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Correlations Between Ego Identity Development and Career Development

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CORRELATIONS BETWEEN EGO IDENTITY DEVELOPMENT

AND CAREER DEVELOPMENT

by

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CHAPTER I

INTRODUCTION

There are numerous ways in which people choose their occupation. Some choose a career by simply asking their parents or friends for their opinion on what would be a good occupation. Others may talk to people in the occupation, or go to the library to gather information about occupations that are of interest. Because of the importance of the career choice to the individual's well-being and productivity in a career, some try a more organized approach. A career counselor, who can utilize tests to aid in the search process as well as provide information on occupations, can be a valuable resource.

There are two paths that a career counselor may use to assess possible occupations. The first path is to measure the skills a person has and to find an occupation that fits the abilities of the individual. In this method, the counselor uses aptitude tests such as The General Aptitude Test Battery (GATB) to evaluate the person's intelligence and abilities. The person is then matched to occupations based on this information (Zunker, 1986). Unfortunately, this method does not take into account whether the person likes or is interested in their occupation. A different path is to

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try to match the needs of the person to the needs of the occupation. The second alternative matches the interest and personality of the employee to the work environment. In this method, the counselor uses interest test such as the Strong-Campbell Interest Inventory (SCII).

In comparing the two paths typically used by counselors, the first method assesses abilities, yet basically ignores what the person enjoys doing. This aptitude approach, however, is by far the most widely used by placement counselors. The interest approach is used most by counselors; because of the belief it leads to higher job satisfaction. The assumption of the second approach is that the person will usually not develop a strong interest in areas that he or she lacks abilities. On the other hand, if a person has enough interest in an activity, they may develop the necessary abilities, something the aptitude tests over look.

The interests method evolved from the trait-and-factor theory. According to this theory, the occupation is the focus of the study and the people in the occupation are the data sources (Super, 1972). In other words, career guidance is accomplished by studying the traits of the person and then studying the occupations available, thereby matching the person and occupation (Zunker, 1986). Holland (1972), developed

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an extension of the trait-and-factor theory (Guthrie &
Herman, 1982), based on matching interests with
compatible environments.

The foundation of this theory is based on four
theoretical premises. First, there are six kinds of
occupational environments from which a person could
choose. Second, a person's interests are arranged in a
hierarchy, in which a person's main interest would be
on top. Third, the hierarchy describes the vocational
preference for the individual. Fourth, the hierarchies
are mediated by self knowledge and occupational
knowledge (Holland, 1972). Holland established a
correlation hexagon of occupational interest groups.
The hexagon helps to conceptualize the information into
interests that are both similar and opposite in nature.
The basis of this theory is that people would be more
successful when they are working in an environment that
is congruent with their interests, because these
compatible environments provide more rewards to the
employees.

No matter which approach a career counselor used,
the aptitude test or interest test, ego development in
occupational choices has not been taken into account in
the career counseling process by most counselors. For
example, how the person goes through the decision
process of choosing an occupation is dependent on their

ego development. Does the person decide on a career without researching possibilities, or do they look for information before deciding? Career choice in young adulthood coincides with critical stages in ego development.

Ego development in adolescence and young adulthood is the process of deciding "who am I" and establishing identity. Career choice is one of the critical decisions in the process of ego development. Grotevant (1987) established the theoretical ground work for combining career exploration and ego development. According to Grotevant, career exploration is one aspect of ego development. Previous to Grotevant's work, no one had attempted to establish how ego development and career exploration converge.

Ego development and career interest can be measured with established psychometric instruments. The Strong-Campbell Interest Inventory (SCII) helps to organize one's interests into patterns and general interest areas (Hansen, 1984). In addition, the SCII helps to define compatible work environments by comparing the respondents interests with interests exhibited for various occupations. The SCII shows the respondent the general interest that he or she has, as well as the jobs the person would be compatible with by comparing their results to those of established

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workers.

Career preferences are also assessed with the Myers-Briggs Type Indicator ([MBTI], Myers, 1962). In contrast to the SCII which assess interest, the MBTI assess personality types to find careers that would be rewarding and compatible. The test divides one's personality into four areas, extrovert or introvert, sensing or intuitive, thinking or feeling, and judging or perceptive.

Another test, not as commonly used for career assessment, is the Fundamental Interpersonal Relation Orientation - Behavior (FIRO-B). Initially developed for marriage therapy and clinical work (Schutz, 1966), it is viable for career exploration because it gives "considerable understanding of individual behavior and the interaction of people" (Schutz, 1966, p. viiii).

With SCII, MBTI, and FIRO-B career development is assessed in terms of interests, personality type and behavior patterns. To assess ego development, the Extended Objective Measure - Ego Identity Statuses (EOM-EIS) developed by Bennion and Adams (1986) has been widely used. The EOM-EIS measures how people go about making important commitments and decisions in life, such as their career choice, religion, and friendships.

Problem

How a career guidance counselor would counsel a client into career exploration would depend on the present level of ego identity status of the client. Unfortunately, there is a lack of understanding on how ego development may affect how career guidance tests should be interpreted and used.

Purpose

The purpose of this study is to investigate relationships between ego identity development and career development. To see how ego identity development affects career test results, the study will investigate relationships among EOM-EIS, SCII, MBTI, and FIRO-B.

CHAPTER II

REVIEW OF LITERATURE

The choice of career is influenced by many factors. Often these influences are not recognized or analyzed by the individual. While a complete awareness of all these influences may be impossible, the greater the awareness an individual has of the factors influencing him or her, the more choices that individual makes can be conscious, well-considered and will result in better career decisions.

While most career counseling is based on identifying aptitudes, other research has found job satisfaction and productivity to be higher when the needs of the person and the needs of the occupation are matched more broadly than by aptitudes alone (Zunker, 1986). The interest of the individual, the personality traits, and the interpersonal behavior styles all help create a more complete picture for matching individuals and occupations.

The tests career counselors use must be viable in helping people find meaningful and fulfilling occupations. A review of the tests that counselors use and empirical data on the tests will be explored in this section.

The Assessment of Interest

Much of the impetus for taking individual interest into account in career counseling is due to the work of Holland (1972). Holland's theory states that a person is most comfortable in an occupation that is congruent with his or her interests. In other words, the work environment should fit the interest type of the person (Holland, 1973, 1985; Mount & Muchinsky, 1978).

Many factors establish the interest patterns of an individual. Osipow (1968) stated that interests are based on genetic and environmental influences. Later Osipow (1979) proposed that interests are an outcome of rewards that are gained from an activity. Stated differently, if a person views himself or herself as good at an activity, he or she will enjoy the activity. Holland (1973) stated that a person's personality is developed through heredity, activities, interest, competences, and disposition. The elements that affect the interest are the environments in the home and school, relationship with peers and opportunities to explore new interests.

Holland's theory divides interest into six general categories. These categories or types are the basis of many interest measures, including the Strong-Campbell Interest Inventory (SCII). The types, as explained by Hansen (1984) and others (Cunningham, Slaonaker, &

Riegel, 1987; Osipow, 1968), are Realistic,
Investigative, Artistic, Social, Enterprising, and
Conventional.

Realistic types (R theme) are people that like to
work alone with things or objects. They like to have
orderly, structured work environments with well
established authority such as military or police and
with concrete results such as farming or construction
occupations.

Investigative types (I theme) are people who like
to work alone. Unlike the Realistic individual, the
Investigative people enjoy working in a world of
abstract ideas. They would rather think through
problems to solve them than have the answers determined
by a bureaucratic structure. Investigative careers
would include scientists, professors, or
mathematicians.

The Artistic types (A theme) are people that not
only prefer to work alone, like the Realistic and
Investigative people, but also like to work in an
occupation in which they can be self-expressive.
Artistic people tend to be independent and original.
Examples of occupations in the artistic field would be
lawyers, librarians, and musicians.

Social types (S theme), unlike the previous
mentioned interests, like to work with other people.

They express themselves well and are concerned for the well being of others. Social interest careers would include teachers, social workers, and guidance counselors.

Enterprising (E theme) people are persuasive and work well with words. They enjoy sales occupations. Like the Social types, they prefer to work with other people. Enterprising individuals also enjoy leadership, power, and material status. Sales and business management would be example occupations.

Conventional types (C theme) like highly structured environments to work in. They are not as interested in leadership as the Enterprising individual, but do enjoy material possessions. They feel more comfortable when they know exactly what is expected of them. Conventional people would enjoy jobs such as accounting, banking or secretarial work.

Literature written about the SCII is difficult to separate from literature covering Holland's six interest codes, since the SCII is integrated with Holland's (1973) theory. Two major interest inventories used for assessing interest of adults are: the Self Directed Search, and Strong-Campbell Interest Inventory.

The Self Directed Search (SDS) is an interest inventory that is designed for self administration.

The SDS tells the respondent to use their highest scores on the Holland's codes to find their desired occupations. The test does not inform the respondent of significant differences in score to find possible combinations of codes. (e.g., The respondent could be an ESA [Enterprising, Social, Artistic] or ESI [Enterprising, Social, Investigative] if there is not a significant difference between the A and I score, but the test does not allow the respondent to know this). Furthermore, the Self Directed Search is not as reliable as the SCII (Hansen & Campbell, 1985; Holland, 1979). Last, there is not an occupational comparison scale. That is, there is not a scale that tells the respondent how he or she compares to people in the work force. Hence, the SDS was not selected to use in this study.

The SCII, on the other hand, also gives the Holland's scores, but needs an interpretation from the counselor to take into account significant differences between scores on the Holland's codes. The SCII offers a comparison scale of how the respondent's answers compare with others in the work force, thus allowing one to see if they have common interests with people in the occupation to which they are aspiring.

Holland's (1973) theory has been tested in numerous empirical studies, with both negative and

positive results. On the one hand, supportive evidence of Holland's theory in matching environment with the interest of the person has established a viable means of career exploration (Guthrie & Herman, 1982; Mount & Muchinsky, 1978). To illustrate this point, it can be viewed as similar to putting a round peg into a round hole. That is, if the person's interest fit the required interest for the job, it is a satisfactory fit. In contrast, if you try to put a round peg into a square whole, it is like trying to match incompatible interest patterns and job descriptors, dissatisfaction will result.

Negatively, Erwin (1982) claimed weak support for Holland's constructs. Erwin (1982) explained that one of the limitations of the Holland's theory is that a code could not appear twice. For example, if one's first choice was investigative, then his or her second choice could not be investigative as well. In addition, Osipow (1968), states that "the adequacy of occupational choice is largely a function of the adequacy of self-knowledge and occupational knowledge" (p. 44). Therefore, SCII can help only self-knowledge, not occupational knowledge.

Like the complaints about the codes, questions have been raised about the validity of self-described careers versus the results of interest test derived

careers. Borgen and Seling (1978) and Gottfredson and Holland (1975), found that self-described careers seem to fit the person better than the results of interest test derived careers. However, Super, Strarishevsky, Martlin, and Jordaan (1963) found that the Strong's Interest Inventory scores matched how people ideally describe themselves. One should note that not all interest inventories have the same validity and reliability. The SCII is much more reliable then the SDS. This alone could account for the variation of the results among these different studies. Unfortunately, the SCII is more expensive and requires an interpretation, hence, it is not as popular as the Self Directed Search for research purposes.

There has been extensive work in the interest inventory area. The Self-Directed Search ([SDS], Holland, 1979) has been used as an assessment on interest inventories (Aronowitz, Bridge, & Jones, 1985; Gottfredson, & Holland, 1975; Healy & Mourton, 1983; Iachan, 1984; Johnson, 1987; Mount and Muchinsky, 1978; Prediger; 1980; Tucher & Keeling, 1980; Walsh, Bingham, & Sheffey, 1986). The SDS is a self-administered and self interpreted test where the respondent sums the like responses in each of the six interest areas, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Another interest inventory developed by Holland (1972) is the Vocational Preference Inventory (VPI) which has been used by researchers to assess interest as well (Guthrie & Herman, 1982; Martin & Bartol; 1986; Swaney & Prediger, 1985; Walsh & Bingham, 1986). The VPI is the predecessor to the SDS and works in similar fashion.

The popularity of these other interest inventories is surprising. After all, it has been said about the SCII that it has "become the acme of practical psychometric perfection" (Super, Strarishevsky, Matlin, & Jordaan, 1963, p.3). One would expect that the high validity of the SCII would make it the preferred choice for research.

There are other problems with these other interest tests. The results do not always lead one to the best career choice. Tucher and Keeling (1980) found that the respondent should look at all possible code combinations to find the list of possible occupations (this is particularly true for females). In the SCII, interest scores are provided, but it is up to the individual to look at all statistically significant combinations of scores.

Nonetheless, there is still supporting evidence for the use of interest inventories in the aid of career exploration (Martin & Bartol, 1986). Martin and

Bartol (1986) found that the use of a person's highest codes aided in finding an occupation which is compatible with their interest type.

Having explored the theoretical derivation of the interest inventories, attention will now focus on the structure of the SCII. Strong's measure of interest is accomplished by measuring one's attraction towards and repulsion from, activities (Osipow, 1979), whereas Holland's VPI (1972) measures one's attraction towards particular occupations, thus the SCII provides a greater basis to match the person and environment.

Vocational choice theorists believe that career changes are due to a mismatch between the person and his or her work environment (Valtenas & Wiener, 1977). It is also believed by the same line of study that emotional maladjustment could be due to poor career choice. Similar results found that there is a relation between job interest and job satisfaction. Stated differently, if the job fits the person's interest, then that occupation was found to be more satisfying (Swaney & Prediger, 1985). In contrast, Valtenas and Wiener (1977) found that mid-career change has a lower level of congruency between personal interest and required interests for the job. Johnson (1987) found a relation between social groups and interest test results. That is, social groups tend to

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have similar interest patterns.

In summary, the assessment of interest is generally accepted as an effective tool in career counseling. The SCII is accepted as the most valid test to use on college populations for career exploration.

The Assessment of Personality

The assessment of personality deals with how one prefers to take in information and how one uses the information to decide on a course of action. For example, does one prefer to absorb information by experience or hypothetical analysis. After the information is gathered, are decisions based on logic or feelings? Furthermore, personality tests evaluate whether the person is involved in the external world of people and things or is he/she involved in the inner world of ideas and thoughts. Another factor that personality tests evaluate is if the person prefers to view the world in a global sense or in a detailed, organizational sense.

According to career choice theories, personality placement tries to find compatible occupations by fitting the personality to the job. For example, one would not want a construction job if this person was involved in the inner world of ideas and prefers to look at possibilities, not facts and the reception of

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information based on the five senses. The results of a personality test would suggest that such a person would fit better in a research or scientific field. One such personality test commonly used in career exploration is the Myers-Briggs Type Indicator (MBTI).

The MBTI is divided into four scales with each scale having two possible results. The first scale consists of "extroversion" (E), which means a preference for relating to people and things, versus "introversion" (I), meaning that one relates to ideas and possibilities. The second scale is made up of "sensing" (S), meaning a preference for working with known facts, versus "intuition" (N), indicating a preference for possibilities and relationships. The third scale contrasts "thinking" (T) people who use logic in decision making with "feeling" (F) people who use feelings upon which to base decisions instead of cold logic. The last scale differentiates "judging" (J) and "perceptive" (P) individuals. Judging types are orderly, well planned individuals. Perceptive types are more spontaneous and plan less.

There is evidence to suggest the MBTI and the SCII are measuring similar factors. For example, 96 percent to 97 percent of the creative people are intuitive versus sensing. These same people are also artistic on the SCII test. Martin and Bartol (1986) found a

positive relationship between the artistic scale and the sensing - intuitive scale, where the artistic people scored higher on the intuitive side.

Although MBTI correlates with the SCII, "relatively weak support was found for the utility of the MBTI as a facilitator of vocational choice" (Martin & Bartol, 1986 p.64). There is also limited support for the MBTI as a tool for predicting college majors (Martin & Bartol, 1986). Previously, other studies had found moderate support for the MBTI as a tool in career guidance (Carlyn, 1977; Goldschmid, 1967). In addition, there is evidence of sound test-retest reliability of the MBTI (Carlyn, 1977).

Because the MBTI has established reliabilities and is easy to administer, it provides additional useful information for a low investment of time and effort it is often used on career exploration assessment.

Assessing Interpersonal Behavior Patterns

Interpersonal behavior measurement is assessing how people prefer to interact with others. An example of this is how much a person wants to be included by other people. If the person does not want to be included in social settings, his or her behavior will be noticed by others in the way that he/she interacts in conversations or in meetings. The same can be said

about how much a person wants to control others or show affection to them. These interactive behaviors will also be noticed by those with which one interacts.

There are two ways to assess interpersonal behavior: observation and testing. Observation requires many hours of work by a highly trained person to successfully accomplish the assessment. For this reason, it is often not a practical solution. Objective tests are less time-consuming and require less training to administer and interpret than observation. A popular interpersonal behavior test is the Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B). The FIRO-B is made up of three scales. The "Inclusion" scale assesses a person's desire to be included by other people. The second scale establishes how much the person wants to "Control" or be controlled by others. The last scale measures how much "Affection" a person wants to give to and receive from people.

There is very little research on the FIRO-B as a career guidance tool. This seems to be unfortunate because of the information the FIRO-B offers someone exploring career possibilities. It aids in finding occupations that have compatible interpersonal interactions requirements. For instance, if one wanted to become a Certified Public Accountant (CPA),

but had high inclusion expressed scores one would feel
uncomfortable with this job because people with high
scores in this area will tend to move toward social
settings, and accountants do much of their work in
solitude (Ryan, 1977). In fact, a person with a high
inclusion score is likely to feel more comfortable with
a job in sales (Schutz, 1966). Not only does the FIRO-
B show how people prefer to interact, but there are
other advantages as a career assessment tool. The test
is short, which alleviates test fatigue and anxiety to
the respondent. The test is also set up to avoid
socially acceptable responses, thereby making the test
difficult to fake (Ryan, 1977).

The Assessment of Ego Identity

The process of career choice, and the interests,
personality characteristics, and interactional styles
that go into occupational choice, is also influenced by
the ego identity development of the individual. Ego
identity is the individual's sense of who he or she is,
and what is important in life. Identity develops
throughout life, but is most important in adolescence
and early adulthood.

Erik Erikson (1959, 1963, 1968) was the first to
identify the individual's search for identity as the
central task of adolescence. Erikson proposed that
human psychosocial development progressed in stages,

with each stage building on the previous one. The fifth stage takes place in the adolescent years. He called this stage "Identity Achievement vs. Role Diffusion." If adolescents fail to successfully resolve this task, according to Erikson, their ability to meet the succeeding tasks in adulthood is impaired.

Others since Erikson have recognized identity formation as the major developmental task facing adolescents (Bosma & Gerrits, 1985; Conger, 1975: Grotevant & Cooper, 1985; Josselson, 1980; La Voie, 1976; Powers, Hauser, Schwartz, Noam, & Jacobson, 1983). James Marcia (1966) was among the first to operationalize Erikson's theory of identity development so that it could be tested. Based on identifying the presence or absence of an individual's experience with crisis and commitment, Marcia proposed four identity statuses.

These four statuses may be viewed as different degrees along a continuum of identity formation. In the "Identity Diffusion" status, the adolescent has experienced little crisis over identity issues and has made no commitment to any goals. The individual's energies are unfocused and diffused in many directions. Further, the diffused person has no particular concern over this lack of direction.

In the "Foreclosure" status, identity has been

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"obtained" through assimilation of the parents'
standards, values, and ideology with little individual
searching or crisis. Rather than going through a
process of searching themselves, adolescents in this
category have adopted the values of parents, school,
and church without questioning them.

As the name of the "Moratorium" status implies,
the adolescent is currently in a state of searching or
crisis, trying out different identities like parts in a
play. This individual realizes the important decisions
to be made, but is not making any commitments yet.

An adolescent who has decided on values, beliefs
and goals based on his/her own searching, is considered
to be in the "Identity Achieved" status. This is the
goal of identity development according to Erikson in
that the adolescent has decided after independent
thought and exploration. The identity achieved status
is the only one combining both crisis or searching with
decision and commitment.

Research on career exploration and identity
development emphasizes home influence (Grotevant,
1987,1979; Super, 1957), and the role schools play
(Super, 1957). It was found in a study on high school
seniors that the majority have a poor understanding of
their stated career choice (Grotevant, Catherine, &
Kramer, 1986). There has been limited research on how

ego development influences career preferences or career development.

Grotevant (1987) has developed a theory that combines the psychological traits (Unruh, 1979) and the sociological theories of career exploration (Unruh, 1979) with the theory of ego identity development. According to this theory there are four domains that one explores to develop his or her career orientation. One domain deals with the abilities and traits the individual has, namely, his personality, ego identity, self-openness, and self-monitoring. Another domain is the context of development. For example, the subculture or family that the person lives in would fit in this domain. School, peers, and work influences would also fit into the context of development. The other two domains are interaction areas of the previously mentioned domains. The following is an example of how the domains interact. If one takes a child from an indigent family, he or she may not have the option to go to a university to gain further education and career exploration. For that matter, he or she may not be able to explore at all and may have to take the first available job.

Grotevant's (1987) theory shows how Ego Development is influenced by many aspects of life, namely, school, family, Social Economic Status, and

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education. In addition, these same factors also effect one's personality, behavior and interest which are also the other three areas of assessment in this study.

Ego Identity measurements assess how a person explores and commits to goals or identities such as occupational choice or friends. Some people prefer to make such choices without much effort on their own, thus relying on the choices of their parents or other important people in their life. On the other hand, others prefer to wait for final commitment to such decisions until they have been able to gather as much information as possible. Still, others have made their mind up after reviewing all pertinent data, while others have not looked at the issue of deciding at all, thus not exploring or committing.

There are two ways of assessing ego identity, one being observation with requires time and training. Another method is the objective method which require less time and training than observation.

The work on ego identity statuses has been very prolific. The research has ranged from how females develop identity (Adams, 1985; Archer, 1985), to drug abuse (Jones & Hartman, 1988).

A popular tool is the Extended Objective Measure - Ego Identity Status (EOM-EIS); (Bennion & Adams, 1986). This measure is useful because it is simple for the

respondents to take and does not require much of their time. The EOM-EIS categorizes the respondents into one of Marcia's identity statuses.

Relatedness of Interest, Personality, Interpersonal Behavior, and Ego Identity

In comparing the different theoretical bases, one would expect some common elements and correlations. For example, a diffused person on the Ego Identity Scale would be expected to have a very flat profile on the SCII with few scores being significantly higher than any of the other scores. One would expect the flat profile because the person has not explored much yet, and has no areas of focus. In contrast, an identity achieved person would have a more clearly differentiated pattern on the SCII. The identity achieved person would have more focused interests with only one or two scores in the high to very high range. The remaining scores would be in the average to low range. The results would be expected because they have explored discovered, and committed to some of their interests in life. Moratorium would have less well defined SCII results than the achieved individual because they are still exploring possible careers, thus still discovering their interests. A foreclosed person would have similar patterns to an achieved person, but for different reasons. The foreclosed person's patterns will be because of identification with a

significant other rather than exploring.

Conceptually, the MBTI is much harder to correlate with the EOM-EIS than the SCII. It is expected that as one is beginning to explore, their scores will tend toward the mean and not be pronounced on any of the scales. As people explore possibilities in life, they become more dogmatic and less able to see multiple possibilities and will show a definite trend toward extreme scores. Upon further exploration more options are seen, hence test results will lean again more toward the mean for identity achieved people, but for different reasons than the diffused people. Similar conclusions would be hypothesized concerning the FIRO-B scores.

Summary

This study hypothesized relationships between career exploration measures and an ego identity measure. As a career counselor works with a client, if he or she knew where the person is in the area of ego development, correctly counseling the client on developmental tasks about their career exploration would be much easier.

If the relationship between the two types of measures is shown in this study, then the counselor has relevant information readily available to them through assessment. If not, then some sort of ego development

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assessment through interviewing would be appropriate to enhance career counseling.

Hypothesis

This study expects to support the following hypothesis.

1) There are significant statistical correlations between EOM-EIS and SCII.

2) There is no correlation between EOM-EIS Identity Achieved and MBTI.

3) There is no correlation between EOM-EIS Identity Achieved and FIRO-B.

CHAPTER III

METHOD

Subjects

The subjects were students in an introductory
career exploration class at Utah State University.
There were two sections of the class, a day time and a
night time class. The day class was a blend of
students ranging from freshman to seniors, with the
majority of the students being freshman and sophomores.
The evening section consists of students and
individuals that are in the work force and desiring to
take a career exploration class. On the average, the
evening section students were older than the day
section. There were approximately 100 students
enrolled in the two sections from which the sample was
drawn.

The sample was selected on a voluntary basis. A
presentation was given to the students and participants
were solicited.

Instruments

SCII The Strong-Campbell Interest Inventory
represents one of the most accurate of all
psychological tests (Super et al, 1963). It is a 325
item test that measures a person's interest in a
general sense, as well as basic interest areas for each

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of the general interests. For example, agriculture is in the general interest of realistic and occupational interest.

The test-retest reliability correlations have been divided into three time frames: a two week lag time, a thirty day lag time and a three year lag time between test-retesting. The correlations are as follows: For the Realistic, .91 for the two week, .84 for the 30 day, and .78 for the three year lag time. For the Investigative .90, .84, .78 for the two week, 30 day and three year respectively. For the Artistic, .93, .91, .87; for the Social, .89, .86, .82; for the Enterprising, .85, .85, .80; for the Conventional, .91, .84, .79; for the two week, 30 day and three year retest. The median correlation for all scales on the two week lag time was .91, which was gathered from a sample of 106 females and 74 males. On the other hand, the 30 day median for all scales was .86 with 35 females and 67 males. The 3 year retests contained a median correlation of .81 for the general interest scales. This statistical data was gathered with 65 females and 75 males (Hansen & Campbell, 1985). Like the test-retest correlations, there is evidence of a high degree of internal consistency of the themes with a correlation of .92 for males and .91 for females.

Although the SCII is a valid and reliable

psychological test, it is sometimes not used by researchers because of cost. In this research study, the problem had been taken care of since the test was required for the career exploration class.

MBTI The Myers-Briggs Type Indicator does not enjoy the validity strength that the SCII does, nonetheless, it is still a valid psychological test. The split-half reliabilities for the MBTI with a sample of 100 people are quite high. The split-half reliabilities for the extrovert and introvert is .81. An extrovert is someone who relates to the outer world of people and things, whereas, an introvert is someone who is in touch with the inner world of ideas. The reliabilities for the sensing and intuitive scales is .87. Sensing people prefer to work with known facts. In comparison, intuitive individuals like to look at possibilities and relationships. The thinking and feeling scales is .83, but .84 for the judging and perceptive. Thinking personality types make decisions on impersonal analysis and logic, not personal feelings and values like the feeling personality types. Judging personality types prefer an orderly, planned way of life. In contrast, perceptive people prefer flexibility and a spontaneous life style. Validity was tested by correlations with the SCII. Extrovert scores varied with sales manager establishing a

correlation of .37. Sensing and banking correlated with .51. Similarly, Intuitive correlated with psychology of .55. Last, Perceptive and Artistic correlated with a weak correlation of .20.

The Myers-Briggs Type Indicator is a 126 item forced choice questionnaire aimed at measuring personality types (Martin & Bartol, 1986).

The MBTI was chosen for this study for four reasons. First, it is simple to administer. Second, unlike many career guidance tests, the MBTI does not use interest to assess the individual, rather, it tests the personality compatibility for the chores of the occupation. Third, there is evidence of convergent validity with the SCII. In addition, the MBTI was found to have moderate predictive validity for college majors (Goldschmid, 1967).

FIRO-B The Fundamental Interpersonal Relations Orientation - Behavior test is a 54 item test that measures behavior preference in interactions between people (Schutz, 1966). The strength of this test is two fold. First, the test is hard to "fake". Second, it is quick and simple test to administer (Schutz, 1966).

The test-retest correlations for the FIRO-B is .82 and .75 for the inclusion scale (expressed is your overt behavior towards others and want is the behavior

you desired to receive from people), whereas, .74 and .71 for the control scale (expressed and want) was found. Similar results were discovered for the affection scale with .73 for the expressed and .80 for the want.

The content validity of the FIRO-B was found to be .90 (Schutz, 1966). Schutz (1966) states that "this implies that any sample of items in this dimension would rank respondents in essentially the same way" (p.66). In addition, the internal consistency was also tested with the results of .94 for expressed inclusion and .96 for want inclusion. Express control and want control correlated with .93 and .94 respectively. Similar strength in internal consistency was found with the affection scales, with express and want both being .94. In addition, this test takes a different approach to career exploration by matching jobs that require similar behavioral interactions to your personal preference.

EOM-EIS The Extended Version of the Objective Measure of the Ego Identity Status is a 64 item test (Bennion & Adams, 1986; Grotevant & Adams, 1984). Discriminate validity focuses on whether the items of the test have different constructs (Bennion & Adams, 1986). In other words, the test does not want to have the constructs testing the same things. In testing the

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discriminate validity, 13 of the 28 items tested were significant to the p> .0001 level, and two of the items were significant to the p> .05 level. The remainder of the scores were significant to a lesser degree. Similar results were found in the convergent validity test. The correlation for the male sample had 11 scores significant to the p >.001 level, three scores significant to the p >.01 level and four scores significant to the p >.05 level, the rest being non-significant at those levels. The correlations for the female sample had six scores significant to the p >.001 level, three at the p >.01 level and four at the p >.05 level with the remaining found to be significant at lower levels (Bennion & Adams, 1984).

Data Collection

Since the career assessment tests are required for the career exploration class, these tests did not have to be administered to the subjects. However, the EOM-EIS was presented and given to the class.

Analysis of Data

The data was analyzed using SPSSX to discover the correlations among EOM-EIS, SCII, MBTI and FIRO-B.

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CHAPTER IV

RESULTS

The sample for the study consisted of 94 undergraduate students enrolled in a career exploration class. The sample was predominantly white freshman, 18-19 years old. Because of the homogeneity of the sample, only gender was controlled. The gender of the respondent was factored out via a partial correlation. The usable sample size was small, with n ranging from 26 to 94 depending on missing data. The missing data were excluded on a case by case basis so that n could be as large as possible for each analysis. In other words, if a person had missing data, he or she was not dropped from the study, rather, just dropped from that particular analysis. This left the maximum number of valid cases for each correlation.

In the first hypothesis, it was expected that there would be a positive correlation between the EOM-EIS and the SCII. The EOM-EIS is an objective test that assesses the level of ego development that a person has obtained. The level of ego development for a person would depend on how much he or she has explored and committed in his or her life.

The SCII is a test that assesses interests a person has by comparing the respondent's answers on an

interest test to those of a normed population. The
SCII then tells the respondent where their interests
are greater or lesser than the population.

There were 78 usable cases for the comparison of
the SCII and EOM-EIS. Support for the hypothesis that
there would be a positive correlation between the EOM-
EIS and SCII was mixed. The Ideological Diffused scale
was negatively correlated with the Investigative,
Social, Enterprising, and Conventional types (see Table
1). The other ideological scales from the EOM-EIS had
fewer significant correlations with the SCII. The
Ideological Foreclosed correlated with the Conventional
scale only. Similarly, the Ideological Moratorium
correlated with the Artistic and Conventional scales.
Ideological Achieved did not correlate significantly
with any of the interest groups at the $p < .1$ level.

The Interpersonal scales from the EOM-EIS had
fewer significant correlations than the Ideological
scale. The Interpersonal Diffused scale correlated
negatively with the Social themes, whereas the
Interpersonal Foreclosed correlated with Conventional
types. Last, the Interpersonal Achieved scale
correlated with the Social scale.

The second hypothesis tested the relationship
between the EOM-EIS and the MBTI. The MBTI is an
interest test that assesses one's preferred personality

Table 1

Correlations between the SCII and the EOM-EIS

EOM-EIS

| | Ideological Scale | | | | Interpersonal Scale | | | |
	Diffused	Foreclosed	Moratorium	Achieved	Diffused	Foreclosed	Moratorium	Achieved
Realistic	-.0407	.0631	-.0612	.0121	.0255	-.1052	.0561	.0712
Investigative	-.1807*	-.0710	-.1201	.0267	.0070	-.0883	.0711	.0440
Artistic	-.1259	.0166	.1526*	.0236	.0421	.1385	.2583	.0047
Social	-.3290*	.0226	-.2210*	.1410	-.3467*	.1432	-.0903	.2054*
Enterprising	-.2022*	.0950	-.0014	.0319	-.0517	.0574	-.0061	.0996
Conventional	-.2913*	.1618*	-.2247*	-.0070	-.0213	.1696*	-.0772	.1356

SCII

*Note: All of the correlations were found to be significant to the P<.1 level.

patterns. That is, it assesses how people like to gather information and how they prefer to process the information. Likewise, it assesses whether a person prefers to be involved in the inner world of ideas or outer world of people and things.

It was hypothesized that there would be little or zero correlation between EOM-EIS and MBTI. This hypothesis stated that the Achieved individuals would be more balanced in their personality patterns. In other words, Achieved individuals would have sorted through their concerns dealing with their personality. Conducting this sorting process would leave the person at a position of comfort, but all Achieved people would have different personality strengths, thus leaving a random pattern to try and correlate with the EOM-EIS.

This hypothesis was not supported, in that significant relationships were found between some identity statuses on the EOM-EIS and some personality types on the MBTI (see Table 2). The MBTI extrovert personality type was correlated with the Ideological Moratorium and Interpersonal Foreclosed statuses on the EOM-EIS. On the other hand, Introverts did not correlate significantly with any of the Ideological scales. Sensing people correlated with Interpersonal Moratorium, but not with any of the other identity

Table 2

Correlation between EOM-EIS and MBTI

EOM-EIS

	Ideological Scale				Interpersonal Scale			
MBTI	Diffused	Foreclosed	Moratorium	Achieved	Diffused	Foreclosed	Moratorium	Achieved
Perceptive	-.0392	.0517	.0108	.0370	.0727	.0559	.1640	-.0766
Judging	-.2550	-.2958*	-.0748	.0398	-.1273	-.0863	.0024	.0668
Feeling	-.1784	-.0408	-.2969*	.0828	.0882	-.0644	.0512	.0871
Thinking	.3818*	-.0589	.03551	-.2004	.2926*	-.0725	.0235	.0534
Intuitive	.1756	-.0221	.2087	-.0752	.1222	.0310	.1085	-.0491
Sensing	-.2105	.1087	-.1785	-.0535	-.0294	.0025	-.2292*	-.0333
Introvert	-.2155	-.2271	-.2206	.3356*	.0869	.0077	.0715	-.0176
Extrovert	.0794	.1453	.1920*	.2122*	-.0629	.2380*	.1188	.0817

statuses. Intuitive personality types did not correlate with any of the EOM-EIS identity statuses. The thinking personality types correlated with two of the statuses, the Ideological Diffused and Interpersonal Diffused. Whereas, Feeling types only correlated with Ideological Moratorium. Judging types were found to correlate significantly with Ideological Diffused and Foreclosed, but other correlations were not significant at the $p < .1$ level. In contrast, the Perceptive types did not correlate at the $p < .1$ level with any Ideological measure.

In testing the third hypothesis, that there would be low correlations between EOM-EIS and FIRO-B, it was predicted that as a person becomes Identity Achieved, they would become more consistent and uniform with their interpersonal behaviors. The FIRO-B measures interpersonal behaviors in three areas. First is the Inclusion scale which measures how much a person wants to be included in groups. The second scale, is Control. This scale measures how much one wants to control and be controlled by others. Last, is the Affection Scale. This scale measures how intimate a person wishes to be with other people.

The results, like the results for MBTI, were mixed and not all in the expected direction. The Ideological Diffused Status correlated with the Inclusion Want

scale (see Table 3). Similarly, the Ideological
Foreclosed Scale correlated with the Affection Want
scale and the Ideological Moratorium scale correlated
with the Inclusion Want scale. As expected,
Ideological Achieved did not correlate with any of the
FIRO-B scales. On the interpersonal side of the EOM-
EIS, Interpersonal Diffused did not correlate
significantly with any of the FIRO-B scales.
Interpersonal Foreclosed correlated with Affection
Express scale. Interpersonal Moratorium, like the
interpersonal Diffused scale, did not correlate
significantly (p<.1) for any of the scales on the FIRO-
B. Interpersonal Achieved correlated with the Control
and Affection Express scales on the FIRO-B. In
summary, although there were significant correlations
found, none of the hypothesis were completely
supported. The hypothesized correlation between the
EOM-EIS and SCII had the strongest support. The
hypothesized correlation between the EOM-EIS and the
MBTI had the weakest support.

Table 3

Correlations between the FIRO-B and the EOM-EIS

EOM-EIS

		Ideological Scale				Interpersonal Scale			
		Diffused	Foreclosed	Moratorium	Achieved	Diffused	Foreclosed	Moratorium	Achieved
Inclution	Express	-.1484	.1498	.0026	-.0913	-.0002	-.1284	.0731	-.0142
	Want	.0038	.1636	.1511	-.0867	.2707*	.0723	.2621*	-.0443
Control	Express	-.0333	.0396	.0333	.2882*	-.0534	.0600	.0329	.0619
	Want	.0052	-.1825	-.0788	-.0772	-.1499	.0046	-.1258	.0626
Affection	Express	-.1448	.2601*	.0108	.2472*	-.0877	.0104	-.0283	.1091
	Want	-.1260	-.0058	.0677	.0069	-.0110	-.3762*	-.0358	-.0107

FIRO-B

*Note: All of the correlations were found to be significant to the P<.1 level.

CHAPTER V

DISCUSSION

<u>Findings</u>

In testing the hypothesized relationships between the SCII and EOM-EIS, there was mixed support found. Ideological Diffused individuals tended to correlate negatively with all the SCII scales. The only two SCII measures that were not significant to the $p<.1$ were the Realistic and Artistic scales. This negative correlation is evidence of the Diffused person's lack of commitment and exploration. In other words, the diffused person would score low on the SCII because they mark the 'dislike' column on the test, thus they do not explore because they lack interest in areas to explore. The Ideological Foreclosed person only correlated significantly with the Conventional scale. This was also in the expected direction, since Conventional interest types tend to seek approval from those they are around. They tend to follow group approved methods of doing things, such as business protocol or dress standards. Foreclosed individuals seek the approval of the significant other whom they are modeling. Hence, both scales measure aspects of conforming. That Foreclosed individuals were not high on other scales also follows this same rationale.

Ideological Moratorium scores were significantly

correlated with the Artistic scores and negatively
correlated with Conventional scale. The Correlation
between Artistic and Moratorium could be the life style
that Artistic people prefer. Artistic people tend to
be open to new and novel ideas, are expressive
individuals, and are not as tied down by the structure
dictated by society. It is believed then, that the
Moratorium individuals are exploring new ways of life,
and hence, correlate positively with the Artistic
theme. The Artistic theme is just the opposite of the
Conventional theme, hence, Moratorium correlates with
Conventional interest type negatively. The Ideological
Achieved individuals did not correlate significantly
with any of the SCII scales. This may be because
people that are Ideological Achieved have done so in
many different interest areas.

On the interpersonal side of the EOM-EIS, the
Diffused person negatively correlated with the Social
theme. This is because the Diffused person is not
concerned with developing good relationships with
others, which is found among people scoring high on the
Social theme. The Interpersonal Diffused person is not
trying nor committing to quality interpersonal
relationships. The Interpersonal Foreclosed person
correlated significantly with the Conventional theme
for the same reason as the Ideological Foreclosed

person did, namely, to be accepted. The Interpersonal Moratorium did not correlate significantly (p<.1) with any of the SCII scales. This could be because they are looking in different areas of the SCII for their exploration, hence, not significantly finding results in any one area. The lack of Artistic results could be because the Artistic scale does not measure interpersonal items, rather, occupational interests.

The Interpersonal Achieved person correlated positively with the Social theme. The results here could be due to the importance of others in the Achieved person. In other words, after they find themselves, they find others. The Social and Interpersonal Achieved person would place value on humans and wish to help others if needed, hence a positive and significant correlation.

In testing the correlation between the MBTI and EOM-EIS, there were significant results found between some of the scales. Unfortunately, none of the significant correlations have a logical reason for their existence. Therefore, it was concluded that the significant correlations are strictly by chance alone. The two measures are measuring two different concepts with little overlap.

In testing the hypothesis between the EOM-EIS and FIRO-B, there were mixed results as well. The FIRO-B

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has two subscales for every scale in the test. There is the <u>Express</u>, which is the behavior that people show to others, and the <u>Want</u>, which is the behavior they want from others.

In correlating these measures of ego identity and interpersonal style, the Ideological Diffused individual correlated significantly with the Inclusion Want scale. Although people scoring this way are not expressing the need to be accepted, they desire others to accept them. What appears to be happening is that the Diffused person wants to be accepted, but is not putting forth much effort to be included. The Ideological Foreclosed types seem to be experiencing a different problem. This category was negatively correlated with the Affection Want scale. What seems to be occurring is that the foreclosed person wants to be accepted, but is worried about the relationship, namely, they do not want to receive affection in the relationship. The Foreclosed person wants the acceptance from the mentor, but is fearful of the identity loss if the relationship fails. Like the Ideological Diffused, the Ideological Moratorium also desire acceptance from the group. The Inclusion Want correlated significantly in the positive direction with Moratorium. The Moratorium Individual would be wanting the inclusion for different reasons, to provide new

avenues to explore as well as a secure basis to explore from. This result could be from testing new social groups too. Ideological Achieved person did not correlate significantly with any of the FIRO-B scales. The possibility exists that they have reached a balance in their lives and their express and want is adaptable to many situations of the measures.

On the interpersonal side of the scale, the Diffused person did not correlate with any of the scales on the FIRO-B. This could be due to lack of attempts at gaining personal relationships. On the other hand, the Foreclosed correlated with the Affection Express scale, this is due to a need to be a loving person in the eyes of those that he or she is trying to please. The Moratorium individuals did not correlate significantly with the FIRO-B, thereby supporting the noncommittal, experimental nature of people in this status of ego development. In contrast, an Achieved person correlated significantly with the Control Express and Affection Express scales. There appears to be a situation where the Achieved person is assertive but also a warm person to those around him or her. This seems to be a very healthy profile of a secure person whom wants to control his or her surroundings and finds other people important in his or her life.

Implications

At present it appears that the discipline of career counseling is looking at the results of guidance tests and interpreting them via the same procedure, irrespective of who the counselee is or what his or hers needs or ego development is. For example, the SCII interpreter would get the results of the SCII and present what it means to the respondent at face value.

After this study, it appears that this is not the most efficient nor valid method of career guidance. For instance, if there is a young person taking the SCII with a low percentage of LIKE scores and many DISLIKE scores, the counselor should assess if the person is identity diffused. If so, the counselor needs to spend time talking with the respondent about exploration and motivation. Fears and values would also need to be clarified and resolved in the career exploration process.

If the person were Foreclosed, the counselor should deal with other unconsidered possibilities in his or her life. In the case of Moratorium, the counselor could spend time talking about future areas of exploration, the results of past exploration and possible occupational cost of nonnormative exploration. The counselor would have to find out why the Achieved person took the SCII and allow the respondent to

control the flow of the session.

The counselor could assume more or less ability of the advisee to implement guidance based on ego identity status. The Foreclosed person wants the counselor to justify their predetermined occupational path. The Diffused person is unresponsive to the counselor and not interested in further exploration. The Moratorium individual is responsive to new and novel ways to explore. Similarly, the Achieved person uses the counseling session to learn more about themselves and new ways to expand their achieved areas. They are more in command of the counseling session, compared to the other statuses, because of their better understanding of themselves.

The same is true of the FIRO-B, the counselor would want to assess high Inclusion Express score in order to help the respondent understand how this score could alter their interpersonal behavior as well as occupational aspirations. For instance, if the person had a high score in Inclusion Want and is Diffused, then a similar course needs to be taken as was explained above. Furthermore, if the person has low Affection Want scores, the counselor could look for evidence of Foreclosure.

Unfortunately, the EOM-EIS does not seem to help in furthering the career counselor's knowledge in

interpreting the MBTI. There were no meaningful correlations between the EOM-EIS and MBTI.

Limitations

There are several limitations of this study. For one, there were so many analyses done that there was little chance of avoiding a type I error. A type I error is where there is significance that does not really exist. For example, in the MBTI and EOM-EIS there where significant relationships that are not logically meaningful, therefore, there is a possibility that those significant results are simply due to chance.

Another problem with this study is that the sample was not randomly selected. The correlation procedure assumes that the population is represented by the sample. This is not the case. The sample was selected by those who took the course on Career Exploration, which there is no reason to assume fits the population at large. Therefore, one would expect slightly different results if the study was reproduced.

The last problem was sample size. There were less than 100 subjects, which means adding more subjects would change the correlation coefficients and significance levels of the test. Furthermore, having a small sample size decreases the power of the study. Power is the researchers protection from both type I

and type II errors. A type II error is where the study failed to find a significant correlation when there is a significant correlation in reality.

In summary, the test to see if there was correlations between the EOM-EIS and the SCII found that Diffused people tended to have low profiles on the SCII. In the comparison of the EOM-EIS and the MBTI, there was not evidence of support for the hypothesis that stated that there would be little correlation between EOM-EIS and MBTI. Last, in testing if there was a relationship between the EOM-EIS and FIRO-B, there were mixed results, therefore, the hypothesis was not completely supported.

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BENNION & ADAMS (1986)

Read each item and indicate to what degree it reflects your own thoughts and feelings. If a statement has more than one part, please indicate your reaction to the statement as a whole. Indicate your answer on the answer sheet by choosing one of the following responses. Do not write on the questionnaire itself.

Note: Each item is designed according to the domain area (Occupation, Religion, Politics, Philosophical Life Style, Friendship, Dating, Sex Roles, or Recreation) and Ego Identity Status (Identity Achievement, Moratorium, Diffusion or Foreclosure). When actually administering the EOMEIS-2, do not include this note or the domain and status designations after each item.

    A = strongly agree
    B = moderately agree
    C = agree
    D = disagree
    E = moderately disagree
    F = strongly disagree

1. I haven't chosen the occupation I really want to get into, and I'm just working at whatever is available until something better comes along. (Occupation/Diffusion)

2. When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look. (Religion/Diffusion)

3. My ideas about men's and women's roles are identical to my parents'. What has worked for them will obviously work for me. (Sex Roles/Foreclosure)

4. There's no single "life style" which appeals to me more than another. (Phil LS/Diffusion)

5. There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kind of friends for me. (Friendship/Moratorium)

6. I sometimes join in recreational activities when asked, but I rarely try anything on my own. (Recreation/Diffusion)

7. I haven't really thought about a "dating style." I'm not too concerned whether I date or not. (Dating/Diffusion)

For all the questions on this page, choose from the following responses.

    A = strongly agree
    B = moderately agree
    C = agree
    D = disagree
    E = moderately disagree
    F = strongly disagree

8. Politics is something that I can never be too sure about because things change so fast. But I do think it's important to know what I can politically stand for and believe in. (Politics/Achievement)

9. I'm still trying to decide how capable I am as a person and what jobs will be right for me. (Occupation/Moratorium)

10. I don't give religion much thought and it doesn't bother me one way or the other. (Religion/Diffusion)

11. There's so many ways to divide responsibilities in marriage, I'm trying to decide what will work for me. (Sex Roles/Moratorium)

12. I'm looking for an acceptable perspective for my own "life style" view, but haven't really found it yet. (Phil LS/Moratorium)

13. There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I've personally decided on. (Friendship/Achievement)

14. While I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets to identify one I can truly enjoy. (Recreation/Moratorium)

15. Based on past experiences, I've chosen the type of dating relationship I want now. (Dating/Achievement)

16. I haven't really considered politics. It just doesn't excite me much. (Politics/Diffusion)

17. I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted. (Occupation/Foreclosure)

For all the questions on this page, choose from the following responses.

> A = strongly agree
> B = moderately agree
> C = agree
> D = disagree
> E = moderately disagree
> F = strongly disagree

18. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe. (Religion/Achievement)

19. I've never really seriously considered men's and women's roles in marriage. It just doesn't seem to concern me. (Sex Roles/Diffusion)

20. After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective. (Phil LS/Achievement)

21. My parents know what's best for me in terms of how to choose my friends. (Friendship/Foreclosure)

22. I've chosen one or more recreational activities to engage in regularly from lots of things and I'm satisfied with those choices. (Recreation/Achievement)

23. I don't think about dating much. I just kind of take it as it comes. (Dating/Diffusion)

24. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such. (Politics/Foreclosure)

25. I'm really not interested in finding the right job, any job will do. I just seem to flow with what is available. (Occupation/Diffusion)

26. I'm not sure what religion means to me. I'd like to make up my mind but I'm not done looking yet. (Religion/Moratorium)

27. My ideas about men's and women's roles have come right from my parents and family. I haven't seen any need to look further. (Sex Roles/Foreclosure)

For all the questions on this page, choose from the following responses.

        A = strongly agree
        B = moderately agree
        C = agree
        D = disagree
        E = moderately disagree
        F = strongly disagree

28. My own views on a desirable life style were taught to me by my parents and I don't see any need to question what they taught me. (Phil LS/Foreclosure)

29. I don't have any real close friends, and I don't think I'm looking for one right now. (Friendship/Diffusion)

30. Sometimes I join in leisure activities, but I really don't see a need to look for a particular activity to do regularly. (Recreation/Diffusion)

31. I'm trying out different types of dating relationships. I just haven't decided what is best for me. (Dating/Moratorium)

32. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out. (Politics/Moratorium)

33. It took me a while to figure it out, but now I really know what I want for a career. (Occupation/Achievement)

34. Religion is confusing to me right now. I keep changing my views on what is right and wrong for me. (Religion/Moratorium)

35. I've spent some time thinking about men's and women's roles in marriage and I've decided what will work best for me. (Sex Roles/Achievement)

36. In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self exploration. (Phil LS/Moratorium)

37. I only pick friends my parents would approve of. (Friendship/Foreclosure)

38. I've always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else. (Recreation/Foreclosure)

For all the questions on this page, choose from the following responses.

A = strongly agree
B = moderately agree
C = agree
D = disagree
E = moderately disagree
F = strongly disagree

39. I only go out with the type of people my parents expect me to date. (Dating/Foreclosure)

40. I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe. (Politics/Achievement)

41. My parents decided a long time ago what I should go into for employment and I'm following through their plans. (Occupation/Foreclosure)

42. I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual. (Religion/Achievement)

43. I've been thinking about the roles that husbands and wives play a lot these days, and I'm trying to make a final decision. (Sex Roles/Moratorium)

44. My parents' views on life are good enough for me, I don't need anything else. (Phil LS/Foreclosure)

45. I've had many different friendships and now I have a clear idea of what I look for in a friend. (Friendship/Achievement)

46. After trying a lot of different recreational activities I've found one or more I really enjoy doing by myself or with friends. (Recreation/Achievement)

47. My preferences about dating are still in the process of developing. I haven't fully decided yet. (Dating/Moratorium)

48. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in. (Politics/Moratorium)

49. It took me a long time to decide but now I know for sure what direction to move in for a career. (Occupation/Achievement)

For all the questions on this page, choose from the following responses.

> A = strongly agree
> B = moderately agree
> C = agree
> D = disagree
> E = moderately disagree
> F = strongly disagree

50. I attend the same church as my family has always attended. I've never really questioned why. (Religion/Foreclosure)

51. There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and now I know exactly how I want it to happen for me. (Sex Roles/Achievement)

52. I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to life. (Phil LS/Diffusion)

53. I don't have any close friends. I just like to hang around with the crowd. (Friendship/Diffusion)

54. I've been experiencing a variety of recreational activities in hopes of finding one or more I can really enjoy for some time to come. (Recreation/Moratorium)

55. I've dated different types of people and know exactly what my own "unwritten rules" for dating are and who I will date. (Dating/Achievement)

56. I really have never been involved in politics enough to have made a firm stand one way or the other. (Politics/Diffusion)

57. I just can't decide what to do for an occupation. There are so many that have possibilities. (Occupation/Moratorium)

58. I've never really questioned my religion. If it's right for my parents it must be right for me. (Religion/Foreclosure)

59. Opinions on men's and women's roles seem so varied that I don't think much about it. (Sex Roles/Diffusion)

60. After a lot of self-examination I have established a very definite view on what my own life style will be. (Phil LS/Achievement)

For all the questions on this page, choose from the following responses.

A = strongly agree
B = moderately agree
C = agree
D = disagree
E = moderately disagree
F = strongly disagree

61. I really don't know what kind of friend is best for me. I'm trying to figure out exactly what friendship means to me. (Friendship/Moratorium)

62. All of my recreational preferences I got from my parents and I haven't really tried anything else. (Recreation/Foreclosure)

63. I date only people my parents would approve of. (Dating/Foreclosure)

64. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have. (Politics/Foreclosure)

STRONG INTEREST INVENTORY OF THE
STRONG VOCATIONAL INTEREST BLANKS®
TEST BOOKLET AND ANSWER SHEET
E.K. STRONG, JR.; J.C. HANSEN; D.P. CAMPBELL

CONSULTING PSYCHOLOGISTS PRESS, INC.

MARKING INSTRUCTIONS
- Use a soft (No. 2), black lead pencil. Make dark, heavy marks that fill the bubble.
- Mark ONLY the bubble areas. Fill in only one response bubble per item.
- Erase completely any answer you wish to change. Make no stray marks.
- Please try to answer every question. Work quickly: first impressions usually give the best results with this inventory.

EXAMPLES: Proper Mark ○○●○ Improper Marks ⊘✗⊙◉

TO THE COUNSELOR:
1. FILL OUT YOUR INSTITUTIONAL ADDRESS:

(PLEASE DO NOT USE ADDRESS STICKER)

NAME
ADDR CAREER DEVELOPMENT CENTER
UTAH STATE UNIVERSITY
LOGAN, UTAH 84322-0110 CODE

2. CHECK THAT THE SEX, NAME, AND AGE BOXES HAVE BEEN COMPLETED.

3. CHECK THAT THIS BOOKLET HAS BEEN CORRECTLY COMPLETED:
   - A. Number 2 pencil used
   - B. One response marked per item
   - C. Dark marks fill the bubbles
   - D. Stray marks erased
   - E. Do not fold or staple this booklet

4. FILL OUT THE STRONG SCORING SERVICE ORDER FORM.

5. MAIL TO YOUR LOCAL SCORING LOCATION:
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   MIDWEST: CPP P.O. Box 944 Minneapolis, MN 55440
   EAST/SOUTH: CPP 5100 No. Roxboro Rd. Durham, NC 27704

TO THE CLIENT: Complete the following five steps.

❶ Important MARK ONE / SEX / Male ○ / Female ○

❷ AGE

❸ TODAY'S DATE — Jan–Dec, Day, Year

❹ (Optional) IDENTIFICATION NUMBER

❺ NAME: Print your name, one letter per box, in the boxes below. Print your last name first, skip one box, and print as much of your first name as possible. Fill in the appropriate bubble below each box, including the blank bubbles for skipped boxes.

DO NOT MARK IN SHADED AREA BELOW — RO / ACCT # / CODE

67

PREPAID PROFILE 1178736

This inventory is used to help you understand your work interests in a general way, and to show you some kinds of work in which you might be comfortable. The following pages list many jobs, activities, school subjects, and so forth, and you are asked to show your liking or disliking for each. Your answers will be compared with the answers given by people already working in a wide range of jobs, and your scores will show how similar your interests are to the interests of these people. But this is not a test of your *abilities*; it is an inventory of your *interests*. Your scores will be presented to you later, on a special sheet called a profile, with information on how to understand the scores.

Part I. Occupations

Many occupations are listed below. For each of them, show how you would feel about doing that kind of work.

Mark on this sheet in the space labeled "L" if you think you would **like** that kind of work .... ● ⓘ ⓓ

Mark in the space labeled "I" if you are **indifferent** (that is, if you think you wouldn't care one way or another)..... ⓛ ● ⓓ

Mark in the space labeled "D" if you think you would **dislike** that kind of work .... ⓛ ⓘ ●

Don't worry about whether you would be good at the job or about not being trained for it. Forget about how much money you could make or whether you could get ahead. Think only about whether you would like to do the work done in that job.

WORK FAST. ANSWER EVERY ONE.

1. Ⓛ ⓘ ⓓ Actor/Actress	44. Ⓛ ⓘ ⓓ Drafting technician	89. Ⓛ ⓘ ⓓ Office manager
2. Ⓛ ⓘ ⓓ Advertising executive	45. Ⓛ ⓘ ⓓ Dressmaker/Tailor	90. Ⓛ ⓘ ⓓ Opera singer
3. Ⓛ ⓘ ⓓ Architect	46. Ⓛ ⓘ ⓓ Editor	91. Ⓛ ⓘ ⓓ Orchestra conductor
4. Ⓛ ⓘ ⓓ Art museum director	47. Ⓛ ⓘ ⓓ Electrical engineer	92. Ⓛ ⓘ ⓓ Pharmacist
5. Ⓛ ⓘ ⓓ Art teacher	48. Ⓛ ⓘ ⓓ Electronics technician	93. Ⓛ ⓘ ⓓ Photographer
6. Ⓛ ⓘ ⓓ Artist	49. Ⓛ ⓘ ⓓ Elementary school teacher	94. Ⓛ ⓘ ⓓ Physician
7. Ⓛ ⓘ ⓓ Artist's model	50. Ⓛ ⓘ ⓓ Employment manager	95. Ⓛ ⓘ ⓓ Playground director
8. Ⓛ ⓘ ⓓ Astronomer	51. Ⓛ ⓘ ⓓ Factory manager	96. Ⓛ ⓘ ⓓ Poet
9. Ⓛ ⓘ ⓓ Athletic director	52. Ⓛ ⓘ ⓓ Farmer	97. Ⓛ ⓘ ⓓ Police officer
10. Ⓛ ⓘ ⓓ Auctioneer	53. Ⓛ ⓘ ⓓ Fashion model	98. Ⓛ ⓘ ⓓ Politician
11. Ⓛ ⓘ ⓓ Author of children's books	54. Ⓛ ⓘ ⓓ Florist	99. Ⓛ ⓘ ⓓ Private secretary
12. Ⓛ ⓘ ⓓ Author of novels	55. Ⓛ ⓘ ⓓ Foreign correspondent	100. Ⓛ ⓘ ⓓ Professional athlete
13. Ⓛ ⓘ ⓓ Author of technical books	56. Ⓛ ⓘ ⓓ Foreign service officer	101. Ⓛ ⓘ ⓓ Professional dancer
14. Ⓛ ⓘ ⓓ Auto mechanic	57. Ⓛ ⓘ ⓓ Free-lance writer	102. Ⓛ ⓘ ⓓ Professional gambler
15. Ⓛ ⓘ ⓓ Auto racer	58. Ⓛ ⓘ ⓓ Governor of a state	103. Ⓛ ⓘ ⓓ Psychologist
16. Ⓛ ⓘ ⓓ Auto salesperson	59. Ⓛ ⓘ ⓓ High school teacher	104. Ⓛ ⓘ ⓓ Public relations director
17. Ⓛ ⓘ ⓓ Bank teller	60. Ⓛ ⓘ ⓓ Home economics teacher	105. Ⓛ ⓘ ⓓ Rancher
18. Ⓛ ⓘ ⓓ Beauty and haircare consultant	61. Ⓛ ⓘ ⓓ Hospital records clerk	106. Ⓛ ⓘ ⓓ Realtor
19. Ⓛ ⓘ ⓓ Biologist	62. Ⓛ ⓘ ⓓ Housekeeper	107. Ⓛ ⓘ ⓓ Receptionist
20. Ⓛ ⓘ ⓓ Bookkeeper	63. Ⓛ ⓘ ⓓ Hotel manager	108. Ⓛ ⓘ ⓓ Retailer
21. Ⓛ ⓘ ⓓ Building contractor	64. Ⓛ ⓘ ⓓ Illustrator	109. Ⓛ ⓘ ⓓ Sales manager
22. Ⓛ ⓘ ⓓ Business teacher	65. Ⓛ ⓘ ⓓ Income tax accountant	110. Ⓛ ⓘ ⓓ School principal
23. Ⓛ ⓘ ⓓ Buyer of merchandise	66. Ⓛ ⓘ ⓓ Interior decorator	111. Ⓛ ⓘ ⓓ Scientific illustrator
24. Ⓛ ⓘ ⓓ Carpenter	67. Ⓛ ⓘ ⓓ Inventor	112. Ⓛ ⓘ ⓓ Scientific research worker
25. Ⓛ ⓘ ⓓ Cartoonist	68. Ⓛ ⓘ ⓓ Jet pilot	113. Ⓛ ⓘ ⓓ Sculptor
26. Ⓛ ⓘ ⓓ Cashier in bank	69. Ⓛ ⓘ ⓓ Judge	114. Ⓛ ⓘ ⓓ Secret service agent
27. Ⓛ ⓘ ⓓ Chemist	70. Ⓛ ⓘ ⓓ Labor arbitrator	115. Ⓛ ⓘ ⓓ Social worker
28. Ⓛ ⓘ ⓓ Children's clothes designer	71. Ⓛ ⓘ ⓓ Laboratory technician	116. Ⓛ ⓘ ⓓ Specialty salesperson
29. Ⓛ ⓘ ⓓ Worker in religious vocation	72. Ⓛ ⓘ ⓓ Landscape gardener	117. Ⓛ ⓘ ⓓ Sports reporter
30. Ⓛ ⓘ ⓓ City or state employee	73. Ⓛ ⓘ ⓓ Librarian	118. Ⓛ ⓘ ⓓ Statistician
31. Ⓛ ⓘ ⓓ City planner	74. Ⓛ ⓘ ⓓ Life insurance agent	119. Ⓛ ⓘ ⓓ Flight attendant
32. Ⓛ ⓘ ⓓ Civil engineer	75. Ⓛ ⓘ ⓓ Machine shop supervisor	120. Ⓛ ⓘ ⓓ Stockbroker
33. Ⓛ ⓘ ⓓ College professor	76. Ⓛ ⓘ ⓓ Machinist	121. Ⓛ ⓘ ⓓ Surgeon
34. Ⓛ ⓘ ⓓ Computer operator	77. Ⓛ ⓘ ⓓ Manager, Chamber of Commerce	122. Ⓛ ⓘ ⓓ Toolmaker
35. Ⓛ ⓘ ⓓ Corporation lawyer	78. Ⓛ ⓘ ⓓ Manager, child care center	123. Ⓛ ⓘ ⓓ Traveling salesperson
36. Ⓛ ⓘ ⓓ Costume designer	79. Ⓛ ⓘ ⓓ Manager, clothing store	124. Ⓛ ⓘ ⓓ Travel bureau manager
37. Ⓛ ⓘ ⓓ Courtroom stenographer	80. Ⓛ ⓘ ⓓ Manufacturer	125. Ⓛ ⓘ ⓓ Typist
38. Ⓛ ⓘ ⓓ Criminal lawyer	81. Ⓛ ⓘ ⓓ Mechanical engineer	126. Ⓛ ⓘ ⓓ TV announcer
39. Ⓛ ⓘ ⓓ Dancing teacher	82. Ⓛ ⓘ ⓓ Military officer	127. Ⓛ ⓘ ⓓ Vocational counselor
40. Ⓛ ⓘ ⓓ Dental assistant	83. Ⓛ ⓘ ⓓ Religious leader (e.g., minister, priest, or rabbi)	128. Ⓛ ⓘ ⓓ Waiter/Waitress
41. Ⓛ ⓘ ⓓ Dentist	84. Ⓛ ⓘ ⓓ Musician	129. Ⓛ ⓘ ⓓ Wholesaler
42. Ⓛ ⓘ ⓓ Designer, electronic equipment	85. Ⓛ ⓘ ⓓ Newspaper reporter	130. Ⓛ ⓘ ⓓ X-Ray technician
43. Ⓛ ⓘ ⓓ Dietitian	86. Ⓛ ⓘ ⓓ Nurse	131. Ⓛ ⓘ ⓓ Youth organization staff member (e.g., YMCA, YWCA, YMHA, YWHA)
	87. Ⓛ ⓘ ⓓ Nurse's aide/Orderly	
	88. Ⓛ ⓘ ⓓ Office clerk	

Part II. School Subjects

Show in the same way whether you are interested in these school subjects, even though you may not have studied them.

132. Ⓛ Ⓘ Ⓓ Agriculture
133. Ⓛ Ⓘ Ⓓ Algebra
134. Ⓛ Ⓘ Ⓓ Arithmetic
135. Ⓛ Ⓘ Ⓓ Ancient languages (Latin, Sanskrit, etc.)
136. Ⓛ Ⓘ Ⓓ Art
137. Ⓛ Ⓘ Ⓓ Religious studies
138. Ⓛ Ⓘ Ⓓ Bookkeeping
139. Ⓛ Ⓘ Ⓓ Botany
140. Ⓛ Ⓘ Ⓓ Calculus
141. Ⓛ Ⓘ Ⓓ Chemistry
142. Ⓛ Ⓘ Ⓓ Civics (government)
143. Ⓛ Ⓘ Ⓓ Dramatics
144. Ⓛ Ⓘ Ⓓ Economics
145. Ⓛ Ⓘ Ⓓ English composition
146. Ⓛ Ⓘ Ⓓ Geometry
147. Ⓛ Ⓘ Ⓓ Home economics
148. Ⓛ Ⓘ Ⓓ Industrial arts
149. Ⓛ Ⓘ Ⓓ Journalism
150. Ⓛ Ⓘ Ⓓ Literature
151. Ⓛ Ⓘ Ⓓ Mathematics
152. Ⓛ Ⓘ Ⓓ Mechanical drawing
153. Ⓛ Ⓘ Ⓓ Military drill
154. Ⓛ Ⓘ Ⓓ Modern languages (French, German, etc.)
155. Ⓛ Ⓘ Ⓓ Nature study
156. Ⓛ Ⓘ Ⓓ Penmanship
157. Ⓛ Ⓘ Ⓓ Philosophy
158. Ⓛ Ⓘ Ⓓ Physical education
159. Ⓛ Ⓘ Ⓓ Physics
160. Ⓛ Ⓘ Ⓓ Physiology
161. Ⓛ Ⓘ Ⓓ Political science
162. Ⓛ Ⓘ Ⓓ Psychology
163. Ⓛ Ⓘ Ⓓ Public speaking
164. Ⓛ Ⓘ Ⓓ Sociology
165. Ⓛ Ⓘ Ⓓ Statistics
166. Ⓛ Ⓘ Ⓓ Typewriting
167. Ⓛ Ⓘ Ⓓ Zoology

Part III. Activities

Show your interests in the same way as before. Give the first answer that comes to mind.

168. Ⓛ Ⓘ Ⓓ Making a speech
169. Ⓛ Ⓘ Ⓓ Doing research work
170. Ⓛ Ⓘ Ⓓ Repairing a clock
171. Ⓛ Ⓘ Ⓓ Cooking
172. Ⓛ Ⓘ Ⓓ Operating machinery
173. Ⓛ Ⓘ Ⓓ Writing reports
174. Ⓛ Ⓘ Ⓓ Discussing politics
175. Ⓛ Ⓘ Ⓓ Taping a sprained ankle
176. Ⓛ Ⓘ Ⓓ Adjusting a carburetor
177. Ⓛ Ⓘ Ⓓ Going to religious services

178. Ⓛ Ⓘ Ⓓ Heading a civic improvement program
179. Ⓛ Ⓘ Ⓓ Raising flowers and vegetables
180. Ⓛ Ⓘ Ⓓ Interviewing job applicants
181. Ⓛ Ⓘ Ⓓ Teaching children
182. Ⓛ Ⓘ Ⓓ Teaching adults
183. Ⓛ Ⓘ Ⓓ Meeting and directing people
184. Ⓛ Ⓘ Ⓓ Taking responsibility
185. Ⓛ Ⓘ Ⓓ Sewing
186. Ⓛ Ⓘ Ⓓ Making statistical charts
187. Ⓛ Ⓘ Ⓓ Operating office machines
188. Ⓛ Ⓘ Ⓓ Giving first aid assistance
189. Ⓛ Ⓘ Ⓓ Decorating a room with flowers
190. Ⓛ Ⓘ Ⓓ Interviewing prospects in selling
191. Ⓛ Ⓘ Ⓓ Drilling soldiers
192. Ⓛ Ⓘ Ⓓ Pursuing bandits in a sheriff's posse
193. Ⓛ Ⓘ Ⓓ Watching an open-heart operation
194. Ⓛ Ⓘ Ⓓ Checking typewritten material for errors
195. Ⓛ Ⓘ Ⓓ Repairing electrical wiring
196. Ⓛ Ⓘ Ⓓ Organizing cabinets and closets
197. Ⓛ Ⓘ Ⓓ Adjusting difficulties of others
198. Ⓛ Ⓘ Ⓓ Starting a conversation with a stranger
199. Ⓛ Ⓘ Ⓓ Cabinetmaking
200. Ⓛ Ⓘ Ⓓ Being a forest ranger
201. Ⓛ Ⓘ Ⓓ Bargaining ("swapping")
202. Ⓛ Ⓘ Ⓓ Looking at things in a clothing store
203. Ⓛ Ⓘ Ⓓ Buying merchandise for a store
204. Ⓛ Ⓘ Ⓓ Displaying merchandise in a store
205. Ⓛ Ⓘ Ⓓ Competitive activities
206. Ⓛ Ⓘ Ⓓ Regular hours for work
207. Ⓛ Ⓘ Ⓓ Continually changing activities
208. Ⓛ Ⓘ Ⓓ Interviewing clients
209. Ⓛ Ⓘ Ⓓ Arguments
210. Ⓛ Ⓘ Ⓓ Developing business systems
211. Ⓛ Ⓘ Ⓓ Doing your own laundry work
212. Ⓛ Ⓘ Ⓓ Saving money
213. Ⓛ Ⓘ Ⓓ Contributing to charities
214. Ⓛ Ⓘ Ⓓ Raising money for charity
215. Ⓛ Ⓘ Ⓓ Expressing judgments publicly, regardless of what others say
216. Ⓛ Ⓘ Ⓓ Climbing along the edge of a steep cliff
217. Ⓛ Ⓘ Ⓓ Living in a city
218. Ⓛ Ⓘ Ⓓ Discussing the purpose of life

Part IV. Leisure Activities

Show in the same way how you feel about these ways of spending your leisure time. Work rapidly. Do not think over various possibilities. Give the first answer that comes to mind.

219. Ⓛ Ⓘ Ⓓ Golf
220. Ⓛ Ⓘ Ⓓ Fishing
221. Ⓛ Ⓘ Ⓓ Jazz or rock concerts
222. Ⓛ Ⓘ Ⓓ Looking at things in a hardware store
223. Ⓛ Ⓘ Ⓓ Boxing
224. Ⓛ Ⓘ Ⓓ Poker
225. Ⓛ Ⓘ Ⓓ Bridge
226. Ⓛ Ⓘ Ⓓ Solving mechanical puzzles
227. Ⓛ Ⓘ Ⓓ Planning a large party
228. Ⓛ Ⓘ Ⓓ Religious music
229. Ⓛ Ⓘ Ⓓ Drilling in a military company
230. Ⓛ Ⓘ Ⓓ Amusement parks
231. Ⓛ Ⓘ Ⓓ Conventions
232. Ⓛ Ⓘ Ⓓ Formal dress affairs
233. Ⓛ Ⓘ Ⓓ Electioneering for office
234. Ⓛ Ⓘ Ⓓ Art galleries
235. Ⓛ Ⓘ Ⓓ Leading a scout troop
236. Ⓛ Ⓘ Ⓓ Writing a one-act play
237. Ⓛ Ⓘ Ⓓ Symphony concerts
238. Ⓛ Ⓘ Ⓓ Night clubs
239. Ⓛ Ⓘ Ⓓ Young people's religious group
240. Ⓛ Ⓘ Ⓓ Sports pages in the newspaper
241. Ⓛ Ⓘ Ⓓ Poetry
242. Ⓛ Ⓘ Ⓓ Skiing
243. Ⓛ Ⓘ Ⓓ Business magazines
244. Ⓛ Ⓘ Ⓓ Popular mechanics magazines
245. Ⓛ Ⓘ Ⓓ Reading the Bible or other sacred writings
246. Ⓛ Ⓘ Ⓓ Magazines about art and music
247. Ⓛ Ⓘ Ⓓ Building a radio or stereo set
248. Ⓛ Ⓘ Ⓓ Attending lectures
249. Ⓛ Ⓘ Ⓓ Family pages in newspapers
250. Ⓛ Ⓘ Ⓓ Performing scientific experiments
251. Ⓛ Ⓘ Ⓓ Camping
252. Ⓛ Ⓘ Ⓓ Playing chess
253. Ⓛ Ⓘ Ⓓ Preparing dinner for guests
254. Ⓛ Ⓘ Ⓓ Entertaining others
255. Ⓛ Ⓘ Ⓓ Trying new cooking recipes
256. Ⓛ Ⓘ Ⓓ Being the first to wear the latest fashions
257. Ⓛ Ⓘ Ⓓ Organizing a play

Part V. Types of People.
Most of us choose jobs where we can work with people we enjoy. Show in the same way as before how you would feel about having day-to-day contact with the following types of people. Work fast. Don't think of specific examples. Just give the first answer that comes to mind.

258. Ⓛ Ⓘ Ⓓ Highway construction workers
259. Ⓛ Ⓘ Ⓓ High school students
260. Ⓛ Ⓘ Ⓓ Military officers
261. Ⓛ Ⓘ Ⓓ Artistic persons
262. Ⓛ Ⓘ Ⓓ Foreigners
263. Ⓛ Ⓘ Ⓓ Ballet dancers
264. Ⓛ Ⓘ Ⓓ Nonconformists
265. Ⓛ Ⓘ Ⓓ People who assume leadership
266. Ⓛ Ⓘ Ⓓ Religious people

267. Ⓛ Ⓘ Ⓓ Aggressive people
268. Ⓛ Ⓘ Ⓓ Physically sick people
269. Ⓛ Ⓘ Ⓓ Babies
270. Ⓛ Ⓘ Ⓓ Very old people
271. Ⓛ Ⓘ Ⓓ Emotional people
272. Ⓛ Ⓘ Ⓓ People who have made fortunes in business
273. Ⓛ Ⓘ Ⓓ Thrifty people
274. Ⓛ Ⓘ Ⓓ Musical geniuses

275. Ⓛ Ⓘ Ⓓ Outspoken people with new ideas
276. Ⓛ Ⓘ Ⓓ Fashionably dressed people
277. Ⓛ Ⓘ Ⓓ Prominent business leaders
278. Ⓛ Ⓘ Ⓓ Athletic people
279. Ⓛ Ⓘ Ⓓ People who daydream a lot
280. Ⓛ Ⓘ Ⓓ Outstanding scientists
281. Ⓛ Ⓘ Ⓓ People who live dangerously

Part VI. Preference Between Two Activities.
Here are several pairs of activities or occupations. Show which one of each pair you like better: if you prefer the one on the **left**, mark in the space labeled "**L**;" if you prefer the one on the **right**, mark in the space labeled "**R**;" if you like or dislike **both the same**, or if you **can't decide**, mark in the space labeled "**=**." Work rapidly. Make one mark for each pair.

282. Airline pilot Ⓛ ⊜ Ⓡ Airline ticket agent
283. Taxicab driver Ⓛ ⊜ Ⓡ Police officer
284. Headwaiter/Hostess Ⓛ ⊜ Ⓡ Lighthouse keeper
285. Selling things house to house Ⓛ ⊜ Ⓡ Gardening
286. Developing plans Ⓛ ⊜ Ⓡ Carrying out plans
287. Doing a job yourself Ⓛ ⊜ Ⓡ Telling somebody else to do the job
288. Dealing with things Ⓛ ⊜ Ⓡ Dealing with people
289. Taking a chance Ⓛ ⊜ Ⓡ Playing it safe
290. Drawing a definite salary Ⓛ ⊜ Ⓡ Receiving a commission on what is done
291. Outside work Ⓛ ⊜ Ⓡ Inside work
292. Working for yourself Ⓛ ⊜ Ⓡ Carrying out the program of a superior whom you respect
293. Superintendent of a hospital Ⓛ ⊜ Ⓡ Warden of a prison
294. Vocational counselor Ⓛ ⊜ Ⓡ Public health officer
295. Physical activity Ⓛ ⊜ Ⓡ Mental activity
296. Dog trainer Ⓛ ⊜ Ⓡ Juvenile parole officer
297. Thrilling, dangerous activities Ⓛ ⊜ Ⓡ Quiet, safe activities
298. Physical education director Ⓛ ⊜ Ⓡ Free-lance writer
299. Statistician Ⓛ ⊜ Ⓡ Social worker
300. Technical responsibility (in charge of 25 people doing scientific work) Ⓛ ⊜ Ⓡ Supervisory responsibility (in charge of 300 people doing business-office work)
301. Going to a play Ⓛ ⊜ Ⓡ Going to a dance
302. Teacher Ⓛ ⊜ Ⓡ Salesperson
303. Experimenting with new grooming preparations Ⓛ ⊜ Ⓡ Experimenting with new office equipment
304. Being married to a research scientist Ⓛ ⊜ Ⓡ Being married to a sales executive
305. Working in a large corporation with little chance of being president before age 55 Ⓛ ⊜ Ⓡ Working for yourself in a small business
306. Working in an import-export business Ⓛ ⊜ Ⓡ Working in a research laboratory
307. Music and art events Ⓛ ⊜ Ⓡ Athletic events
308. Reading a book Ⓛ ⊜ Ⓡ Watching TV or going to a movie
309. Appraising real estate Ⓛ ⊜ Ⓡ Repairing and restoring antiques
310. Having a few close friends Ⓛ ⊜ Ⓡ Having many acquaintances
311. Work in which you move from place to place Ⓛ ⊜ Ⓡ Work where you live in one place

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Part VII. Your Characteristics.
Show here what kind of person you are: if the statement describes you, mark in the space labeled "**Y**" (for "**Yes**"); if the statement does **not** describe you, mark in the space labeled "**N**" (for "**No**"); if you cannot decide, mark in the space labeled "**?**." (Be frank in pointing out your weak points, because these are as important as your strong points in choosing a career.)

312. Ⓨ Ⓘ Ⓝ Usually start activities of my group
313. Ⓨ Ⓘ Ⓝ Have more than my share of novel ideas
314. Ⓨ Ⓘ Ⓝ Win friends easily
315. Ⓨ Ⓘ Ⓝ Make decisions immediately, not after considerable thought
316. Ⓨ Ⓘ Ⓝ Prefer working alone rather than on committees
317. Ⓨ Ⓘ Ⓝ Have mechanical ingenuity (inventiveness)
318. Ⓨ Ⓘ Ⓝ Am concerned about philosophical problems such as religion, meaning of life, etc.

319. Ⓨ Ⓘ Ⓝ Can prepare successful advertisements
320. Ⓨ Ⓘ Ⓝ Stimulate the ambitions of my associates
321. Ⓨ Ⓘ Ⓝ Can write a concise, well-organized report
322. Ⓨ Ⓘ Ⓝ Enjoy tinkering with small hand tools
323. Ⓨ Ⓘ Ⓝ Can smooth out tangles and disagreements between people
324. Ⓨ Ⓘ Ⓝ Put drive into an organization
325. Ⓨ Ⓘ Ⓝ Have patience when teaching others

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PART I. Which Answer Comes Closer to Telling How You Usually Feel or Act?

1. When you go somewhere for the day, would you rather
   (A) plan what you will do and when, or
   (B) just go?

2. If you were a teacher, would you rather teach
   (A) fact courses, or
   (B) courses involving theory?

3. Are you usually
   (A) a "good mixer," or
   (B) rather quiet and reserved?

4. Do you prefer to
   (A) arrange dates, parties, etc., well in advance, or
   (B) be free to do whatever looks like fun when the time comes?

5. Do you usually get along better with
   (A) imaginative people, or
   (B) realistic people?

6. Do you more often let
   (A) your heart rule your head, or
   (B) your head rule your heart?

7. When you are with a group of people, would you usually rather
   (A) join in the talk of the group, or
   (B) talk with one person at a time?

8. Are you more successful
   (A) at dealing with the unexpected and seeing quickly what should be done, or
   (B) at following a carefully worked out plan?

9. Would you rather be considered
   (A) a practical person, or
   (B) an ingenious person?

10. In a large group, do you more often
    (A) introduce others, or
    (B) get introduced?

11. Do you admire more the people who are
    (A) conventional enough never to make themselves conspicuous, or
    (B) too original and individual to care whether they are conspicuous or not?

12. Does following a schedule
    (A) appeal to you, or
    (B) cramp you?

13. Do you tend to have
    (A) deep friendships with a very few people, or
    (B) broad friendships with many different people?

14. Does the idea of making a list of what you should get done over a weekend
    (A) appeal to you, or
    (B) leave you cold, or
    (C) positively depress you?

15. Is it a higher compliment to be called
    (A) a person of real feeling, or
    (B) a consistently reasonable person?

16. Among your friends, are you
    (A) one of the last to hear what is going on, or
    (B) full of news about everybody?

[On this next question *only*, if two answers are true, mark both.]

17. In your daily work, do you
    (A) rather enjoy an emergency that makes you work against time, or
    (B) hate to work under pressure, or
    (C) usually plan your work so you won't *need* to work under pressure?

18. Would you rather have as a friend
    (A) someone who is always coming up with new ideas, or
    (B) someone who has both feet on the ground?

19. Do you
    (A) talk easily to almost anyone for as long as you have to, or
    (B) find a lot to say only to certain people or under certain conditions?

20. When you have a special job to do, do you like to
    (A) organize it carefully before you start, or
    (B) find out what is necessary as you go along?

21. Do you usually
    (A) value sentiment more than logic, or
    (B) value logic more than sentiment?

22. In reading for pleasure, do you
    (A) enjoy odd or original ways of saying things, or
    (B) like writers to say exactly what they mean?

23. Can the new people you meet tell what you are interested in
    (A) right away, or
    (B) only after they really get to know you?

24. When it is settled well in advance that you will do a certain thing at a certain time, do you find it
    (A) nice to be able to plan accordingly, or
    (B) a little unpleasant to be tied down?

25. In doing something that many other people do, does it appeal to you more to
    (A) do it in the accepted way, or
    (B) invent a way of your own?

26. Do you usually
    (A) show your feelings freely, or
    (B) keep your feelings to yourself?

Go on to Part II.

PART II. Which Word in Each Pair Appeals to You More?
Think what the words mean, not how they look or how they sound.

27.	(A)	scheduled	unplanned	(B)	50.	(A)	sensible	fascinating	(B)
28.	(A)	gentle	firm	(B)	51.	(A)	forgive	tolerate	(B)
29.	(A)	facts	ideas	(B)	52.	(A)	production	design	(B)
30.	(A)	thinking	feeling	(B)	53.	(A)	impulse	decision	(B)
31.	(A)	hearty	quiet	(B)	54.	(A)	who	what	(B)
32.	(A)	convincing	touching	(B)	55.	(A)	speak	write	(B)
33.	(A)	statement	concept	(B)	56.	(A)	uncritical	critical	(B)
34.	(A)	analyze	sympathize	(B)	57.	(A)	punctual	leisurely	(B)
35.	(A)	systematic	spontaneous	(B)	58.	(A)	concrete	abstract	(B)
36.	(A)	justice	mercy	(B)	59.	(A)	changing	permanent	(B)
37.	(A)	reserved	talkative	(B)	60.	(A)	wary	trustful	(B)
38.	(A)	compassion	foresight	(B)	61.	(A)	build	invent	(B)
39.	(A)	systematic	casual	(B)	62.	(A)	orderly	easygoing	(B)
40.	(A)	calm	lively	(B)	63.	(A)	foundation	spire	(B)
41.	(A)	benefits	blessings	(B)	64.	(A)	quick	careful	(B)
42.	(A)	theory	certainty	(B)	65.	(A)	theory	experience	(B)
43.	(A)	determined	devoted	(B)	66.	(A)	sociable	detached	(B)
44.	(A)	literal	figurative	(B)	67.	(A)	sign	symbol	(B)
45.	(A)	firm-minded	warm-hearted	(B)	68.	(A)	party	theater	(B)
46.	(A)	imaginative	matter-of-fact	(B)	69.	(A)	accept	change	(B)
47.	(A)	peacemaker	judge	(B)	70.	(A)	agree	discuss	(B)
48.	(A)	make	create	(B)	71.	(A)	known	unknown	(B)
49.	(A)	soft	hard	(B)					

Go on to Part III.

PART III. Which Answer Comes Closer to Telling How You Usually Feel or Act?

72. Would you say you
    (A) get more enthusiastic about things than the average person, or
    (B) get less excited about things than the average person?

73. Do you feel it is a worse fault to be
    (A) unsympathetic, or
    (B) unreasonable?

74. Do you
    (A) rather prefer to do things at the last minute, or
    (B) find doing things at the last minute hard on the nerves?

75. At parties, do you
    (A) sometimes get bored, or
    (B) always have fun?

76. Do you think that having a daily routine is
    (A) a comfortable way to get things done, or
    (B) painful even when necessary?

77. When something new starts to be the fashion, are you usually
    (A) one of the first to try it, or
    (B) not much interested?

78. When you think of some little thing you should do or buy, do you
    (A) often forget it till much later, or
    (B) usually get it down on paper to remind yourself, or
    (C) always carry through on it without reminders?

79. Are you
    (A) easy to get to know, or
    (B) hard to get to know?

80. In your way of living, do you prefer to be
    (A) original, or
    (B) conventional?

81. When you are in an embarrassing spot, do you usually
    (A) change the subject, or
    (B) turn it into a joke, or
    (C) days later, think of what you should have said?

82. Is it harder for you to adapt to
    (A) routine, or
    (B) constant change?

83. Is it higher praise to say someone has
    (A) vision, or
    (B) common sense?

84. When you start a big project that is due in a week, do you
    (A) take time to list the separate things to be done and the order of doing them, or
    (B) plunge in?

85. Do you think it more important to be able
    (A) to see the possibilities in a situation, or
    (B) to adjust to the facts as they are?

86. Do you think the people close to you know how you feel
    (A) about most things, or
    (B) only when you have had some special reason to tell them?

87. Would you rather work under someone who is
    (A) always kind, or
    (B) always fair?

88. In getting a job done, do you depend on
    (A) starting early, so as to finish with time to spare, or
    (B) the extra speed you develop at the last minute?

89. Do you feel it is a worse fault
    (A) to show too much warmth, or
    (B) not to have warmth enough?

90. When you are at a party, do you like to
    (A) help get things going, or
    (B) let the others have fun in their own way?

91. Would you rather
    (A) support the established methods of doing good, or
    (B) analyze what is still wrong and attack unsolved problems?

92. Are you more careful about
    (A) people's feelings, or
    (B) their rights?

93. If you were asked on a Saturday morning
    what you were going to do that day,
    would you
    (A) be able to tell pretty well, or
    (B) list twice too many things, or
    (C) have to wait and see?

94. In deciding something important, do you
    (A) find you can trust your feeling about
         what is best to do, or
    (B) think you should do the *logical* thing,
         no matter how you feel about it?

95. Do you find the more routine parts of
    your day
    (A) restful, or
    (B) boring?

96. Does the importance of doing well on a
    test make it generally
    (A) easier for you to concentrate and
         do your best, or
    (B) harder for you to concentrate and
         do yourself justice?

97. Are you
    (A) inclined to enjoy deciding things, or
    (B) just as glad to have circumstances
         decide a matter for you?

98. In listening to a new idea, are you more
    anxious to
    (A) find out all about it, or
    (B) judge whether it is right or wrong?

99. In any of the ordinary emergencies of
    everyday life, would you rather
    (A) take orders and be helpful, or
    (B) give orders and be responsible?

100. After being with superstitious people,
     have you
     (A) found yourself slightly affected by
          their superstitions, or
     (B) remained entirely unaffected?

101. Are you more likely to speak up in
     (A) praise, or
     (B) blame?

102. When you have a decision to make, do
     you usually
     (A) make it right away, or
     (B) wait as long as you reasonably can
          before deciding?

103. At the time in your life when things piled
     up on you the worst, did you find
     (A) that you had gotten into an impossible
          situation, or
     (B) that by doing only the necessary
          things you could work your way out?

104. Out of all the good resolutions you may
     have made, are there
     (A) some you have kept to this day, or
     (B) none that have really lasted?

105. In solving a personal problem, do you
     (A) feel more confident about it if you
          have asked other people's advice, or
     (B) feel that nobody else is in as good a
          position to judge as you are?

106. When a new situation comes up which con-
     flicts with your plans, do you try first to
     (A) change your plans to fit the situation,
          or
     (B) change the situation to fit your plans?

107. Are such emotional "ups and downs" as you
     may feel
     (A) very marked, or
     (B) rather moderate?

108. In your personal beliefs, do you
     (A) cherish faith in things that cannot
          be proved, or
     (B) believe only those things that can
          be proved?

109. In your home life, when you come to the
     end of some undertaking, are you
     (A) clear as to what comes next and
          ready to tackle it, or
     (B) glad to relax until the next inspira-
          tion hits you?

110. When you have a chance to do something
     interesting, do you
     (A) decide about it fairly quickly, or
     (B) sometimes miss out through taking
          too long to make up your mind?

111. If a breakdown or mix-up halted a job on which you and a lot of others were working, would your impulse be to
    (A) enjoy the breathing spell, or
    (B) look for some part of the work where you could still make progress, or
    (C) join the "trouble-shooters" in wrestling with the difficulty?

112. When you don't agree with what has just been said, do you usually
    (A) let it go, or
    (B) put up an argument?

113. On most matters, do you
    (A) have a pretty definite opinion, or
    (B) like to keep an open mind?

114. Would you rather have
    (A) an opportunity that may lead to bigger things, or
    (B) an experience that you are sure to enjoy?

115. In managing your life, do you tend to
    (A) undertake too much and get into a tight spot, or
    (B) hold yourself down to what you can comfortably handle?

116. When playing cards, do you enjoy most
    (A) the sociability, or
    (B) the excitement of winning, or
    (C) the problem of getting the most out of each hand,
    (D) or don't you enjoy playing cards?

117. When the truth would not be polite, are you more likely to tell
    (A) a polite lie, or
    (B) the impolite truth?

118. Would you be more willing to take on a heavy load of extra work for the sake of
    (A) extra comforts and luxuries, or
    (B) a chance to achieve something important?

119. When you don't approve of the way a friend is acting, do you
    (A) wait and see what happens, or
    (B) do or say something about it?

120. Has it been your experience that you
    (A) often fall in love with a notion or project that turns out to be a disappointment—so that you "go up like a rocket and come down like the stick", or do you
    (B) use enough judgment on your enthusiasms so that they do not let you down?

121. When you have a serious choice to make, do you
    (A) almost always come to a clear-cut decision, or
    (B) sometimes find it so hard to decide that you do not wholeheartedly follow up either choice?

122. Do you usually
    (A) enjoy the present moment and make the most of it, or
    (B) feel that something just ahead is more important?

123. When you are helping in a group undertaking, are you more often struck by
    (A) the cooperation, or
    (B) the inefficiency,
    (C) or don't you get involved in group undertakings?

124. When you run into an unexpected difficulty in something you are doing, do you feel it to be
    (A) a piece of bad luck, or
    (B) a nuisance, or
    (C) all in the day's work?

125. Which mistake would be more natural for you:
    (A) to drift from one thing to another all your life, or
    (B) to stay in a rut that didn't suit you?

126. Would you have liked to argue the meaning of
    (A) a lot of these questions, or
    (B) only a few?

FIRO-B

Please place number of answer that best applies to you in the space at the left of the statement. Please be as honest as you can.

For questions 1-16 use the following scale:

1. Usually 2. Often   3. Sometimes   4. Occasionally   5. Rarely   6. Never
   Always

____ 1. I try to be with people.

____ 2. I let other people decide what to do when I am with them.

____ 3. I join social groups.

____ 4. I try to have close relationships with people.

____ 5. I tend to join social organizations when I have an opportunity.

____ 6. I let other people strongly influence my actions.

____ 7. I try to be included in informal social activities.

____ 8. I try to have close, personal relationships with people.

____ 9. I try to include other people in my plans.

____ 10. I let other people control my actions.

____ 11. I try to have people around me.

____ 12. I try to get close and personal with people.

____ 13. When people are doing things together I tend to join them.

____ 14. I am easily led by people.

____ 15. I try to avoid being alone.

____ 16. I try to participate in group activities.

Scale	1	2	3	4	5	6
Frequency						

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For questions 17-40 use the following scale:

1. Most   2. Many   3. Some   4. A Few   5. 1 or 2   6. Nobody
  People   People   People   People   People

_____ 17. I try to be friendly to people.
_____ 18. I let other people decide what to do when I am with them.
_____ 19. My personal relations with people are cool and distant.
_____ 20. I let other people take charge of things.
_____ 21. I try to have close relations with people.
_____ 22. I let other people strongly influence my actions.
_____ 23. I try to get close and personal with people.
_____ 24. I let other people control my actions.
_____ 25. I act cool and distant with people.
_____ 26. I am easily led by people.
_____ 27. I try to have close, personal relationships with people.
_____ 28. I like people to invite me to things.
_____ 29. I like people to act close and personal with me.
_____ 30. I try to influence strongly other people's actions.
_____ 31. I like people to invite me to join in their activities.
_____ 32. I like people to act close toward me.
_____ 33. I try to take charge of things when I am with people.
_____ 34. I like people to include me in their activities.
_____ 35. I like people to act cool and distant toward me.
_____ 36. I try to have other people do things the way I want them done.
_____ 37. I like people to ask me to participate in their dicussions.
_____ 38. I like people to act friendly toward me.
_____ 39. I like people to invite me to participate in their activities.
_____ 40. I like people to act distant toward me.

For questions 41-54 use the following scale:

1. Usually 2. Often   3. Sometimes   4. Occasionally   5. Rarely   6. Never
  Always

_____ 41. I try to be the dominant person when I am with people.
_____ 42. I like people to invite me to things.
_____ 43. I like people to act close toward me.
_____ 44. I try to have other people do things I want done.
_____ 45. I like people to invite me to join their activities.
_____ 46. I like people to act cool and distant toward me.
_____ 47. I try to influence strongly other people's actions.
_____ 48. I like people to include me in their activities.
_____ 49. I like people to act close and personal with me.
_____ 50. I try to take charge of things when I'm with people.
_____ 51. I like people to invite me to participate in their activities.
_____ 52. I like people to act distant toward me.
_____ 53. I try to have other people do things the way I want them done.
_____ 54. I take charge of things when I'm with people.

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122/A-2

KEY TO FIRO-B

Question-Response-Scale

1. 1 - 3 = 1	21. 1 - 2 = 5	41. 1 - 4 = 3
2. 1 - 4 = 4	22. 1 - 4 = 4	42. 1 - 2 = 2
3. 1 - 4 = 1	23. 1 - 2 = 5	43. 1 = 6
4. 1 - 2 = 5	24. 1 - 3 = 4	44. 1 - 3 = 3
5. 1 - 4 = 1	25. 4 - 6 = 5	45. 1 - 2 = 2
6. 1 - 4 = 4	26. 1 - 3 = 4	46. 5 - 6 = 6
7. 1 - 3 = 1	27. 1 - 2 = 5	47. 1 - 3 = 3
8. 1 - 2 = 5	28. 1 - 2 = 2	48. 1 - 2 = 2
9. 1 - 2 = 1	29. 1 - 2 = 6	49. 1 - 2 = 6
10. 1 - 3 = 4	30. 1 - 3 = 3	50. 1 - 2 = 3
11. 1 - 2 = 1	31. 1 - 2 = 2	51. 1 - 2 = 2
12. 1 = 5	32. 1 2 = 6	52. 5 - 6 = 6
13. 1 - 2 = 1	33. 1 - 3 = 3	53. 1 - 2 = 3
14. 1 - 3 = 4	34. 1 - 2 = 2	54. 1 - 2 = 3
15. 1 = 1	35. 5 6 = 6	
16. 1 = 1	36. 1 - 2 = 3	
17. 1 - 2 = 5	37. 1 = 2	
18. 1 - 4 = 4	38. 1 - 2 = 6 .	
19. 4 - 6 = 5	39. 1 = 2	
20. 1 - 4 = 4	40. 5 - 6 = 6	

Total 1's, 2's, etc. They will fall on a continuum from 0 to 9. Record them in the box on the front of the FIRO-B.