []
1,272 CO: Umm hum
1,273 CL: =when I was in school, so, you
1,274 know, keeping your hours up was a
1,275 big problem, but, you know, once
1,276 I'd went into Ag School I, you
1,277 know, I just said, you know, don't
1,278 worry with the, with the hours=
1,279 []
1,280 CO: =just, you know, get the grades up=
1,281 Umm hum
1,282 CL: Umm hum
1,283 CO: =but, you know, oftentimes I think
1,284 if I would, you know, probably for
1,285 the first year or so, if I'd drop
1,286 back to like 12 to 14 hours instead
1,287 of 18 to 20, it=
1,288 Umm hum

1,335 older than I am in, and I was in, I
 1,336 think, the second or third year
 1,337 they did the lottery=
 1,338 Umm hum
 1,339 Cl: =and, uh, I was about 196 - so I
 1,340 was pretty safe, I think.
 1,341 Umm hum
 1st 1,342 Cl: Let's look quickly at this one, uh,
 1,343 the difference between these is
 1,344 this one's designed for primarily
 1,345 for people who have, uh, a college
 1,346 degree. This one's designed
 1,347 primarily for people who don't have
 1,348 college degrees. Um, but they,
 1,349 ask, uh
 1,350 Cl: They were pretty much all the same,
 1,351 you know, questions, you know
 1,352 [Yeah, oh,
 1,353 it's very similar. Yeah. And as
 1,354 we see here, realistic investigative,
 1,355 investigative conventional, uh,
 1,356 stands out. Uh, - your fine arts
 1,357 mechanical, you're on the
 1,358 mechanical side. You like to work
 1,359 with things. Introversion, you're
 1,360 on the introversion side.
 1,361 Educational orientation, it's a
 1,362 little different this is, uh, a
 1,363 little lower. This would say, uh,
 1,364 um - With this number, less likely
 1,365 to consider going back to school,
 1,366 but, uh, the group this is that
 1,367 you're being compared against are
 1,368 people who didn't, who didn't go to
 1,369 college. So, I'd say this is
 1st 1,370 probably more accurate.
 1,371 I don't remember which one I did
 2nd 1,372 last. I might have been ()
 1,373 Cl: Yeah
 1,374 CO: I did this like about 10:00 at
 1,375 night, you know
 1,376 Cl: Yeah
 1,377 CO: ((laughter))
 1,378 Cl: But this part's very similar, I
 1,379 mean, realistic, investigative,
 1,380

1,289 Cl: =probably, you know, been helpful,
 1,290 too.
 1,291 Umm hum
 1,292 CO: Of course, at the time they had
 1,293 more Engineering students than they
 1,294 knew what to do with so the=
 1,295 Umm hum
 1,296 Cl: =it was "Operation Weedout" to
 1,297 start with=
 1,298 []
 1,299 Cl: Yeah
 1,300 Cl: =I think, you know, so=
 1,301 []
 1,302 Cl: Yeah, yeah
 1,303 Cl: =but, uh, I, I still wish, you
 1,304 know, I'd, I'd have stuck it out,
 1,305 you know.
 1,306 Umm hum, umm hum - You, uh, were
 1,307 you in on the lottery back then? or
 1,308 was that the, were you a year
 1,309 before they started that?
 1,310 []
 1,311 Cl: Well, see we
 1,312 were, I was, uh, I guess I, I was,
 1,313 you classified, you know, II-S for
 1,314 I guess two years, and then they
 1,315 started, you know, picking the
 1,316 numbers, you know=
 1,317 []
 1,318 CO: Yeah
 1,319 Cl: =and so, you know, then of course
 1,320 after, well, the time my junior
 1,321 year in college, well, well, I, I
 1,322 knew what my number was, you know,
 1,323 and, and luckily, I figured, I
 1,324 wasn't going to have to worry about
 1,325 going cause I had, I was in the two
 1,326 hundreds. I wasn't, like the ones
 1,327 when they first announced it, you
 1,328 know, they said if you're in the
 1,329 first fifty you'd better make plans
 1,330 to pack your bags. ((laughter))
 1,331 You know.
 1,332 []
 1,333 Cl: Yeah. I was, I was in, uh,
 1,334 you're just two old, two years

1,381 investigative, and conventional.
 2nd 1,382 CL: Umm hum
 1,383 CO: Under the basic interest areas,
 1,384 picking out mechanical,
 1,385 electronics, carpentry, manual or
 1,386 skilled trades, agriculture, animal
 1,387 service. About the only one you're
 1,388 average on is nature or outdoors,
 1,389 which you're a little higher on in
 1,390 this one=
 1,391 CL: Umm hum, umm hum
 1st 1,392 CO: =but I mean, clearly, - if, if it,
 1,393 if it involves tools, - uh, you
 1,394 like it.
 2nd 1,395 CL: ((quietly)) Very much so, yeah
 1,396 [Umm hum.
 1,397 CO: Science and numbers, here, and this
 1,398 is the, numbers versus mathematics.
 1,399 Numbers here is mainly the four,
 1,400 adding, subtracting, multiplying
 1,401 and dividing, not the advanced
 1,402 math, but=
 1,403 CL: Umm hum
 1,404 CO: =high on most of those. It's sort
 1,405 of like, yeah, you're interested in
 1,406 that, which is similar to what we
 1,407 saw here.
 1,408 CL: Well, I see what I did on the
 1,409 writing on the artistic
 1,410 ((laughter))
 1,411 [Vep, that's consistent. That's
 1,412 all down. Teaching is high again.
 1,413 Medical service is high. Well, it's
 1,414 in the average range. Where was
 1,415 medical service in this one? I
 1,416 don't remember seeing that.
 1,417 ((pause))
 1,418 Medical service, they've got it up
 1,419 here in, in, uh, investigative, and
 1,420 it's average. - Well, that's
 1,421 interesting. That's investigative,
 1,422 and here they're got it social.
 1,423 ((pause))
 1,424 I, I never noticed that. Um, but
 1,425

1,427 nothing else, well, under
 1,428 conventional, in the average but
 1,429 the high side, uh, - office
 1,430 practices, clerking, record
 1,431 keeping, and food service. Do you
 1,432 cook?
 2nd 1,433 CL: Umm hum.
 1,434 CO: Yeah
 1,435 CL: Especially if I can get somebody to
 1,436 wash the dishes. ((laughter))
 1,437 CO: Now. This is similar to the pages
 1,438 we saw here=
 1,439 CL: Umm hum
 1,440 CO: =these occupations, but the
 1,441 difference is the occupations are
 1,442 going to be more=
 1,443 CL: =more defined?=
 1,444 CO: =uh, more, uh, skilled trades
 1,445 rather than this includes a lot of
 1,446 professional occupations, and if
 1,447 you look=
 1,448 []
 1,449 CL: Okay
 1,450 CO: =at this, you just topped out on
 1,451 ev, almost everything, so, uh,
 1,452 ((pause))
 1,453 about anything that requires using
 1,454 a tool, aircraft mechanic, auto
 1,455 mechanic, - bus driver, - camera
 1,456 repair, - carpenter, - you've even
 1,457 got conservation officer, dental
 1,458 lab technician, which is the
 1,459 person=
 1,460 CL: Umm hum
 1,461 CO: =who, uh, mixes up the, uh, filling
 1,462 compound=
 1,463 CL: Umm hum
 1,464 CO: =makes the false teeth and all that
 1,465 kind of stuff, - drafter - uh -
 1,466 electrician - emergial, emergency
 1,467 medical here was midrange, so it
 1,468 was a little higher on that, farmer
 1,469 rancher, fire fighter, forest
 1,470 ranger, hardware store manager,
 1,471 janitor, machinist, mail carrier, -
 1,472 musical instrument repair, fixing

1,519 science teacher, medical lab
 1,520 technician, surveyor. ((pause))
 1,521 Uh, everything else is pretty flat
 1,522 except piano technician, which is,
 1,523 uh
 1,524 CL: ((laughter))
 1,525 CO: fixing pianos. - So, very similar.
 1,526 The difference is more skilled
 1,527 kinds of activities, skill, skilled
 1,528 trades. Any of those, uh, things
 1,529 that you have, - well, I imagine
 1,530 that you've considered and done a
 1,531 lot of them.
 1,532 CL: ((quietly)) Umm, pretty much so,
 1,533 yeah.
 1,534 []
 1,535 Umm humm
 1,536 CO: I don't know if I, you know, some
 1,537 of them I've probably pretty much
 1,538 done in a way, but, you know=
 1,539 []
 1,540 Umm humm
 1,541 CL: =not in a professional sense, you
 1,542 know=
 1,543 Umm humm
 1,544 CO: =but, but, you know, it's always
 1,545 been, you know, seems like on the
 1,546 farm you're always a jack of all
 1,547 trades and=
 1,548 []
 1,549 Yeah
 1,550 CO: =master of none, you know=
 1,551 []
 1,552 Yeah
 1,553 CO: =so that=
 1,554 []
 1,555 Yeah
 1,556 CO: =one thing, you know
 1,557 CL: Yeah, - I would, uh, I mean, it
 1,558 seems like a clear, clear interest,
 1,559 working with tools, uh, I think I'd
 1,560 encourage you to, you know, maybe
 1,561 think some about how can you put
 1,562 that together with some of these
 1,563 medical interests. You know, it
 1,564 seems to be a whole bunch, I really

1,473 those trombones
 1,474 CL: Yeah
 1,475 CO: Navy enlisted - uh, person who
 1,476 designs and fits artificial limbs.
 1,477 Have you ever thought of doing
 1,478 that?
 1,479 CL: Oh, somewhat, but you know, I, it
 1,480 ((laughter))
 1,481 []
 1,482 Umm humm, yeah. Cause
 1,483 that's a really, um, given your
 1,484 interests, mechanical, I mean,
 1,485 it's, it is a lot of um=
 1,486 =No, I've often given a lot of
 1,487 thought, you know, to a lot of the
 1,488 medical equipment they use=
 1,489 Umm humm
 1,490 CO: =why they can't take some of the
 1,491 pain out of it=
 1,492 Umm humm
 1,493 CL: I don't know if you, you know, ever
 1,494 been in the hospital and had to,
 1,495 you know
 1,496 []
 1,497 Yeah, it's like
 1,498 CL: they, you know, you would let
 1,499 [[
 1,500 CO: they don't, they didn't think about
 1,501 your body
 1,502 CL: you know, they don't care about,
 1,503 you know, what they do to you as
 1,504 long as they get you well,
 1,505 sometimes
 1,506 CO: Yeah, yeah. Well that, you know,
 1,507 that does seem to be a theme, uh,
 1,508 uh, mechanical interests and the
 1,509 medical interest. - Uh, painter, -
 1,510 uh, pipe fitter plumber, printer,
 1,511 radio TV repair, sheet metal
 1,512 worker, telephone repair, tool and
 1,513 dye, truck driver. You got em all.
 1,514 CL: ((quietly)) Humm
 1,515 CO: Yeah, so it's saying, a lot of
 1,516 interests! Here with under the
 1,517 investigative, computer programmer
 1,518 again, electronic technician, math

Experienced Counselor 1

35

1,565 don't know what's out there, uh,
 1,566 the different kinds of things=
 1,567 [Umm hum]
 1,568 Cl.: =to investigate, you know, the
 1,569 CO: resources I have here. Um -
 1,570 Someone designs that equipment,
 1,571 someone keeps it working. Uh
 1,572 ((pause))
 1,573 that may be something that sort of
 1,574 fits several of your interests
 1,575 together
 1,576 Umm hum, ((pause)) yeah
 1,577 Cl.: What if, what do you make of this?
 1,578 CO: Well, I don't know
 1,579 Cl.: []
 1,580 Helpful?
 1,581 Cl.: Well, somewhat, yeah, but it, you
 1,582 CO: know, that, you know, just like you
 1,583 say, it, it really surprised me on
 1,584 this medical, you know, aspect of
 1,585 it, you know, it, you know, that's
 1,586 something you don't, I didn't
 1,587 really know, you know, think that
 1,588 much about it, you know=
 1,589 Umm hum
 1,590 CO: =but, you know, in a way it, at
 1,591 Cl.: least it's given me a direction,
 1,592 you know, that, to, to think about
 1,593 getting into, you know=
 1,594 [Umm hum]
 1,595 CO: =anyway=
 1,596 Cl.: Umm hum
 1,597 CO: =But, uh
 1,598 Cl.: ((pause))
 1,599 I don't know, you know, it, you
 1,600 know, I guess I've always, you
 1,601 know, just the mechanical aspect of
 1,602 doing things always been something
 1,603 that's always fascinated me=
 1,604 []
 1,605 Yeah
 1,606 CO: =and since, since I guess I was
 1,607 Cl.: little, you know, I, you know, my
 1,608 dad used to not appreciate it
 1,609
 1,610

Experienced Counselor 1

36

1,611 sometimes=
 1,612 [((laugher))]
 1,613 CO: =you know, I'd tear things apart in
 1,614 Cl.: the shop when I was about 8 or 9
 1,615 years old just to see what was
 1,616 inside things, you know=
 1,617 Yeah ((laugher))
 1,618 =but=
 1,619 Umm hum
 1,620 CO: =uh, but usually he'd cool down
 1,621 Cl.: when figured that I finally got it
 1,622 back together and it still worked
 1,623 Umm hum
 1,624 CO: you know, so he, you know, it, it
 1,625 Cl.: was just that curiosity more or
 1,626 less that, you know, I, I guess
 1,627 []
 1,628 Yeah,
 1,629 CO: yeah
 1,630 Cl.: Well, I know the first time I
 1,631 really got a good tanning when I
 1,632 tore the lawn mower motor apart
 1,633 when I was about 8 years old, you
 1,634 know. And I got it back together.
 1,635 It didn't run quite as good as, as
 1,636 when I tore it apart ((laugher))
 1,637 but it did run. ((laugher))
 1,638 Umm hum, yeah, right, that's uh
 1,639 CO: But, you know, I, I always had to
 1,640 Cl.: see what was inside, you know, eh,
 1,641 like anytime, uh, I guess I'm still
 1,642 just about as bad as, you know,
 1,643 like say for instance something
 1,644 breaks, you know, and its one of
 1,645 those kind of deals where you're
 1,646 not supposed to ever take it apart,
 1,647 you pitch it. Well, I'll go get
 1,648 the piece and fix it but I've still
 1,649 got to take it apart and see what
 1,650 was inside, you know. ((laugher))
 1,651 Yeah, yeah
 1,652 CO: ((pause))
 1,653 Yeah. I'd say this is saying -
 1,654 that say, you need, uh, to sort of
 1,655 look at the occupations that do,
 1,656

F

1,703 CL: =and things, just like now, my
 1,704 wife's got a heck of a lot better
 1,705 job than I've got=
 1,706 []
 1,707 Hum
 1,708 CO: =so you know=
 1,709 Umm hum
 1,710 CL: =you, worry about, you know,
 1,711 keeping her working, too.
 1,712 CO: Yeah
 1,713 CL: But, you know
 1,714
 1,715 (tape ends prematurely)

1,657 uh, involve your using some tools,
 1,658 fixing things,
 1,659 CL: You know, oh, I guess, you know,
 1,660 one of my life long, uh, ambitions
 1,661 or whatever you would say has
 1,662 always been where I would have the
 1,663 ability to be somewhere like where
 1,664 they do, you know, any type of
 1,665 testing of, you know, any type
 1,666 mechanical=
 1,667 []
 1,668 CO: Hum
 1,669 CL: =stuff, you know, more less trouble
 1,670 shooting what they bring off the
 1,671 prototype, you know
 1,672 CO: Umm hum
 1,673 []
 1,674 CL: I always liked, thought I'd
 1,675 like to do something in that line,
 1,676 you know=
 1,677 CO: Umm hum
 1,678 CL: =it, you know, most times, most
 1,679 people don't have the opportunity
 1,680 to do ((pause)) something like
 1,681 that, you know, so
 1,682 []
 1st 1,683 CO: Yeah! Well, how would you
 1,684 go about finding where that kind of
 1,685 work's done? Do you know?
 2nd 1,686 CL: Well, that's, I guess you, you'd
 1,687 more or less have to, course there
 1,688 are some, you know, what they call
 1,689 testing labs and such=
 1,690 CO: Yeah
 1,691 CL: =but of course the worst thing for
 1,692 me now is, you know, being married
 1,693 and things like that=
 1,694 CO: Umm hum
 1,695 CL: =and, you know, you're pretty much,
 1,696 like when we talked this morning,
 1,697 you know, now, you know, at my age
 1,698 and, you know, everything, well,
 1,699 you're, you're pretty much tied to
 1,700 home, more or less=
 1,701 []
 1,702 CO: Yeah. Oh, yeah

APPENDIX A 3

TRANSCRIPT OF EXPERIENCED COUNSELOR 2

1st CO: Right along the river there?
 2nd Cl: Umm, yeah, it's right on there
 3 ()
 1st CO: So do you get to uh, do some river
 5 stuff then?
 2nd Cl: Yeah
 7 [Some fishing
 1st CO: I ski a little bit, some boating
 2nd Cl: Oh, yeah
 10 [fishing, and all that kind of
 11 stuff in the summer. It's a lot of
 12 fun. I live right there, I don't
 13 live probably a mile and a half
 14 from the river real ()
 15 CO: Oh, that's close
 16 Cl: Yeah, it does.
 17 CO: Do you stay with your folks now,
 18 or?
 19 [Uh, my dad, yeah. I live with my
 20 father. Yes. - My mom and dad had
 21 a divorce, oh, about 11 years ago,
 22 and she lives in M and he
 23 lives up here in ().
 24 CO: Oh. - Where are you in the family?
 25 Excuse me?
 26 Cl: Are you oldest, youngest,
 27 Uh, youngest. Yeah, I've got one
 28 older brother.
 29 CO: What does he do?
 30 Cl: Uh, he's truck driving now. He,
 31 oh, he's been working, I guess,
 32 for them about nine months or
 33 something like that. He really
 34 likes it a lot over there.
 35 CO: And he is in, where?
 36 Cl: Uh, he lives, oh, about a mile down
 37 the road from me.
 38 CO: Oh!
 39 Cl: So he, he lives pretty close there,
 40 too.
 41 CO: Uh huh. Uh, what does your dad do.
 42 Is he a farmer?
 43 Cl: Uh, he's not really doing nothing

47 right now. He was farming and,
 48 till last year, I think ()
 49 decided to quit while he still
 50 could just about
 51 CO: Yeah
 52 Cl: get out of it () so
 53 ((pause))
 54 CO: So, sort of, sort of time to be
 55 kind of in between things=
 56 [Umm hum
 57 CO: =for the whole family.
 58 [Yeah it is, yeah
 59 Cl: Hum, Is your mom working then?
 60 Yeah, umm hum. Yeah. I haven't
 61 seen her for, oh, I guess a couple
 62 of years - and stuff like that. I,
 63 I like to get out there every year
 64 or so. I missed last year. Uh,
 65 I'll probably like maybe make it
 66 out there this year, maybe,
 67 hopefully - ((cough)). I like it
 68 out there.
 69 CO: Do you ever think about settling
 70 out there?
 71 Cl: Well, I, I lived out there, oh all
 72 winter, what, three years ago, I
 73 guess? Something like, something
 74 real close to that. I didn't like
 75 it, well I loved, loved going out
 76 there to visit, but I wouldn't want
 77 to live there. It's, it's a
 78 beautiful place, but I wouldn't
 79 want to live there. ((laughter))
 80 Best way to put it.
 81 CO: What, uh, what part of M is
 82 she in?
 83 Cl: Uh, GF. Right up, on top
 84 [Oh, oh yeah,
 85 that's the north
 86 Cl: Right, yeah, way up on top.
 87 CO: How'd she happen to get away out
 88 there?

2nd 93 Cl: I don't know. She just, they had a
 94 divorce, and she headed west - and
 95 been there ever since. No, I take
 96 that back, she moved to A
 97 first=
 98 Hum
 99 Cl: =and was there I think a little
 100 over a year and then went to
 101 M and that's where she's been
 102 ever since.
 1st 103 CO: And she likes it?
 2nd 104 Hum hum, yeah, she loves it out
 105 there. Yeah. She's got a nice job
 106 and
 1st 107 CO: What's she doing?
 2nd 108 Cl: Well, I really, I know it's a good
 109 job, that's about ((laughter)) all
 110 I could tell you, uh, my
 111 grandmother, her mom, I see her
 112 about every other day or so, two or
 113 three times a week or something.
 114 Oh, she got a job here, it's been
 115 quite a while back, a good job out
 116 there. It's, oh, a pretty good
 117 one. Got an expense account and
 118 (going) here and there ((laughter))
 119 A pretty good job.
 1st 120 CO: Hum hum. Well, what's up for, uh,
 121 R, in your future?
 2nd 122 Cl: Oh, I'd kind of like to get in
 123 truck driving ((tapping sound))
 124 myself, really, that's what I'd
 125 like to do. But, I, I'm having
 126 trouble with my age and everything.
 127 They, I'll be 22 in September, and
 128 they like you to be at least 23,
 129 and it's better if you're 25, to
 130 drive a semi, and I, but the same
 131 company my brother's working for,
 132 there's people driving for em over
 133 that's been working since they was
 134 21. I don't know, I can't seem to
 135 get around it somehow. I don't
 136 know what the heck. - I'm having
 137 problems.
 1st 138 CO: You have, uh, a chauffeur's license

139 ()?
 140 Cl: Yes, umm hum.
 1st 141 CO: So you've done some, uh
 142 [Yeah. Grain
 143 Cl: hauling and stuff like a lot of
 144 that. I did a little custom grain
 145 hauling for people and stuff like
 146 that, too. So
 147 ((pause))
 148 CO: So what's the, uh, what's the truck
 149 driving opportunity like in your
 150 area?
 151 Cl: Oh, it's, uh, my brother's company
 152 is stationed there in Q, which is
 153 just across the river?
 1st 154 CO: yeah, it's just, oh, it's probably
 2nd 155 Cl: around 30 miles or something like
 156 that away from the house there and
 157 that's a real good, he's only been
 158 there nine months and, hell, he's
 159 got two raises and, brings home a
 160 good check every week. I'd kind of
 161 like to do it myself. That
 162 wouldn't bother me being gone a
 163 week at a time really.
 1st 164 CO: Are you in a relationship where
 165 you=
 166 []
 167 Cl: No
 168 CO: =have to be around home all the
 169 time?
 170 Cl: No, no. No, I can just go pretty
 171 much where I want to.
 172 [((laughter))
 173 CO: Umm, so you aren't, there aren't a
 174 lot of ties then?
 175 Cl: Yeah, yeah. I ain't got no
 176 hangups.
 177 CO: Would you like to stay in the, uh,
 178 C area, though?
 179 Cl: Uh, yeah, I kind of would, but if I
 180 had to move away I probably would
 181 or something. If I had a choice,
 182 I'd just as soon stay but if I had
 183
 184

Experienced Counselor 2

231 probably up there or something and
 232 the farms of course went to hell.
 233 We still got the ground, but I
 234 don't know if gonna be able to hang
 235 onto it or not. And there's lakes,
 236 a lot of lakes and stuff on it.
 1st 237 CO: On the farm?
 2nd 238 CL: Just all over it, yeah. Got one
 239 that's 21 acres big. ((laughter))
 240 Pretty good sized one, yeah.
 1st 241 CO: Do you have bass and everything in
 242 it?
 243 [Yeah. Umm
 244 hum, yeah. Here a couple of weeks
 245 ago me and a buddy went to fish,
 246 and he caught a five and a half
 247 pounder and I caught a four and
 248 three-quarters or four and a half.
 249 That's ()
 250 CO: [Boy that's a big, one of
 251 them lakes. We got pictures of em.
 252 Boy, they were nice ones. Man!
 253 Them sure was nice ones.
 254 CO: ((laughter)) ()
 255 CL: Oh that was the most, biggest bass
 256 I've ever caught in one day. We
 257 was out, you know, we was fishing I
 258 guess for about five hours, and,
 259 going to dark a little bit, and,
 260 uh, we did all right. Caught
 261 several little ones. Just turned
 262 them loose.
 263 ((pause))
 264 CO: Well, we have, uh, put in a lot of
 265 work here, uh
 1st 266 Umm hum
 267 CL: uh, ((laughter)) Yeah, couple
 268 hundred items
 269 CL: [((laughter))
 270 on each of these crazy things
 271 ((laughter))
 272 CO: an so I guess it seems like we
 273 could start, use to spend some time

Experienced Counselor 2

185 to I'd have to, so I, I wouldn't
 186 mind leaving.
 1st 187 CO: Well, what, do you have some
 188 buddies there that you hang around
 189 with? or stuff like that?
 190 [Oh yeah,
 2nd 191 CL: yeah. Yeah, the kids I grew up
 192 with and everything all live there
 193 in C still, most of them do. Some
 194 of them, some of them moved away
 195 but there's a few of them around
 196 there.
 1st 197 CO: So, you were born in that area.
 198 [Yeah,
 2nd 199 CL: umm hum
 200 CO: Yeah, that's a lot of history
 201 there, 21 years
 202 [Umm hum
 203 CL: Umm hum, yeah
 204 CO: What do you do for fun?
 205 CL: Oh, I like to hunt and fish. I do
 206 a lot of that, just about every
 207 chance I get. And, uh, well, water
 208 skiing. I ain't too good at it,
 209 but I do it occasionally, just
 210 going out on the river. I'd say
 211 fishing's my main thing though,
 212 really. I just love fishing.
 213 CO: Umm hum. Okay
 214 CL: Every Sunday or something I used to
 215 take the boat and go somewhere or
 216 do something.=
 217 [Yeah
 218 CO: We got a lot of lakes up there,
 219 big ones, and I do a lot of fishing
 220 in them and ((cough)), pretty nice
 221 fishing up there.
 222 CL: It's a lake area as well?
 223 Hm
 224 CO: Man-made lakes?
 1st 225 CL: Uh, yeah, umm hum. We got, well at
 226 one time we had - oh 2,500 acres

277 looking at em
 278 Cl: Umm hum
 279 CO: Uh, I did want to make sure that,
 280 uh, I got a sense of what seemed
 281 to, seemed to fit for you=
 282 [Umm hum]
 283 Cl: Umm hum
 284 CO: =in terms of jobs. You're saying
 285 that truck driving sounds like it'd
 286 be=
 287 [Umm hum]
 288 Cl: Umm hum
 289 CO: =like that ()
 290 [There's, uh, another
 291 thing I'm kind of fooling with up
 292 there now
 293 uh huh
 294 CO: I know a guy who works as
 295 lockmaster there at C, and works
 296 there and he's got some pull, and
 297 he's, knows a guy that runs a barge
 298 that goes up and down the river,
 299 and he's, he, uh, spoke to the guy.
 300 I told him I, uh, kind of needed
 301 some work, and he was going to
 302 speak to him and, well, he did, and
 303 he didn't need nobody at the time,
 304 but next time when they need
 305 somebody I guess they, ah, they're
 306 gonna give me a call or something,
 307 which hopefully it'll be before
 308 long, but really I don't, that's,
 309 if you do that, though, it's 30
 310 days on the river, you're gone for
 311 30 days and you get home for 30
 312 days. And, I don't know, I think I
 313 could adjust to it, but it'd be
 314 kind of ((laughter)) different
 315 really.=
 316 Cl: Yeah
 317 CO: =Gone a month at a time, you know.
 318 Cl: Might go clear down to New Orleans;
 319 I don't know where they go.
 320 ((laughter))
 321 CO: Boy, I would imagine.

323 Cl: Yeah, I don't know where they go,
 324 but - gone for a month.
 325 CO: Well what, uh, what would appeal
 326 about truck driving? Sounds almost
 327 like, uh, the barge work is
 328 something that would, might come
 329 up.
 330 Cl: Yeah, but
 331 [It sounds to me, if I heard
 332 that right, that truck driving
 333 might seem like more preferable.
 334 Is that right?
 335 Cl: Yeah, yeah. I just as soon do
 336 that, really. Oh I don't know, it
 337 just, I know quite a few guys, I
 338 got one real good friend that's
 339 been doing it - oh, he's probably
 340 done, been in it for the last
 341 couple of years. - You know, you
 342 get to, he's single, too, he just
 343 gets to go all over for a week at a
 344 time, you know, the West Coast,
 345 East Coast. You get paid while you
 346 do it, hell, I think I'd like it
 347 really.
 348 CO: Uh huh. Have you enjoyed the
 349 driving that you've done? Like the
 350 grain hauling?
 351 [Yeah, umm hum. Yeah, umm hum,
 352 yeah, umm hum
 353 CO: So it doesn't make much difference
 354 to you if you're behind the wheel
 355 of a big vehicle
 356 Cl: No
 357 CO: it doesn't feel like that's a lot
 358 of responsibility
 359 [No, I try to handle it just
 360 like anything else.
 361 CO: What do you not like to do?
 362 Cl: Well, I don't like, I would never -
 363 I shouldn't say that never but, I
 364 would hate inside all the time, all
 365 day long. I (could/couldn't) stand

Experienced Counselor 2

9

369 it. - I don't like it at all. - I
370 like being outside all the time and
371 out in the air, ((cough)) and I
372 don't think I could ever have an
373 office job, if I could get one
374 ((laughter)).

375 []

376 CO: ((laughter))
377 CL: I don't think that would work for
378 me.

379 CO: Uh huh
380 CL: I just like being outside and doing
381 something by the same, the basics
382 things every day with maybe a
383 little different, you know, just,
384 but the same basics.

385 CO: Sure

386 CL: Something in that fashion.

387 CO: Yeah. What, uh, how useful have
388 your friends been for, uh, job
389 leads and things like that?

390 []
391 CL: Oh, uh,
392 they're, uh - well, I guess
393 they've been a little help, you
394 know, but, uh, not a, they, well I
395 guess the best thing'd be is they
396 did about all they can you know,
397 just, but they're just, they're low
398 down on the ladder is where they're
399 at, too. ((people noise in
400 background)) They ain't got no pull
401 or nothing, so -

402 CO: Umm, hum - now, to get a job
403 driving you essentially have to
404 have a good driving record, is
405 that?

406 CL: Uh, well that's not so much, me and
407 my brother both, we, when we was
408 younger, we got our share of
409 tickets, you know, and they, that
410 didn't seem to, to matter, but the
411 thing that did matter when it comes
412 to it is DWI's, if you get a DWI
413 while you're working for a truck
414 company they'll just about fire

Experienced Counselor 2

10

415 you, or the one DL's working for,
416 they'll just, you're done right
417 there.

418 1st CO: That's your brother?

419 2nd CL: Yeah, uh huh, DL, and, uh, if you
420 get too many speeding tickets while
421 you're working for them. DL got, I
422 think, two tickets in nine months
423 or something, or I don't know, he
424 got the last one it's probably been
425 two months ago, and they give him a
426 warning, they jumped him a little
427 bit, you know. They said they
428 wouldn't going to fire him or
429 nothing, he slowed down now. He,
430 he gets along real good with them
431 over there. They like him
432 (real good).

433 1st CO: I see. So DWIs would be

434 []
435 2nd CL: Yes

436 []
437 CO: Yeah

438 CL: That, they'll just fire you on the
439 spot just about

440 1st CO: Yeah, well, I think it's ()
441 that you're not driving for someone
442 now.

443 []
444 CL: Oh, yeah, it's getting tough. I
445 never had one. So I kind of watch
446 that pretty close. It's dangerous
447 and tickets cost money and
448 ((laughter)) everything else. It
449 really ain't worth it.

450 CO: Oh man. Yeah, they burn you on
451 insurance

452 CL: Umm hum

453 CO: and court costs and everything. -
454 Well, let's, uh, let's take a look
455 at these, all=

456 []

457 2nd CL: All righty.

458 CO: =this hard work here. Umm, the, uh,
459 you took two of them and, uh,
460 let's, I believe we'll start with

461 this one here first, R, just
 462 because=
 463 CL: Okay
 464 CO: =this is designed more to compare
 465 you with people who, uh, are in
 466 occupations that are more skilled
 467 trades blue collar and this one is,
 468 uh, compares you to people who ba,
 469 by and large, are=
 470 [Umm hnm]
 471 CL: =college graduates. Let's get a
 472 start here and go on to this one,
 473 okay?
 474 CL: Okay. What are, what will we do
 475 here now, just look through it or -
 476 Just kind of look, uh, look along
 477 with me.
 478 CL: Okay. ()
 479 CO: Yeah, pull your chair up. ((sound
 480 of chair moving)) () off to the
 481 side for a second. So, you're 21?
 482 Umm hnm, yeah, 22 in September.
 483 CL: Okay. Do you, do you work out or
 484 something?
 485 CL: Oh, a little bit, not just
 486 ((laugher)), just farm work,
 487 ()
 488 CO: You're strong as an ox.
 489 CL: ((laugher))
 490 CO: Uh, (start here) trying to get a
 491 sense of, uh, an answer on this
 492 one, uh, R, in one of five ways.
 493 You fill in=
 494 [Umm hnm]
 495 CL: =those blanks, yeah, liked it a
 496 lot, liked it a little, indifferent
 497 to it, disliked a little, disliked
 498 a lot.
 499 Umm hnm
 500 CL: Okay, and what it's saying is you
 501 probably have some pretty defined
 502 preferences, pretty specific=
 503 [Yeah]
 504 CL:

507 CO: =kinds=
 508 []
 509 CL: Yeah
 510 CO: =of preferences because here's the
 511 like category, we kind of collapse
 512 those together, 13%, 2%, 8%. Okay?
 513 CL: That's like then
 514 CO: Yeah, that's the amount=
 515 [Yeah, yeah]
 516 CL: =that you said you liked. And it
 517 seems like somebody with pretty
 518 defined interests, you know=
 519 Umm hnm
 520 CL: You're not going to run around
 521 saying "Oh, I'd love to do this"=
 522 [((laugher))]
 523 CL: =Yeah I'd love to do that. I'd
 524 love to do this and the next
 525 thing." Okay? And, in fact, by
 526 and large, if we look at the
 527 combination of dislikes, it's, uh,
 528 running about=
 529 [Umm hnm]
 530 CL: =average and around 70%.
 531 CO: Umm hnm
 532 CL: So, seven out of ten things that
 533 popped up on that test you said,
 534 "Nuh, not interested."
 535 CO: ((laugher))
 536 CL: Okay? So what that's going to mean
 537 is
 538 [Is that good or bad, or just]
 539 just
 540 just, just individual, I guess
 541 Just individual, yeah, there's no,
 542 uh, this is not a good bad test,
 543 right wrong
 544 [Yes, umm hnm, yeah]
 545 CL: it's, uh, important to keep in
 546 mind. What that will mean is just

553 because that percentage of likes is
554 relatively low, the whole test is
555 based on how many, oh, likes there
556 are.

557 CL: Umm hmm

558 CO: So, it's going to appear that your
559 scores, ah, they will give low and
560 high. It doesn't mean low and
561 high=

562 [Umm hmm]

563 CL: =in terms of uh=

564 CO: [Yeah, yeah]

565 CL: Yeah, yeah

566 CO: =uh, some kind of, uh, achievement
567 test or=

568 [Umm hmm]

569 CL: Umm hmm

570 CO: =something like that, a score in
571 English, but, uh, the best way to
572 interpret it is, uh, you know, all
573 sorts of scales, cherry pie, apple
574 pie, lemon pie=

575 CL: ((laughter))

576 CO: =and you, you know=

577 CL: ((laughter)) yeah

578 CO: =where on the scale are, are those
579 three=

580 []

581 CL: Yeah

582 CO: =compared to each other? And your
583 lemon pie's down here=

584 [Yeah]

585 CL: =apple's here, and, uh, you know=

586 CO: []

587 CL: =whatever's over there. The idea

588 is pick the one that for you is=

589 [Umm hmm, yeah]

590 CO: =where it is for you. Okay? Umm,

591 so, I would hope that by now, um,

592 well, let's see, there's some,

593 there's a little scale that says

594 you tend more towards fine art kind

595

596

597

599 of interests, painting=

600 [Umm]

601 CL: Umm

602 CO: =dance, things like that. More,
603 more towards the mechanical end of
604 things

605 CL: Hmm.

606 CO: pretty strong on the mechanical end
607 of things=

608 CL: =Yeah=

609 CO: =probably no big surprise.

610 CL: ((laughter))

611 [Okay?]

612 CO: Yeah

613 CL: That doesn't mean that perhaps

614 CO: you're not, uh, the next Picasso=

615 CL: ((laughter))

616 CO: []

617 CL: =maybe in terms of interest=

618 CO: ((laughter))

619 CL: =you wouldn't care to develop

620 CO: those=

621 CL: Yeah

622 CO: =those interests. Okay? And, next
623 one is introversion extroversion.

624 I have to look quickly just to make

625 sure that you, I

626 ((pause))

627 okay, very definitely oriented

628 towards working with things versus

629 people, this score.

630 CL: Hmm

631 CO: Okay? It doesn't mean you aren't a

632 great guy to work with=

633 [Umm]

634 CL: Umm

635 CO: =what we'd actually be doing would

636 be more in terms of operating

637 machinery=

638 [Umm]

639 CL: Umm

640 CO: =versus teaching grade school

641 CL: Yeah

642 CO: so, okay?

643 CL: Umm

644 CL: Umm

691 or disliking for school coursework.
 692 CL: Hmm
 693 CO: It doesn't mean that you might= []
 694 []
 695 CL: Yeah
 696 CO: =not have been good in school, but
 697 what that number's saying, um, is
 698 that that is
 699 CL: Umm hmm
 700 CO: you ().
 701 CL: Umm hmm
 702 CO: Apparently no interest in the
 703 traditional kind of college school
 704 () experience. I don't know
 705 how that fits for you
 706 CL: ((laughter))
 707 CO: in terms of experience. So, I
 708 notice you chose not to finish high
 709 school.
 710 CL: Yeah
 711 []
 712 CO: Is that right?
 713 CL: Umm hmm, yeah. So about the tenth
 714 grade, I think "I want out."
 715 ((laughter))
 716 []
 717 CO: Yeah. Okay. That, uh, fits.
 718 CL: Yeah.
 719 CO: I mean someone who's real
 720 comfortable in high school stays
 721 there=
 722 []
 723 CL: Umm hmm
 724 CO: =someone who isn't (), okay?
 725 Um, and this is the last one,
 726 Variability of Interests, it's just
 727 trying to get a gauge, um, are you,
 728 uh, tend to have very narrow
 729 interests in terms of occupations
 730 and job duties, or real diverse, "I
 731 can do anything"=
 732 []
 733 CL: Umm hmm
 734 CO: ="I want to do anything," etc.
 735 Kind of suggesting, based on this,
 736 uh, score here where there are not

645 CO: One more oriented towards people
 646 might like that kind of thing,
 647 being around kids all the time,
 648 or
 649 []
 650 CL: ((Laughter)) Yeah
 651 CO: okay? Yeah. What I'm saying, you
 652 know, it's uh, if you put those two
 653 things on one end of the scale or
 654 the other, you're definitely more
 655 towards uh=
 656 []
 657 CL: Umm hmm
 658 CO: =well, operating machinery than
 659 things like that.
 660 CL: Umm hmm
 661 CO: Okay? Uh, Educational Orientation
 662 is, uh, kind of trying to tap would
 663 you be comfortable or not, how
 664 comfortable might you be, in a, uh,
 665 four year, kind of traditional
 666 college where you'd be taking all
 667 different kinds of things=
 668 []
 669 CL: Umm hmm
 670 CO: =say your foreign language=
 671 []
 672 CL: Right
 673 CO: =maybe some math, maybe some
 674 English=
 675 []
 676 CL: Yeah
 677 CO: =and the suggestion here is that
 678 that's not your cup of tea.
 679 []
 680 CL: Nope. ((laughter)) It's
 681 really not
 682 []
 683 CO: Well, okay.
 684 []
 685 CL: That, that's four
 686 percent, I guess?
 687 CO: Well, that number, uh, it's not a
 688 percentage actually. It just, uh,
 689 well what they say is below 30, uh,
 690 generally reflects an indifference

737 not a whole lot=
 738 CL: Umm hum
 739 CO: =of likes (), and that's just
 740 saying more narrow
 741 CL: Yeah
 742 CO: Okay? All right. And, by now,
 743 let's jump down to the sort of, you
 744 know, what they call the General
 745 Themes, or, these should be
 746 familiar by now=
 747 CL: Umm hum
 748 CO: =a little bit. The realistic,
 749 investigative=
 750 CL: Umm hum
 751 CO: =etc. The six, uh, sided=
 752 CL: Yeah, yeah
 753 CO: =thing that they used to describe
 754 occupational role
 755 CL: Umm hum
 756 CO: And, it's saying, definitely for
 757 you, your strongest is realistic.
 758 CL: Umm hum
 759 CO: Okay? Umm, and, in general, - the
 760 rest are kind of all ((laughter))
 761 together.
 762 CL: Umm hum. Huh
 763 CO: Uh, but that's, and this is, well,
 764 but, that is what I thought up
 765 here=
 766 CL: Yeah
 767 CO: =I mean before I saw it on here=
 768 CL: Umm hum
 769 CO: like, well, here's a guy who
 770 probably has, uh, some things
 771 pretty well=
 772 CL: ((laughter))
 773 CO: =specific=
 774 CL: Yeah
 775 CO: =for him, okay, of interest. Uh, -
 776 let's see how well that holds up as
 777 we go through.
 778 CL: Umm hum
 779 CO: This is at a real broad level=
 780 []
 781 CL: Yeah
 782 CO: =of things, and this is sort of,

783 uh, clusters of activities, uh,
 784 within realistic, within
 785 investigative, within artistic, and
 786 social=
 787 CL: Umm hum
 788 CO: =the six different types again.
 789 So, let's see if we can, what that
 790 helps you do is pick out, well,
 791 let's say look at, realistic is
 792 strong, what within that seems to
 793 be most interesting about it.
 794 CL: Hum
 795 CO: All right? So, that's the question
 796 we have here, and here are some
 797 suggested answers. - Um,
 798 mechanical fixing things
 799 CL: Umm hum
 800 CO: Um, well, let's see, you know, this
 801 is your bottom end of=
 802 []
 803 CL: Yeah
 804 CO: =the range, this is your top end,
 805 it's kind of in the middle here.
 806 Um, electronics, you know, sort of
 807 the same=
 808 []
 809 CL: Umm hum
 810 CO: =(purpose), same sort of thing,
 811 then we get to the manual skilled
 812 trades, and there's one picking out
 813 the stronger.
 814 CL: Hum
 815 CO: Okay.
 816 CL: Hum
 817 CO: What do you think about that?
 818 CL: ((laughter)) Hum. I don't know.
 819 Kind of surprises me really. Hum.
 820 CO: Did you like, uh, for example did
 821 you take shop courses=
 822 []
 823 CL: Yeah, yeah
 824 CO: =anything like that? How did you
 825 like those?
 826 CL: That was okay. Yeah. Got along
 827 real good with them.
 828 CO: Do you like to do, um, different

829 things, I'm just thinking about
 830 welding or things=
 831 []
 832 CL: Yeah
 833 CO: =like that.
 834 CL: Umm hum. Welding, acetylene torch,
 835 yeah. I've fooled with all that
 836 stuff.
 837 CO: Okay. - Well, not, not everybody
 838 fools with that=
 839 []
 840 CL: Umm hum,
 841 yeah
 842 CO: =stuff. That might be saying that,
 843 you know, that might have some
 844 appeal for you.
 845 CL: Umm hum
 846 CO: Okay. Umm, there's agriculture -
 847 it's come out real strong
 848 CL: Umm hum
 849 CO: Okay. And it's just, it's related
 850 to, uh, farming, stuff
 851 CL: Yeah
 852 CO: Okay. Umm,
 853 CL: ((low voice)) animal services
 854 CO: animal service is also high, and on
 855 the low end is
 856 CL: nature outdoors
 857 []
 858 CO: nature outdoors.
 859 CL: Hum. Well, I like being outdoors.
 860 I don't know, hum.
 861 CO: This is, uh, talking about
 862 activities in terms of vocational
 863 things, so you think that people
 864 who would like, perhaps be
 865 interested, forestry, somethings=
 866 []
 867 CL: Umm hum
 868 CO: =like that would kind of pick up a
 869 little higher there
 870 CL: Yeah
 871 CO: It doesn't mean that in terms of
 872 leisure activities that=
 873 []
 874 CL: Umm hum, yeah,

875 I see
 876 CO: =this is more of a vocational type
 877 of () statements
 878 CL: ((laughter)) ().
 879 CO: Umm, and the rest, uh, you know, I
 880 think it's worth your, uh, looking
 881 through them, - but there don't
 882 seem to be any trends
 883 CL: The one furthest over would be the
 884 one that was most like say in this
 885 group, wouldn't it, like
 886 []
 887 CO: Umm hum.
 888 CL: Yeah, but there's about a tie
 889 CO: Yeah.
 890 CL: ((laughter))
 891 CO: Those are so close together, R, I'd
 892 say that within the artistic that
 893 the writing or the performing or
 894 arts=
 895 CL: Umm hum
 896 CO: =and crafts kind of thing, they're
 897 all about the same level. Uh, this
 898 is a little bit of difference, but
 899 really they're not very far apart
 900 CL: Yeah
 901 CO: It's just, you know, that much
 902 difference=
 903 []
 904 CL: Umm hum
 905 CO: =between, it isn't saying very
 906 much. That's why it sort of, my
 907 suggestion is that through all of
 908 these there isn't a real strong
 909 statement=
 910 CL: Umm hum
 911 CO: =to make except that, that is until
 912 you get to realistic again
 913 CL: Yeah
 914 CO: where some things show up for you.
 915 CL: Hum
 916 CO: All right, yeah, go ahead and flip,
 917 and here we are at, we're going to
 918 compare you to people in specific
 919 occupations
 920 CL: Umm hum

921 C0: So, again, uh, realistic is going
 922 to be the one that, that's top
 923 [Umm hum. Hum]
 924 CL: That might be an area within which
 925 to think about job choices
 926 Umm hum
 927 CL: Okay?
 928 C0: There's a good one right there. I
 929 did good on that. ((laughter))
 930
 931 C0: [Okay. You
 932 have a real similarity between how
 933 you answered this and how a truck
 934 drivers answered this.
 935 Umm hum
 936 CL: Okay?
 937 C0: What's this one go back to?
 938 CL: I don't know - farmer, rancher.
 939 C0: Surely not. I () ((laughter))
 940 CL: That could be, though. I like, I
 941 love doing it ().
 942 C0: Well, this is just interests=
 943 Umm hum
 944 CL: =so, uh
 945 CL: Well, they all get kind of glumped
 946 up down here, don't they?
 947 Yeah. Yeah.
 948 [Hum]
 949 CL: ((pause))
 950 C0: That's quite a deal, isn't it.
 951 CL: Oh, yeah
 952 C0: It's giving you a lot of information
 953 Hum
 954 C0: It's interesting. Some of the R
 955 jobs though, the realistic jobs,
 956 uh, are real low.
 957 Umm hum
 958 CL: Look at aircraft mechanic.
 959 CL: Yeah
 960 C0: Okay? Camera repair. I mean
 961 there=
 962 CL: Yeah
 963 C0: =there are things within R area=
 964 Umm hum

967 C0: =it's not like you've got
 968 everything=
 969 CL: Yeah
 970 C0: =that has to do with the realistic
 971 occupations=
 972 Umm hum
 973 CL: =it's just that some are=
 974 Umm hum
 975 C0: =you do like some things
 976 CL: Yeah
 977 C0: Okay. - And looking further down,
 978 here's another one that comes up,
 979 pretty strong - surveyor?
 980 Hum. Yeah. It always did kind of
 981 interest me a little bit, I never
 982 really thought about doing it or
 983 anything though. Hum.
 984 C0: What the IR means, R, I think
 985 that's helpful is that, ah, there's
 986 a real strong realistic component
 987 in it
 988 CL: Umm, I see
 989 C0: Okay? You are carrying equipment
 990 around=
 991 Umm hum
 992 C0: =and=
 993 CL: Yeah
 994 C0: =working with, you know, measuring
 995 machines=
 996 Umm hum, yeah, yeah
 997 C0: as opposed to moving machines -
 998 that's (not/about) the same - kind
 999 of activity.
 1,000 ((pause))
 1,001 CL: Hum - card and gift shop manager.
 1,002 That one's pretty, it's the highest
 1,003 one there.
 1,004 CL: Umm hum
 1,005 C0: Hum.
 1,006 C0: Yeah, but then () business=
 1,007 CL: Yeah
 1,008 C0: =those are sort of business kinds
 1,009 of applications, so
 1,010 CL: Hum
 1,011 ((pause))
 1,012 Social, so really what this said

Experienced Counselor 2

23

1,013 then would be
 1,014 ((pause))
 1,015 according to this the one being
 1,016 dropped would be for me, according
 1,017 to the way it read out or?
 1,018 C0: According to the way it read out,
 1,019 you look most similar to in terms
 1,020 of interest
 1,021 Umm hum
 1,022 C0: Okay? Uh, and so then maybe a
 1,023 blind person could score high on
 1,024 truck driver, too
 1,025 C0: Yeah
 1,026 C0: but that doesn't mean he could do
 1,027 it ((laughter))
 1,028 C0: ((laughter))
 1,029 C0: Okay?
 1,030 C0: Yeah
 1,031 C0: Umm, so it's not looking at ability=
 1,032 C0: Yeah
 1,033 C0: =but it says kind of this in terms
 1,034 of interests=
 1,035 Umm hum
 1,036 C0: =So, the most strongest
 1,037 similarities are the farming and
 1,038 the truck driving.
 1,039 C0: ((low voice)) rancher
 1,040 C0: yeah. Umm hum. You know, there
 1,041 are some other ones that are
 1,042 relatively high
 1,043 C0: (()) Umm
 1,044 C0: Yeah, yeah, there, see, and here is
 1,045 bus driver
 1,046 C0: Yeah
 1,047 C0: Okay? So
 1,048 Umm
 1,049 C0: And what do mail carriers do? I
 1,050 mean, typically, they're driving
 1,051 around
 1,052 C0: (())
 1,053 C0: Yeah
 1,054 C0: Okay? So, you know, the fact that
 1,055 you said you had an interest in
 1,056 () and driving=
 1,057 C0: (())
 1,058 C0: Umm hum, yeah

Experienced Counselor 2

24

1,059 C0: =and done it and liked it, and, you
 1,060 know=
 1,061 C0: Yeah
 1,062 C0: =that
 1,063 C0: (())
 1,064 C0: That's kind of what I'd like to
 1,065 do. It might take me a year to do
 1,066 it, but I, I will some day.
 1,067 C0: Yeah, yeah. You know, at this
 1,068 point, I guess some, one suggestion
 1,069 that I have is that you are, it
 1,070 isn't so much a question for you,
 1,071 R, as it is for others=
 1,072 C0: (())
 1,073 Umm
 1,074 C0: =who say "what, what would I like?"
 1,075 C0: Yeah
 1,076 C0: In some ways, I get a sense=
 1,077 C0: (())
 1,078 C0: Yeah
 1,079 C0: =you know, here's R saying "I, I
 1,080 know"=
 1,081 Umm hum
 1,082 C0: =and "Can I know how do I get
 1,083 there?"
 1,084 C0: Yeah
 1,085 C0: And it's like you step beyond a lot
 1,086 of things
 1,087 C0: (())
 1,088 C0: Yeah, Well, I'd, that's what I
 1,089 will do some day, but you know, I,
 1,090 I've just, I'll do about anything,
 1,091 you know, till that time can come,
 1,092 so
 1,093 C0: Sure
 1,094 C0: I'll - live somehow. I'll work
 1,095 whatever I've got to do.
 1,096 C0: Yeah. Well, like the barge,
 1,097 whatever
 1,098 Umm hum
 1,099 C0: Sure. That kind of strategy I
 1,100 think is, makes sense.
 1,101 C0: Yeah.
 1,102 C0: ((pause))
 1,103 C0: Yep.
 1,104 C0: Well, I guess the long-term kind of

1,105 work, that's the short-term, you
 1,106 know, is "I'll get some, I'll get
 1,107 some"=
 1,108 [Umm hum]
 1,109 CL: Umm hum
 1,110 CO: =get some income."=
 1,111 CL: Yeah, yeah
 1,112 [Shit, you got to live.
 1,113 [You've got to
 1,114 eat. ((laughter))
 1,115 CL: Umm hum
 1,116 CO: Uh, the more you can do to
 1,117 be around people who are driving
 1,118 Umm hum
 1,119 CL: to meet drivers=
 1,120 CL: Yeah
 1,121 CO: =whatever, ask them questions, say
 1,122 "Hey, how did you get a start
 1,123 here?" ah, "Who do I talk to at
 1,124 your place?" uh, "What does it look
 1,125 like"=
 1,126 [Yeah
 1,127 CL: =next couple of months?", uh, "Can
 1,128 I put in an application even though
 1,129 they're not hiring now?"=
 1,130 [Yeah.
 1,131 CL: ((laughter))
 1,132 CO: =and then maybe following up and
 1,133 calling, say "Hey, I'd really be
 1,134 glad"=
 1,135 [Yeah
 1,136 CL: =to drive for you folks out here.
 1,137 You really treat drivers well"=
 1,138 [((coughs)) Yeah
 1,139 CL: =and all that kind of=
 1,140 CO: =Yeah. I kind of, well my brother
 1,141 works there. That'll help quite a
 1,142 bit I'm sure. ((coughs))
 1,143 CO: Yeah, if he's here and other
 1,144 people=
 1,145
 1,146
 1,147
 1,148
 1,149
 1,150

1,151 [Umm hum
 1,152 CL: =you know, say have coffee and talk
 1,153 with the=
 1,154 [Umm hum. Yeah
 1,155 CL: =other people around that might be
 1,156 drivers, he should be a real good
 1,157 resource.
 1,158 CL: Yeah
 1,159 CO: You are, you are getting along with
 1,160 him okay aren't you?
 1,161 CL: Oh, yeah, yeah, great, yeah. Umm
 1,162 hum.
 1,163 CO: Good, good.
 1,164 CL: That, truck drivers, they make a
 1,165 good living, too. There's, - well,
 1,166 my brother, there was eight weeks,
 1,167 eight weeks of school over there.
 1,168 That's four weeks classroom, on
 1,169 hands, where you drive the trucks
 1,170 around the parking lot, and the
 1,171 second four weeks it was out on the
 1,172 road with somebody'd been there for
 1,173 a while, you know. And, hell, a
 1,174 lot of them, there's one guy he run
 1,175 with, I think he'd been there like
 1,176 seven or eight years and, hell, he
 1,177 brings home eight, nine hundred a
 1,178 week, just like clock work, just=
 1,179 [((whistles))
 1,180 CO: =he was as high on the ladder as he
 1,181 could go, and he was making the
 1,182 money.
 1,183 CL: Yeah
 1,184 CO: So if you just get in there, hell,
 1,185 it's a good living.
 1,186 ((pause))
 1,187 CO: You get to see the whole country
 1,188 for, you get paid while you do it,
 1,189 so that just appeals the hell out
 1,190 of me. ((laughter))
 1,191 [Sure. Yeah -
 1,192 CO: Yeah, it's like, just the strategy
 1,193
 1,194
 1,195
 1,196

1,197 of getting in.
 1,198 CL: Umm hum
 1,199 C0: Plans and doing anything you can
 1,200 to, uh, get hooked up.
 1,201 CL: Yeah
 1,202 C0: It seems, uh, that's you need to be
 1,203 in that position=
 1,204 CL: Umm hum
 1,205 C0: =as opposed to "I don't know what
 1,206 I'm going to do."
 1,207 CL: ((laughter))
 1,208 C0: You know.
 1,209 CL: Yeah
 1,210 C0: (Kind of get some helps)
 1,211 CL: Umm hum
 1,212 C0: Well, like, I hope that you get
 1,213 some new connections about, uh,
 1,214 doing that=
 1,215 CL: Yeah
 1,216 C0: =and come to feel comfortable=
 1,217 [Umm hum]
 1,218 CL: =with, uh, doing some of these
 1,219 C0: kind, of do you have
 1,220 CL: ((laughter))
 1,221 C0: () people kind of have to do
 1,222 these days.
 1,223 [Yeah, yeah, that's right,
 1,224 it's
 1,225 ((Using your connections, it like)
 1,226 CL: Yeah
 1,227 C0: Well, uh, if you want to take a
 1,228 look at this other one let's, uh,
 1,229 we can=
 1,230 [Okay.
 1,231 CL: =go through that, that one, too.
 1,232 ((pause))
 1,233 Umm, yeah, want to go right down to
 1,234 the, uh=
 1,235 CL: ((low voice)) Lookin for it here.
 1,236 C0: =interest scales and, um
 1,237 ((pause))
 1,238 this is at the real, sort of real
 1,239 general level=
 1,240
 1,241
 1,242

1,243 CL: Umm hum
 1,244 C0: =and it's saying here that again
 1,245 you need to pick the top=
 1,246 []
 1,247 CL: Yeah
 1,248 C0: =() to each others, you know=
 1,249 CL: Umm hum
 1,250 C0: =and we've got, uh, realistic and
 1,251 enterprising
 1,252 CL: Umm hum
 1,253 C0: which is more business kinds of
 1,254 things
 1,255 CL: Yeah, right
 1,256 C0: uh, a little bit, anyway, at ()
 1,257 conventional - Let's see how it
 1,258 holds up in terms of, uh, clusters
 1,259 of activities
 1,260 CL: Umm hum
 1,261 C0: underneath each of those. Well,
 1,262 again, just like on the other ones
 1,263 CL: ((laughter))
 1,264 C0: agriculture's high
 1,265 CL: Umm hum
 1,266 C0: okay, and adventure
 1,267 CL: Huh
 1,268 ((pause))
 1,269 C0: and again, low is the nature, and
 1,270 then military and mechanical aren't
 1,271 very strong.
 1,272 CL: Hmm. Huh
 1,273 C0: Okay?
 1,274 ((pause))
 1,275 CL: Hmm, and in investigative, um,
 1,276 it's, you know, generally it's
 1,277 Yeah. I move right over the line
 1,278 C0: Yeah, the artistic kinds of things,
 1,279 uh
 1,280 CL: They're very low
 1,281 C0: Umm hum. And in social, not
 1,282 tremendously high, okay, by and
 1,283 large the teaching, social service,
 1,284 and the domestic arts, community
 1,285 activities, plus athletics
 1,286 CL: Umm hum, () and the other's
 1,287 high
 1,288 C0: Umm hum. Okay, and in

1,289 enterprising, there's one, and
 1,290 that's ()
 1,291 ((tape continues on other side))
 1,292 CL: Hmm. Like in a department store or
 1,293 something like that? or?
 1,294 CO: Yeah, insurance, cars, uh, you
 1,295 know, farm equipment.
 1,296 []
 1,297 CL: I know some people, but nobody
 1,298 real good. I, you know, I know
 1,299 some acquaintances that do but not,
 1,300 not really know nobody real well
 1,301 that does that, you know.
 1st 1,302 CO: Um hmm. Have you ever, you know,
 1,303 has it ever struck you that may
 1,304 that would be an interesting thing
 1,305 to do, or?
 2nd 1,306 CL: Well, I don't know. Yeah, probably
 1,307 wouldn't be bad, like outside or
 1,308 something, uh
 1,309 CO: Yeah
 1,310 CL: car salesman or something I guess
 1,311 wouldn't be so bad
 1,312 CO: But the inside offices
 1,313 []
 1,314 CL: yeah, that's, uh,
 1,315 that's. No, we won't go into that,
 1,316 []
 1,317 CO: Not sitting. Okay
 1,318 CL: not at all.
 1,319 CO: Let me check that, I've got, these
 1,320 are the specific occupations ((loud
 1,321 noise)), that slowed me down.
 1,322 ((pause))
 1,323 Well, there's some big time hits
 1,324 again under realistic
 1,325 CL: umm hmm
 1,326 CO: and () better than mine, but I
 1,327 need to use this one to
 1,328 ()
 1,329 CL: yeah, there's one
 1,330 CL: ()
 1,331 CO: oh, yeh, maybe - Umm hmm.
 1,332 CL: It sure is, isn't it.
 1,333 CO: Umm hmm.
 1,334 CL: That didn't appeal to me I didn't

1,335 think
 CO: Okay. What it's saying is, you
 1,336 answered questions in a way that's
 1,337 pretty similar=
 1,338 []
 1,339 uh
 1,340 CL: -in ways those folks=
 1,341 []
 1,342 Yeah
 1,343 CL: =answered questions=
 1,344 []
 1,345 Hmm
 1,346 CL: -okay? - And, uh, here's one you,
 1,347 exactly alike
 1,348 CL: ((laughter))
 1,349 CO: Okay?
 1,350 CL: That one's quite rare, isn't it
 1,351 Yep. Um, but also, well, you've
 1,352 got another high one, horticultural
 1,353 over here. You've got fireman
 1,354 ()
 1,355 CL: Yeah, I believe it is
 1,356 CO: Yeah. It's just about like on the
 1,357 other test.
 1,358 CL: Yeah. Is everybody's pretty much
 1,359 like that, all through it, or
 1,360 Gol, not always, not always=
 1,361 []
 1,362 Really? Huh
 1,363 CL: you know, are they that consistent.
 1,364 CO: Yeah?
 1,365 CL: But I think that means, to me, it
 1,366 makes it more meaningful=
 1,367 Yeah
 1,368 CL: =when you're consistent like that=
 1,369 Umm hmm
 1,370 CL: yeah, yeah.
 1,371 ((pause))
 1,372 CL: ()
 1,373 []
 1,374 CL: Yeah, generally () in some
 1,375 things, okay
 1,376 CL: Yeah, that's kind of animals and
 1,377 outside
 1,378 Yeah, yeah. And a little bit,
 1,379 what's this one? Let me see that.
 1,380

Experienced Counselor 2

31

1,381 Ah ha! geologist
 1,382 CL: Hm
 1,383 CO: yeah, okay, um, you know, that's=
 1,384 CL: Umm hm
 1,385 CO: =there's often some outside work
 1,386 with that=
 1,387 CL: Yeah
 1,388 CO: =depending on whether you're field
 1,389 crew or whether,
 1,390 CL: ((low voice)) What was I going do?
 1,391 Yeah.
 1,392 ((pause))
 1,393 ((sound of paper rustling))
 1,394 CO: That seems to be in the artistic
 1,395 area. Ah!
 1,396 CL: Hm
 1,397 CO: Well, that came up a lot higher
 1,398 than, uh, than the other one.
 1,399 CL: Yes it did
 1,400 CO: Interesting. Let's see what some
 1,401 of those are.
 1,402 CL: Fine artist. ().
 1,403 CO: Fine artist! I'll be darned. Huh.
 1,404 CL: Broadcaster. Hm. ((laughter))
 1,405 CO: Ah ha!
 1,406 CL: That kind of strikes me.
 1,407 ((laughter)) I never thought about
 1,408 doing that before.
 1,409 CO: Uh huh
 1,410 CL: ((laughter)) () trainer.
 1,411 CO: Umm hm.
 1,412 CL: Hm, looking pretty for ()
 1,413 CO: Well, I think there are different
 1,414 ()
 1,415 CL: Umm huh
 1,416 CO: Yeah.
 1,417 ((long pause))
 1,418 CL: () Restaurant manager's pretty
 1,419 high.
 1,420 CO: Umm hm
 1,421 CL: Travel agent, funeral director, uh
 1,422 huh
 1,423 CO: ((laughter))
 1,424 CL: no way. Used to date a girl's,
 1,425 that's what her father did, yuck.
 1,426 CO: Mortician?

Experienced Counselor 2

32

1,427 CL: Umm hm, yeah, well, they had a big
 1,428 house there, it's there in C and
 1,429 they do it right in their house and
 1,430 everything, well they got it set up
 1,431 where you ain't supposed to see it
 1,432 and everything but I seen enough
 1,433 for me. ((laughter))
 1,434 [((laughter))]
 1,435 CO: It kind of stuck with me.
 1,436 CL: You, uh huh, I, uh, would like to
 1,437 CO: point out just to give you
 1,438 something to think about=
 1,439 Umm hm
 1,440 CL: =is that some of the business
 1,441 CO: interests
 1,442 CL: Yeah
 1,443 CO: came out - there's a lot over here
 1,444 CL: Umm hm
 1,445 CO: and, uh, to do some
 1,446 CL: Yeah
 1,447 CO: consideration that perhaps in, in
 1,448 the maybe the long run
 1,449 CL: Umm hm
 1,450 CO: about maybe truck driving is real
 1,451 interesting now, um, but perhaps
 1,452 over the long run maybe you'll want
 1,453 to move toward the office=
 1,454 Umm hm
 1,455 CL: =you know, maybe a combination of
 1,456 CO: of=
 1,457 CL: Yeah
 1,458 CO: okay?
 1,459 CL: Yeah, yeah
 1,460 CO: After all, uh, you know, uh, it's
 1,461 rough on a guy's body=
 1,462 [Umm hm]
 1,463 CL: Umm hm
 1,464 CO: =driving a truck
 1,465 CL: Oh, yeah. Yeah.
 1,466 CO: My younger brother does it.
 1,467 CL: Really? Umm hm
 1,468 [((laughter))]
 1,469 CO: (I/he) was 20, 26=
 1,470 CL: Umm hm
 1,471 CO: =and he got back trouble and=
 1,472

F

Experienced Counselor 2

33

1,473 CL: []
 1,474 CL: Gee
 1,475 CO: =you know, just kind of, you just
 1,476 kind of watch it
 1,477 CL: Yeah
 1,478 CO: So, just, you know, just, that's
 1,479 just something you need to think
 1,480 about
 1,481 CL: []
 1,482 CL: Yeah, just to think about.
 1,483 CO: yeah. And you get in the business
 1,484 end of things and maybe= []
 1,485 CL: []
 1,486 CL: Umm hum
 1,487 CO: =you're pretty good at persuading
 1,488 people or something= []
 1,489 CL: Umm hum
 1,490 CO: =you know, sales would be something
 1,491 to think about, too. It's, uh,
 1,492 just some options in the back of
 1,493 your mind
 1,494 CL: Yeah, I'm still fairly young, I
 1,495 guess. ((laughter))
 1,496 CO: Well, I guess you are.
 1,497 ((laughter)) If you drive a truck
 1,498 for 20 years now=
 1,499 CL: Yeah
 1,500 CO: =you're only going to be 40
 1,501 ((laughter)), you know. So, that
 1,502 is, that is something to think
 1,503 about.
 1,504 CL: Umm hum
 1,505 CO: You know, if the opportunity comes
 1,506 up to get on, to do some= []
 1,507 CL: Umm hum
 1,508 CO: =of the work around the office or
 1,509 something, uh, -you might want to
 1,510 check it out. - That's a good
 1,511 explanation of the, of, uh, what= []
 1,512 CL: Umm hum
 1,513 CO: the test showed in greater detail.
 1,514 CL: []
 1,515 CL: Yeah. Can

Experienced Counselor 2

34

1,519 I take that?
 1,520 CO: And you're welcome to take it,
 1,521 yeah.
 1,522 CL: Oh, I can take that?
 1,523 CO: Yeah, please. Give you a chance to
 1,524 read things over and ((people noise
 1,525 in the background)). Just have to
 1,526 make sure you match up which test
 1,527 goes with which one.
 1,528 CL: Okay, all right
 1,529 CO: And it'll say on the front that
 1,530 this, this is the Strong Campbell
 1,531 CL: Yeah
 1,532 CO: and this is the, well, I just want,
 1,533 CAI
 1,534 CL: That'll be fine.
 1,535 CO: Yeah. Well, any shocks, surprises?
 1,536 CL: Oh, yeah, some, uh, the business
 1,537 part of it really kind of (blew my
 1,538 mind). I really hadn't ever thought
 1,539 about it much, you know. The
 1,540 broadcaster, I don't know where
 1,541 that come from ((laughter)). I
 1,542 never even, never appealed to me at
 1,543 all, you know, maybe the other
 1,544 one's right, I don't know.
 1,545 CO: Yeah. That, that's a relatively
 1,546 unusual occupation.
 1,547 CL: Yeah. Umm hum
 1,548 CO: I couldn't really explain how that=
 1,549 []
 1,550 L: Yeah,
 1,551 hum
 1,552 CO: =how that fits. ((people noise in
 1,553 the background)) What have you
 1,554 thought of the, uh, - program so
 1,555 far? Does it feel like you, are
 1,556 you ready to go home now, or?
 1,557 CL: I think I learned a lot, really. I
 1,558 think it'll definitely help me in
 1,559 the future, I know. It sure will.
 1,560 CO: How did you, uh, get hooked up with
 1,561 this?
 1,562 CL: Uh, my, uh, brother went through G
 1,563 to get his job at Q over there, and
 1,564 I was talking to him about doing

1,565 the same and they, somehow, I got
 1,566 introduced to, uh, the lady that
 1,567 lives in K that's with this
 1,568 J?
 1,569 CO: yeah, J, yeah, and she called me
 1,570 one time, yeah, she called me. I
 1,571 think she wanted me to come the
 1,572 last time it was here, but I
 1,573 couldn't make it. I just said I'd
 1,574 come this time. That's about how
 1,575 it happened, so
 1,576 I see. - So your brother went
 1,577 through the Q program?
 1,578 Umm hm, yeah. It's, he went to
 1,579 the G office=
 1,580 [Umm hm]
 1,581 CO: =there and they, they funded it for
 1,582 him.
 1,583 CL: Oh, yeah?
 1,584 CL: Yeah. It's eight weeks; four
 1,585 classroom and four out on the road
 1,586 with an experienced driver, and he
 1,587 had a week, or had a job as soon as
 1,588 his time was up. He just took off
 1,589 himself.
 1,590 CO: Well, what are your chances of
 1,591 getting into that?
 1,592 CL: Well, I think they're pretty good
 1,593 really. They, if I was a year
 1,594 older I know I could get right in
 1,595 it. I'm sure, but, I might, I'm
 1,596 figuring on talking to em next week
 1,597 Umm hm
 1,598 CO: go back over there, visit with them
 1,599 a little bit. See if there's
 1,600 anything I can do to get em to give
 1,601 me a chance maybe.
 1,602 CO: Yeah. That's going to be, uh, a
 1,603 little bit frustrating for you.
 1,604 CL: Umm hm. Yeah. I was on the phone
 1,605 just about one whole day. It's
 1,606 been quite a while back. Geez.
 1,607 Time that day was over, I was so
 1,608 mad.
 1,609 CO: ((laughter))
 1,610

1,611 [I called I don't know how
 1,612 many truck companies, same story
 1,613 every one of them.
 1,614 CO: Okay, no kidding
 1,615 CL: Yeah, just all the same. Too
 1,616 young, too young, too young. I
 1,617 never got so ((laughter)) sick of
 1,618 hearing that in my life.
 1,619 CO: I'll be darned. I didn't know
 1,620 they, uh, were that interested in
 1,621 Yes
 1,622 CL: somebody
 1,623 CO: It's, uh, their liability
 1,624 CL: insurance, see, they, most of the
 1,625 big companies don't even carry it,
 1,626 insurance on their trucks. They
 1,627 just got so many of them it'd cost
 1,628 I don't know how much. Well,
 1,629 that's the way G's are anyway, and
 1,630 they got liability insurance in
 1,631 their insurance policy, so they've
 1,632 told me, it says right on it no one
 1,633 under 23 years old will operate a
 1,634 truck, so it, - that's what they
 1,635 told me but my brother's, says he's
 1,636 seen people driving over there
 1,637 that's 21, 22, I don't know if
 1,638 they're, they got a shoe in
 1,639 somewhere or something that, they
 1,640 got there somehow.
 1,641 CO: Well, I guess I wouldn't be very
 1,642 surprised that, uh, just in
 1,643 answering the phone they may=
 1,644 [Umm hm]
 1,645 CL: =say that alot.
 1,646 CO: []
 1,647 CL: Yeah
 1,648 CO: Yeah. And it's probably true
 1,649 [Yes, it's. I
 1,650 been over there before but I really
 1,651 never had much time, so I'll figure
 1,652 on getting an appointment next week
 1,653 to go over and visit with them for
 1,654]
 1,655]
 1,656]

Experienced Counselor 2

37

1,657 a little bit=
 1,658 CO: Umm hmm
 1,659 Cl: =see if I can get something done.
 1,660 CO: Yeah. Well, I wish you luck, uh=
 1,661 []
 1,662 Cl: Yeah
 1,663 CO: =it sounds like you've got a
 1,664 direction to head.
 1,665 Cl: Yeah, I hope it turns out.
 1,666 CO: Yeah, it sound like its a matter of
 1,667 time
 1,668 Cl: Yeah. I hope so. ((laughter)) a
 1,669 little time.
 1,670 CO: You feel like you can have good,
 1,671 uh, past job references and things
 1,672 like that.
 1,673 Cl: Yeah, yeah. I've always, I'm sure
 1,674 anybody I ever did work for had
 1,675 something good to say really.
 1,676 Well, they can't say nothing bad
 1,677 about me, or they didn't.
 1,678 CO: That's great. That's great.
 1,679 Cl: You know, I did good work. I did
 1,680 the best I could do.
 1,681 CO: Well, I sure do wish you luck.
 1,682 Cl: Yeah
 1,683 CO: Uh, let's see, is there anything
 1,684 else - unless you have questions?
 1,685 Cl: No questions.
 1,686 CO: Call it an evening?
 1,687 Cl: Uh?
 1,688 CO: Let's call it an evening, then.
 1,689 Cl: Yeah. Sounds good. I'm tired.
 1,690 CO: I'll bet it's been a long day.
 1,691 Cl: Oh, it has. It sure has.
 1,692 CO: Okay.
 1,693 Cl: I haven't caught up sleep from the
 1,694 first night I come in here. The
 1,695 first day I come down here I got up
 1,696 about 5:30, and had to work that
 1,697 day for a guy, got up pretty early,
 1,698 got up early and took a shower and
 1,699 headed down here, and ((laughter)).
 1,700 CO: You need a break.
 1,701 Cl: Yeah. I do need a break.
 1,702 ((laughter))

Experienced Counselor 2

38

1,703 CO: Get some sleep.
 1,704 Cl: Okay. Thank you.
 1,705 CO: You bet, R. Nice to meet you.
 1,706 Cl: Yeah. Nice to meet you, too.
 1,707 CO: Good luck again, now.
 1,708 Cl: Yeah. We'll see you. Thank you.
 1,709 CO: Bye bye.

APPENDIX A 4

TRANSCRIPT OF EXPERIENCED COUNSELOR 3

Experienced Counselor 3

1

- 1 C0: You have, push that little button,
 2 okay?
 3 C1: Okay, no problem.
 4 C0: All right, you took both the Career
 5 Assessment Inventory and the Strong
 6 Campbell. Any preference for where
 7 you's like to
 8 C1: No preference
 9 C0: Okay. Why don't we take a
 10 look at this one first, let me give
 11 you this, and basically what this
 12 is is
 13 C1: I have to read all that?
 14 C0: No, you don't, not now you don't,
 15 no. ((laughter))
 16 C1: ((laughter))
 17 C0: You're going to get to take this
 18 home and take this, these things
 19 with you.
 20 C1: Well, I like to sit and read all
 21 this kind of thing
 22 C0: um hum
 23 C1: at my leisure, but you know ()
 24 C0: No, not tonight you don't need to
 25 do that.
 26 C1: Okay
 27 C0: What it'll do is kind of explain
 28 the test and refresh your memory
 29 about what we
 30 C1: um hum
 31 C0: talk about, but that would be to
 32 take with you.
 33 C1: Okay
 34 C0: Okay?
 35 ((pause))
 36 Basically what
 37 C1: Oh, look at all those ups and
 38 downs.
 39 C0: ((laughter))
 40 ((laughter))
 41 C1: ((laughter))
 42 C0: Now see, you're supposed to come up
 43 with ups and downs on these though
 44 Oh, you are
 45 C0: Yeah, yeah, that's, that's not bad
 46 at all. When we start looking at

Experienced Counselor 3

2

- 47 these, what I usually take a look
 48 at, are these what they call
 49 Administrative Indices. And what
 50 we do is, this is your likes, and
 51 your indifferent, and your dislike.
 52 C1: I see
 53 C0: Okay? If you remember
 54 C1: um hum
 55 C0: that you have sc
 56 C1: Yes
 57 C0: what you had choices of, and looks
 58 at the activities
 59 C1: Uh huh
 60 C0: and for the most part, you liked
 61 more of the activities than you
 62 disliked. Uh, school subjects, you
 63 disliked more of the school
 64 subjects than you liked.
 65 C1: uh huh
 66 C0: uh, occupations, you disliked more
 67 of the occupations than you liked.
 68 But they just kind of gives kind of
 69 a feel for,
 70 C1: um hum um hum
 71 C0: for how you answered things. Uh,
 72 total responses, that exactly what
 73 it says, how many answers you gave.
 74 Then when we get down to fine arts
 75 C1: Well, does that define me as, um, a
 76 negative person?
 77 C0: No!
 78 C1: Since I have a dislike for
 79 C0: No, huh uh
 80 C1: seems like my dislikes were higher,
 81 oh like both of these were high.
 82 But that doesn't mean that
 83 C0: No, no
 84 C1: I don't feel like I'm a
 85 C0: ((laughter))
 86 C1: negative person. I don't feel
 87 negative. But then that kind of,
 88 kind of made me think, well, maybe
 89 I'm, I'm
 90 C0: No, no, not at all.
 91 C1: Okay
 92 C0: Partly because it's not real

Experienced Counselor 3

3

93 disproportional. Like, if you had
 94 90% dislikes all the way down here
 95 then you would
 96 Cl: but that doesn't, well, that
 97 doesn't leave a lot of room for
 98 what you do like.
 99 I see
 100 CO: Okay? Or if you, if you liked
 101 everything, then it's kind of hard
 102 to narrow down to, you know, if you
 103 like everything ()
 104 Cl: Okay. Well, you by this then have
 105 a definite idea of what I like
 106 then.
 107 CO: Well
 108 [[
 109 Cl: I mean not definite but a very
 110 good, I mean fairly good idea.
 111 CO: Well, I sort of have a picture
 112 that, um, of the activities listed
 113 you seemed to like more of the
 114 activities than you disliked,
 115 school subjects
 116 Cl: Well, you know
 117 CO: Ah, you were, school subjects you
 118 were really more picky. There are
 119 certain subjects you like
 120 right
 121 CO: and then others you definitely
 122 didn't like.
 123 Cl: right
 124 CO: Um, and with the occupations that
 125 were listed, there were some you
 126 definitely didn't like
 127 Cl: that's right
 128 CO: but, but you still had some that
 129 you liked. It wasn't like you
 130 disliked everything.
 131 Cl: Okay, I feel better about it now.
 132 CO: ((laughter))
 133 Cl: ((laughter))
 134 CO: Well, and this, this sort of, this
 135 is a real rough, uh, kind of gives
 136 just a picture. It's not
 137 um hum
 138 Cl:

Experienced Counselor 3

4

139 CO: It doesn't tell you anything real
 140 specific
 141 Cl: Well, I really didn't, ah, say sit
 142 down and think and think and think
 143 it the time
 144 CO: and that's how you take it, that
 145 how you take it.
 146 Cl: I just, you know, done exactly what
 147 they told me to. I just went right
 148 through it.
 149 CO: Right. No, that, that's fine. Um,
 150 and I don't get, you know, you
 151 don't get too caught up in looking
 152 at this because the
 153 Cl: Okay
 154 CO: the meat of the stuff is on down.
 155 Cl: Oh, I see, well good, well good.
 156 CO: Okay? Uh, we also take a look at
 157 the, kind ah, fine arts mechanical
 158 dimension, it it's on a continuum,
 159 and - this score indicates that you
 160 really kind of have a liking for
 161 some of the fine arts, if you had
 162 your choice between putting
 163 together a car engine or writing or
 164 painting or, or going to a play,
 165 you
 166 Cl: Well, I
 167 CO: You want to do that
 168 Cl: that's
 169 CO: instead of the mechanical work.
 170 Cl: Right
 171 CO: Okay? That, that's what this score
 172 indicates
 173 Cl: Well, that's right so far
 174 CO: that's what this score indicates.
 175 Um, - this is Occupational
 176 Extroversion Introversion, and
 177 that's sort of a measure of whether
 178 you like to work with people or you
 179 like to work with things, and what
 180 your score indicates is that you're
 181 more interested in working with,
 182 um, ideas and things, you don't
 183 want to exclude people, but you
 184 don't really want to be involved

Experienced Counselor 3

5

185 totally in working just with
 186 people.
 187 Cl: Just with people, yeah
 188 CO: um hmn, Educational Orientation,
 189 and this is sort of, uh, how you
 190 would view going back to school or
 191 being in school, and what this
 192 score suggests is that you think
 193 education's important but you
 194 really don't want to go back to
 195 school, in terms of a formal
 196 education, training and stuff.
 197 Cl: um hmn
 198 CO: Variability of Interests, this is
 199 sort of how broad based your
 200 interests are. Um, and what this
 201 says is that you've got some fairly
 202 well-defined things that you like,
 203 and I think that's kind of borne
 204 out with some of these things.
 205 Sometimes when people have a real
 206 high score on this, um, it's like
 207 they like everything and they, they
 208 are so scattered about their
 209 interest that they don't ever focus
 210 on any one thing, and this, this
 211 suggests that you know what you
 212 like. I mean, it's pretty well
 213 defined for you
 214 Cl: Well, I should by now. When I'm 50
 215 years old, I mean, it about time
 216 for a
 217 CO: ((laughter))
 218 Cl: it's about time for a girl to get
 219 caught up () ((laughter))
 220 ((high voice)) Know what you want
 221 to do.
 222 CO: Okay.
 223 ((pause))
 224 That takes your scores and it sort
 225 of divides them out into
 226 Cl: Oh, there we come with that Holland
 227 score
 228 CO: That's right. That's exactly, it's
 229 a Holland codes, what they've
 230 called

Experienced Counselor 3

6

231 Cl: Holland code
 232 CO: uh huh, and, course, there are the
 233 six things, and I think you took a
 234 test or, or did something earlier
 235 today? What did your Holland codes
 236 come out as, do you remember.
 237 Cl: R, no no no, lets stop ere, okay.
 238 First, S was in there.
 239 CO: uh-huh
 240 Cl: That was the social. And there was
 241 two. There was S and, the R was
 242 last, it was
 243 CO: Uh-huh. Well, see, now that's
 244 borne out here. R is real low
 245 there.
 246 Cl: What was the other one, what are
 247 some of them.
 248 CO: Well, there's realist, R, I, A, S,
 249 E, and C
 250 ((pause))
 251 Cl: S and R and - I think C
 252 CO: Okay. So R came out low earlier
 253 today?
 254 Cl: Right
 255 CO: Well, it comes out low again, but
 256 that's not your interests
 257 Cl: Comes out in third place, I mean,
 258 there was
 259 CO: Oh, okay, okay. On this one, on
 260 this instrument, it looks to me
 261 like Artistic, Social
 262 Cl: Yeah, Social has al-, has been high
 263 all the way through
 264 CO: uh-huh,
 265 Cl: and the R has been high
 266 CO: okay.
 267 Cl: But on that it shows it low, right?
 268 CO: Uh-huh
 269 Cl: Well, I wonder how that happened?
 270 CO: See where the asterisk is
 271 Cl: I see that, yes
 272 CO: it's under very low.
 273 Cl: Well, I wonder why?
 274 CO: Well
 275 Cl: why that?
 276 CO: I don't know, as we go on through

277 here
 278 CL: we'll find out
 279 CO: we'll, maybe we can see what, what
 280 was going on there, but certainly,
 281 ah,
 282 CL: Well, what is the conventional now?
 283 I've forgotten already.
 284 CO: ((laughter))
 285 CL: It's clear over there.
 286 ((laughter))
 287 CO: Conventional's very high. Uh,
 288 usually when I think some one, that
 289 ranks high in Conventional, they're
 290 usually you have some interests in
 291 clerical work, secretarial work,
 292 perhaps
 293 CL: Well, that's me
 294 CO: computers,
 295 CL: that's me
 296 CO: uh, those kinds of things
 297 CL: Well, that's right then
 298 CO: would score high on Conventional.
 299 CL: because, that's my, it's something
 300 I'm good at
 301 CO: uh huh
 302 CL: I wouldn't say that's altogether
 303 what I would really like to do,
 304 it's just something I can do well.
 305 And it's, you know, you can get a
 306 job doing that.
 307 CO: Right. That's true. That's true.
 308 Ah, the other area that shows up is
 309 the Social area
 310 CL: Yes
 311 CO: again, being around people
 312 CL: Yes
 313 CO: interacting with people. Uh, and
 314 the Artistic area
 315 CL: Yes, I'm artistic
 316 CO: So those, those really are the
 317 three that, that show up on this
 318 CL: That's high
 319 CO: at this point, um, in terms of high
 320 areas of interest for you. Now,
 321 kind of gives a rough look at it.
 322 CL: Then, what do you say that my

323 Holland?
 324 CO: Based on this, I would say it's C,
 325 S, A.
 326 CL: C, S, A
 327 CO: um hmm, (), C's your highest
 328 here, and then S, and then A.
 329 Okay? Now, the next thing it does,
 330 it takes your scores, and it's got
 331 it divided into Realistic and
 332 Investigative, and it divides it
 333 down either, even further. Now,
 334 you can see that these kinds of
 335 activities and jobs and interests,
 336 would make up Realistic, these
 337 Investigative, is a lot of signs
 338 and numbers, Artistic, Social, and
 339 so on and so forth. Well,
 340 Realistic was low here and, and we
 341 would expect, you get really low
 342 there.
 343 CL: um hmm
 344 CO: You're probably not interested in
 345 electronics or carpentry or manual
 346 or skilled trades
 347 CL: No
 348 CO: any of those kinds of things, and
 349 that's what that says. With the
 350 Investigative
 351 CL: That's not good, because I didn't
 352 like having to
 353 ()
 354 CO: not, not really interested in
 355 science, you're interested in
 356 numbers, working with numbers is
 357 about an average interest.
 358 CL: Yeah, I can work with numbers, but
 359 I'm not fond of working with
 360 numbers.
 361 CO: Um-hm. And that's, that's kind of
 362 what this indicates. Artistic,
 363 writing, pretty high.
 364 CL: um hmm
 365 CO: What these lines mean, these are
 366 sort of the average scores, so
 367 whenever you score outside that
 368 average range, that's really fairly

369 high.
370 Cl: that's high
371 CO: Uh, performing/entertaining,
372 moderate interest, and arts and
373 crafts, moderate interest. Do you
374 do any writing?
375 Cl: Well, I haven't written any stories
376 or anything like that, but I, I
377 don't know. What do you mean by
378 writing?
379 CO: Well, just, do you like to write?
380 Cl: Yes. Just about all the writing I
381 would do, I'm a wife and a mother,
382 you know, and I write letters to
383 people.
384 CO: (laughter)
385 Cl: and they save my letters, but to
386 say I wrote a book, I haven't
387 written a book
388 CO: Well, I'm not talking about writing
389 books or stories.
390 Cl: just writing a letter, huh
391 CO: Yes, just writing, because some
392 people don't like that at all
393 Cl: Okay. Well, down where I work I do
394 a lot of writing because I write up
395 bulletins and newsletters
396 CO: okay
397 Cl: And a lot of this I have to use my
398 own, I have to set these sentences
399 up myself, so I get out this little
400 book oh to be sure its all set up
401 right, but, yes, I do in a way, do
402 writing then and enjoy it.
403 CO: Yeah, you do
404 Cl: uh huh, that freedom, you to know,
405 to put it down. They call me and
406 they say "I want this in the
407 bulletin. You write it anyhow you
408 want it to, but these are the
409 things that needs to be in it, the
410 data times
411 CO: um-hm
412 Cl: and the places, and that, you know,
413 and I'll, and the ministers are to
414 come, you know, every Sunday.

415 Well, I like personal, I like to
416 put that
417 CO: um-hm
418 Cl: in the bulletin so people know,
419 know where he comes from and a
420 little bit about me, so I'll write
421 up a little personal
422 CO: um-hm
423 Cl: report
424 CO: um-hm
425 Cl: in that, you know. That type
426 writing's what I'm talking about.
427 CO: Okay. Well, that's borne out here.
428 This, this kind of writing doesn't
429 mean books or
430 Cl: That I wrote it () famous or
431 anything
432 CO: no, no, no, not at all.
433 Cl: That not going to help me
434 CO: You know, its a, but you seem to be
435 doing some writing in your, in your
436 job, and you're liking it, so that
437 kind of shows up here, that an
438 interest
439 Cl: Okay, Okay, I'm on the right trail,
440 after all.
441 CO: Yeah, well, in terms of what you
442 like to do, it seems as though
443 turning up right
444 CO: yeah.
445 Cl: sposed to, huh
446 CO: Social, when we look at this,
447 social services fairly high,
448 teaching, uh, child care
449 Cl: It's been my life.
450 CO: ((laughter))
451 Cl: That's me!
452 CO: And it's, it's up there, but, it's
453 not, I mean, it's not a super
454 strong, you probably don't want to
455 earn a living taking care of
456 children
457 Cl: Right, well, you know, I probably
458 should, but I don't any more.
459 CO: Well, you've done that.
460 Cl: Yeah, I have done that.

461 CO: Uh, medical service, oh, average,
 462 religious activities, about average
 463 on that, too. Enterprising,
 464 business and sales, that's out here
 465 kind of on the high-average end.
 466 This is some, some interest in
 467 business and sales.
 468 CL: I'd like to have my own business.
 469 I'd like to, you know, do something
 470 like that, if uh
 471 CO: Um-hm, um-hm. What kind a business
 472 ()
 473 CL: of, what kind of business
 474 CO: I'd like have a boutiques, a
 475 clothing, a specialized clothing
 476 store for, whether it'd be for
 477 women or for children.
 478 CO: um-hm
 479 CL: I'd like to do something like that.
 480 I'd like, I'd kind of like that.
 481 I'd like to have my own little
 482 private business. I would probably
 483 have craft items and I'd have, that
 484 kind of thing, you know
 485 CO: Okay. Well, certainly this, that
 486 shows up here.
 487 CL: And that might happen, you know, if
 488 I get some training
 489 CO: Um-hm, um-hm. Conventional, which
 490 is one of your highest, office
 491 practices, clerical clerk, shows up
 492 real high here in terms of interest
 493 areas. Um, moderate interest in
 494 food service.
 495 CL: Okay, what's that
 496 CO: Well
 497 CL: Parties?
 498 CO: Parties would be in, in there,
 499 something like that, or perhaps
 500 catering, or managing a cafeteria,
 501 uh, restaurant, something like
 502 that.
 503 CL: (Wouldn't be too bad, though, would
 504 it)
 505 CO: Well, that, that's kind of what it
 506 shows here, you could take it or

507 leave it. It would be okay, but
 508 not a real strong, strong interest
 509 area. Okay. Then. So that's
 510 broken your score down just a
 511 little bit more. Then it comes
 512 CL: Goodness, you guys are thorough
 513 CO: We keep breaking it down. Then it
 514 take your scores and it says,
 515 "Okay. Got A's scores here, and I
 516 going to match her scores against
 517 people who have certain jobs and
 518 see how similar her interests are
 519 to people that actually hold that
 520 job."
 521 CL: that actually work doing this,
 522 these skills
 523 CO: right, right, and that like, like
 524 the job. So, its took your scores
 525 and matched them against aircraft
 526 mechanics, how they would score on
 527 this test
 528 CL: And of course it was very very low
 529 CO: very very low
 530 CL: Because who wants to be a
 531 ((laughter)) mechanic
 532 CO: That's right, your interest and
 533 that of an aircraft mechanic aren't
 534 similar at all. And that turned up
 535 very low.
 536 CL: Okay
 537 CO: And if you look, all these are
 538 under realistic and if you
 539 remember, realistic didn't turn up
 540 real high for you in this test.
 541 CL: I know. Well, what's wrong with
 542 me?
 543 CO: Well, it doesn't mean anything is
 544 wrong with you at all.
 545 CL: Well, why is the R showing up so
 546 much here then.
 547 CO: Well, no, these are, what this is,
 548 it takes each one of these, see
 549 these, investigative, artistic,
 550 social, it only has a certain
 551 number of jobs under each one, not
 552 every

553 CL: Oh. All right.
 554 CO: These are all
 555 CL: I feel better about it now
 556 CO: These are all the jobs that they
 557 tested. They didn't test every
 558 single job in the world, they just
 559 I understand
 560 CO: tested certain jobs, or certain
 561 occupations? Okay?
 562 CL: I see, okay, all right.
 563 CO: So, when you come up, look at the
 564 ones for, that they had underneath
 565 realistic, well of course they
 566 don't show up very high at all
 567 Because that isn't my area.
 568 CO: right
 569 CL: And so it wouldn't
 570 CO: and if you look at the jobs under
 571 Realistic, you know, in terms of
 572 the things that you've talked
 573 about, I don't see anything on here
 574 that really - sounds like
 575 CL: sound like something I'm interested
 576 in
 577 CO: many things that you're interested
 578 in. Yeah, right. So, certainly
 579 your interests would probably be
 580 very dissimilar
 581 CL: I see, all right
 582 CO: Okay? So, we go down here though,
 583 to investigative. Again, that
 584 wasn't a real high area
 585 CL: No, it wasn't.
 586 CO: and if you look at the jobs that
 587 they've listed under Investigative,
 588 again
 589 CL: ()
 590 CO: these don't sound like things that,
 591 that you're particularly interested
 592 in. The highest one is computer
 593 programmer, which I don't know if
 594 there's an interest there or not,
 595 that sometimes goes along
 596 CL: Well, I would like to operate a
 597 computer, but a programmer would be
 598 those that would do what? They

599 would put the information in a pr,
 600 in a computer
 601 CO: uh-huh, and develop the software
 602 CL: develop the software. I'm not
 603 interested in that.
 604 CO: okay? Usually, like there's, this
 605 is under the investigative, that
 606 computer programmer, but then
 607 computer operator would be under
 608 like conventional
 609 CL: Right, and that is where I would
 610 fall.
 611 CO: uh-huh, uh-huh. Look at artistic,
 612 though. Artistic is one of the
 613 higher areas for you. And you can
 614 see your scores
 615 CL: Well, don't most women score high
 616 there?
 617 CO: no, not necessarily
 618 CL: oh, really
 619 CO: uh hum, uh hum, I've had, done some
 620 of these with women where they
 621 scored higher up in these areas
 622 CL: Those are real bright women,
 623 though. Those are, these are women
 624 that's really
 625 CO: No, I, I don't think so
 626 CL: Don't think so?
 627 CO: Not any brighter than anybody else
 628 cause they, they've, they've been
 629 interested in some of these, the
 630 Realistic things, but not in the
 631 Artistic or Social or
 632 Investigative. It really doesn't
 633 have anything to do with how bright
 634 somebody is
 635 CL: Intelligence, not at all
 636 CO: uh-huh, not at all. It has to do
 637 with really what you like to do.
 638 Really not anything to do with
 639 intelligence or aptitude or how
 640 good you would be at the job, but
 641 just in terms of what you would
 642 like.
 643 CL: What you likes and
 644 CO: Yeah.

645 CL: Okay
 646 CO: Um, we come down here, advertising,
 647 artist or writer, sort of a medium
 648 interest there, advertising
 649 executive, medium. Move on up
 650 here. This one, interior designer.
 651 I don't know if that's something
 652 you've ever, you've ever thought
 653 about or not, but it certainly
 654 shows up as a fairly good interest
 655 area.
 656 CL: But in our area, I don't know where
 657 a person could get a job doing
 658 that
 659 CO: You're, are you up
 660 CL: I'm over, K
 661 CO: okay. I know where K is.
 662 CL: But then I can travel some, like,
 663 you know, to I and I, um,
 664 to bigger towns, but I don't know,
 665 unless you've worked with a
 666 department store.
 667 CO: Yeah
 668 CL: designing
 669 CO: Yeah
 670 CL: Some types of a format, you know,
 671 for advertising and stuff like that
 672 CO: Yeah, and my guess is that this is
 673 going to probably take either
 674 working for somebody that's does
 675 this or getting some kind of
 676 additional training to be able to
 677 do that.
 678 CL: I think so to
 679 CO: Yeah
 680 ((interruption))
 681 Hello
 682 MALE: Hello there. Is C around. This
 683 used to be her office.
 684 CO: I know it used to be her office,
 685 but I don't know where she is.
 686 She's not around here.
 687 MALE: Hmm, okay. We'll try upstairs.
 688 CL: Hope you find her.
 689 ((laughter))
 690 MALE: Thanks.

691 ((sound of door closing))
 692 CL: ((high voice)) C ((laughter))
 693 CO: ((high voice)) I don't know who
 694 those people are.
 695 ((laughter)) (I need to come
 696 charging forth.)
 697 Um, my eyes don't always track eal
 698 well down these things. I have to
 699 look at them sideways.
 700 CL: I had too do that this afternoon.
 701 CO: Hmm, this is real interesting,
 702 counseling chemical dependency.
 703 That's kind of a high-average, but
 704 it's, uh, it combines that A and S
 705 and E, that enterprising, kind of
 706 thing.
 707 CL: I do a lot of counseling.
 708 CO: Do you, do you?
 709 CL: Not on a professional basis but a
 710 lot of it.
 711 CO: ((laughter))
 712 CL: good listener
 713 CO: Well, that's,
 714 CL: ()
 715 CO: that's a big part of it, a real
 716 part of it.
 717 CL: Yes, it is. I do a (), lots of
 718 people come to me.
 719 CO: Um hum
 720 CL: Not necessarily advice but they
 721 come to me to listen
 722 CO: Kind of as a sounding board?
 723 CL: um-hm
 724 CO: Yeah. Huh, this here, a librarian.
 725 CL: Not Surely not.
 726 CO: Well, it comes up, it not a real
 727 high, high similarity, but it's on
 728 the high end there, uh
 729 CL: It is, isn't it. Sounds boring.
 730 CO: Well, I don't really know. I don't
 731 know what a librarian does exactly.
 732 CL: I don't either.
 733 CO: but it might be something to take a
 734 CL: It might be.
 735 CO: uh, take a look at, look it up in
 736 some of the files that we have in

737 the other room
 738 CL: and see what they do?
 739 CO: see what they do
 740 CL: I need to write something down
 741 CO: Well, this stuff, you're going to
 742 take this with you so you'll have
 743 it
 744 CL: Oh, good!
 745 CO: You know, I'll, I'll give you this
 746 and, all that other stuff to take
 747 with you, um, not really anything
 748 else in the artistic, but again,
 749 these aren't all the jobs in the
 750 world that have an artistic code to
 751 them. These are just the ones that
 752 they took the, that they used for
 753 this particular test. Um
 754 CL: Um hnm
 755 CO: () one of your high areas,
 756 certainly you can start looking at
 757 these, they're way out on th
 758 similar end. Let's take a look at
 759 what that one is. Child care
 760 assistant, a fair amount of
 761 similarity in terms of interest,
 762 but not necessarily something you'd
 763 want to do again.
 764 CL: You're probably right.
 765 CO: Cosmetologist
 766 CL: No thanks.
 767 CO: Interests are fairly similar. Uh,
 768 elementary school teacher.
 769 CL: Not any more. I would have liked
 770 it to have been
 771 uhuh
 772 CL: but not any more.
 773 CO: Okay. It's still showing that
 774 strong
 775 CL: ()
 776 CO: strong social interest. Okay, look
 777 at the enterprising and
 778 conventional. This is maybe your
 779 area or areas, this sort of (),
 780 might do that in terms of, this is
 781 a real similar, and as it
 782 approaches this line it becomes

783 more and more similar, so I'd tend
 784 to look at those that are close to
 785 the mark, too. Um,
 786 ((pause))
 787 buyer/merchandise, very similar.
 788 CL: Well, that sounds like what I
 789 wanted to do, anyway, doesn't it.
 790 CO: Um hnm, sure does. Uh, card/gift
 791 shop manager, again, out there very
 792 similar. Insurance agent. Nope,
 793 nope, nope, I lied. There we go.
 794 CL: Hotel
 795 CL: [[
 796 CO: Hotel motel manager, ah, is that
 797 something that you've thought about
 798 or considered?
 799 CL: No, I haven't even thought about
 800 that.
 801 CO: Well, seems to be, the interests
 802 are very similar.
 803 CL: Well, if we loose the farm, we'd
 804 just have to buy a motel.
 805 CO: ((laughter))
 806 CL: ((laughter))
 807 CO: Yep, with people traveling as much
 808 as they do - Let's see what else
 809 we've got here. Restaurant
 810 manager, nope.
 811 CL: Nope. Reservation agent
 812 CL: [[
 813 CO: Reservation agent which is
 814 the same, I mean, it'd be in that
 815 hotel motel area, the tour, you
 816 know, and perhaps tour, the perhaps
 817 tourism, you know
 818 CL: hnm
 819 CO: the travel agent kind of thing. I
 820 don't know.
 821 CL: That'd be fun.
 822 CO: Yeah. Travel agent, cause up as a,
 823 in terms of interests, match up
 824 real closely with yours. And we
 825 are looking
 826 CL: Well, that's some ideas I haven't
 827 even considered.
 828

Experienced Counselor 3

19

829 CO: Um hum, um hum. This would
 830 probably take some training, a
 831 either working with a travel agency
 832 or taking a short course at maybe a
 833 vo-tech school, or something like
 834 that. Hum, but it seems in terms
 835 of interest, this particular area,
 836 travel agent and reservation agent,
 837 and hotel motel manager, all seem
 838 to kind of fit in the same general
 839 area. I think, um, looking down
 840 here, this is conventional,
 841 accountant, so, ah bank teller,
 842 moderate, very much similar in
 843 terms of interests. Bookkeeper,
 844 the same way. Court reporter.
 845 CL: Hum.
 846 CO: Data entry operator. There's your
 847 computer
 848 CL: There's my computer
 849 and again, it ver, high, very
 850 similar. What we got here.
 851 Medical assistant. That's someone
 852 who works in a doctor's office.
 853 Pharmacy.
 854 CL: Well, I know in Q they have a
 855 training program, go to school
 856 Um hum
 857 CL: to be a medical assistant up there.
 858 CO: Um hum
 859 CL: It's a two-year school.
 860 CO: Um hum
 861 CL: What's a medical assistant do?
 862 CO: Well, I'm not real sure. Um, my,
 863 I'm
 864 CL: I mean, you can't. I wouldn't want,
 865 well, I have done it, take pulse,
 866 temperature, and all those kind of
 867 things an assistant does.
 868 Um hum
 869 CL: I've done some of that for blood
 870 mobile. It's not my favorite
 871 thing.
 872 CO: ((laughter)) Well, we can sure
 873 look this up, at some of the
 874 materials they have out in the

Experienced Counselor 3

20

875 Center, and see kind of what this
 876 person would do, what kind, what
 877 kind of job they have. Pharmacy
 878 technician comes up low, but that's
 879 that's one another thing you could
 880 look up, and I'm not sure what that
 881 person does, either. Secretary,
 882 comes out real strong. Teacher's
 883 aide. So really, there's quite a
 884 few in this area that come up
 885 fairly strong, looks like in terms
 886 of the different kinds of things
 887 that
 888 CL: This tells me then this is where I
 889 should for my uh, education, if I
 890 want to go to school I should look
 891 for a field related to these
 892 interests, right?
 893 CO: Well, what this says is that, in
 894 terms of what you would like to do,
 895 in terms of your interests matching
 896 up with people who do these jobs,
 897 uh
 898 CL: And I would be wise to pursue that
 899 area.
 900 CO: Yeah. To take a look at it anyway.
 901 CL: Take a look at it
 902 CO: Yeah. You may discover that, well,
 903 it requires more education than
 904 what I want to go back and get, or,
 905 you know, some things like that,
 906 but in terms of interests, your
 907 interests with people in these jobs
 908 here are very similar, very
 909 similar.
 910 CL: Okay, but, you know, this doesn't
 911 sound too bad.
 912 CO: This may give you some other ideas
 913 of things that maybe you hadn't
 914 thought of, or, to take a look at.
 915 CL: It's of course, you know, has to be
 916 something that's available.
 917 Um hum.
 918 CL: You know
 919 CO: Um hum
 920 CL: These jobs will have to be there

921 C0: How far is K from a, Q?
 922 CL: I drive an hour []
 923 []
 924 C0: an hour
 925 CL: to Q.
 926 CL: I know
 927 C0: [[
 928 CL: You know, I'd drive it if I had a
 929 car load, or we could, ah
 930 C0: um-hm
 931 CL: share expenses
 932 C0: um hnm, um hnm
 933 CL: but otherwise K is a half and hour
 934 or C is a half an hour.
 935 C0: Okay. Isn't there a, there a two-
 936 year school at, isn't there or a
 937 community college at K.
 938 CL: And that's, I think my strong
 939 possibility, is K
 940 C0: Uh huh, Uh huh, very well may be
 941 some things at the community
 942 college that would help you kind of
 943 get into some of these kinds of
 944 programs, take a look at. Yeah,
 945 that would be a better drive,
 946 certainly, into K
 947 C0: um hnm
 948 C0: Now this instrument, this is, this
 949 one right here is more, talks about
 950 jobs and things that would not
 951 require a college degree, to get.
 952 CL: Okay
 953 C0: This instrument right here would
 954 more req, it's typically going to
 955 require more education for the jobs
 956 that are listed here, but it's laid
 957 out the same way as that one is.
 958 Okay? This, this goes with this.
 959 CL: Okay
 960 C0: You can take. Um, it's got the
 961 same kind of administrative indices
 962 and descriptive special scales. It
 963 looks at, um, academic comfort
 964 again, um. Introversion
 965 extroversion is much the same as
 966 the other one. You don't want to

1st

967 work with people all the time but
 968 you don't want to exclude them
 969 either - now, ah, you probably
 970 don't want to be a nurse or
 971 CL: Nope
 972 C0: Doing that kind of thing. Sort of
 973 a balance between working with
 974 people and ()
 975 CL: I have enough of that.
 976 C0: Um, when we look here, what comes
 977 up again on this instrument
 978 ((tongue clicking noise)) is the
 979 social, enterprising and
 980 conventional, as the three highest
 981 areas. Okay. So what comes in
 982 real consistently is con
 983 CL: conventional
 984 C0: conventional
 985 CL: And then social
 986 C0: Um hnm, um hnm, and then it kind of
 987 varies between enterprising and
 988 artistic. Um hnm um hnm
 989 ((pause))
 990 ((sound of paper rustling))
 991 Again, it takes and breaks, breaks
 992 these down again, just like this
 993 one did, into these, ah. You'll
 994 notice the investigative this time
 995 is not just science and numbers but
 996 it's also medical science, medical
 997 service. Hnm. Pretty much as we
 998 would expect the scores start
 999 coming up in these areas,
 1,000 conventional, clear out here on the
 1,001 line ((laughter)) Again, this
 1,002 breaks, breaks it down more.
 1,003 CL: How'd I do that?
 1,004 C0: ((laughter)) Well, it's very high,
 1,005 very, very, a lot of similarities
 1,006 between your interest patterns and,
 1,007 and people that would be in
 1,008 conventional occupations - see,
 1,009 when you look at the realistic jobs
 1,010 from this one, it, there's a
 1,011 different number and different
 1,012 jobs. Um, some of these you turned

2nd

Experienced Counselor 3

23

1,013 out kind of moderately similar, but
 1,014 nothing real, real, let's see what
 1,015 comes up here.
 1,016 ((pause)) ((tongue clicking
 1,017 noise))
 1,018 Air Force enlisted.
 1,019 CL: One time in my life I's have been a
 1,020 good Air Force, enlisted person.
 1,021 CO: Well, when we look at the codes,
 1,022 this is for female
 1,023 Um hmm
 1,024 CL: conventional, people that score
 1,025 high on conventional, so that,
 1,026 that's part of what's going on in
 1,027 there. Uh, farmer.
 1,028 CL: That what I am now.
 1,029 CO: Well, certainly that would be, your
 1,030 interest would be similar.
 1,031 ((pause))
 1,032 CL: Well, I failed investigative very,
 1,033 very badly then.
 1,034 CO: Well, no, you can't fail em, you
 1,035 can't fail any of these, it just
 1,036 has to do with interests. And if
 1,037 your interests aren't there, they
 1,038 just aren't there.
 1,039 CL: They just aren't there, okay.
 1,040 CO: You know, And when you take a look
 1,041 at some of these, um,
 1,042 ()
 1,043 CO: computer programmer, these are not
 1,044 things that you've talked about
 1,045 having a whole lot of interest in
 1,046 um
 1,047 CL: so I'd be real surprised if you
 1,048 came up real high on that.
 1,049 CL: Okay
 1,050 CO: Okay?
 1,051 ((pause))
 1,052 Artistic. Ooo, one of them's shot
 1,053 way over here to the edge.
 1,054 CL: Don't tell me I'm going to have to
 1,055 cook.
 1,056 CO: ((laughter))
 1,057 I
 1,058 CL: ((laughter)) I see chef on

Experienced Counselor 3

24

1,059 there.
 1,060 CO: Well, let's see, up, no, what comes
 1,061 up is a beautician.
 1,062 CL: Well, I'm just going to have to go
 1,063 ahead and go to school and be a
 1,064 beautician, looks to me
 1,065 CO: ((laughter))
 1,066 CL: whether I want to or not
 1,067 ((laughter))
 1,068 CO: Well, that's, no, that's just in
 1,069 this category. You've got all
 1,070 kinds of
 1,071 CL: goodies
 1,072 CO: starts down here, right. Let's see
 1,073 what you - chef. You came up as
 1,074 moderately similar, not real
 1,075 similar.
 1,076 CL: Thank goodness.
 1,077 CO: ((laughter)). Okay, now, looks
 1,078 where we start getting into the
 1,079 social, enterprising, and
 1,080 conventional, everything starts
 1,081 moving this direction. So, in
 1,082 ((pause))
 1,083 let's take a look. Usually what I
 1,084 look at are these two columns here.
 1,085 CL: Okay
 1,086 CO: guidance worker, guidance
 1st counselor. Umm, from what you say
 1,087 you like listening to people, or
 2nd I'd be good at that, but they tell
 1,088 me I don't, I wouldn't really want
 1,089 that now there's so many problems
 1,090 with kids, I guess, nowadays. I
 1,091 said I'd like to be a counselor to
 1,092 a junior high, in an educational
 1,093 setting
 1,094 um hmm, um hmm
 1,095 CO: you know, for that age group, you
 1,096 know. I'm really good with kids.
 1,097 CL: Oh! You just have so many
 1,098 terrible things now, you don't want
 1,099 to do
 1,100 CO: ((laughter))
 1,101 that, "what everybody says, you
 1,102 know, "you just wouldn't believe
 1,103
 1,104

Experienced Counselor 3

25

1,105 how kids are being treated, and
 1,106 it's be too hard on you, you
 1,107 couldn't," you know, this kind of
 1,108 thing. They're real negative about
 1,109 Yeah
 1,110 CO: real negative about trying to go
 1,111 into anything like that
 1,112 Well
 1,113 CL: Cause that'd take four years of
 1,114 school
 1,115 CO: Well, yeah, but this would actually
 1,116 probably take a master's degree,
 1,117 probably take time
 1,118 CL: A master's until you've (out)
 1,119 CO: Um hum
 1,120 CL: I would like that. I would be good
 1,121 at that.
 1,122 CO: Now, I'm trying to think.
 1,123 K used to offer a master's
 1,124 in that and I don't know if they
 1,125 still do or not. How far are you
 1,126 from K?
 1,127 CL: Uh, about an hour and twenty
 1,128 minutes. My son goes to school
 1,129 there.
 1,130 CO: Okay
 1,131 CL: It's going so much liberal.
 1,132 CO: Yeah, yeah. I, in fact, I think
 1,133 they're getting rid of their, well,
 1,134 I think what you do is you go into
 1,135 education and then when you get, do
 1,136 five years and when you get out you
 1,137 have your master's, but you
 1,138 couldn't just like go in for a
 1,139 master's for that, I think. My
 1,140 sister lives in K
 1,141 CL: And you have to have that extra
 1,142 education past that five years,
 1,143 then, to get your counselor
 1,144 CO: No, no, that would, that should
 1,145 CL: five years would get it
 1,146 CO: Um hum, um hum
 1,147 CL: Not bad
 1,148 CO: Yeah, I believe so. Um
 1,149 ((pause))
 1,150 I was a high school counselor and I

Experienced Counselor 3

26

1,151 liked it. I liked being a guidance
 1,152 counselor.
 1,153 CL: I think would cause, you know, I've
 1,154 always, you know, never had a bit
 1,155 of trouble with my teen-agers.
 1,156 CO: Um hum - elementary teacher, score
 1,157 way high there, too, and a special
 1,158 ed teacher
 1,159 CL: I've got a grandson that has CP
 1,160 CO: Um hum
 1,161 CL: and I work with him
 1,162 CO: um hum
 1,163 CL: and ah, really like it, course he's
 1,164 my grandson, and of course, I like
 1,165 that
 1,166 CO: Yeah, yeah
 1,167 CL: but I would, would, you know, but
 1,168 not anymore. I think at one time I
 1,169 would of really liked that
 1,170 CO: Well, these are both, you know, all
 1,171 this stuff we were talking about
 1,172 would take yr, you have to go back
 1,173 to college, (would take a few year)
 1,174 CL: Yeah, Oh, I wouldn't mind that. I
 1,175 mean, heck, four years.
 1,176 CO: Um hum, um hum
 1,177 CL: Wouldn't bother me.
 1,178 CO: Okay - and what do we have here.
 1,179 Home economics teacher. So some of
 1,180 the teaching areas seem to be
 1,181 pretty strong for you.
 1,182 CL: um hum. I knew they would.
 1,183 CO: I'm wondering, well, at K you could
 1,184 certainly do your first two years.
 1,185 I think at probably K community
 1,186 College.
 1,187 CL: Which is like I told K, if, um,
 1,188 like, this secretarial stuff, I
 1,189 know I can get a job
 1,190 CO: Um hum, um hum
 1,191 CL: and ah, like I told him, if I go in
 1,192 there, go to school for two years
 1,193 in this secretarial training and
 1,194 decide, you know, gosh, maybe I do
 1,195 want to be a teacher, then I've got
 1,196 these two years that I more or less

1,197 messed up, because I've gone in an
 1,198 area pretty much unrelated to being
 1,199 a teacher.
 1,200 CO: Well, not necessarily, depends on
 1,201 how you would do those two years,
 1,202 because if you went into like an
 1,203 associate degree program, for say,
 1,204 business, and got typing and
 1,205 shorthand and all this kind of
 1,206 stuff, then you could probably pick
 1,207 up in another, a bachelor's in
 1,208 business education. Be a business
 1,209 teacher.
 1,210 CL: So then that's
 1,211 I
 1,212 CO: also it would depend on
 1,213 where you got that training.
 1,214 CL: That's what I asked him about
 1,215 transferred, you know, if I'd go
 1,216 over to K, and would that transfer
 1,217 if I wanted to go to K
 1,218 CO: Um hum mm
 1,219 CL: You know, I wouldn't want to lose
 1,220 what I
 1,221 CO: That's right, right
 1,222 CL: The time that I put in there, so
 1,223 I'd want to fix it so whatever I
 1,224 took
 1,225 CO: um hum
 1,226 CL: would always be with me, you know,
 1,227 it wouldn't be something, well,
 1,228 you've took the wrong classes, that
 1,229 class
 1,230 CO: Right, right
 1,231 CL: isn't going to do you any good.
 1,232 CO: You've lost that
 1,233 CO: My sense is what you need to do is
 1,234 talk to the registrar at K
 1,235 CL: That's what he mentioned, to go
 1,236 over to, at K?
 1,237 CO: Uh huh, to find out what they would
 1,238 accept from K.
 1,239 CL: Okay
 1,240 CO: Uh huh, then it's up to the
 1,241 receiving school how much they're
 1,242 going to accept or what they'll

1,243 take,
 1,244 CL: Yeah, ell, that's what worries me
 1,245 CO: and, uh
 1,246 CL: And C, now, (is a teaching
 1,247 school, isn't it?)
 1,248 CO: Yeah, C-S is at C,
 1,249 right?
 1,250 CL: Yeah, and that's be closer for me.
 1,251 CO: Okay, how far are you from C?
 1,252 CL: I'd say half an hour, down through
 1,253 the country. Were out on the farm
 1,254 there, go down through the country
 1,255 and get down there in half an hour
 1,256 CO: Yeah, oh C, C-S
 1,257 offers a teaching degree.
 1,258 CL: and that would be a teach, ah
 1,259 CO: um-hm, but you might, you might go
 1,260 to, to C-S say, if I,
 1,261 you know, like, "what will you
 1,262 accept from K, K
 1,263 Community College"
 1,264 CL: But I even considered starting
 1,265 there and go to C because they
 1,266 have a clerical, I think, or
 1,267 secretarial
 1,268 CO: Well, you're about as close there
 1,269 as you are to K, aren't
 1,270 you.
 1,271 CL: um humm
 1,272 CO: Yeah, that would be, that'd
 1,273 probably be, work out real well
 1,274 CL: go to both schools. Maybe I'd go
 1,275 to both of them
 1,276 CO: Well, actually, it\ if you could get
 1,277 everything that you wanted, it'd
 1,278 probably be better to stay at one
 1,279 than to go
 1,280 CL: to go to C and just stay with
 1,281 them
 1,282 CO: Yeah
 1,283 CL: Yeah, and I might, after I get done
 1,284 with two years of this, be
 1,285 perfectly, perfectly content at
 1,286 what I've done, you know, and where
 1,287 I'm at, like if I'd get a job that
 1,288 I liked, you know. I might not

Experienced Counselor 3

29

1,289 even want
 1,290 CO: um hum
 1,291 CL: that much more education
 1,292 CO: But if you decide you did, for
 1,293 sure, you know, C would accept
 1,294 the credit that
 1,295
 1,296 CL: [would take
 1,297 because you're there
 1,298 CO: you got it, right, right
 1,299 CL: But then I think they would require
 1,300 an SAT or ACT, or something like
 1,301 that
 1,302 CO: um hum
 1,303 CL: test. How in the world am I going
 1,304 to pass a test like that.
 1,305 CO: Most, most schools are going to
 1,306 require you to take the ACT or SAT
 1,307 CL: Is that true. Well, he mentioned
 1,308 that K is an open admission
 1,309 CO: um hum
 1,310 CL: Does that that mm, I think, I
 1,311 thought that was a, that he said
 1,312 that wasn't, that wasn't a
 1,313 requirement.
 1,314 CO: They still may have you take the
 1,315 test, that doesn't mean that they
 1,316 would deny you admission
 1,317 CL: Oh, I see
 1,318 CO: Okay, I don't know what C-S's
 1,319 admission policies are
 1,320 CL: Well, I, I think he looked that up
 1,321 and he said that it take a, require
 1,322 a test
 1,323 CO: But did you have to get a specific
 1,324 score to get into the school?
 1,325 CL: Well, I don't know about that.
 1,326 CO: Cause some, some schools will
 1,327 require that you take a test, but
 1,328 you don't have to get any
 1,329 particular score to get in
 1,330 CL: means that you have to take the
 1,331 test
 1,332 CO: just have to take the test, right.
 1,333 CL: Well, you know what I did, I went
 1,334 to the library and got that, I

Experienced Counselor 3

30

1,335 think it was the SAT, just to get
 1,336 it out just to see if I could, you
 1,337 know, pass anything. It'd been
 1,338 years, since I took a test. Of
 1,339 course, I scored real high in
 1,340 reading and the writing skills and
 1,341 the English and that kind of thing,
 1,342 and, and uh, the math went up
 1,343 pretty good so far. I got into
 1,344 some algebra and that type of thing
 1,345 - well, if it is algebra
 1,346 CO: ((laughter))
 1,347 CL: Okay, now I would fail that
 1,348 completely.
 1,349 CO: Well
 1,350 CL: They don't want you in college if
 1,351 you can't do
 1,352 CO: no, no, no, no
 1,353 CL: (). You have to have basic
 1,354 math, don't you, to get into
 1,355 college?
 1,356 CO: Not necessarily. You have to have,
 1,357 what, what they'll do is they may
 1,358 use that test to say, "okay, she's
 1,359 real good in English so we'll put
 1,360 her in this English class, but
 1,361 she's not so good in math so maybe
 1,362 we'll put her in this lower level
 1,363 math class", and you'll take that,
 1,364 and then you'll take the next
 1,365 higher level, so it, sometimes they
 1,366 use it in terms of placement, how
 1,367 to place you in, in, into which
 1,368 classes.
 1,369 CL: Oh, is that right.
 1,370 CO: Um hum, um hum, um, but, you don't,
 1,371 you don't have to get high scores
 1,372 on everything necessarily. It
 1,373 depends on what the admissions
 1,374 policy is at the school.
 1,375 CL: I don't know. Seems like these
 1,376 seniors coming out of high school
 1,377 can say "Aha." They're so hard,
 1,378 you know, well how can I, you know,
 1,379 take a test when these kids who
 1,380 have gone, you know, school and,

1,381 you know, and current, I mean right
 1,382 now
 1,383 CO: um-hm
 1,384 Cl: and how then can I be expected to
 1,385 come in and take this test and
 1,386 score
 1,387 CO: Well, there
 1,388 Cl: and pass and all this. You know,
 1,389 and they get, and even these
 1,390 seniors come say "Oh, it's
 1,391 terrible, you know. I made a
 1,392 certain figure on that test, you
 1,393 know, failed it terribly."
 1,394 um-hm
 1,395 Cl: (see that why I can't, ah)
 1,396 CO: It doesn't mean you would fail it
 1,397 though.
 1,398 Cl: No I don't think, you know, in all
 1,399 areas I'd fail it, but in some I
 1,400 think I would cause I just don't,
 1,401 am not interested and haven't been.
 1,402 CO: Well, a lot of people will get,
 1,403 score high, some people will score
 1,404 high really in the math and science
 1,405 areas or real low in the English
 1,406 area.
 1,407 Cl: But that doesn't necessarily mean
 1,408 they won't take me into the college
 1,409 then
 1,410 CO: Right, right
 1,411 Cl: if I'm low on one
 1,412 CO: Right
 1,413 Cl: I didn't realize that
 1,414 CO: It depends on the college. Each
 1,415 college sets up what the, admission
 1,416 criteria.
 1,417 Cl: I'll bet it would be a tough one
 1,418 down there in C
 1,419 CO: You know and they may, C may
 1,420 say "Well, you've got to have a
 1,421 total score of 10
 1,422 Cl: to get
 1,423 CO: to get in." Uh, or they
 1,424 Cl: Then what does a person do to go
 1,425 about to accomplishing that score?
 1,426 CO: Well

1,427 Cl: What do they expect you to do, to
 1,428 get in.
 1,429 CO: I'm trying to think, it seems to me
 1,430 ACT comes out of Iowa City, and it
 1,431 seems to me that they, for a price,
 1,432 would provide you with a study
 1,433 book, you know.
 1,434 Cl: Well, can't you get that book at
 1,435 the library?
 1,436 CO: I don't know, I don't know. But I
 1,437 know like for the, for some tests
 1,438 that I had to take to get into
 1,439 school here, I went out and, and,
 1,440 at the bookstore here bought a
 1,441 review manual. It was about this
 1,442 thick. It just had sample
 1,443 questions in it and answers and how
 1,444 it was answered that, well why was
 1,445 it answered that way, and stuff
 1,446 like that, and I just went through
 1,447 and studied that, and I, I'm
 1,448 convinced it helped me do better on
 1,449 that test.
 1,450 Cl: Oh, I'm sure it did
 1,451 CO: But I think for the ACT, I believe,
 1,452 I believe you might have to write
 1,453 to ACT in Iowa City, and your high
 1,454 school counselor in your home town
 1,455 can get that, counselor can get,
 1,456 will have that address, I'm sure.
 1,457 Cl: Okay. I'd like to take a look at
 1,458 it to see what's expected, you
 1,459 know, what this test has in it, and
 1,460 I did go the library and get that
 1,461 like I said, at one time, you know,
 1,462 when I did find that I hadn't
 1,463 completely forgotten everything.
 1,464 CO: But my guess is if it, the high
 1,465 school counselor may even be able
 1,466 to give you like a form to fill out
 1,467 to order some of those
 1,468 Cl: Okay
 1,469 CO: materials, cause, it's been a while
 1,470 since I was a high school counselor
 1,471 but it seems to me as though I got
 1,472 information from ACT, and it had

1,473 forms I could fill out to, you
1,474 know, that students could fill out
1,475 if they wanted a study guide or if
1,476 they wanted this or that or the
1,477 other.

1,478 CL: Now this, uh, this man could tell
1,479 me which test it is that a certain
1,480 college requires, like whether
1,481 C would want SAT or ACT?

1,482 CO: What be, what, what he would do
1,483 would be to look in the, uh, the
1,484 college catalog for that school

1,485 CL: It would tell you there?

1,486 CO: Yeah, in fact, it would tell you
1,487 who got all those college catalogs
1,488 here.

1,489 CL: What's the difference in these
1,490 tests? Why are they, why are there
1,491 two?

1,492 CO: Some, some schools, it just, I
1,493 don't know, it depends on the
1,494 school. I don't think there's a
1,495 lot of difference in the tests,
1,496 it's just kind of which, which
1,497 company the school wants to deal
1,498 with

1,499 CL: oh really

1,500 CO: uh, cause SATs are put out I think
1,501 by College Board which is in New
1,502 Jersey and the ACTs are put out in
1,503 Iowa City. Um, some schools will
1,504 take either one, they don't care.
1,505 Other schools say "no, we want just
1,506 this"

1,507 CL: It has to be this one

1,508 CO: "test or just this test." But
1,509 that, they should be able to tell
1,510 you that in their catalog or at the
1,511 admissions office for any
1,512 okay

1,513 CL: of those schools as to what test,
1,514 what kind of entrance test you have
1,515 to take and what kind of scores you
1,516 have to make

1,517 CL: have to make to get in

1,518 CO: Okay? Let's run on through here,

1,519 cause I've, I have somebody else at
1,520 9:00, but I want to

1,521 CL: Oh, yes you do. It's late.

1,522 CO: kind of run this through for you.
1,523 It's set up basically the same way
1,524 that this test is, and as it, what
1,525 you do is kind of take a look at
1,526 what's, where your similar

1,527 interests are. Again, in just sort
1,528 of looking at this, it seems as
1,529 though the social, enterprising,
1,530 these are enterprising here, and
1,531 the, uh, conventional. This comes
1,532 up. Chamber of commerce executive,
1,533 which could be some, something
1,534 similar. You work at a church now,

1,535 um hum

1,536 CL: is that right? There could be some
1,537 similar things

1,538 CL: that I like

1,539 CO: um hum. Um, restaurant manager,
1,540 see chef didn't come out very high
1,541 on this one

1,542 CL: ()

1,543 CO: either. Travel agent, up in that
1,544 very similar.

1,545

1,546 CL That's be fun

1,547 CO: Funeral director.

1,548 CL: ()

1,549 CO: ((laughter))

1,550 CL: I'll go home and tell my husband

1,551 CO: ((laughter))

1,552 CL: () highest one on the page

1,553 CO: very similar. Nursing home

1,554 administrator ()

1,555 hum

1,556 CL: Beautician comes up again.

1,557 CO: Florist, buyer again. That the

1,558 store

1,559 CL: merchandising

1,560 CO: yep. Uh, banker, credit manager

1,561 CL: It's some ideas, anyway

1,562 CO: food service manager. Food service
1,563 manager, you wouldn't have to be
1,564 cooking there.

Experienced Counselor 3

35

1,565 Cl: Secretary
 1,566 CO: Secretary again comes up high,
 1,567 which is something that you would
 1,568 expect.
 1,569 Cl: Uh hnn, uh huh. okay.
 1,570 CO: But anyway, this, this
 1,571 Cl: very good, very good
 1,572 CO: sort of a brief run through here of
 1,573 the test, these are set up very
 1,574 similarly, it's just different
 1,575 kinds of occupations.
 1,576 Cl: These are the ones I could get if I
 1,577 went for my two year
 1,578 um-hm
 1,579 Cl: This is - this is ()
 1,580 CO: These are basically, yeah, two-year
 1,581 Cl: two year type thing
 1,582 CO: type thing, or training program
 1,583 type things. These probably, most
 1,584 of them are going to take some kind
 1,585 of a college degree although
 1,586 certainly beautician, flight
 1,587 attendant don't
 1,588 Cl: And I'm surprised travel agent is
 1,589 in this area, too. You don't have
 1,590 to have four years in school
 1,591 Huh-uh, no but if, some of these
 1,592 you do. When, you know, look at
 1,593 like foreign language teacher and
 1,594 guidance counselor
 1,595 Cl: Yes
 1,596 CO: so there are more jobs
 1,597 Cl: Yeah, right
 1,598 CO: there are more jobs in here that
 1,599 would take a college degree.
 1,600 Cl: Right, I see that
 1,601 CO: Okay. Certainly not everything in
 1,602 here does.
 1,603 Cl: Okay.
 1,604 CO: Okay?
 1,605 Cl: ()
 1,606 CO: Well, let me give
 1,607 Cl: Well, I used to didn't know what I
 1,608 liked to do, what I would like to
 1,609 do, now it gives me a very good
 1,610 ideas of what I

Experienced Counselor 3

36

1,611 CO: ((laughter))
 1,612 Cl: would like to do
 1,613 CO: Well, and your interests
 1,614 Cl: or what I might be able to do with
 1,615 education
 1,616 CO: Well, and your interests seem to
 1,617 match up with people that are in
 1,618 those kinds of jobs, that you have
 1,619 similar interests, and, uh, so,
 1,620 let's, let's go in here.

APPENDIX A 5

TRANSCRIPT OF INEXPERIENCED COUNSELOR 4

Inexperienced Counselor 4

1

1 CO: started and we've already gotten
2 the tape going, so, I don't know if
3 that'll make him happy or not.
4 Today's the eighth.

5 ((pause))

6 Okay. - Well, how's the, uh, how's
7 the few days been going for you.
8 CI: Pretty good. Hectic.

9 CO: Yeah. Well, you felt like you've
10 gotten away from home enough to get
11 a different perspective on
12 anything? or - is that hard to say.

13 CI: Oh, no it's hard to say. Uh, I've
14 been in the military and away from
15 home quite a bit anyway.

16 CO: Uh huh. ((softly)) I guess I'll
17 sign that later before I.

18 So, I mean, it's not a matter of
19 being away that's helping you get a
20 perspective on anything now.

21 CI: Oh, yeah. It should be, uh, being
22 away from home for a while.
23 ((cough))

24 CO: Let's see, you got out of the
25 service, gosh, 20 years ago now,
26 huh? Boy, time gets away from us.
27 - Well, uh, just to summarize, why
28 don't you tell me a little bit
29 about what, you know, what you're
30 looking to do or thinking about
31 doing - you know, what, where your
32 plan stands at this time=

33 CI: =Well, I got out of the service in
34 in '68, which is 19 years ago, and
35 when I came back from the service I
36 had a year and a half yet to finish
37 up with college, which I did. I
38 went back to school in '69 and got
39 my teaching certificate, did my
40 student teaching, and graduated
41 from K in '71. However, teaching
42 was not my first preference,
43 farming was, which is what I'd, I
44 was born on the farm, raised on the
45 same farm, - uh, I farmed for my
46 father, then went to school and

Inexperienced Counselor 4

2

47 went to the Army. When I came back
48 my father wanted to retire and - in
49 '70, '74, he wanted to retire, so I
50 just took over the farm. I

51 graduated in '71 from college, and
52 from '71 up until '74 I, I just
53 worked for him. But in '74 he

54 wanted to retire, so then I, I
55 started, I took over the operations
56 in '74. Then in '77, I bought a

57 neighboring farm which joined his
58 farm and then two years, two years
59 later I bought another farm, 180

60 acres of my own, plus I rented my
61 dad's. So I've been farming, which
62 is what I intended to do even
63 though I went to school.

64 CO: Right
65 CI: But, when I was in the Army, some

66 guys said "Now, J, when you go back
67 to college to finish up you better
68 - get your teaching certificate

69 because you don't know what's going
70 to happen down the road."
71 Uh huh

72 CO: "You could be involved in a car
73 accident and lose a leg where you
74 can't farm but you could teach."

75 And so when I came back in '69
76 that's what I did. I went back and
77 I got my teaching certificate.

78 Then I went farming, I still went
79 back into farming, but since then
80 the farm economy is, it just, uh,

81 gone to hell.

82 CO: Yeah

83 CI: My father since had to sell his
84 farm and I'm on the verge of having
85 to sell my farm and change my
86 career.

87 CO: Yeah

88 CI: And I have the teaching certificate
89 to junior high or, or high school
90 science. - But, uh, I went to this
91 meeting, they had a meeting up at,
92 up at M, my home area, on this, uh,

93 career counseling for farm
94 families, and I wanted to pursue
95 that to see what, I took a series
96 of tests to see what, what
97 interests I had or abilities, maybe
98 what abilities I had that I was
99 unaware of.

100 CO: Uh huh

101 CL: And, uh, that's where I am now.

102 CO: Okay. I've got those two, uh,
103 instruments here and they're
104 interest inventories is what they
105 are. You mentioned abilities, and
106 just to clarify that, this will
107 show where your interests are, or
108 at least according to how you
109 answered these, and they're not
110 going to tell you what you're good
111 at or, or at all what you should
112 do, but they'll tell you where your
113 interests are so that once you
114 understand your interests and some
115 things about your personality you
116 can understand what kind of work
117 environment you could plug into to
118 have the most satisfaction. You
119 can not only just, not only work,
120 but as far as general life things,
121 the things, the needs that you
122 might have, or interests you have,
123 that if you could meet those you
124 would probably experience more life
125 satisfaction. Okay. So that's
126 what these instruments tell you.
127 You're going to see other things,
128 too, that we're going to look at.
129 So, we're going to spend most of
130 our time now looking at these
131 instruments just, you know, again
132 as a piece of your few days here
133 with the farm workshop. Okay. And
134 this first one, uh, the Strong
135 Campbell, we're going to, uh, we're
136 going to look at, uh

137 CL: [Uh, now is that the,

139 uh, one, one was, uh
140 CO: Career Assessment Inventory and the
141 Strong Campbell.

142 CL: Well, one was not requiring too
143 much more schooling and the other
144 one was requiring a profession,
145 like an R.N. or something.

146 CO: Yeah. All right. This is the one
147 that deals more with college
148 student populations.

149 CL: Okay

150 CO: And you have some of that
151 behind you, so we'll look at that
152 one first

153 CL: Okay

154 CO: and, uh, you know, there, they'll
155 both give you some ideas. Uh,

156 before we get started, I want to
157 look at these special scales down
158 here. Okay. Academic Comfort for
159 you is 60, is, is pretty high.

160 Okay. People with scores, uh,
161 above 50 typically seek out courses
162 that allow them, them to explore
163 their field of interest or research
164 in that area. They're generally,
165 well, let's see, where am I, uh,
166 let, let's see, that's a 60, uh,
167 yeah, okay, they seek out courses
168 and they, they get into research in
169 their chosen field, all right?

170 People with lower scores, uh, view
171 education as kind of a hassle or a
172 hurdle that they have to go
173 through. You know, if this is
174 accurate it says that you're real
175 comfort in an academic setting.
176 Does that fit or do you like school
177 or?

178 ((pause))

179 CL: Well, I graduated in '71, and, uh,
180 - I have considered pursuing
181 teaching, and so I went back to
182 school last year to get some more
183 credits to teach junior high, so I
184 took a course last summer of '86

185 and I, I just now finished two
186 courses at K this summer, '87, uh,
187 graduate courses, working towards a
188 masters.

189 CO: Um hum

190 Cl: And, uh, - yeah, I, I'm
191 comfortable, uh, I'm a slow reader.
192 I've got to work on that. But, uh,
193 no, I, I have no objection going
194 back to school because I'm 44 years
195 old and to compete with these young
196 muscle guys out here in the farm
197 labor, uh, I, I can't.

198 CO: Yeah

199 Cl: Besides that, the salary's not the
200 best.

201 CO: Yeah

202 Cl: And I already have a, a degree, so
203 CO: Yeah

204 Cl: if I don't take advantage of it I
205 soon

206 CO: Um hum

207 Cl: won't have the opportunity.

208 CO: Okay, so school is, is something we
209 don't need to rule out=

210 [Right]

211 Cl: Right
212 CO: =you, you've been going back=

213 [Right]

214 Cl: =and that's what that indicates.

215 CO: Your introversion extroversion
216 scale here with a score of 35
217 indicates that you have a
218 preference for working with people
219 as opposed to things or ideas. You
220 know, according to this, you know,
221 your, your preferences and, does
222 that fit? or - okay, you like
223 working with people, you, you're
224 [As]

225 Cl: As

226 CO: opposed to, uh,
227 working with things or ideas more?

228 CO: ((pause))

229 Cl: Okay. Right. I, I'm more relaxed

230

231 working with people now than I was
232 20 years ago.

233 CO: Okay

234 Cl: And I, I can see that just in my
235 own personal

236 CO: Yeah

237 Cl: 20 years ago I, I, uh, which has
238 been, I was in the Army, wasn't
239 married, didn't have time for a
240 girl friend

241 CO: Um hum

242 Cl: didn't have, I couldn't use it in
243 my program, and my aunt asked me
244 "Well, J, what is your program?
245 You don't have time for a wife and,
246 what is your program?" Well, I, I
247 was probably macho, and wanted to
248 be Mr. Hercules, and this and this
249 and this. Since then I've met a
250 fantastic woman we've got two
251 darling children. Neither one of
252 us wanted to have any children -
253 because we didn't know if we'd be
254 good parents, and it takes
255 dedication, and we just didn't
256 think we'd be good parents. Well,
257 we had two accidents.

258 CO: Uh huh

259 ((tapping noise))

260 Cl: And they're, they're the most
261 beautiful things I, that's ever
262 happened to me. And I can just see
263 these kids, just, just how, how
264 I've changed, uh, being around
265 both, and that, that's nothing
266 Yeah

267 Cl: being macho, I mean, a family and
268 two children, see them grow from
269 birth to nine years old. The nine
270 year old was just born two years
271 ago, and he's nine years old
272 already. He just, ((snaps
273 fingers)) that amount of time=

274 [That's]

275 CO: right
276

Inexperienced Counselor 4

7

277 Cl: =she's going, she's going to be 18=
 278 []
 279 CO: Yeah
 280 Cl: and then in college, and she won't
 281 be listening to me. So, you have,
 282 you have to use your influence
 283 quick=
 284 CO: =Yeah=
 285 Cl: =cause kids grow up fast=
 286 CO: =Yeah=
 287 Cl: =And, uh, so, I, I like working
 288 with people or listening to their
 289 needs, their problems, their
 290 emotions. Which, which I was, I
 291 was, I was good at that younger.
 292 I, I, I was better than probably
 293 the average guy. The average guy
 294 was probably too busy with their
 295 own problems, "I don't have time to
 296 listen to you, you know, I've got
 297 my own problems." Well, I, I know,
 298 I came into this world with
 299 problems and I'll leave this world
 300 with problems ((laughter)), and I,
 301 I just want to listen to some other
 302 people in the meantime.
 303 CO: Yeah
 304 Cl: So that, that could, that's
 305 probably right.
 306 CO: Yeah. You know it's interesting,
 307 we look at the percentage of your
 308 responses here, your likes as
 309 opposed to your dislikes, in types
 310 of people, you don't have any
 311 people you dislike; you're
 312 indifferent to a bunch, you know,
 313 in that close to 40% you, uh, you
 314 liked, so that, that kind of fits
 315 there. Umm, school subjects, you
 316 liked 97% of school subjects
 317 disliked none. So, I mean, that,
 318 that tells me that you're open to
 319 learning, you have interests in,
 320 uh, in, uh, wide
 321 []
 322 Cl: Well, I, I don't, I

1st

2nd

Inexperienced Counselor 4

8

323 didn't like his, I didn't like
 324 history in school. Never did like
 325 history.
 326 CO: Uh huh
 327 Cl: Cause it required a lot of reading
 328 and it was about things that
 329 happened 2,000 years ago, but this
 330 course in summer, in science this
 331 summer, - uh, I was more interested
 332 in the, in the history of it, which
 333 was, which was a change for me.
 334 Normally I didn't care about
 335 history, you know, Newton or
 336 Einstein or what their theories
 337 were. And ever, everything's based
 338 on previous knowledge
 339 CO: Umm hmm
 340 Cl: as we gain more knowledge we modify
 341 our previous conceptions and ideas
 342 and formulas and, and it's all
 343 based on history.
 344 CO: Yeah. Well, anyway, these are your
 345 indices here and show your likes
 346 and your dislikes and, you know,
 347 you're pretty heavily weighted
 348 towards the like, you have 74%
 349 likes, 16% indifferents, and 10%
 350 dislikes. So that could speak to a
 351 positive orientation you have
 352 towards looking at things. You
 353 think you can, you know,
 354 characteristics, you know, seem to
 355 describe you for the most part,
 356 you, for you know, you like a lot
 357 of things both in activities and
 358 subjects and occupations, people.
 359 You know, your preferences are
 360 pretty strong in the like
 361 direction. That's gonna reflect
 362 itself in you being, you know,
 363 showing pretty high scores in most
 364 areas that we look at. That's not
 365 bad, but we, you know, it's, may
 366 not be too discriminating as to,
 367 you know, what what your real, I
 368 mean not your real interests, but

Inexperienced Counselor 4

9

369 you're going to have int, strong
 370 interests in a lot of different
 371 areas as a result of that. - Uh,
 372 looking at your General
 373 Occupational Themes, uh, you've had
 374 some introduction to the Holland
 375 Hexagon, with your realistic,
 376 investigative, artistic, social,
 377 enterprising, conventional. Uh,
 378 where did you place yourself? What
 379 kind of code did you guess that you
 380 would have.

1st

381 Cl: I guess I'd have an R - IS - then
 382 when we took the, we, the test
 383 where you rated the hundred and
 384 some questions, I scored RSI. R
 385 was first, the I and S. The
 386 letters were the same, just
 387 rearranged.

2nd

388 Co: Yeah
 389 Cl: Second and third choice. Which I
 390 was surprised, a lot of the kids
 391 predicted their interests, then
 392 they took this test, and they came
 393 up with a different combination of
 394 numbers. Mine was the same three
 395 numbers.

396 Co: Yeah. Okay. Well, your R is
 397 certainly high. You know, it's out
 398 here, you know, close to the end of
 399 the scale, as are your scores are
 400 completely at the end of the scales
 401 for social, enterprising, and
 402 conventional. Every one of your
 403 scores, you know, is, is high,
 404 above the 75th percentile. Okay.
 405 Um, this line here shows where from
 406 25 to 75 percent of the people
 407 scored, and you scored on the
 408 higher end than all those people,
 409 saying

410 []
 411 Cl: Now this is, this is what now?
 412 Co: This is compared to the, you know,
 413 to people in general. Your
 414 interests=

Inexperienced Counselor 4

10

415 Cl: =Interest=
 416 Co: -and you know, as far as themes,
 417 all right?
 418 Cl: General Occupational Themes
 419 Co: All right, again, the type person
 420 you are, the characteristics you
 421 have as far as interests in
 422 realistic or social or conventional
 423 activities. Now, it's, why I say
 424 that's, it might be hard to
 425 discriminate earlier is because
 426 you've got strengths in so many
 427 areas a lot of these things are
 428 going to fit you. You know, you,
 429 you have a lot, types of people,
 430 excuse me, uh, as far as
 431 characteristics of you a lot of
 432 things characterize you. You know,
 433 we know that the, the conventional,
 434 the enterprising, the social, the
 435 realistic, are going to describe
 436 you to a large degree. For
 437 example, - um, social, you know,
 438 the pure type here is sociable,
 439 responsible, humanistic, are
 440 concerned with the welfare of
 441 others. You've told me you're
 442 concerned with the welfare of
 443 others, that you've become more
 444 sociable, you know, since that
 445 stage you went through when you
 446 weren't, uh, that you like to
 447 express yourself verbally, and you
 448 get along well with others. Okay.
 449 Pretty much what you've told me so
 450 far. Uh, I don't know how, do you
 451 like attention?
 452 ((pause))

1st

Cl: I don't need it.

2nd

Co: Okay

Cl: No, I'd, I'd rather be kind of

Co: Um hm

Cl: No, I don't need the center of

Co: Um hm

Cl: No, I don't need the center of

Co: Okay. Do you prefer to solve

Inexperienced Counselor 4

11

461 problems with, by discussions with
 462 others? Or would you be one that
 463 would tend to, to solve problems by
 464 yourself.

2nd 465 Cl: I'd just as soon solve it myself,
 466 if I can

467 CO: Right. Okay, so

468 [but, but a lot, this
 469 class I took this summer we worked
 470 in a group of, uh, four on a team=

471 []
 472 []

473 CO: []
 474 []

475 Cl: []
 476 []
 477 []
 478 []
 479 []
 480 []
 481 []
 482 []

CO:

483 [Sure.
 484 See what's interesting, you, you,
 485 this all won't fit for you because,
 486 you know, being a realistic or
 487 investigative type as high as they
 488 solve problems by themselves. So,
 489 again what I'm saying, although
 490 you're out there as far as you can
 491 be on the social scale, you know,
 492 there's, there's parts of it that
 493 don't fit for you, and that's
 494 reflected by these high scores in
 495 these other areas. Okay. Um,
 496 let's see, conventional's high, you
 497 know, and you know, a description
 498 of that would be, uh, you like
 499 ordered activities, all right,
 500 office work, you know, you'd be
 501 comfortable doing, according to
 502 this now. I don't know how much of
 503 this will fit. Uh, if, you know,
 504 people in this, uh, in this theme
 505 fit well into large organizations,
 506

Inexperienced Counselor 4

12

507 but they

508 []
 509 ((cough))

510 Cl: generally don't seek leadership.

511 CO: You said you like to be obscure
 512 sometimes. How'd you work out in
 513 the Army? Did you fit okay there?

514 Cl: Outstanding.

515 CO: All right. Okay. So that fits.

516 Cl: In, in the Army, I was, - uh, I, I
 517 don't want to say I was a, a model
 518 soldier, but uh

519 []

520 CO: []
 521 E5 after two years
 522 E5 after 18 months.

523 Cl: Yeah

524 Cl: I just kept my nose clean, I minded
 525 my business

526 CO: []

527 Cl: I, I learned the chain of command,
 528 which you're supposed to anyway

529 CO: Yeah

530 Cl: and but, but

531 []
 532 this thing you filled out
 533 before

534 Cl: []

535 Cl: anyway, anyway, uh, I was in
 536 administration

537 CO: []

538 Cl: []
 539 and where does the allocations come
 540 down, allocations for promotions
 541 come down through the channels of
 542 administration. Well, I worked in
 543 administration. So, we, we took
 544 care of our, we, we took care of
 545 our people. I mean we didn't short
 546 Infantry and Engineers for
 547 promotions, but, but we, we took
 548 care of our people.

F

549 CO: []

550 Cl: []
 551 So, as soon as we had qualified
 552 people came up for promotion, they,
 553 they were normally put in by their
 554 supervisor for promotion, and I
 555 kept my nose clean, I was clean and

Inexperienced Counselor 4

13

553 neat
 554 CO: Umm hum
 555 CI: the chain of command, and I, I'd
 556 normally be - well, when people
 557 fall out for guard duty, there'll
 558 be seven guys fall out for guard
 559 duty, and they need six. So the
 560 sergeant asked them questions about
 561 the chain of commands, and their
 562 parents, and the rifle, and the
 563 outstanding soldier is, is guard of
 564 the day, which means he doesn't
 565 have to pull guard
 566 CO: Umm hum
 567 CI: but yet he gets the next half day
 568 off as though he did pull guard as
 569 a reward. Well, quite often I was
 570 guard of the day.
 571 CO: Umm hum
 572 CI: And, uh, there was another guy and
 573 me, we, we just competed, we, we
 574 were buddies, and we compiled all
 575 this information together. All
 576 this combination of information
 577 that the sergeant could ask us,
 578 chain of command from division down
 579 and 18th Airborne Corps and, and
 580 nomenclature of your, of your M1's,
 581 bayonet and all that stuff. But,
 582 uh,
 583 CO: okay
 584 CI: no, I, I, I liked the Army.
 585 CO: All right. So what I'm
 586 CI: I, I, I wasn't being shot at. I
 587 was in administration.
 588 CO: Right. But again what, what it's
 589 telling me is you can work well in
 590 a large variety of environments.
 591 CI: Right
 592 CO: That large scale organization you
 593 work well in, and yet you've got
 594 your farm background which is a
 595 one-man operation, or a, you know,
 596 one family operation for the most
 597 part. So, uh, you know, you're
 598 pretty broad in the type of

Inexperienced Counselor 4

14

599 environments that you could fit in
 600 and work in, Okay. So that's what
 601 that's, that's telling me. And,
 602 again, since you are high in all
 603 those occupational theme areas, it
 604 may be kind of confusing, the
 605 problem for you may be, is to get
 606 clear on just what it is you want
 607 to do, or conversely you might be
 608 happy in a lot of different
 609 environments. Some people are
 610 happy in very few. You could fit
 611 into a lot of different
 612 environments, so that could be a
 613 real strength. Okay. This ext,
 614 next area, this Basic Interest
 615 Scale, takes those themes, breaks
 616 them down a little further, and,
 617 uh, gives you specific areas that,
 618 uh, you know, that you, we can see
 619 how you, again, score compared to
 620 other people or to, to a, you know,
 621 to a norm, excuse me, a norm group.
 622 You got very high on agriculture,
 623 very high on nature, high on
 624 military, and very high in
 625 mechanical activities. - You know,
 626 that's no surprise with you, with
 627 your background, and having to work
 628 on the farm.
 629 CI: Now what would the adventure be?
 630 CO: Well, adventure is one of those
 631 things that as we get older, or as
 632 men get older, typically goes down,
 633 all right? It's, uh, oh, I'm not
 634 sure what kind of scores that would
 635 pick up, but you'd be less likely
 636 to want to drive a race car=
 637 CI: =Definitely=
 638 CO: =and do things that would put you
 639 in
 640 I
 641 CI: I don't want to drive no race car
 642 CO: dangerous situations. I'm not sure
 643 what the questions were on there,
 644 but, you know, you wouldn't

645 necessarily [

646 [There was a couple

647 CL: about race cars and I put a no,

648 absolutely no!

649 [

650 [Right. Rock

651 CO: climbing might be another one, uh,

652 you know, some of the, this isn't

653 just work, this is, this is again

654 like I say your full life, life

655 areas, ah, so you wouldn't want to,

656 uh, say, rock climb or, you know,

657 those types of things anyhow, the

658 race cars. So, you've got a lot of

659 high R interests again. You know,

660 your I interests are up there,

661 right at the far end, too, science,

662 math, medical service. Uh, medical

663 science, you know, those areas.

664 Very high on all those. You know,

665 you got high scores on all of your

666 artistic areas, which is real

667 unusual, for somebody with a farm

668 background. That's usually a weak

669 suit, and yet you're high on all

670 those areas. Ease of dramatics,

671 art, and writing. Again, that may

672 be a reflection of your, you know,

673 college background and education.

674 Okay. Social, again, high on every

675 one of them. Okay. Teaching,

676 social service, athletics, domestic

677 arts, religious activities. You

678 got high on all of them.

679 Enterprising, high on every one of

680 them. All right. Public speaking,

681 law, politics, merchandising,

682 sales, business management.

683 Interests in all those areas. Are,

684 you haven't ruled any of these

685 things out, you know, you've gotten

686 high on everything, you know,

687 right, right down, let's see, did I

688 get to conventional yet? No, I

689 didn't go down. Office practices,

690

691 very high, clear over as far as it

692 can be. You know, now if you had

693 bookkeeping experience, you know, I

694 guess with the farm you do that,

695 you know, that taps those kind of

696 things. How well you fit in,

697 again, to that organization where

698 you like to be told what to do or

699 know specifically what it is

700 you're, you, you know, required.

701 Like you said, knowing the chain of

702 command, knowing those kind of

703 things. You feel good when you

704 meet those requirements and do

705 those kind of things. You're an

706 unusual person in the sense that

707 you can fit into a lot of different

708 environments. That's not bad, not

709 bad at all in this sense, but, you

710 know, ah, the same sense that it's

711 bad is you may not be able to get

712 all your needs met in any one

713 environment, and it will be up to

714 you to, to get some of those met

715 otherwise. You know, you've got

716 some church activities to meet some

717 of those, uh, some of those needs,

718 uh, uh, certainly your family, you

719 know, stuff will take care of some

720 of that social as well, uh. You

721 know, again, it's not surprising

722 that, you know, being a farmer that

723 you've got skills in all these

724 areas, you know, in investigative

725 you've got your fertilizer and

726 returns and see what works for you

727 best. You're out there in the

728 realistic thing working outdoors,

729 uh, and you know, your business end

730 of it, the conventional end of it,

731 keeping track of it all. Those

732 bases are all covered, you know, by

733 doing the farming. That, any

734 comments there for me?

735 CL: I'm just surprised that I, I just

736 scored that high. I hope, I hope I

1st

2nd

CL:

I'm just surprised that I, I just scored that high. I hope, I hope I

Inexperienced Counselor 4

17

737 answered the questions right.
 738 CO: Well, the questions were whether
 739 you like, or dislike, or are
 740 indifferent to, and, you know, you,
 741 I don't think you would have said
 742 like if you had a strong aversion
 743 to something.
 744 CO: Um hm
 745 CO: Cause you did, you did indicate a
 746 few, but again it's, uh, it's a,
 747 it's a heav, it's heavily weighted
 748 to the like side, you know, 74%
 749 likes. It's, you know, you like a
 750 lot of things. You know, and
 751 again, I don't know if that's a
 752 reflection of, uh, a positive
 753 outlook or just the fact that
 754 you've had experience in all those
 755 areas, or just think you'd like
 756 them.
 757 CO: Well, tolerant.
 758 CO: Uh huh. All right, tolerance.
 759 CO: You know, my, my kids have helped
 760 me a lot
 761 CO: Um hm
 762 CO: to become humble
 763 CO: Um hm
 764 CO: I mean, the world doesn't - you
 765 know, you think you have to have a
 766 new car right now. Well, the world
 767 won't end if you don't get it. A
 768 lot of this stuff just becomes
 769 something trivial ((laughter)).
 770 CO: Um hm, it's true
 771 CO: My kids would throw a fit, they
 772 want an ice cream cone. Well, big
 773 deal.
 774 CO: Um hm
 775 CO: I want a lot of things, "A, J. You
 776 don't need it."
 777 CO: That's right
 778 CO: Ice cream cone will make you fat
 779 like me, rot your teeth out.
 780 CO: Yeah
 781 CO: So, they're, they're kids. They've
 782 been spoiled. But somebody said

1st

2nd

Inexperienced Counselor 4

18

783 what's kids for but to spoil them.
 784 CO: Yeah. And yet it sounds like, too,
 785 you know, you're teaching them they
 786 can't have everything they want
 787 when they want it and that's a,
 788 that's a
 789 []
 790 CO: Well
 791 CO: a good life lesson too.
 792 CO: Well, I, I've been pretty hard on
 793 them about responsibility. It's
 794 their responsibility to keep their
 795 room clean and
 796 Um hm
 797 CO: and, you have just have to ride em.
 798 Ride em, ride em, ride em.
 799 CO: Yeah
 800 CO: They're kids. - They want to play
 801 all the time, watch cartoons all
 802 the time
 803 CO: Um hm
 804 CO: don't want to do this job if, if
 805 it's not fun.
 806 CO: Sure. Well, this next area is your
 807 occupational scales, and what this
 808 does is, uh, see how you match up
 809 to a group of people who have been
 810 involved in these occupations for a
 811 number of years who say that they
 812 like the jobs, they report job
 813 satisfaction, and their, uh,
 814 supervisors or peers report that
 815 they're good at what they do. This
 816 compares how you answer questions
 817 to how they answered questions, and
 818 it ranges from very similar to
 819 dissimilar. Okay. And you've got
 820 a lot out on that similar area,
 821 from, uh, you know, for whatever,
 822 whatever reasons. Probably, you
 823 know, tied back into the fact that
 824 you did have a lot of likes on
 825 your. We're not going to go over
 826 all these because of time tonight,
 827 but let's look at some of these
 828 stronger ones, and you can use this

F

Seq

829 as kind of a brainstorming
 830 technique to get, just think
 831 through would I like to do this and
 832 then to consider if there's
 833 opportunity, do I have the ability,
 834 and those type of questions come
 835 after, you know, is this something
 836 I would like to do. You know,
 837 you've got your military stuff that
 838 we know you, you fit into pretty
 839 well. Uh, you know, coming down to
 840 police officer in a moderately
 841 similar range, with driver in that
 842 moderately similar range,
 843 horticulture worker, slipping down
 844 to athletic trainer, radiologic
 845 technologist, okay, that
 846 investigative area picking up some
 847 of those medical, medical ideas,
 848 and an engineer. Okay. If you
 849 want me to highlight any of these
 850 as we go through them, you let
 851 know, something that rings a bell
 852 with you, "I'd like to look into
 853 that a little more." Okay.
 854 Investigative, computer person,
 855 systems analyst is again a
 856 computer-related job, medical
 857 technologist, down, uh, service, uh
 858 let's see, science teacher. I'm
 859 reading upside down so if you need
 860 to help me ()

861 CL: [Okay now, what's this
 862 IRS?
 863 Oh yeah, I didn't explain that to
 864 you. Over here, you've got your
 865 codes that ex, this says it's
 866 investigative and realistic, for
 867 example. Investigative, realistic
 868 and social. This codes those
 869 areas, the Holland code areas we
 870 looked at, and we looked at, you
 871 know, on the front page here
 872 Umm hum
 873 CL: and it shows how these themes fit
 874 CO:

875 into these occupations and interest
 876 areas.
 877 CL: Well, there's, uh,
 878 CO: This is your R area generally
 879 [(), F and
 880 CL: M.
 881 Right. Now you're in the male
 882 category here. Ba, usually they're
 883 the same, but sometimes for example
 884 on a veterinarian whereas a man
 885 would be a realistic investigative
 886 type, a female would score
 887 investigative realistic. Just kind
 888 of flip flop. Some of them are,
 889 are, have different letters
 890 altogether. Uh, but for the most
 891 part they're pretty similar. Okay.
 892 CL: ((cough))
 893 CO: So, uh, that'll just kind of give
 894 you an idea what that code is.
 895 Okay. Uh,
 896 CL: And this, this, these numbers here
 897 are scores
 898 CO: Okay
 899 CL: female, male,
 900 Umm hum
 901 []
 902 CL: Okay
 903 CO: And you can see how they're scaled
 904 down here just to give you an idea,
 905 you know, of how you scored
 906 compared to them.
 907 CL: Well, like science teacher, 59, 54.
 908 54 - is that percent?
 909 Well, it's a scaled score for, for
 910 men - uh, that's your score? Let
 911 me see here how that, how that
 912 works out. 49, yeah, your score
 913 would be like a 49 would be out
 914 here, and
 915 CL: Okay
 916 CO: and that's in the similar range.
 917 Your score of 29 would put you down
 918 here in the=
 919 []
 920

921 Cl: Okay
 922 =moderately dissimilar range.
 923 Cl: Now what's that R, R and D manager?
 924 Co: Research and development manager.
 925 Uh,
 926 Cl: it's research and development.
 927 Co: You know, that's kind of a
 928 specialty group where they, uh, you
 929 know, think tanks=
 930 Okay
 931 Co: =and, uh, inventors, those type of=
 932 []
 933 Cl: Okay
 934 Co: =things. Okay. And that's, you're
 935 not a, not a high one, and I'm
 936 going to keep this facing you so
 937 you can read it cause, uh, again
 938 you stop me if you want me to
 939 highlight any of these. And uh,
 940 let's see, as, with, uh, athletic
 941 trainer's where we left off. ()
 942 is low, radiology. Did we go
 943 through these already?
 944 Cl: No we, we were down here. We were
 945 down there.
 946 Co: Okay.
 947 Cl: Science teacher, physical
 948 therapist, respiratory therapist,
 949 medical technician, pharmacist,
 950 dietitian! RN nurse, chiropractor,
 951 optometrist, dentist position,
 952 biologist.
 953 Co: Now again, just to keep in mind
 954 what we're doing here, we're
 955 comparing how you answered
 956 questions in an, in an either
 957 similar or dissimilar fashion to
 958 those people. Okay. So you're
 959 dissimilar to a lot of those that
 960 you're mentioning. Now, just cause
 961 you answered questions di, in a
 962 dissimilar manner doesn't mean that
 963 you couldn't do some of those jobs.
 964 It just means, you know, you
 965 wouldn't be answering, you wouldn't
 966 be answering questions like most of

967 the folks in that, in that
 968 occupation. And so there would be
 969 some differences and it's something
 970 to consider that if you're not like
 971 most people that are satisfied with
 972 those jobs, there's a chance that
 973 you may be dissatisfied, if that
 974 makes any sense.
 975 ((pause))
 976 Now it's not to say that you
 977 couldn't do that or wouldn't like
 978 it. I'm just saying, you know,
 979 that's something to consider that,
 980 uh, if you don't think and answer
 981 questions like a, like your
 982 average, you know, so-and-so, if
 983 you want to be a so-and-so
 984 []
 985 Cl: Well, how,
 986 how come, uh, science teacher I'm
 987 high
 988 Umm hum
 989 Co: but biologist I'm low.
 990 Cl: Well, that science taps more of
 991 that social area, I mean the
 992 teaching taps more of the social
 993 area, and=
 994 []
 995 Cl: Okay
 996 Co: =you've got, because you've got an
 997 interest of being with people that
 998 would probably take you out of some
 999 of that biology stuff. Cause=
 1,000 []
 1,001 Cl: Okay
 1,002 Co: =those straight investigative types
 1,003 they're=
 1,004 []
 1,005 Cl: Okay
 1,006 Co: =they're lab people.
 1,007 Cl: See, high, highlight science
 1,008 teacher there.
 1,009 Co: Okay
 1,010 Cl: Okay.
 1,011 Co: Okay. Now, moving over to, uh, the
 1,012 artistic area, you know, I would

1,013 anticipate this one to be a little
 1,014 bit lower, uh, okay, you know,
 1,015 again, these are upside down. Can
 1,016 you read any of these that are out
 1,017 here?

CL: Flight attendant ((coughs)),

1,018 AGAIN, your social is tapping

1,019 CL: Um hm. Beautician, chef,

1,020 musician, photographer.

1,021 CO: Okay. Like I say, go back through
 1,022 these later and just to brainstorm
 1,023 with them. For now, let's check
 1,024 those that are moderately
 1,025 dissimilar or above, or let's even
 1,026 go mid-range and above.

1,027 CL: Musician, chef, beautician, flight
 1,028 ((yawns)), lawyer, public
 1,029 administrator,
 1,030 ((pause))

1,031 reporter, English teacher,
 1,032 librarian, foreign language
 1,033 teacher.

1st 1,034 CO: Okay, again, if any of these you
 1,035 want to highlight

1,036 CL: Foreign language, minister, social
 1,037 worker, guidance counselor, social
 1,038 studies, elementary, secondary,
 1,039 elementary social studies, special
 1,040 ed, occupational therapy, speech
 1,041 pathologist, nurse, dental,
 1,042 athletic trainer, business. See,
 1,043 they're all, they're all dealing
 1,044 with people.

1,045 CO: Right. That's that social area

1,046 I

1,047 CL: () YMCA

1,048 director

1,049 CO: And you've got a lot of them out
 1,050 there, you know, and I didn't hear
 1,051 you stop at any and say "Yeah, that
 1,052 does, that's really something I'd
 1,053 be interested in doing."

1,054 ((pause))

2nd 1,055 CL: Well, they all fall in the category
 1,056 of - working with people or
 1,057 teaching.
 1,058

1st 1,059 CO: Yeah. But what does that mean to
 1,060 you, I mean, does that, you're
 1,061 saying "I can do that but it's not
 1,062 what I'm chomping at the bit to do"
 1,063 or?

2nd 1,064 CL: Well, I'm not trained to be a
 1,065 guidance counselor or social worker
 1,066 or minister. Social worker has to
 1,067 have a college degree and social
 1,068 something

1,069 CO: Uh

1,070 CL: and, I, I'm biology, or science.

1,071 CO: Yeah. Okay

1,072 CL: And flight attendant, uh

1,073 ((pause))

1,074 CO: I don't, I can't see you as a
 1,075 flight attendant. No offense, but
 1,076 Flying across ((laughter)), flying
 1,077 across the world with all those
 1,078 good looking stewardesses.

1,079 CL: ((laughter)) Okay. Recreation,
 1,080 athletic trainer, nurse, -
 1,081 occupational therapist.

1,082 CO: You know, again, look through these
 1,083 later in that area and just
 1,084 consider them. Uh, again,
 1,085 enterprising, you've got, uh,
 1,086 purchasing agent is up there, as is
 1,087 personnel director. The rest of
 1,088 them are, are mid-range or below.
 1,089 Down in your, uh, continuing the
 1,090 enterprising, uh, is that funeral
 1,091 director?

1,092 CL: Seems like - funeral, funeral
 1,093 doesn't appeal to me at all

1,094 CO: Okay.

1,095 CL: Nursing home administrator.

1,096 CO: Picks up your social is what that
 1,097 does, as well as your conventional
 1,098 and enterprising.

1,099 ((pause))

1,100 CL: conventional.

1st 1,101 CO: Is that IRS agent that's way out
 1,102 there?

2nd 1,103 CL: IRS agent. That's what's out
 1,104 there.

1st 1,105 CO: Doesn't look like it fits? Okay.
 1,106 CL: Food service, dietitian, nursing um
 1,107 administrator, that's what's on
 1,108 that, I got that on there twice.
 1,109 There's nursing home administrator.
 1,110 CO: And, see they're showing you that
 1,111 for men and women, uh, boy, that's
 1,112 ESC both places and CSE. So this
 1,113 one out here is for the women and
 1,114 this one in here where it's not in
 1,115 the code is for the men, and I'd be
 1,116 hard pressed to, uh, tell you more
 1,117 than that. This is how the, this
 1,118 is how the men scored on it for the
 1,119 most part, and that's how women
 1,120 scored on it. Since this is in
 1,121 parentheses, see that's for the
 1,122 female over here now.

1,123 [Um hum. Now
 1,124 CL: what's the parentheses mean, uh,
 1,125 here it's in parentheses, down here
 1,126 it's not. This=

1,127 []
 1,128 Okay
 1,129 CO: =one is and that one's not.
 1,130 CL: Right. Well, that, that's what I
 1,131 CO: was saying before, is, uh - uh,
 1,132 nursing home administrator ESC and
 1,133 where's the other one? Where,
 1,134 where do you see that? Oh, it's up
 1,135 here, ESC. All right. Uh, I'm not
 1,136 real clear on that right now. I
 1,137 thought, uh, since this was in
 1,138 parentheses we're talking about men
 1,139 up here as a nursing home
 1,140 administrator and down here we're
 1,141 talking about women as a nursing
 1,142 home administrator on the first
 1,143 part, and I don't know why they
 1,144 have it listed twice like that. I
 1,145 really can't tell you, except, uh,
 1,146 one's in the conventional area and
 1,147 one's in the, uh, enterprising, so
 1,148 when it's up here in the
 1,149 enterprising, okay, it starts with
 1,150

1,151 an E for the men but when it shows
 1,152 up for the women down here it
 1,153 starts with a C. Okay. Maybe it's
 1,154 a common enough a position where
 1,155 they wanted to show it both places
 1,156 as a C code and as an E code.
 1,157 Okay, that's the best, uh, best
 1,158 explanation I have right now for
 1,159 you. So, what it's telling us
 1,160 again, you've got a lot of wide
 1,161 interests. What, what, what's
 1,162 your, - see this isn't going to
 1,163 tell you what job you should go out
 1,164 there and get, but it's giving you
 1,165 a place to begin to sort through
 1,166 and think about what do you want?
 1,167 What kind of environment do you, do
 1,168 you ideally try to fit into or find
 1,169 a job in?

1,170 ((pause))
 1,171 CL: Are you asking me?
 1,172 CO: No, I'm, I'm, I'm just
 1,173 CL: Oh
 1,174 CO: relating to you that's how you can
 1,175 use this.

2nd 1,176 CL: Okay, okay. Conventional.
 1,177 CO: Now, very briefly here, looking at
 1,178 this CMI

1,179 CL: What's that.
 1,180 CO: That's that Career Assessment
 1,181 Inventory, basically the same kind
 1,182 of questions, but you had strong
 1,183 likes and strong dislikes, you
 1,184 know, not so strong likes and
 1,185 dislikes, and indifference. Again,
 1,186 74% likes, 86% likes, and yet on
 1,187 occupations down here you came up
 1,188 with 58% that you knew you wouldn't
 1,189 like. So there's some more
 1,190 discrimination going on here for
 1,191 you, at least as far as
 1,192 occupations. You're clearer that
 1,193 there's more likes or dislikes. As
 1,194 you are, too, you like a lot of
 1,195 activities, you like a lot of
 1,196 school subjects, 74 and 86%, with

1,197 occupations you're only showing
 1,198 that you like 37%. Okay. Now,
 1,199 looking at these general themes
 1,200 here, again, you're way out there.
 1,201 Looks like investigative is your
 1,202 highest. Okay. Followed by
 1,203 realistic, followed by
 1,204 conventional, and then you've got
 1,205 your social and your enterprising
 1,206 kind of tie, and your artistic
 1,207 just, just a, one point behind
 1,208 them.
 1,209 CL: And that's just the same as a tie.
 1,210 CO: Yeah, it's the same as a tie.
 1,211 CL: 53 through 56.
 1,212 CO: Right
 1,213 CL: That's the way I, my test came out
 1,214 today, that little quiz we did.
 1,215 CO: Yeah. You know, some folks that
 1,216 have a clear, you know, well
 1,217 differentiated profile where they
 1,218 only get one or two areas or three
 1,219 that are strong, they can begin to
 1,220 limit their search or, you know,
 1,221 they can narrow down where they
 1,222 want to look. It's tougher for you
 1,223 to do that because you've got such
 1,224 general interests.
 1,225 []
 1,226 CL: Umm hum
 1,227 CO: Okay. Now, that's not bad.=
 1,228 CL: =But that's good, isn't it?
 1,229 CO: I think so.
 1,230 CL: I mean as far as being a, a rel, a
 1,231 well rounded, balanced person.
 1,232 CO: Umm hum
 1,233 CL: As far as profession, - I mean, I,
 1,234 I can probably see why I have such
 1,235 a hell of a hard time trying to
 1,236 decide what I want to do.
 1,237 CO: Exactly. Cause, this, that's the
 1,238 problem
 1,239 []
 1,240 CL: Cause there's so many
 1,241 things I like.
 1,242 CO: Yeah. Umm hum

1,243 CL: This course I had up at K, the
 1,244 instructor told me to do a term
 1,245 paper on a, on some aspect of, of
 1,246 the national parks. Said "I want a
 1,247 30 page term paper, 10 references
 1,248 on, on national parks." I said
 1,249 "Well, give me some guidelines,
 1,250 give me some hints." And he said
 1,251 "Anything." Well, I'd much rather
 1,252 he'd told me to do it on one thing
 1,253 rather than, God,
 1,254 Yeah
 1,255 CO: He said you can do it on the
 1,256 history of the national parks, you
 1,257 can do it on the history of Grand
 1,258 Canyon if you want, you can do it
 1,259 on, uh, the grizzly bears at
 1,260 Yellowstone Park if you want, or
 1,261 the history of development of all
 1,262 the parks. And I said ((very
 1,263 quietly)) "damn it."
 1,264 And, uh, I mean he, he just left it
 1,265 wide open. He left it up to me.
 1,266 CO: Umm hum
 1,267 CL: Well, that's part, that's part of
 1,268 his way of doing things. He wants
 1,269 to see what I'll do with it.
 1,270 CO: Right
 1,271 CL: Rather than saying well do it on
 1,272 the ABC's or something, but, uh, I
 1,273 can see where this can be good. I
 1,274 can see where it can be
 1,275 frustrating.
 1,276 CO: Right. Now
 1,277 []
 1,278 CL: So, it's however you
 1,279 handle it, I reckon.
 1,280 CO: Right. So now what it is is
 1,281 information for you. And whether
 1,282 or not you knew that before, I
 1,283 don't know.
 1,284 CL: No, I didn't
 1,285 CO: But now for you, you've got some
 1,286 more information to process here
 1,287 and, again, realize that there's
 1,288 very few jobs where you're going to

1,289 meet, you know, all those areas.=
 1,290 CL: -Oh, yeah
 1,291 CO: Farming's one of the few where you
 1,292 get realistic, investigative,
 1,293 enterprising and conventional all
 1,294 in one package, you know, and
 1,295 artistic and social. You know,
 1,296 you've got strengths in those
 1,297 areas, too, or interests and strong
 1,298 themes in your life, you know,
 1,299 about those areas. So, again,
 1,300 without that differentiation you,
 1,301 it's tough for you to, uh, for you
 1,302 to narrow and decide just like you
 1,303 said. - Okay. Plus, you've got a
 1,304 balance between liking to work with
 1,305 people and be by yourself, you know
 1,306 you're extroverted for the most
 1,307 part, but you can work alone. Uh
 1,308 hum
 1,309 CL: you know, it's, it's, uh, you get
 1,310 along in school, you know, like
 1,311 balance between liking to work with
 1,312 people and with things, so there's
 1,313 not a lot of differentiation here.
 1,314 And like you say, that's good as
 1,315 well as being, it's not bad, it's
 1,316 unfortunate that it doesn't help
 1,317 you narrow your choice, you know,
 1,318 so I don't know what to, what to
 1,319 tell you. Except that, you know,
 1,320 uh, you need to begin to narrow,
 1,321 you know. What, what's your plan
 1,322 now in how you're going to go about
 1,323 deciding what you're going to be
 1,324 doing. You're saying in the next
 1,325 year you need to get off the farm
 1,326 and get another income, right.
 1,327 CL: Well, yeah, I put down a year but,
 1,328 uh, maybe, maybe it wouldn't have
 1,329 to be that quick, but, uh
 1,330 hum
 1,331 CO: but see, I, I'm 44 years old and -
 1,332 CL: if I'm going to get into teaching I
 1,333 need, I need to do it quick cause I
 1,334 want to get in my 20 years before

1,335 they make me retire at 65, but I've
 1,336 been told now well they're not
 1,337 making them retire at 65 or, or
 1,338 they can't make them retire. But
 1,339 if the school system thinks you're
 1,340 getting too old to do a good job
 1,341 they can choose not to renew your
 1,342 contract.
 1,343 CO: Yeah
 1,344 CL: And I, I hate to be stuck out there
 1,345 for 18 years and be, not find a
 1,346 school system, I've got to have 20
 1,347 to fill my, teacher retirement
 1,348 pension or whatever.
 1,349 CO: Yeah
 1,350 CL: Plus, I'm not getting any, you
 1,351 know, the older you get the more
 1,352 you get set in your ways and the
 1,353 less flexible you are and
 1,354 hum
 1,355 CL: and, uh, your mind's going to
 1,356 start, brain cells dying off.
 1,357 CO: Oh, yeah. So what are your fears
 1,358 and, uh, you know, you're saying if
 1,359 you're going to teach you need to
 1,360 make that decision and get back to
 1,361 school or, or get in a school
 1,362 system=
 1,363 []
 1,364 CL: Right, right
 1,365 CO: =in the next couple of years []
 1,366 Right
 1,367 CL: Yeah. Do you think teaching's what
 1,368 you want to do? - How does that
 1,369 whole idea set with you.
 1,370 CO: Well, it's becoming more favorable
 1,371 all the time.
 1,372 CL: Umm hum. How, how realistic is it
 1,373 for you to, uh, you know, to get in
 1,374 in the area you could teach in.
 1,375 CO: You said biology?
 1,376 CL: General science,
 1,377 hum
 1,378 CO: physical science, earth science
 1,379 CL: Umm hum
 1,380 CO: Umm hum

Inexperienced Counselor 4

31

2nd 1,381 CL: Junior high, high school. - Oh,
 1,382 it's, I'd have to relocate more
 1,383 than likely, but, uh
 1,384 ()
 1,385 CO: Umm hum
 1,386 CL: that'd be good for me, too. See,
 1,387 I, I've had this farm - and that,
 1,388 that prevents me from getting too
 1,389 far away.
 1,390 CO: Yeah=
 1,391 CL: =I've got the cattle, I've got the
 1,392 hogs. Well, you know, the cattle
 1,393 may get out so I've got to stick
 1,394 around and check them every night.
 1,395 CO: Right
 1,396 CL: But if I didn't have the farm, I
 1,397 could go wherever there's, wherever
 1,398 there's a teaching job. I wouldn't
 1,399 have to worry about commuting 30
 1,400 miles or keeping within this 30
 1,401 mile radius. I, I could move down
 1,402 to C, Missouri or, or JC, or B, or
 1,403 C, and I think if I could just do
 1,404 that, would pull myself to doing
 1,405 it, I'd have an 8 to 5 job with a
 1,406 little, a little homework, you
 1,407 know, lesson plans, grading papers,
 1,408 maybe assistant football coach. I,
 1,409 I interviewed last year for some
 1,410 jobs and, oh, there's that, that
 1,411 football or girls' basketball coach
 1,412 that went along with this job slot,
 1,413 you know, that science teaching
 1,414 job. There's one right out in C,
 1,415 Missouri, but the person who left
 1,416 that junior high science was also
 1,417 the girls' basketball coach, and
 1,418 the instructor said "Can you coach
 1,419 basketball?" I mean, that, that
 1,420 was his main concern.
 1,421 CO: Yeah. Uh huh. You might, well
 1,422 (), didn't be.
 1,423 CL: But, uh, then I interviewed some
 1,424 small school systems, and they were
 1,425 a one-man science department.
 1st 1,426 CO: Umm hum. What do you need to, uh,

Inexperienced Counselor 4

32

1,427 you know, credentially, credential
 1,428 wise, to, uh, to be a teacher, are
 1,429 you set to go? Or what are you.
 1,430 ((pause))
 2nd 1,431 CL: Right, I, I should take a course
 1,432 in, uh, astronomy, but, uh, the
 1,433 school system could, could wave
 1,434 that for one year and I could take
 1,435 it by correspondence from the
 1,436 university here.
 1,437 CO: Uh huh
 1,438 CL: Dr. M, at K, said, there's a good
 1,439 correspondence through the
 1,440 university, the university here.
 1,441 CO: Okay.
 1,442 CL: That'd be the be no problem ()
 1,443 (tape continues on other side)
 1,444 CO: To summarize, you've got a lot of
 1,445 interests you need to narrow and
 1,446 decide what you're going to do and
 1,447 then get on a plan to do that.
 1,448 You're, you're aware of that. Uh,
 1,449 use this as some information to
 1,450 help you make those decisions. And
 1,451 I hope you open up your mind and
 1,452 brainstorm some more, too. I'm
 1,453 sorry we're out of time tonight, or
 1,454 I wish, uh, we could spend some
 1,455 more time looking at possibilities.
 1,456 You mentioned teaching, and that's
 1,457 pretty well lined out for you, from
 1st 1,458 what we just said. What else, uh,
 1,459 what else are you looking at.
 1,460 ((pause))
 2nd 1,461 CL: Really that's it.
 1,462 CO: Okay
 1,463 CL: Going on the road to be a salesman,
 1,464 selling vacuum cleaners, something,
 1,465 that doesn't appeal to me at all.
 1,466 CO: Yeah
 1,467 CL: Selling encyclopedias door to door,
 1,468 that doesn't appeal to me. - Uh,
 1,469 it's, it's hard for me to sell
 1,470 something, you know, if, if I'm not
 1,471 familiar with it. I mean, I don't
 1,472 expect you to buy nutrition or diet

Inexperienced Counselor 4

33

1,473 pills if I don't take them myself
 1,474 or if I haven't researched them
 1,475 myself.
 1,476 *Umm hum*
 1,477 CL: Now, do you, do you keep this?
 1,478 CO: =No, I'm going to give you all this
 1,479 stuff and you, you'll have these,
 1,480 uh, profile reports, or explanation
 1,481 forms, too, so that you'll know,
 1,482 uh, how to, you know, how to
 1,483 interpret these further on your own
 1,484 if you want to. So this stuff is
 1,485 all yours. I doubt, I don't think
 1,486 they're going to ask me for this
 1,487 back, but they may. Uh, J, again,
 1,488 you know, to summarize, you've got
 1,489 those broad interest areas, and,
 1,490 uh, you're just going to have to
 1,491 make some decisions about how
 1,492 you're going to limit yourself or
 1,493 what are you going to narrow it
 1,494 down to. So, uh, I'd talk to
 1,495 people about the job market as far
 1,496 as teaching and do some of those
 1,497 things first and explore your
 1st 1,498 options a little further. Are you
 1,499 going to go back to G and talk to
 1,500 them and see if, uh
 2nd 1,501 CL: Uh.
 1,502 ((pause))
 1,503 Not, not at this point.
 1,504 CO: Okay
 1,505 CL: Uh, no, I, I told them I wanted to
 1,506 come down here before I, no, I'm
 1,507 not interested in being a truck
 1,508 driver, over the road truck driver,
 1,509 and if I went into G it'd probably
 1,510 be medical technician or something
 1,511 like that or
 1,512 *Umm hum*
 1,513 CO: but, uh, I don't know if I'd be,
 1,514 like being in a lab all the time.
 1,515 See, a teacher, you're out, you're
 1,516 in a classroom, but you're outside,
 1,517 field trips
 1,518 CO: Yeah

Inexperienced Counselor 4

34

1,519 CL: geology trips.
 1,520 CO: You know, one thing those
 1,521 assessments did indicate were, uh,
 1,522 that you aren't going to do real
 1,523 well in a lab. That you're going
 1,524 to have, a large part of your
 1,525 personality, it's going to be
 1,526 missing that, that social
 1,527 interaction, so, you know, that,
 1,528 that fits with, you know, what you,
 1,529 how you filled out those
 1,530 inventories. So keep that in mind
 1,531 when you're thinking about what you
 1,532 want to do, too. Again, knowing
 1,533 what you know about yourself from
 1,534 looking at these inventories now,
 1,535 realize that, you know, the more
 1,536 you can match your interests and
 1,537 your, you know, those basic themes
 1,538 in your life to a work environment,
 1,539 the more life satisfaction you're
 1,540 going to get. So, the more of
 1,541 those bases you can cover, the more
 1,542 likely you are to, you know, have
 1,543 job enjoyment. And, yet, too, a
 1,544 job's probably not going to meet
 1,545 all those, so realize you can meet
 1,546 some of those through other areas,
 1,547 areas of your life, be it church,
 1,548 or FFA, or whatever it is. But
 1,549 again, teaching, you know, with
 1,550 your broad interests, might, might
 1,551 be a possibility. Again, I don't
 1,552 know what, uh, how realistic that
 1,553 would be as far as job market, you
 1,554 know, and relocation for you. So,
 1,555 there's all the, this to consider.
 1,556 - You know, I'm feeling a press
 1,557 for, I'm going to shut this tape
 1,558 off, cause I'm feeling that press
 1,559 for time.

APPENDIX A 6

TRANSCRIPT OF INEXPERIENCED COUNSELOR 5

1 C0: Before we get started with this I
 2 would like to, you know, just know,
 3 I know you grew up, did you grow up
 4 in H?
 5 CL: Umhm.
 6 C0: OK. You went through the school
 7 system?
 8 CL: Yes.
 9 C0: And, so why don't you tell me just
 10 a little bit about your educational
 11 background.
 12 CL: Just grade school and high school,
 13 that's as far as I've gone.
 14 C0: And then, you worked at S? Or
 15 CL: Going on 22 years.
 16 C0: Did you do anything different from
 17 that between high school and
 18 CL: Worked at the Medical Center for
 19 two months. Then I didn't do
 20 anything for a year.
 21 C0: OK. Why I just kind of wanted that
 22 cause you and I hadn't talked about
 23 that at all.
 24 CL: Yes, I was gonna go to college and
 25 I didn't do it. My dad died and (I
 26 was going to have) the money
 27 available and everything, then I
 28 didn't do it. (Made a mistake)
 29 C0: Well, as we get in, () making a
 30 chart for you. I'm gonna let you
 31 help me with this.
 32 CL: OK.
 33 C0: Uh, cause that's the easiest way to
 34 - understand it is to just kind of
 35 divide it up. You will get to have
 36 all of this.
 37 CL: Really?=
 38 C0: =Yeah=
 39 CL: =Good.
 40 C0: So you get to keep this. And this
 41 will give you the background that
 42 we'll talk about so that you can
 43 look back at it so you don't, you
 44 know, I've always hated things that
 45 I got told and then I looked at
 46 them later and thought "I wonder

47 what that really means?" But this
 48 (is real accurate) so don't worry
 49 about it. And I want you to know
 50 what the score is uh, you know, the
 51 different things as we go through
 52 but I'm not gonna try to explain
 53 every detail. If there's something
 54 you don't understand, that you're
 55 curious about, ask me, and I can
 56 see if I know.
 57 CL: OK.
 58 C0: Uh, this just shows that you
 59 answered everything. These are
 60 sort of the validity scales to see
 61 if it's a real test or not. The
 62 infrequent responses is fine, uh,
 63 unless it gets down to a negative
 64 number, we assume that it's a
 65 reasonable test, not somebody
 66 trying to screw ((laughter)) up the
 67 test results.
 68 CL: ((laughter))
 69 C0: Um - this is interesting on
 70 Academic Comfort. It's 39, and
 71 that's really quite high. Academic
 72 Comfort is not an intelligence
 73 rating. What it basically says is
 74 whether or, and how comfortable you
 75 are in an academic kind of setting,
 76 going to classes and that sort of
 77 thing.
 78 CL: Hum
 79 C0: Uh, this is definitely within what
 80 one would consider the college
 81 comfort, you know. The interesting
 82 thing on Academic Comfort
 83 additionally that I find
 84 interesting is that it doesn't mean
 85 that if you had a low one that you
 86 couldn't do well in college. There
 87 are people that have very low ones
 88 that just aren't comfortable in an
 89 academic setting and they can get
 90 in there and work their tails off,
 91 and still do OK, but they're not
 92 doing it because they enjoy going

93 to class, they're doing it. [Umhm
 94 CL: [Umhm
 95 CO: to get the degree [Umhm
 96 CL: [Umhm
 97 CO: so they can work. Uh, does that go
 98 along with what you feel, that
 99 you're comfortable in class Umhm
 100 CL: settings? Umhm
 101 CO: The Introversion and Extroversion
 102 setting is, uh, a scale that
 103 ((clears throat)) normally we think
 104 in terms of somewhere between 45,
 105 and then this isn't the scale, but
 106 just to show you, 45 and 55, 55 and
 107 up is considered Introversion and
 108 from about 45 on down is
 109 Extroversion, and your's is at 52
 110 which kind of puts you into this
 111 middle area a little bit. If you
 112 were way up here, this indicates
 113 more that you like working with
 114 things rather than ideas rather
 115 than people. Down on this end that
 116 you prefer working with people
 117 more, but yours is at 52 which
 118 indicates to me that you, you like
 119 to work with people ((laughter)),
 120 peoples and things. Is that?
 121 CL: Yeah.
 122 CO: Yeah.
 123 CL: Umhm
 124 [Pretty much right on there.
 125 CO: Umhm
 126 CL: Yeah, cause I, I've noticed that
 127 with you anyway, you know, I think
 128 what I've known of you here in
 129 church.
 130 CL: Uh huh
 131 CO: Uh, this part on the response
 132 percentages - this is just a
 133 breakdown on that Occupation thing,
 134

139 on the likes and the dislikes and
 140 the ones that you really just
 141 didn't know about. Uh, school
 142 subjects, there were not many that
 143 you indicated you didn't like. Uh,
 144 just six percent.
 145 CL: Umhm
 146 CO: All in all when you look down here,
 147 it's fairly well balanced, and
 148 that's that's a very typical kind
 149 of response. This is where it gets
 150 (fun).
 151 CL: Okay
 152 CO: All right? This is in the General
 153 Occupational Themes, and the scores
 154 themselves don't really mean
 155 anything specifically. They just
 156 give the range so you can balance
 157 out these different things.
 158 Conventional was the high one,
 159 definitely a high. Conventional
 160 usually describes people that like
 161 a structured environment. Uh=
 162 =That's me [Umhm
 163 CL: not too many surprises going
 164 on, they want to know where they
 165 stand, with people. Uh,
 166 Enterprising, uh, is more, oh,
 167 sometimes I think of Enterprising
 168 as being business oriented, uh, but
 169 this kind of person has more get up
 170 and go, I guess, you know
 171 ((laughter)) Yeah,
 172 CL: and so that, that's right in there,
 173 too. Artistic was your low.
 174 CL: That does not surprise me.
 175 CO: Really?
 176 CL: No - I'm not artistic or creative.
 177 I've never thought myself to be.
 178 CO: Okay
 179 CL: [Umhm
 180 CL: If it's all there in a pattern or
 181 something, I can do it.
 182 CO: And that's kind of conventional,
 183 isn't it? ((laughter))
 184

185 CL: Umhm. Yeah. Yeah.
 186 CO: Okay. All right. Well, that, that's
 187 that's pretty good. This is, this
 188 part of the scale, of course 100
 189 percent would be the whole thing,
 190 this shows you were 50 percent of
 191 the females who score on the test,
 192 where they lie, and the little
 193 asterisk is your position, which
 194 just shows you again where you
 195 stand against other people, but
 196 that doesn't make any difference.
 197 CL: Okay
 198 CO: Again, here's your Conventional way
 199 up here, and your Artistic is down
 200 here. () Entertaining? - Do
 201 you have anything that you thought
 202 about with that first page
 203 [huh uh
 204 CL: that you wanted to know about?
 205 CO: [Nope
 206 CL: This is called the Basic Interest
 207 Scale. Now, as we go into this
 208 one, I'm going to let you (do some)
 209 to start with
 210 CL: ((coughs))
 211 CO: this. Uh - this one is the
 212 Realistic, and it was average, and
 213 it was 48, and then the
 214 Investigative. ((whispers))
 215 Artistic was low and that's 45, uh
 216 ((clears throat)) ((normal voice))
 217 Social - is average () and
 218 that's 49. Entertaining is
 219 moderately high and it's 55, and
 220 then your Conventional was the high
 221 which we already seen - and it was
 222 66. ((whisper)) (pick up quickly).
 223 What I'm going to let you do, and
 224 I'll give you a pen over there, is
 225 as we get into like the basic
 226 interest scales
 227 Umhm,
 228 CL: I think this always helps some just

231 to get to look at that, we'll plug
 232 in some of this information. Under
 233 Realistic, for example, now we're
 234 going to put that just in this top
 235 part. Uh, what I'd like to do is
 236 just to record the one that came
 237 out high under Realistic
 238 CL: Adventure,
 239 [and that was Adventure. That
 240 was your highest one
 241 [So, you mean like
 242 that was moderately high, if you'd
 243 just write, just Adventure
 244 CL: Under high?
 245 [Um hm. And then the
 246 Military Activity
 247 CL: ((laughter))
 248 CO: right under there. On Military
 249 Activity, that sometimes takes
 250 people by surprise but, if you
 251 think in terms of the military,
 252 it's structured
 253 Umhm,
 254 CL: so I, you know, I see that
 255 correlation
 256 Umhm
 257 CO: with you there, and then the others
 258 were average, but we won't write
 259 those down. Um, Investigative is
 260 very high on the mathematics.
 261 ((Pause))
 262 Artistic, you had your low, so if
 263 you'd put that on the low side, and
 264 that was on the writing
 265 [Writing?
 266 CL: Umhm.
 267 CO: No surprise.
 268 CL: Uh, you might even put art under
 269 there as moderately low.
 270 CL: Here?
 271 Umhm, yeah, just under there so
 272 (you can look at this a little

277 bit). Social, the high was
1st Religious Activities, no surprise
278 there.
2nd CL: No
280 CO: To me anyway.
281 CL: No
282 CO: And on the other side, teaching.
283 CL: ((laughter))
284 CO: Why are you laughing?
285 CL: [No surprise. No
286 surprise.
287 CO: Not interested in teaching?=
288 CL: =Nope.
289 CO: Have you ever tried any kind of
290 teaching?
291 CL: Piano teaching years ago.
292 CL: [Oh, you did.
293 CO: Yes.
294 CL: What'd you think about that?
295 CL: I did not like it.
296 CO: Really?
297 CL: No. I just don't like any kind of
298 teaching. I like to help. Umhm,
299 like I do with kids' choirs and
300 things, but as far as teaching,
301 I've never really had any interest.
302 CO: Wonder what it is?
303 CL: I don't know. I think it's fear of
304 getting in front of people.
305 CO: Even in a one on one?
306 CL: Probably.
307 CO: Um hm
308 CL: Depends on what it is?
309 CO: Umhm. In the Enterprising, uh, this
310 was moderate to high on both, and
311 you might want to just make a note
312 of that so you can kind of see.
313 Moderate high on, uh,
314 merchandising, sales and business
315 management. You can abbreviate
316 just, oh, you did that just as I
317 told you
318 CL: ((laughter))
319 CO: you could. Okay.
320

323 CL: You want me to put the moderately
324 on here?
325 CO: Uh, I think you should so you will,
326 you know, you always have this
327 And I, someplace I didn't put a
328 moderately high. I guess it
329 doesn't matter
330 CO: It doesn't really.
331 ((pause))
332 Um, you might put the medical
333 service moderately high up here
334 anyway (to)
335 ((pause)).
336 Yeah. Okay. ((clears throat)) And
337 then Conventional, office
338 practices, 67, high.
339 ((pause))
340 Uh, does, I mean I know that you do
341 this kind of thing now, does it
342 surprise you that interest wise it
343 would come out that way?=
344 CL: =No=
345 CO: =Are you=
346 CL: =I like office work.
347 Okay. That's good. Sometimes as
348 we go through this there are some
349 things that, you know, we'll need
350 to talk about that you're wondering
351 why did that show up. But a lot of
352 it we'll see later
353 [Yeah
354 CL: as we get to the structured
355 CO: I'm just, well I'm a supervisor,
356 CL: I'm tired of being responsible for
357 other people, but as far as myself,
358 no, I love it. You know
359 [Umhm
360 CO: that's probably why I don't like
361 CL: teaching cause I don't like
362 [How long
363 have you been a supervisor?
364 CL: Fifteen years.
365 CO: Did you like it when you moved into
366 1st
367 2nd
368 1st

369 it?
 370 Cl: Not necessarily, no. ((laughter))
 371 CO: Okay
 372 I
 373 Cl: I didn't have much of a choice,
 374 and I've just never gotten out.
 375 CO: Okay. Well that's interesting.
 376 Part of the reason in the, that
 377 that's, you know, if I can throw
 378 this in for you right now, is we
 379 were talking about these different,
 380 uh, occupational themes
 381 Uhm
 382 Cl: and that there are environment
 383 things, you know, you, so far with
 384 this stuff shown up very
 385 conventional, very, very
 386 conventional, but I'm just, you
 387 know, in what you were doing
 388 earlier before you became a
 389 supervisor you were just all into
 390 this one
 391 Uhm,
 392 Cl: but you have been put into the
 393 social environment as the
 394 supervisor, which is probably,
 395 you've got a, you know, and that
 396 can happen with people, that your
 397 environment is not does not mesh
 398 with your self
 399 Yeah,
 400 Cl: well you've got proof here
 401 ((laughter)).
 402 Cl: ((laughter)) This is interesting.
 403 CO: Yeah. I, I thought you'd like it=
 404 =I do=
 405 CO: =I mean, it really is fun. This,
 406 let me just show you this
 407 altogether and then we'll look at
 408 it little by little. This is
 409 really kind of continuous
 410 Uhm
 411 Cl: In fact, when we get down into
 412 Enterprising I want you to note
 413 that it is because it goes on to
 414 the next page and this isn't two

415 separate scales
 416 Cl: Okay.
 417 CO: Uh, what I've done with this
 418 ((recorder turned off and back
 419 on)), what I did with this I used
 420 the color markers, I guess it's out
 421 of (play), the children's work, but
 422 I like to use all the colored stuff
 423 And you're working with a child.
 424 Yeah.
 425 CO: ((laughter))
 426 Cl: Well, no, I wouldn't say that.
 427 CO: ((laughter)) I know
 428 Cl: But anyway, what I have done just,
 429 I just sort of lined the outside
 430 ones to give us sort of, sort of a
 431 graph ((recorder turned off and
 432 back on)). ((quietly)) (Just not
 433 happy with my tape batteries. It's
 434 okay All right
 435 Uhm
 436 Cl: and then these I've circled on the
 437 outside in the blue are the ones
 438 that are really low.
 439 Cl: That I disliked?
 440 CO: Well, yeah. I mean this is, the
 441 thing it is as we look at the top
 442 here, your interests are very
 443 dissimilar to people who hold jobs
 444 of this type.
 445 Cl: Oh, okay
 446 CO: Okay, so this is what each group
 447 means, very dissimilar types of
 448 interests. Dissimilar interests,
 449 moderate, this is the mid-range,
 450 this is the moderately similar to
 451 similar, and the very similar. Now
 452 what we have found is that - the
 453 validity of this is really good,
 454 that people with similar interests
 455 are usually comfortable in the same
 456 kinds of jobs, and, I mean you know
 457 how weird those questions were
 458 Yes
 459 Cl: but they work in differentiating
 460 between these people. That's what

461 makes it kind of fun, you know, to
 462 look at all this and see what you
 463 really find out from it. What we
 464 can do as we start looking through
 465 this is to see other kinds of jobs
 466 within those areas, and we'll look
 467 also at what the relationships are,
 468 what those kinds of people do, and
 469 their environments and that will
 470 help you, you know, crystalline in
 471 your own mind, you know, like where
 472 you are. Let's look at the high
 473 ones first. How about that?

1st
 2nd

474 CL: Okay
 475 CO: That seems like a positive kind of
 476 direction to go, and I do want you
 477 to write these down. Now we're
 478 going to go down under here
 479 Okay
 480 CL: on the very high ones. Uh, under -
 481 Realistic, one of these highs is
 482 Air Force Enlisted.
 483 ((pause))

484 Now that was the only one is this
 485 Realistic group that was actually
 486 out here in the similar so, you
 487 know, the others are moderately
 488 and, you know, that included the
 489 Marine Enlisted, the Navy Enlisted.
 490 You might just want to lump those
 491 down there together. This is an
 492 interesting one. I was high on
 493 this one, too, and that was bus
 494 driver.

495 CL: ((laughter)) That's amazing.
 496 CO: That's a new scale they've got, and
 497 I, I can't give you any - whys on
 498 that one=

499 CL: =Uh huh=
 500 CO: =you know, like I said I was there,
 501 too. Uh, farmer was high

502 CL: { Oh, yeah, I'd
 503 like to be a farmer's wife
 504 Okay.
 505 CO: ((pause))
 506

507 An Emergency Medical Tech, an EMT.
 508 CL: Are we still in the Realistic?
 509 CO: Uh huh. A Radiologic Tech. Okay.
 510 And then, uh, that takes care of
 511 that one.

512 CL: Okay.

513 CO: Uh, as long as we're in there let's
 514 go ahead and put your lows down.
 515 Athletic trainer. Carpenter.

516 Electrician. An architect. How do
 517 those hit you?

518 CL: I wouldn't be interested in them.

519 CO: Yeah, I mean, but I mean as far as
 520 the - types of things, I'm thinking
 521 in terms of

522 CL: I just think of men, men

523 occupations.

524 CO: Umhm. Okay. And, of course, this
 525 is the structure of

{

526 CL: Uh huh
 527 all this enlisted, military. Uh,
 528 probably bus drivers are fairly
 529 structured.

530 CL: But a farmer?

531 CO: Farmer? You do a lot with your
 532 garden don't you?

533 CL: Not any more. I don't like to do
 534 it anymore.

535 CO: Really? Do you like the out of
 536 doors?=
 537 =Love it. Love it.

538 CL: Okay. Not afraid to get your hands
 539 dirty?
 540 CL: Nope.

541 CO: Okay. Well, probably takes care of
 542 that.
 543 CL: Okay.

544 CO: Uh - and these fall into the, um,
 545 the Emergency Medical Tech. I
 546 would imagine that, that the
 547 Radiologic Tech has a lot to do
 548 with that math. It's showing and
 549 perhaps in the EMT. Uh, I don't
 550 know if you've ever thought of
 551 anything medical like nursing or
 552

553 CL: At times.
 554 CO: At times? So something like that
 555 might be tied in. I mean, by the
 556 time you get the kind of work that
 557 they do with your outdoor kind of
 558 things and all of that might very
 559 well tie together. Uh, okay, let's
 560 go on down to Investigative. I put
 561 this one in even though it hit on
 562 the line.
 563 CL: Which one is it?
 564 CO: Uh, I don't know.
 565 CL: Is it chiropractor?
 566 CO: Yeah.
 567 CL: I can't imagine
 568 CO: Well, what do chiropractors do? I
 569 mean, the general scope. They're
 570 helping people=
 571 CL: =Yes=
 572 CO: =I mean it's close to that medical
 573 kind of=
 574 CL: =Yeah=
 575 CO: =things, you said you had
 576 considered that=
 577 CL: =Yes=
 578 CO: Uh, you know, it doesn't mean you
 579 want to be a chiropractor, but you
 580 have some of the same interests
 581 that people that are chiropractors
 582 would have. Medical technician.
 583 ((pause))
 584 And a computer programmer.
 585 CL: Hmm, that is interesting.
 586 CO: Okay - What do you think about
 587 computer programming? I mean, what
 588 appeals to you when you're thinking
 589 of that?
 590 CL: I don't know. Just, I think - I'm
 591 not sure. You have to be very
 592 logical
 593 CO: Umhm.
 594 CL: I don't know. It just appeals to
 595 me.
 596 CO: Do you get to do any of that in
 597 your work now?
 598 CL: No.

1st 599 CO: Not at supervisory. Have you ever
 600 gotten to use a computer?
 2nd 601 CL: We're supposedly gonna get them
 602 within the next few months in my
 603 department.
 F 604 CO: So you'll get to have some
 605 training=
 606 CL: =Umhm=
 607 CO: =on the computer.
 608 ((pause))
 609 All right. Under the
 610 Investigative, geologist is at the
 611 bottom in this spot.
 612 CL: No surprise.
 613 ((pause))
 614 CO: Biologist is even lower.
 615 CL: ((laughter))
 616 CO: Physicist is right down there with
 617 biologist.
 618 CL: ((laughter))
 619 CO: Lovely chuckles.
 620 ((pause))
 621 An RN is fairly low.
 622 ((pause))
 623 Physician is down there at the
 624 bottom. Do those surprise you that
 625 they're down there?
 626 CL: Not really.
 627 CO: Okay.
 628 CL: Because - I think, well like the
 629 EMT, you know, or the radiological,
 630 that's to me not dealing with, I
 631 don't have to face the life and
 632 death or whatever
 633 CO: Umhm
 634 CL: you know, I just do, do what I'm
 635 supposed to do, whereas the doctor
 636 or the nurse, they're more involved
 637 in it.
 638 CO: Umhm. Mathematician, now this is
 639 in the Investigative, so this is
 640 more, I mean, you liked the math
 641 and that showed up in the other one
 642 Yeah, but, and that one's high
 643 CO: and these will cross
 644 CL: Umhm,

Inexperienced Counselor 5

15

645 CO: no problem, you know, with that.
 646 1st You may like the math and I imagine
 647 you're doing that in your job,
 648 possibly now,
 649 2nd CL: To a certain extent.
 650 I but as a
 651 CO: mathematician, we're probably
 652 talking like a mathematician along
 653 with like a biologist and a
 654 physicist, that type, because it's
 655 the one that is high Investigative.
 656 I
 657 CL: Umhm
 658 CO: I mean it's just almost all -
 659 Psychologist is right down there at
 660 the bottom. ((laughter))
 661 CL: ((laughter))
 662 CO: Gee, thanks, M.
 663 CL: You're welcome, P.
 664 CO: And sociologist is just a hair
 665 above that but not enough to
 666 Hm
 667 CL: What do you think about those?
 668 CO: Not surprised.
 669 CL: Okay. Well, see they, these are
 670 the ones that are very much strong
 671 in the Investigative, and there are
 672 not. The computer program has the
 673 I, the Investigative, but it has
 674 the C for Conventional - in the
 675 description.
 676 CL: Is the R for Realistic?
 677 CO: Yeah, umhm.
 678 CL: Okay
 679 CO: And in this one, this is what's
 680 interesting on these scales so
 681 you'll know when we get in Holland
 682 Okay
 683 CL: what the differences are. This is
 684 the female scale and this is the
 685 male scale, and the reason they
 686 give you this is that simply a
 687 female who goes into Med Tech
 688 usually is going in because of
 689 investigative and conventional
 690

Inexperienced Counselor 5

16

691 reasons, but the male who does it
 692 is going in for the investigative
 693 and realistic reasons. So I
 694 imagine that's what pulled this out
 695 for you because it's got a
 696 conventional aspect, but that's how
 697 you read that, the tendency charts
 698 there. Um, and I can't help you
 699 with the chiropractor.
 700 CL: No. I used to go with a
 701 chiropractor, and I have no use for
 702 them. ((laughter))
 703 I
 704 CO: Well, maybe that's what
 705 brought out
 706 I
 707 CL: No, no
 708 CO: okay. Well, now we're into, uh,
 709 Artistic
 710 CL: Oh, we're low here.
 711 CO: Okay. In Artistic, beautician is
 712 there
 713 CL: Hm, high?
 714 CO: Umhm
 715 ((pause))
 716 CL: That surprises me.
 717 CO: I was high in beautician also.
 718 CL: Really?
 719 CO: Umhm. Sometimes a lot of what you
 720 do, I mean like for example, it
 721 would not be unusual, let's say you
 722 just really hated office work, but
 723 you've been doing it for 22 years.
 724 It's very probable it would show up
 725 high just because that's what you
 726 know, but that doesn't mean that
 727 that's where you're happy.
 728 CL: Umhm
 729 CO: We do a lot of beautician stuff.
 730 ((laughter))
 731 CL: ((laughter))
 732 CO: You know, I don't know
 733 CL: Uh huh, uh huh
 734 CO: but it may have to do with, this is
 735 E, which would be the Enterprising.
 736 I don't really know, but you, mine

737 was high and I've known a lot of
 738 the women whose E as beautician
 739 came out pretty good. That's the
 740 only one that's high in this one.
 741 Now then, let's look at the ones
 742 that are low. You are right, I
 743 mean you can't go any lower, on the
 744 medical illustrator, the art
 745 teacher, the fine artist,
 746 commercial artist, the interior
 747 decorator, the architect, the
 748 photographer, the reporter, and the
 749 foreign language teacher. Now,
 750 these are really, there is sort of
 751 a division here that I'm going to
 752 mark for you, because I think it's
 753 an important one in art, and it's
 754 sort of like right in here. This
 755 lower part is really more the, uh,
 756 verbal, the linguistic area, which
 757 is why flight attendant is in here.

758 CL: Uh huh

759 CO: Because of the verbal ability. So
 760 this is really not purely just what
 761 you think of as art, and you always
 762 have to know that these are not,
 763 just like Realistic is not what you
 764 normally use the word realistic.
 765 This also is the division in this
 766 one, so here are the, the, the
 767 artsy things that are low. The
 768 chef is low. Do you like cooking?
 769 Yeah. Not for a lot of people,
 770 though.

1st

771 CO: Well, maybe that's why the chef's

772

773 CL: [Umhm

774 CO: because that would be

775 CL: Yes, it is.

776 CO: Musician is here as far as
 777 interests they're dissimilar. And
 778 I know you're musical, but I
 779 suppose this is why you're not a
 780 musician.

781 CL: ((laughter))

782 ((pause))

783 CO: Uh, public relations director, low
 784 - And that's in that
 785 verbal/linguistic kind of part of
 786 the

787 CL: [Uh huh

788 CO: scale. Lawyer is low. And again
 789 that's, you know, you kind of need
 790 to remember that or you'll get home
 791 and wonder why on earth this was
 792 artistic. Uh, reporter, and that's
 793 the writing again. English
 794 teacher, low. And foreign language
 795 teacher. All of those. - Does,
 796 does that kind of thing, I mean,
 797 with the writing and such?

1st

799 CL: Yeah.

800 CO: Cause it was writing up here that
 801 was very low.

802 CO: Umhm

803 CL: And the art=

804 CO: =Umhm=

805 CL: =so they are just really tracks?

806 CL: Umhm

807 CO: Okay. Um, social. Okay, there's
 808 only one that comes into the
 809 moderately similar and that's the
 810 LPN nurse. Now the RN you were low
 811 on

[Low

813 CL:

814 CO: but the LPN comes on up. And there
 815 is a difference. The RN, uh, what
 816 do you feel like the difference is
 817 in the RN and LPN?

1st

818 CL: [

819 CL: I don't really I don't really
 820 know, other than education and, I
 821 guess, the types of jobs they have
 822 had, I don't know. I wouldn't want
 823 to be either one.

824 CO:

825 Umhm. Well that's fine, but your
 826 interests fit more like most of the
 827 ones that are LPNs. I mean as far
 828 as all these funny things you
 filled out.

829 CL: Uh huh
 830 CO: ((laughter)) Keep those in mind=
 831 CL: =Okay=
 832 CO: =as we're looking at these=
 833 CL: =Okay, I will.
 834 CO: Um, I didn't mark this, it's in the
 835 mid-range, but dental hygienist was
 836 here, you know, but that's mid-
 837 range so we won't worry
 838 Umhm
 839 CO: But anyway, LPN, do you want to
 840 write that one down? Did you put
 841 that in social, that's on here?
 842 Okay, now on your lows, Minister
 843 [[
 844 Minister,
 845 CL: I'm not surprised there.
 846 CO: Really?
 847 CL: I mean as, as a minister like L,
 848 no
 849 [[
 850 Umhm.
 851 CL: I'm not surprised.
 852 CO: Do you suppose that's because of
 853 the teaching sort of aspect
 854 [Probably]
 855 CL: maybe? The public speaking=
 856 CL: =Yes=
 857 CO: =that sort of thing. Social worker
 858 is also down there.
 859 Umhm
 860 CL: Speech pathologist. And athletic
 861 trainer. If I tell you any of
 862 these things that are just exactly
 863 what you've always been dying to do
 864 let me know so we can figure it
 865 out. ((Laughter))
 866 CL: Okay
 867 CO: Um, in Enterprising now. You had
 868 one that they call chamber of
 869 commerce executive.
 870 ((pause))
 871 I've never known a whole lot about
 872 chamber of commerce executives.
 873 I've known some.

875 CL: I even don't know anything about
 876 them.
 877 CO: Um, I would think maybe it is a
 878 rather structured job.
 879 Umhm
 880 CO: A lot of organization. A store
 881 manager.
 882 ((pause))
 883 Do you suppose that maybe you're
 884 higher on these because of the work
 885 you're doing right now?=
 886 CL: =Probably. I've always wanted to
 887 own a dress store.
 888 CO: You have?
 889 CL: So that could be the
 890 [Okay
 891 CO: store manager.
 892 CL: [
 893 That's interesting. Yeah.
 894 But maybe this chamber of commerce
 895 executive is because of the
 896 supervisory stuff
 897 CL: Probably
 898 CO: you're doing right now.
 899 CL: Probably
 900 CO: Purchasing agent, which would go in
 901 with that dress store.
 902 Umhm
 903 CL: ((pause))
 904 And this is where we get into the
 905 next page thing, this is the
 906 continuation of the Enterprising
 907 Umhm.
 908 CL: Uh, chef
 909 [chef ((laughter))
 910 CO: comes into Enterprising also, and
 911 you're still low on it.
 912 ((laughter))
 913 CL: I'm sure. ((laughter))
 914 CO: Uh, funeral director
 915 [Oh my word!
 916 CL: Now, that doesn't mean you want to
 917 be one, but - I think the

921 organizational, I think your caring
 922 nature, you know
 923 [Uh huh,
 924 CL: I mean, nursing home administrator.
 925 CO: ((pause))
 926 Optician.
 927 CL: In high?
 928 CO: Umhm - That has an EC code.
 929 CL: Enterprising and Conventional?
 930 [Umhm. So I
 931 guess that, that's where that
 932 [It would be
 933 CL: structured,
 934 umhm, yeah. All right, that takes
 935 care of our Enterprising. Now
 936 we're to Conventional. Accountant.
 937 CL: ((like the math))
 938 ((pause))
 939 CL: Banker.
 940 CL: Money!
 941 CL: ((laughter)) There is a money
 942 theme showing up here, isn't there?
 943 CL: ((laughter))
 944 CL: Internal Revenue Service agent.
 945 ((pause))
 946 CL: ((quietly)) H's cousin's wife is
 947 the regional IRS director in charge
 948 of all of the questions and things
 949 in D/FW
 950 CL: Uh huh
 951 CL: ((quietly)) makes quite a bit of
 952 money.
 953 CL: I bet she does
 954 CO: Credit manager.
 955 CL: High?
 956 CO: Umhm. Well, look at it.
 957 CL: Very high, very high.
 958 CO: What, what about credit manager?
 959 CL: Do you think, uh
 960 I guess because it's, uh, office
 961 work, and I would see it as
 962 something to do with math, working
 963 with numbers. I love to work with

1st

2nd

967 numbers.
 968 1st
 969 CO: [Do you think
 970 that would be, be a, better than
 971 what you're doing now as far as
 972 supervisory? I mean, I'm just
 973 wondering.
 974 CL: I don't know.
 975 CO: I mean, this is really on up there
 976 CL: Umhm
 977 CO: as similar interests.
 978 CL: Umhm
 979 CO: It may be boosted because of the
 980 supervisory, but you look at your
 981 interest in the math and then the
 982 fact that you've got the
 983 supervisory experience it's very
 984 possible. Uh, business ed teacher.
 985 That's really down in moderately
 986 similar but with your background,
 987 even though you're not too
 988 interested in teaching.
 989 CL: No, but I guess it's because I'm,
 990 it's things I've worked with over
 991 half my life
 992 CO: Umhm
 993 CL: as far as the business end of it
 994 CO: Yeah
 995 CL: so I probably feel like I could
 996 handle that, because I know
 997 something about it.
 998 [CL:
 999 CO: Umhm
 1000 CL: I think.
 1001 CO: Yeah. Food service manager.
 1002 That's high also.
 1003 CL: Surprises me.
 1004 CO: Well, now food service managers
 1005 don't do the preparation.
 1006 CL: Oh?
 1007 CO: Okay? They just make sure that it
 1008 gets done and on time and others
 1009 are doing the work, and you're
 1010 probably like a supervisor.
 1011 CL: ((laughter)) ()
 1012 CO: Nursing home administrator. We had

1,013 that one once before under
 1,014 Enterprising
 1,015 CL: Yeah
 1,016 CO: but it's Conventional and Social
 1,017 and Enterprising. And for women
 1,018 it's primarily Conventional.
 1,019 Executive housekeeper.
 1,020 CL: What is that?
 1,021 CO: An executive housekeeper is
 1,022 someone, if you can, I mean this,
 1,023 I'm going to give you my best shot
 1,024 at this, um
 1,025 CL: Like in charge of the White House?
 1,026 [The Hilton
 1,027 CO: or something?
 1,028 CL: Or the Hilton.
 1,029 CO: Oh, okay
 1,030 CL: Or the person, again, who's telling
 1,031 CO: other people what to do
 1,032 CL: Umhm
 1,033 CO: and making sure they get it done.
 1,034 CL: Uh, food service manager again. I
 1,035 don't know why this one prints out
 1,036 double. Dental assistant.
 1,037 ((pause))
 1,038 What do you think about the dental
 1,039 assistant thing? Is that in the
 1,040 medical or?
 1,041 CL: I don't know, but I don't think I
 1,042 would like it ()
 1,043 CO: Right. But I was just trying to
 1,044 think of, you know, the types of
 1,045 people and the tasks and things. I
 1,046 would think that it would be
 1,047 structured
 1,048 CL: Uh huh,
 1,049 CO: you would be doing precise things
 1,050 cleaning
 1,051 CL: and you would know what you would
 1,052 CO: be doing, I mean, the ones that
 1,053 work for Ben, they work on Tuesdays
 1,054 and Thursdays from this time to
 1,055 that time and they know they've got
 1,056 10 patients and that's who they
 1,057 see, and they know what they do
 1,058

1,059 and, you know, they - Secretary has
 1,060 almost gone off the scale.
 1,061 CL: Hm
 1,062 ((pause))
 1,063 CO: Now, did you do secretarial?
 1,064 CL: No.
 1,065 CO: You've done, uh, business end of, I
 1,066 mean, you're, what were you doing
 1,067 before your supervisory?
 1,068 CL: I was what they called a Center
 1,069 Secretary, but it, it's where
 1,070 you're working for 300-400 people
 1,071 in the building, you're one of 10
 1,072 sitting there running a word
 1,073 processor.
 1,074 CO: Okay. Okay. All right. Do you
 1,075 like that?
 1,076 CL: No. I would never want to go back
 1,077 to it. Now, I would like being
 1,078 probably a personal secretary to a
 1,079 big shot or something, you know,
 1,080 unless running the office for him.
 1,081 CL: Here's the Air Force again.
 1,082 CL: Huh. High?
 1,083 CO: Yeah.
 1,084 ((pause))
 1,085 Okay. Math teacher is almost
 1,086 CL: Uh huh
 1,087 CO: off the scale. And, again, there's
 1,088 that math thing that we saw through
 1,089 that. Well, let's look at this
 1,090 other that you've got, and this
 1,091 chart you've gotten pulled out
 1,092 here. See what we can figure out
 1,093 from that. We've talked pretty
 1,094 well through these as we went
 1,095 [Umhm
 1,096 CL: through. These are not only the
 1,097 CO: verbal, linguistic, but this is
 1,098 more public speaking kind of -
 1,099 thing. Uh, this is, these are all
 1,100 very high in Investigative and are
 1,101 mostly for the physician and the
 1,102 mathematician, the psychologist,
 1,103 and sociologist, and all the things
 1,104

1,105 like that. Carry pretty far with
 1,106 the math and, uh, science into the
 1,107 college level. And, uh, maybe it's
 1,108 the science part that you're not
 1,109 CL: Probably,
 1,110 [or the college teaching kind of
 1,111 CO: aspect, it's not - in there, but
 1,112 definitely what, what could we say
 1,113 from this, the structure
 1,114 Uuhm,
 1,115 CL: uh, with the high on the adventure
 1,116 CO: and, uh - did that surprise you on
 1,117 the adventure that that was high?
 1,118 CL: Not really. I guess the Military
 1,119 part, I like uniforms.
 1,120 CO: Do you like uniforms?
 1,121 [Love uniforms.
 1,122 CL: Okay. (laughter) That's neat.
 1,123 CO: I think that's probably why I, plus
 1,124 CL: it is structured, but I like
 1,125 uniforms.
 1,126 Uuhm. Yeah. Well, on the
 1,127 CO: adventure, what do you like to do,
 1,128 or what, you know, maybe you're not
 1,129 doing it now
 1,130 CL: Probably not,
 1,131 CO: but are there things that you would
 1,132 kind of like to do
 1,133 CL: Oh, sure!
 1,134 CO: that you've never had an
 1,135 opportunity to do?
 1,136 CL: Or that I've just never done. I
 1,137 would just love to get in my car
 1,138 and take off and be gone for
 1,139 several months, you know, and
 1,140 explore
 1,141 Uuhm
 1,142 CO: go down to, kind of like the guy
 1,143 CL: who wrote the book Blue Highways?
 1,144 Uuhm
 1,145 CO: I would like to just go and go down
 1,146 CL: the back roads and stuff and, I
 1,147 think coming from a small town
 1,148 might have something to do with
 1,149
 1,150

1,151 that. I just would love to do it.
 1,152 CO: That's nice.
 1,153 CL: Yeah. I would like to, uh - I was
 1,154 going to, oh, you jump out of an
 1,155 airplane in a parachute. Skydiving
 1,156 or whatever?
 1,157 CO: Uuhm. Really?
 1,158 [I have a small interest
 1,159 CL: in that. I'm afraid of heights but
 1,160 I have an interest in it.
 1,161 CO: That's fun. That sounds great.
 1,162 []
 1,163 CL: Yeah
 1,164 CO: Skiing?
 1,165 CL: Snow skiing, I, I like that, too.
 1,166 Water skiing, though, I can't swim.
 1,167 CO: That, that's neat. Well in the
 1,168 adventure is well, well, uh,
 1,169 documented there. I was looking at
 1,170 this, and I was looking here on the
 1,171 Enterprising, with the high on
 1,172 that, uh, and then of course this
 1,173 store manager and purchasing agent
 1,174 all this neat stuff down in here,
 1,175 like that, and, uh, there was
 1,176 something over here - I guess maybe
 1,177 I was thinking in terms even of a
 1,178 banker, being business, I mean this
 1,179 is kind of stretching it
 1,180 Uuhm,
 1,181 CL: but the business ed and credit
 1,182 CO: manager, this kind of stuff. I
 1,183 think all of these kind of track
 1,184 together
 1,185 CL: Uh huh,
 1,186 CO: you know, which ties this over here
 1,187 and this together, so just like it
 1,188 showed up there, you know, again
 1,189 you can look at the interest levels
 1,190 and the high and the moderately
 1,191 high conventional and enterprising
 1,192 Uuhm
 1,193 CL: (are pretty neat) and the low
 1,194 CO: definitely artistic
 1,195 (tape continues on other side)
 1,196

Inexperienced Counselor 5

27

1,197 CO: was to maybe look up some of these
 1,198 and see what other things there are
 1,199 that are ((laughter)). Is there
 1,200 anything in there that interests
 1,201 you?
 1,202 CL: Store, store mana, store owner
 1,203 would be more like it. I - or the
 1,204 accountant.
 1,205 CO: Let's look at accountant.
 1,206 CL: Okay.
 1,207 CO: These are related
 1,208 CL: Umhm
 1,209 CO: occupations. Auditor, budget
 1,210 accountant, city auditor or
 1,211 comptroller - cost accountant, a
 1,212 county auditor, an internal
 1,213 auditor, a (probity) accountant, a
 1,214 systems accountant.
 1,215 CL: I would like most of them.
 1,216 CO: Yeah. It's kind of a different
 1,217 scope. When I was looking here on
 1,218 the, uh, store manager. What would
 1,219 you think your themes were from
 1,220 what we were talking? How would
 1,221 you
 1,222 ((pause))
 1,223 sum that up?
 1,224 CL: These right here?
 1,225 CO: Well, just, has, has this, it's not
 1,226 like I thought that this was going
 1,227 to be something surprising=
 1,228 CL: =Uh huh=
 1,229 CO: =or exciting=
 1,230 CL: =Uh huh=
 1,231 CO: =or anything like that, but has it
 1,232 given you any more concrete idea of
 1,233 where you are=
 1,234 CL: =Umhm=
 1,235 CO: =with what your work=
 1,236 CL: =Umhm=
 1,237 CO: =and your environment and all=
 1,238 CL: =Umhm.
 1,239 CO: because I thought if it did it
 1,240 would be helpful even in terms of
 1,241 within S, maybe knowing where
 1,242 things are and to think in terms of

Inexperienced Counselor 5

28

1,243 kinds of environments you like
 1,244 which would go along with them.
 1,245 CL: That's true, but at S unless you
 1,246 have college now you're really just
 1,247 tied down.
 1,248 CO: Really?
 1,249 CL: Umhm. For the biggest part of the
 1,250 jobs, supposedly.
 1,251 CO: But you talked this one time to me
 1,252 about trying to take a little bit
 1,253 of college.
 1,254 CL: Uh huh. And I still think about it
 1,255 from time to time. I'm afraid to
 1,256 venture out that far.
 1,257 CO: Really?
 1,258 CL: Yes
 1,259 CL: But you're high in adventure.
 1,260 CO: Yes, but I mean as far as the
 1,261 studying, I, I don't know if I
 1,262 could ever go back to that or not.
 1,263 CO: Well, you might try one class or
 1,264 something.
 1,265 CL: I, I guess the, the expense part of
 1,266 it bothers me, because I'm my sole
 1,267 support and I think am I really
 1,268 I
 1,269 Umhm
 1,270 CO: strong enough to work full time and
 1,271 go to school
 1,272 CL: Well, if you took one class I think
 1,273 tuition's 40 something a credit
 1,274 hour.
 1,275 CL: For a semester?
 1,276 CO: Umhm. So that would run you
 1,277 somewhere probably under \$200 to
 1,278 take one class.
 1,279 CL: That's not bad. I mean, but I, you
 1,280 know, I had no idea. I just
 1,281 thought it would be thousands of
 1,282 dollars.
 1,283 CO: No. Really not. And you can pay
 1,284 for it with Mastercard and Visa
 1,285 now, too.
 1,286 CL: No kidding?
 1,287 CO: Right.

- 1,289 CL: ((laughter))
 1,290 CO: Here's the store manager.
 1,291 Advertising manager, buyer,
 1,292 purchasing director, credit
 1,293 manager, manager, all that stuff
 1,294 Umhm,
 1,295 CO: a general merchandiser, a personnel
 1,296 manager, and retail sales manager.
 1,297 CL: Personnel manager I don't think I
 1,298 would like. The rest of them
 1,299 CO: Umhm, but these are just related
 1,300 {
 1,301 CL: Yes,
 1,302 umhm. This is very interesting.
 1,303 ((pause))
 1st 1,304 CO: Let's look up one more. What else
 1,305 should we look up?
 2nd 1,306 CL: Let's look at the business ed
 1,307 teacher
 1,308 CO: Okay
 1,309 CL: and see what it has, or the Air
 1,310 Force.
 1,311 ((pause))
 1,312 CO: Business ed teacher. Accounting
 1,313 teacher, bookkeeping instructor,
 1,314 business law teacher, merchandising
 1,315 instructor, typing teacher
 1,316 CL: Oh, I love typing!
 1,317 CO: Instruct students through lectures,
 1,318 demonstrations, and audiovisual
 1,319 (aids) - administers tests to
 1,320 evaluate students' progress - keeps
 1,321 attendance records and maintains
 1,322 discipline. Are you good at
 1,323 maintaining discipline?
 1,324 CL: Well, that depends.
 1,325 {
 1,326 CO: Yeah
 1,327 CL: At times I am. Sometimes I have a
 1,328 hard time disciplining myself.
 1,329 CO: Yeah. Well, I'm going to let you
 1,330 have this
 1,331 CL: Okay. This is interesting,
 1,332 CO: I would like for you to know also
 1,333 that, uh, Tuesday evenings at, uh,
 1,334 Career Placement and Planning
- 1,335 Center at the University they are
 1,336 open to the public, and they have a
 1,337 lot of information, you know, if
 1,338 you are interested, if you have any
 1,339 desire to go in there to talk to
 1,340 them about how classes or things
 1,341 CL: Umhm. Really, you know, cause I'm
 1,342 in a rut. I've been doing the same
 1,343 thing for years. I'm tired of it.
 1,344 CO: Yeah. I would be glad to share my
 1,345 class schedule with you and let you
 1,346 look at the kinds of things that
 1,347 are available.
 1,348 CL: Okay. Yeah, I might do that
 1,349 sometime.
 1,350 {
 1,351 CO: Yeah. Because one of the things
 1,352 now with me on campus that I do
 1,353 sometimes if there is a course, for
 1,354 example, that I think sounds like
 1,355 one I'd like to have, I go over to
 1,356 the bookstore and look at the books
 1,357 that are required for the course,
 1,358 and once I look through them I've
 1,359 got a better idea of what it's
 1,360 about.
 1,361 CL: Umhm
 1,362 CO: That's one way of doing it. But
 1,363 this is all yours.
 1,364 CL: Gee, thanks P.
 1,365 CO: And I thank you very much.

APPENDIX B
VOCATIONAL WORKSHOP SYLLABUS



UNIVERSITY OF MISSOURI-COLUMBIA

CAREER OPTIONS WORKSHOP

May 27, 28 & 29, 1987
Columbia, MO



Career Options for Missouri Farm Families
& Missouri Career Information Hotline

100 Noyes Building
Columbia, MO 65211

Prior to workshop, each participant will have completed and mailed back to Columbia approximately two hours of assessment inventories. If you have begun your resume, please bring it.

Wednesday, May 27th

- 5:30-7pm Check In & Registration
Best Western Columbia Inn,
Junction of I-70 & Hwy 63 South, Columbia, MO
- 7-9pm Dinner, Orientation & Overview
Best Western Columbia Inn

Thursday, May 28th

- 6:30-8:30am Breakfast, Best Western Columbia Inn
- 9-10am Career Planning & Career Change Processes
Career Planning & Placement
Center (CPPC), 220 Noyes Building
- 10-11am Your Work Values
- 11am-12noon Your Career Interests
- 12noon-1:30pm Luncheon, Memorial Union, Rm N208
- 1:30-2:30pm Your Transferable Skills
- 2:30-3:30pm Finding Career Information &
Information Interviewing
- 3:30-3:45pm Break
- 3:45-5pm Writing Your Resume & Cover Letters
- 5-7pm Dinner, Best Western Columbia Inn
- 7-10pm Individual Appointments for Feedback on Assessment
Instruments,
Utilizing the Career Information Library,
and Resume Critiques
(CPPC, 110 Noyes Bldg)

A University Extension and Career Planning & Placement Center 1440 Project
an equal opportunity institution

Friday, May 29th

6:30-8:30am	Breakfast, Best Western Columbia Inn
9-10am	Interviewing for Jobs
10am-12noon	Group 1: Practice Job Interviews
10-11am	Job Hunting Strategies
11am-12noon	Networking
12noon-1:30pm	Luncheon, Memorial Union, Rm N208
1:30-3:30pm	Group 2: Practice Job Interviews
1:30-2:30pm	Completing Job Applications
2:30-3:30pm	Decision Making & Goal Setting
3:30-4pm	Summary/Next Steps

This workshop will not be a series of traditional school lectures, but instead will feature mini-lectures followed by activities, interaction and practice of the skills you are learning. At the end of the workshop, you will leave a draft of your resume with the workshop leaders; it will be word processed, and a letter quality copy returned to you.

APPENDIX C

STRONG-CAMPBELL INTEREST INVENTORY PROFILE FORM

PROFILE REPORT FOR THE STRONG-CAMPBELL INTEREST INVENTORY

SCII Authors: Edward K. Strong, Jr., David F. Campbell, Jo-Ida C. Hansen
(1934 - 1963)

Results for:

I.D. Number:

Date Scored: 05/27/87

Gender: Male

I. ADMINISTRATIVE INDEXES AND SPECIAL SCALES

A. Response Percentages	L%	I%	D%	B. Total Responses = 335
1. Occupations	24	5	71	
2. School Subjects	53	8	39	C. Infrequent Responses = 6
3. Activities	49	8	43	
4. Leisure Activities	44	13	44	
5. Types of People	21	54	25	SPECIAL SCALES
6. Preferences	33	10	57	Academic Comfort = 43
7. Characteristics	79	14	7	Introversion-Extroversion = 53
All Parts	36	11	52	

II. GENERAL OCCUPATIONAL THEMES

Scale	Standard Score	Comment	30	40	50	60	70
Realistic	42	Low		*	-----		
Investigative	54	Average		-----	-----		
Artistic	46	Average		-----	-----		
Social	51	Average		-----	-----		
Enterprising	32	Very Low	*	-----	-----		
Conventional	47	Average		-----	-----		
			30	40	50	60	70

NOTE: Dashes within the graph represent the middle 50% range for males

*
Strong-Campbell Interest Inventory of the Strong Vocational Interest Blank.
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Inc., exclusive licensee of Stanford University Press, Stanford, CA 94305.

Scored by NATIONAL COMPUTER SYSTEMS, INC. P.O. Box 1416, Minneapolis MN 55440

III. BASIC INTEREST SCALES

Scale	Standard Score	Comment	30	40	50	60	70
REALISTIC							
Agriculture	40	Mod. Low		*	-----		
Nature	51	Average		-----*			
Adventure	34	Very Low	*	-----			
Military Activ.	40	Very Low		*	-----		
Mechanical Activ.	55	Average			-----*		
INVESTIGATIVE							
Science	58	Average			-----*		
Mathematics	48	Average		-----*			
Medical Science	43	Mod. Low		*	-----		
Medical Service	34	Very Low	*	-----			
ARTISTIC							
Music/Dramatics	42	Average		-----*			
Art	40	Mod. Low		-----*			
Writing	64	Very High		-----			*
SOCIAL							
Teaching	54	Average			-----*		
Social Service	54	Mod. High			-----*		
Athletics	43	Mod. Low		*	-----		
Domestic Arts	49	Average		-----*			
Religious Activ.	59	Mod. High			-----*		
ENTERPRISING							
Public Speaking	35	Low	*	-----			
Law/Politics	44	Mod. Low		*	-----		
Merchandising	36	Low	*	-----			
Sales	36	Very Low	*	-----			
Business Mgmt.	43	Mod. Low		*	-----		
CONVENTIONAL							
Office Practices	45	Average		-----*			
			30	40	50	60	70

NOTE: Dashes within the graph represent the middle 50% range for males

IV. OCCUPATIONAL SCALES

Codes		Occupation	Scores		Very	Dis-	Mod.	Mid-	Mod.	Simi-	Very
F	M		F	M	Dis.	Sim.	Dis.	Range	Sim.	lar	Sim.
					15	25	30	40	45	55	
REALISTIC											
(CRS)	RC	Marine, Enlisted	(20)	14	*						
RC	RC	Navv. Enlisted	30	23			*				
RC	RC	Army Officer	30	23			*				
RI	RIC	Navv Officer	31	21		*					
R	R	Air Force Officer	32	27			*				
(C)	R	Air Force, Enlisted	(21)	29			*				
R	R	Police Officer	9	13	*						
R	R	Bus Driver	24	25			*				
R	R	Horticultural Work.	35	34				*			
RC	R	Farmer	30	23			*				
R	RCS	Voc. Agr. Teacher	27	24			*				
RI	R	Forester	36	36				*			
(IR)	RI	Veterinarian	(30)	23			*				
RIS	(SR)	Athletic Trainer	9	(3)*							
RS	R	Emerg. Med. Tech.	23	24			*				
RI	RI	Radiologic Tech.	32	29			*				
RI	R	Carpenter	23	17	*						
RI	R	Electrician	23	21		*					
RIA	(ARI)	Architect	35	(37)					*		
RI	RI	Engineer	33	33					*		
INVESTIGATIVE											
IRC	IRC	Computer Programmer	42	43					*		
IRC	IRC	Systems Analvst	44	47						*	
IRC	IR	Med. Technologist	43	33				*			
IR	IR	R & D Manager	42	43					*		
IR	IR	Geologist	37	41					*		
IR	(I)	Biologist	50	(53)							*
IR	IR	Chemist	47	43					*		
IR	IR	Physicist	33	40					*		
IR	(RI)	Veterinarian	30	(23)		*					
IRS	IR	Science Teacher	29	33				*			
IRS	IRS	Physical Therapist	31	22		*					
IR	IRS	Respiratory Therap.	35	37				*			
IC	IR	Medical Technician	32	27			*				
IC	IE	Pharmacist	27	23		*					
ISR	(CSE)	Dietitian	37	(32)				*			
(SI)	ISR	Nurse, RN	(34)	21		*					
IR	I	Chiropractor	36	20		*					
IR	IR	Optometrist	34	36				*			
IR	IR	Dentist	29	22		*					
I	IA	Physician	46	44					*		
(IR)	I	Biologist	(50)	53						*	*
I	I	Mathematician	49	49						*	
IR	I	Geographer	49	60							*
I	I	College Professor	57	64							*
IA	IA	Psychologist	60	64							*
IA	IA	Sociologist	60	65							*
					15	25	30	40	45	55	
					Very	Dis-	Mod.	Mid-	Mod.	Simi-	Very
					Dis.	Sim.	Dis.	Range	Sim.	lar	Sim.

15 25 30 40 45 55
 Very Dis- Mod. Mid- Mod. Simi- Very
 Dis. Sim. Dis. Range Sim. lar Sim.

OCCUPATIONAL SCALES - continued

Codes		Occupation	Scores		Very	Dis-	Mod.	Mid-	Mod.	Simi-	Very
F	M		F	M	Dis.	Sim.	Dis.	Range	Sim.	lar	Sim.
					15	25	30	40	45	55	
ARTISTIC											
AI	AI	Medical Illustrator	24	25		*					
A	A	Art Teacher	7	30			*				
A	A	Artist, Fine	40	43				*			
A	A	Artist, Commercial	23	40				*			
AE	A	Interior Decorator	15	32			*				
(RIA)	ARI	Architect	(35)	37				*			
A	A	Photographer	45	44					*		
A	A	Musician	33	46						*	
AR	(EA)	Chef	13	(4)	*						
(E)	AE	Beautician	(19)	21	*						
AE	E	Flight Attendant	11	23	*						
A	A	Advertising Exec.	33	50						*	
A	A	Broadcaster	32	45					*		
A	A	Public Relat. Dir.	35	35			*				
A	A	Lawyer	33	43					*		
A	AS	Public Admin.	52	45					*		
A	A	Reporter	45	52						*	
A	A	Librarian	64	61							*
AS	AS	English Teacher	35	42					*		
(SA)	AS	Foreign Lang. Teach.	(25)	43					*		
SOCIAL											
SA	(AS)	Foreign Lang. Teach.	26	(43)					*		
SA	SA	Minister	37	39				*			
SA	SA	Social Worker	39	45					*		
S	S	Guidance Counselor	40	49					*		*
S	S	Social Sci. Teacher	44	40				*			
S	S	Elementary Teacher	23	33			*				
S	S	Special Ed. Teacher	30	33			*				
SRI	SAR	Occup. Therapist	35	41				*			
SIA	SAI	Speech Pathologist	44	48					*		*
SI	(ISR)	Nurse, RN	34	(21)	*						
SCI	N/A	Dental Hygienist	16	N/A							
SC	SC	Nurse, LPN	13	23	*						
(RIS)	SR	Athletic Trainer	(9)	3	*						
SR	SR	Phys. Ed. Teacher	7	-1	*						
SRE	SE	Recreation Leader	19	27		*					
SE	SE	YWCA/YMCA Director	33	24	*		*				
SEC	SCE	School Admin.	36	23		*					
SCE	N/A	Home Econ. Teacher	12	N/A							
ENTERPRISING											
E	ES	Personnel Director	30	32			*				
ES	E	Elected Public Off.	32	24	*						
ES	ES	Life Insur. Agent	17	1	*						
EC	E	Chamber Com. Exec.	19	22	*						
EC	EC	Store Manager	20	16	*						
N/A	ECR	Agribusiness Mgr.	N/A	10	*						
EC	EC	Purchasing Agent	23	25		*					
					15	25	30	40	45	55	
					Very	Dis-	Mod.	Mid-	Mod.	Simi-	Very
					Dis.	Sim.	Dis.	Range	Sim.	lar	Sim.

OCCUPATIONAL SCALES - continued

Codes			Scores		Verv	Dis-	Sim.	Mod.	Mid-	Mod.	Simi-	Verv
F	M	Occupation	F	M	15			25	30	40	45	55
EC	E	Restaurant Manager	10	12	*							
(AR)	EA	Chef	(18)	4	*							
EC	E	Travel Agent	18	29				*				
EC	E	Funeral Director	21	12	*							
(CSE)	ESC	Nursing Home Admin.	(27)	25			*					
EC	ER	Optician	18	16	*							
E	E	Realtor	1	14	*							
E	(AE)	Beautician	19	(21)		*						
E	E	Florist	24	19		*						
EC	E	Buyer	-6	7	*							
EI	EI	Marketing Executive	38	47							*	
EIC	ECI	Investments Manager	40	43						*		
CONVENTIONAL												
C	C	Accountant	33	26				*				
C	C	Banker	28	26				*				
CE	CE	IRS Agent	35	29				*				
CES	CES	Credit Manager	30	14	*							
CES	CES	Business Ed. Teach.	23	24			*					
(CS)	CES	Food Service Mgr.	(27)	32					*			
(ISR)	CSE	Dietitian	(37)	32					*			
CSE	(ESC)	Nursing Home Admin.	27	(25)			*					
CSE	CSE	Exec. Housekeeper	25	29				*				
CS	(CES)	Food Service Mgr.	27	(32)					*			
CS	N/A	Dental Assistant	16	N/A								
C	N/A	Secretary	24	N/A								
C	(R)	Air Force, Enlisted	21	(29)				*				
CRS	(RC)	Marine, Enlisted	20	(14)	*							
CRS	CR	Army, Enlisted	19	15	*							
CIR	CIR	Mathematics Teacher	33	31					*			
					15			25	30	40	45	55
					Verv	Dis-	Mod.	Mid-	Mod.	Simi-	Verv	
					Dis.	Sim.	Dis.	Range	Sim.	lar	Sim.	

APPENDIX D

CAREER ASSESSMENT INVENTORY PROFILE FORM

CAREER ASSESSMENT INVENTORY

By Charles B. Jonansson

Name:

I.D. Number:

Sex: Male

Age: 34

Date Scored: 05/27/87

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Systems Inc., P.O. Box 1416, Minneapolis MN 55440.

NOTE: Dashes represent the average range according to sex

Career Assessment Inventory

Page 2

Name:

ADMINISTRATIVE INDICES

Response Percentages	L%	1%	1%	9%	9%
	--	--	--	--	--
Activities	10	30	22	17	21
	\ /			\ /	
	40		22	33	
School Subjects	9	35	30	19	7
	\ /			\ /	
	44		30	26	
Occupations	1	11	10	12	67
	\ /			\ /	
	12		10	79	

Total Responses	305
Fine Arts - Mechanical	53
Occup. Extrov. - Introv.	59
Educational Orientation	53
Variability of Interests	45

GENERAL THEMES

Scale	Standard Score	Very Low	Low	Average	High	Very High
		Low 35	43		57	65 High
R Realistic	47			*-----		
I Investigative	53			-----*		
A Artistic	51			-----*		
S Social	44			-----*		
E Enterprising	41			*-----		
C Conventional	46			-----*		

NOTE: Dashes represent the average range according to sex

Name:

BASIC INTEREST AREAS

Theme	Standard Score	Very Low	Low	Average	High	Very High
		35	43		57	65
REALISTIC						
Mechanical/Fix.	56			-----*		
Electronics	54			-----*		
Carpentry	46			*-----		
Manual/Skill. T.	41		*	-----		
Agriculture	35	*		-----		
Nature/Outdoors	45			---*-----		
Animal Service	40		*	-----		
INVESTIGATIVE						
Science	55			-----*		
Numbers	48			-----*		
ARTISTIC						
writing	60			-----	*	
Perform./Enter.	35	*		-----		
Arts/Crafts	46			-----*		
SOCIAL						
Social Service	40		*	-----		
Teaching	52			-----*		
Child Care	45			-----*		
Medical Service	42			---*-----		
Religious Actvs.	52			-----*		
ENTERPRISING						
Business	45			---*-----		
Sales	33	*		-----		
CONVENTIONAL						
Office Practices	50			-----*		
Clerical/Clerk.	45			-----*		
Food Service	43			---*-----		

NOTE: Dashes represent the average range according to sex

Name:

OCCUPATIONAL SCALES

		Very			Very	
Theme	Standard	---Dissimilar---		Midrange	---Similar---	
Code	Occupation	Score	15	25	44	54

REALISTIC-----						
RI	Aircraft Mechanic	22		-----*		
R	Auto Mechanic	21		-----*		
R	Bus Driver	17	*	-----		
RI	Camera Repair Tech.	25		-----*		
R	Carpenter	11	*	-----		
RI	Conservation Officer	3	*	-----		
RI	Dental Lab. Techn.	35		-----*		
RI	Drafter	17	*	-----		
R	Electrician	14	*	-----		
RS	Emrgcy Medical Techn.	16	*	-----		
R	Farmer/Rancher	20		-----*		
R	Firefighter	9	*	-----		
RI	Forest Ranger	7	-----*			
RC	Hardware Store Mgr.	2	*	-----		
R	Janitor/Janitress	21		-----*		
R	Machinist	13	*	-----		
RC	Mail Carrier	22		-----*		
RIA	Musical Inst. Repair	19		-----*		
RI	Navy Enlisted	30		-----*		
RI	Orthotist/Prosthetist	19	*	-----		
R	Painter	20	*	-----		
RI	Park Ranger	13	-----*			
R	Pipefitter/Plumber	12	*	-----		
RS	Police Officer	17	*	-----		
R	Printer	26		-----*		
RI	Radio/TV Repair	19	-----*			
RC	Security Guard	23		-----*		
R	Sheet Metal worker	9	*	-----		
RI	Telephone Repair	27		-----*		
RI	Tool/Die Maker	9	*	-----		
R	Truck Driver	14	*	-----		
RI	Veterinary Technician	2	*	-----		

NOTE: Dashes represent the average range according to sex

Name:

OCCUPATIONAL SCALES - continued

Theme Code	Occupation	Standard Score	Verv		Midrange	Verv	
			---Dissimilar---	25		---Similar---	54
			15			14	
INVESTIGATIVE-----							
IS	Chiropractor	23		-----*			
I	Computer Programmer	38		-----	*		
ISA	Dental Hygienist	16	---*	-----			
IR	Electronic Technician	29		-----*			
I	Math-Science Teacher	41		-----	*		
IR	Medical Lab. Tech.	30		-----*			
IRS	Radiological Tech.	29		-----*			
IRS	Respiratory Ther. Tech.	17	*	-----			
IR	Surveyor	27		-----*			
ARTISTIC-----							
A	Adver. Artist/Writer	30		-----*			
AE	Advertising Executive	33		-----*			
A	Author/Writer	37		-----	*		
ASE	Counselor-Chem. Depend.	47		-----		*	
A	Interior Designer	19	-----*				
AE	Legal Assistant	51		-----		*	
AI	Librarian	65		-----			*
A	Musician	17	-----*				
AE	Newspaper Reporter	50		-----		*	
A	Photographer	33		-----*			
ARI	Piano Technician	30		-----*			
SOCIAL-----							
SR	Athletic Trainer	11	*	-----			
SA	Child Care Assistant	21		-----*			
SA	Cosmetologist	4	*---				
SA	Elementary School Tcn.	43		-----	*		
SC	Lic. Prac. Nurse	21		-----*			
SC	Nurse Aide	5	*---				
SR	Occupational Ther. Asst.	13	*	-----			
SIR	Operating Room Tech.	21		-----*			
S	Physical Ther. Asst.	11	*	-----			
SI	Registered Nurse	19		-----*			

NOTE: Dashes represent the average range according to sex

Name:

OCCUPATIONAL SCALES - continued

Theme	Occupation	Standard Score	Very Dissimilar 15	Midrange 25	Very Similar 44 54
-------	------------	----------------	-----------------------	----------------	-----------------------

ENTERPRISING-----

ER	Barber/Hairstylist	1	*	-----	
EAS	Buyer/Merchandise	29		-----*	
E	Card/Gift Shop Manager	24		*-----	
ES	Caterer	18	*	-----	
E	Florist	28		-----*	
ECS	Food Service Manager	22		-----*	
ECS	Hotel/Motel Manager	26		-----*	
ESC	Insurance Agent	23		-----*	
E	Manufacturing Rep.	16	*	-----	
EAS	Personnel Manager	51		-----	*
EA	Private Investigator	42		-----	*
EC	Purchasing Agent	38		-----*	
E	Real Estate Agent	24		-----*	
ESA	Reservation Agent	22		*-----	
ECS	Restaurant Manager	26		-----*	
EC	Travel Agent	31		-----*	

CONVENTIONAL-----

CE	Accountant	33		-----*	
CE	Bank Teller	17	*	-----	
C	Bookkeeper	30		-----*	
C	Cafeteria Worker	8	*	-----	
CE	Court Reporter	39		-----	*
CE	Data Entry Operator	36		-----*	
CS	Dental Assistant	20	*	-----	
CSE	Exec. Housekeeper	27		-----*	
CS	Medical Asst.	19		-----*	
CS	Pharmacy Tech.	21	*	-----	
C	Secretary	30		-----*	
CS	Teacher Aide	32		-----*	
CSE	Waiter/Waitress	21	*	-----	

NOTE: Dashes represent the average range according to sex

APPENDIX E
INFORMED CONSENT FORM

TO: Participants in the Career Options Workshop

FROM: James Reed
Intern-Psychologist
Counseling Services
University of Missouri, Columbia

SUBJECT: Vocational Test Interpretation Study

I would like to request your participation in a study of how counselors and their clients conduct the interpretation of a vocational interest inventory. My interest is in trying to identify commonly used patterns in the conversation between you and your counselor as you discuss your test results.

In order to conduct my research, I need tape recordings of the natural conversation between counselors and clients who are talking about the results of vocational interest inventories. As part of my study, I will transcribe these conversations. However, in order to protect your privacy, I will make sure that I delete or change any information on the transcript that might identify you or your counselor.

Your counselor has agreed to take responsibility for taping his or her talk with you. You have the right, however, to refuse being taped, or to request that the counselor turn off the tape recorder at any time. Refusing to be taped, or asking to turn off the tape recorder, will not affect your interpretation.

If you are willing to have your conversation taped, please read and sign the Informed Consent Form below.

INFORMED CONSENT

I have read the description of this study and consent to have my test interpretation taped. I understand that I may ask to have the tape recorder turned off at any time, without penalty. If I have questions about what is done with this recording, I may contact James Reed at the address above.

Date: _____ Signature: _____

TO: Counselors in the Career Options Workshop

FROM: James Reed
Intern-Psychologist
Counseling Services
University of Missouri, Columbia

SUBJECT: Vocational Test Interpretation Study

I would like to request your participation in a study of how counselors and their clients conduct the interpretation of a vocational interest inventory. My interest is in trying to identify commonly used patterns in the conversation between you and your client as you discuss their test results.

In order to conduct my research, I need tape recordings of the natural conversation between counselors and clients who are talking about the results of vocational interest inventories. I would like you to participate and to take responsibility for taping your sessions with your clients.

I will provide you with tapes to use on the evening you interpret tests with the Career Options participants assigned to you. After you have recorded a session, I would like you to put the date, your initials, and the client's initials on the tape.

You have the right to refuse taping. Also, I would like you to use your clinical judgment during your interpretations. If it would be in the interests of your clients to stop taping, please do so. Just note on the tape that the recording is of an incomplete session.

If you are willing to tape your conversation with your clients, please read and sign the Informed Consent Form below.

INFORMED CONSENT

I have read the description of this study and consent to tape the test interpretations I provide my Career Options clients. I understand that I may turn the tape recorder off at any time as I see fit, especially if doing so is in the best interests of my clients. If I have questions about what is done with this recording, I may contact James Reed at the address above.

Date: _____ Signature: _____

VITA

James Randall Reed was born in Monrovia, Liberia, West Africa on March 16, 1953. He attended elementary school in Liberia, graduated from high school in Pennsylvania, and, in 1975, received a Bachelor of Arts degree, with a double major in English and Philosophy, from the University of Miami at Coral Gables. In 1980 he received the Master of Arts in College Teaching degree with a major in English from The University of Tennessee, Knoxville.

After teaching English as a second language for a year, he re-entered The Graduate School of The University of Tennessee, Knoxville. After a required internship at the Student Counseling Services of the University of Missouri-Columbia, he completed work on a Doctor of Philosophy degree with a major in Counseling Psychology.