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Each of the 18 basic vocational directions (occupational clusters) has a general role description, relevant personality traits, and types of interests generally considered to be compatible with that occupational cluster. The Branch of Counseling and Testing Services developed the "Counselor's Desk Aid" to facilitate use of the "Counselor's Handbook" (ED 023 857) by employment counselors in state employment offices. Vocational counselors in schools, rehabilitation agencies, etc., should also find these publications useful. In addition to occupational information in capsule form, the "Desk Aid" contains sample worksheets and checklists for use with individual counselees. (CH)

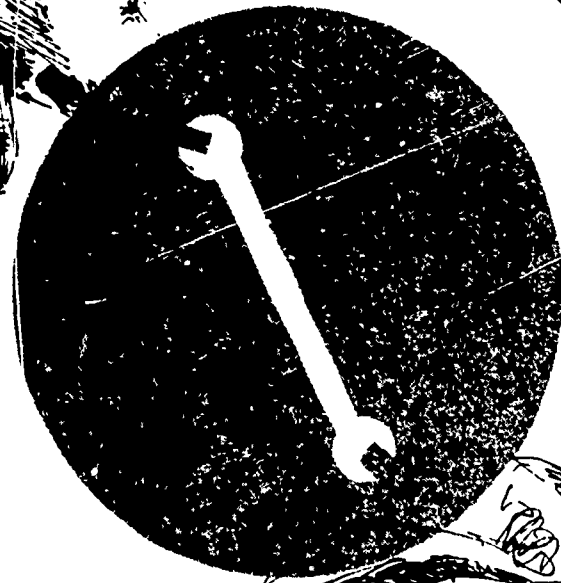
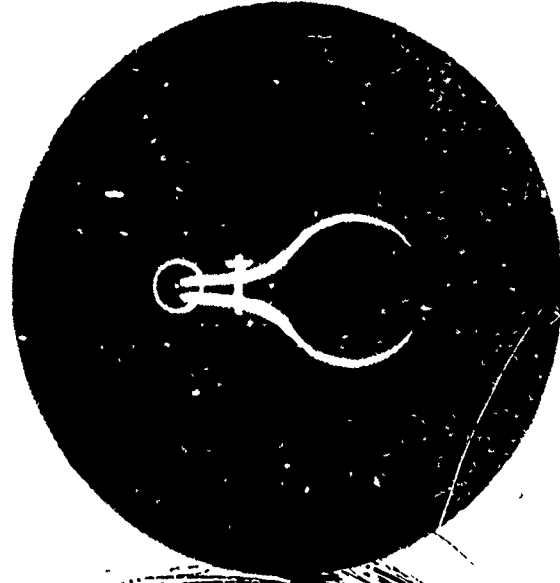
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COUNSELOR'S DESK AID, EIGHTEEN BASIC VOCATIONAL DIRECTIONS, SUMMARY INFORMATION.

U.S. DEPARTMENT OF LABOR W. Willard Wirtz, Secretary
MANPOWER ADMINISTRATION



**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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COUNSELOR'S

DESK AID

**EIGHTEEN BASIC VOCATIONAL DIRECTIONS,
SUMMARY INFORMATION**

**UNITED STATES DEPARTMENT OF LABOR
W. Willard Wirtz, Secretary**

**MANPOWER ADMINISTRATION
BUREAU OF EMPLOYMENT SECURITY
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UNITED STATES EMPLOYMENT SERVICE
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PREFACE

This Counselor's Desk Aid, Eighteen Basic Vocational Directions, is to be used in conjunction with the Counselor's Handbook. These two publications are designed primarily for the use of employment counselors in State employment local offices. However, they should be useful to vocational counselors in other settings, such as schools and rehabilitation agencies.

The purpose of the Desk Aid is to facilitate the use of the Counselor's Handbook by providing some of its information

in capsule form and to furnish worksheets and checklists which can be reproduced for use in individual operating situations.

This Desk Aid was developed in the Branch of Counseling and Testing Services by Jewell Boling under the general direction of Norman E. McGough, Chief of the Branch of Counseling and Testing Services. Grateful acknowledgement is made to various persons in the State, regional, and national offices who have contributed much to the form and content of this document.

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BASIC VOCATIONAL DIRECTION - PUBLIC SERVICE

PUBLIC SERVICE contains those professional and related people who exist in the greatest numbers and with whom everyone is most familiar -- our teachers, librarians, clergymen, physicians, pharmacists, nurses, policemen, judges, lawyers, counselors, social workers. The common aspect which relates their work is that they apply ORGANIZED KNOWLEDGE to working with the problems of people and their professional relationships with them are governed by established standards of competence and ethics.

Although the approach to solving other people's problems may be as diverse as that of the lawyer and the doctor, there is a requirement throughout the public service field that workers have a core knowledge of human psychology and social processes. Many of the jobs demand people who are interested in the "why" of human nature and who are skillful in spotting key facts in complicated human situations. Such people

may be required to evaluate and deal with human problems not only as isolated phenomena but also as related to a community, or perhaps to society broadly; in short, to the world we live in. The emphasis in some of the jobs is on the application of a body of organized technical knowledge (e.g., dietetics, library science) to help people with their problems.

These people are rewarded by prestige deriving from trusted position and opportunity to influence the values of society and promote human growth and achievement. Their lives are stimulated by the many creative relationships with others which are possible. Their stresses come mainly from the difficult, often insoluble, human conflicts they are called upon to mediate or the problems they are expected to help work out, all of which may make their tasks emotionally exhausting in the commitment of self which is involved.

APPRAISAL CLUES

Clues for potential in this direction may be found in pursuits that show motivation to work with the problems of others: achievement in social studies: participation in service and civic groups: leadership in schools, clubs, or other community organizations: and bent for learning, evidenced by broad background of knowledge. Scientific interest may be important. For the majority of the jobs, candidates must have the willingness and the capacity to engage in extensive professional preparation.

Persons who score well on general intelligence measures and show evidence of high verbal aptitude may find this a profitable direction of exploration. Many jobs provide opportunity for persons with high numerical aptitude. Clerical aptitude is frequently an asset, as are form perception, motor coordination, finger dexterity, and manual dexterity. Spatial perception may be an asset.

TEMPERAMENTS

Frequent
Valuative
Objective
Gregarious
Dominant
Self-Controlled

Variable
Versatile
Influencing
Rigorous
Adaptable to
Specific
Instructions

INTERESTS

Frequent
Social Welfare
People and Communication
of Ideas
Prestige

Variable
Scientific
Abstract, Creative
Business Contact
Working with Machines, Processes, Techniques

PUBLIC SERVICE

EDUCATION
LIBRARY, ARCHIVAL, AND MUSEUM
JUDICIAL SERVICE AND LEGAL
RELIGION AND THEOLOGY
GUIDANCE AND SOCIAL WORK
HOME ECONOMICS AND DIETETICS
PROTECTING, PUBLIC SERVICE
PHYSICIANS AND RELATED
NURSING
MEDICAL TECHNICIANS AND ASSISTANTS
PHARMACY
MORTICIAN SERVICE



BASIC VOCATIONAL DIRECTION - THE SCIENCES

The SCIENCES contain the people who apply ORGANIZED KNOWLEDGE in pursuits to increase man's understanding of the universe, including himself, or to extend his control over the forces of nature. The results of science have touched nearly everything we do and have influenced nearly everything we know about the world around us. To the scientist, usually, his work is more than a livelihood: it is a way of life.

All scientists have a core knowledge of science and mathematics. They tend to be characterized by strong curiosity drives, a critical and inquiring mind, facility in abstract and logical thinking, and often the creative capacity to conceive hypotheses and theories. Basic science, especially, requires the individual who is deeply committed to his work, willing to apply great concentration and emotional energy in the pursuit of

new knowledge. But combined with the intensity of his feeling for his work, a scientist must have the capacity for detachment from his own ideas and findings so that he may put them to impartial test.

The scientist is rewarded with prestige in our society. This is true regardless of his work setting, government laboratory, university research center, or industrial enterprise. His ego involvement in his work may be great and he has excellent opportunity for achievement and recognition. For many in scientific work, however, the work itself is the great adventure and its own reward. Stress may be part of the highly competitive scientific endeavor. Or the researcher may feel it as a result of the sustained and diligent effort which is necessary when working towards distant goals and hazardous success.

APPRAISAL CLUES

Clues to potential in science may be indicated by interest in physical and social phenomena demonstrated by self-initiated projects requiring intellectual, mechanical, or scientific activities -- especially when in the course of such pursuits does not take the beaten course, but successfully tries out daring and unusual ideas. All science and mathematics courses are pertinent. The preferred high school foundation includes strong emphasis on science courses, mathematics, and languages. Look for -- Science Award Winners, such as Westinghouse competitions. Recipient of scholarships and fellowships. Membership in honorary societies. Junior Academy of Sciences. Future Scientists of America. Science Fair activities. Scientific collecting. A persistent interest in science displayed early in life. Willingness and capacity to engage in extensive academic or professional preparation, or, for supporting work, appropriate technical training. Persons who score high on general intelligence tests, and with strong verbal, numerical, and spatial aptitudes may wish to explore THE SCIENCES. Depending upon the individual job, form perception, clerical perception, motor coordination, finger and

TEMPERAMENTS

Frequent
Objective
Valuative
Rigorous
Dominant

Variable
Versatile
Self-Controlled
Adaptable to Working in Isolation
Gregarious

INTERESTS

Frequent
Scientific
Abstract, Creative
Prestige

Variable
Nature and Outdoor
Life
Things and Objects
Social Welfare
People and Communication of Ideas
Working with Machines, Processes, Techniques

THE SCIENCES

MATHEMATICS AND LOGICAL SYSTEMS
BEHAVIORAL SCIENCE (PSYCHOLOGY, SOCIOLOGY, ETC.)
LIFE SCIENCE (BIOLOGICAL, AGRICULTURAL, HEALTH)
EARTH AND ATMOSPHERIC SCIENCE (GEOLOGY, METEOROLOGY,
* OCEANOGRAPHY, ETC.)
ASTRONOMY AND SPACE SCIENCE
PHYSICAL SCIENCE (PHYSICS, CHEMISTRY, ETC.)
LIFE SCIENCE TECHNICIANS
PHYSICAL SCIENCE TECHNICIANS

BASIC VOCATIONAL DIRECTION - ENGINEERING AND RELATED

In answering the question, "What is engineering?", the Dean of the School of Engineering of the Massachusetts Institute of Technology, Gordon S. Brown, calls it the "organized forcing of technological change." A more traditional recent definition is that engineering "applies the concepts and discoveries of science to the practical needs of the human community, its health, prosperity, and individual fulfillment." Our present-day technological society is largely the product of the engineering of science.

The engineer's role is difficult to define. Roles range from that of the engineer-scientist to that of the engineering technician. To distinguish engineers from scientists, it might be said that whereas the scientist may work with no aim but discovery and

understanding, the engineer is always oriented towards purposeful action. The engineer-scientist or research designer may direct his efforts toward gaining new knowledge, but this in itself is never his final end or goal. To him knowledge is important in that it can be put to use in developing or improving products, devices, systems, processes, or constructions. Other engineers are concerned with reducing the theoretical work of the scientist or engineer-scientist to practical form in development laboratories and in industrial establishments. Still other engineers are engaged in conventional engineering practice which involves great responsibility and much technical decision-making, but not high innovating capacity. Fields of technical work such as air flight, drafting, surveying, and radio operating are closely related to engineering.

APPRAISAL CLUES

Clues to potential in engineering may be indicated by interest in physical phenomena as demonstrated by self-initiated projects requiring intellectual, mechanical, or scientific activities. Leisure pursuits related to scientists, engineers, and engineering technicians are similar. The intensity and originality with which the hobby is pursued, and the emphasis upon its theoretical, technological, or mechanical aspects may be more important than the kind of hobby. All science and mathematics courses are pertinent. Look for -- Science Award Winners such as Westinghouse competitions, Recipient of scholarships and fellowships. Member of honorary societies. Science Clubs and Science Fair participations. "Jet" Engineers Club. Junior Achievement Week activities in science and engineering. Junior Engineering Technical Society. Reading interests in technology. Modelmaking and amateur designing. Scientific experimentation. Logic and mathematics games. Inventing gadgets, etc. Tangible constructions of every kind. Persons who score high on general intelligence tests, and with strong verbal, numerical, and spatial aptitudes may wish to explore ENGINEERING AND RELATED. Depending upon the individual job, form perception, motor coordination, finger and manual dexterity may be assets.

TEMPERAMENTS

Frequent
Objective
Valuative
Dominant
Rigorous

Variable
Versatile
Self-Controlled
Gregarious
Influencing

INTERESTS

Frequent
Scientific
Prestige
Things and Objects

Variable
Abstract, Creative
People & Communication of Ideas
Working with Machines, Processes, Techniques
Business Contact
Social Welfare
Tangible, Productive
Satisfaction

ENGINEERING AND RELATED

INDUSTRIAL ENGINEERING
 STRUCTURAL ENGINEERING
 AGRICULTURAL ENGINEERING
 MECHANICAL ENGINEERING
 AERONAUTICAL AND AEROSPACE ENGINEERING
 CHEMICAL, METALLURGICAL, AND CERAMIC ENGINEERING
 NUCLEAR ENGINEERING
 ELECTRICAL AND ELECTRONIC ENGINEERING
 MINING AND PETROLEUM ENGINEERING
 ENGINEERING TECHNICIANS
 DRAFTING
 SURVEYING, MAPPING AND LANDSCAPE DRAFTING
 AIR FLIGHT (PILOTING, CONTROL TOWER OPERATING
 AND RELATED)
 AUDIO AND VIDEO TRANSMITTING AND RECEIVING
 TECHNICAL PHOTOGRAPHY

BASIC VOCATIONAL DIRECTION - BUSINESS RELATIONS

BUSINESS RELATIONS people apply ORGANIZED KNOWLEDGE in activities as diverse as accounting, market and motivational research, purchase and sales work, personnel administration, advertising and public relations. These people are strongly oriented to economic values, attracted to the competition of the market place, and expert in cultivating good-will. They share a life style which requires a businesslike appearance, personable manner, and effective English to communicate clearly, orally or in writing.

People in business pursuits typically study problems which are related to fiscal organization, industrial production and marketing, or consumer preferences and purchasing habits. They tend towards setting goals for themselves which are difficult to attain and exercising their utmost in strength and talent to advance their personal progress and that of their employing organization. They take pride in their role which they see as generating the elan vital that keeps the economy lively and society stable.

APPRAISAL CLUES

Socially inclined pastimes which indicate curiosity as to why and how people react and an eagerness to participate in the world's affairs. Good conversationalist and ability to extemporize or "ad lib." Activity in student government, school, church, or club paper. Lite v club. Running for office or campaigning. Debating, public speaking. Parliamentarian. Treasurer or fiscal manager of group. Advertising manager or selling ads for yearbook. Sports leadership. President fraternity or sorority. Attending fashion shows. Part-time department store or dress shop job. Conducting surveys and interviewing. Canvassing. Moneymaking sidelines: door-to-door selling, paper route, soda-pop stand, miniature golf, selling souvenirs or refreshments. Dramatic, radio, or TV publicity participations. Reading: fashion magazines, Wall Street Journal, Fortune, Banking, Nation's Business, Business Week. Courses: general cultural, social sciences, distributive education, accounting, public relations, business administration. Intelligence, numerical and verbal aptitudes.

People in business relations range from the fiercely individualistic entrepreneur to the team personality who has become known as the "organization man." The occupations occupy a continuum from the fixed and structured, exemplified by the discipline of accounting, to the shifting and unstructured, typified by public relations which can accommodate backgrounds as diverse as sports, religion, medicine, and agriculture, as well as the creative generalist.

Many occupations in business relations require a knowledge of psychology, sociology, economics, or other social science. Accounting, statistics, and programming may be combined with legal, engineering, management and even scientific training for occupations which require a multi-disciplinary approach. For many types of purchase and sales work, the liberal arts and business administration are a main recruiting source. Talented people who leave school early or who dislike committing themselves to one profession find opportunity in business relations.

TEMPERAMENTS

Frequent
Dominant
Gregarious
Influencing
Valuative

Variable
Versatile
Self-Controlled
Objective
Subjective
Rigorous

INTERESTS

Frequent
Business Contact
Prestige
People and Communication
of Ideas

Variable
Scientific
Abstract, Creative
Things and Objects

BUSINESS RELATIONS

ACCOUNTING WORK
MATHEMATICAL ANALYSIS
PURCHASE AND SALES
ADVERTISING AND PUBLIC RELATIONS
MARKET AND MOTIVATIONAL RESEARCH
TRAFFIC MANAGEMENT
PERSONNEL MANAGEMENT

BASIC VOCATIONAL DIRECTION - MANAGERIAL

MANAGERIAL involves the people who apply ORGANIZED KNOWLEDGE to plan, coordinate, and supervise an organization or work activity, either in accordance with specified policies and principles or on their own initiative and authority. On the whole, people do not make vocational decisions in terms of managerial and supervisory levels of the fields of their choice. It may be expected rather that they will grow into these levels on the basis of work experience and indications

of leadership capacities which develop on the job. Managerial work, although traditionally identified with such personal qualities as leadership and initiative, is becoming increasingly dependent on organized knowledge in such diverse fields as finance, distribution, personnel, and public relations, and on technical information about the particular products or services which are managed by the worker.

APPRAISAL CLUES

Clues to potential for MANAGERIAL WORK may be indicated by leadership and organizing capacity demonstrated in relation to any activity. Student government leadership. Participation in civic and social activities requiring the planning of work and the execution of activities cooperatively with others. Carrying out self-initiated projects. Holding offices, either by election or appointment. Community project organizing. Chairmanship of community projects. Athletic or other school management enterprises. Civil organization leadership, e.g., scouts, reserves. Social group managing, e.g., outings, dances. Hobbies involving periodic planning, e.g., fraternity or sorority programs for year. Church leadership in such activities as building funds, young people's programs, decorations committees, charity drives, or serving as program director for special events. Organizing and directing any activities for civic betterment or reforms. Any evidence of ability in group situations to arouse in people constructive attitudes of enthusiasm, loyalty, responsibility, and cooperation. Any business or institutional administration or related courses; supervisory or foremanship courses of any kind; organization and planning courses.

TEMPERAMENTS

Frequent
Dominant
Versatile
Gregarious

Variable
Valuative
Objective

INTERESTS

Frequent
Prestige
Business Contact

Variable
People and Communi-
cation of Ideas

MANAGERIAL

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - THE ARTS AND RELATED

The ARTS AND RELATED contains the people in those occupations which are known as fine and commercial arts, architecture, music, literary work of all kinds including journalism and advertising, copy writing, choreographic art and dancing, dramatics, lecturing and similar public appearance work, modeling, soothsaying, sports, acrobatics, magic, and variety entertainment specialties. Not only creators and interpreters are included here, but many occupations which are art-related. These latter provide opportunity for an artistic talent to "hitchhike" on another activity,

as do the scientific illustrator, the technical writer, and the music teacher.

The only factor in common among these people who populate these diverse occupations is that they share a special talent of some type which is sufficiently developed that they are able to exploit it occupationally. Such a talent usually subsumes the creative imagination necessary to generate new ideas, originate new forms, or to conceive innovations in the interpretation of previously existing art forms.

APPRAISAL CLUES

Cultural and artistic pastimes. Pursuits as an individual or as a member of a group which involve art or art-related activities. Work samples. Scores on tests of artistic, musical, literary, or other artistic aptitude. Opinions of qualified critics. Public or private performances which have won recognition. Published works. Recitals. Art exhibits. Guest performer. Recognition in amateur performances. Related reading interests.

TEMPERAMENTS

Frequent
Subjective
Valuative
Rigorous

Variable
Gregarious
Versatile
Dominant
Influencing
Adaptable to Specific Instructions
Objective

INTERESTS

Frequent
Abstract, Creative
People and Communication
of Ideas
Prestige

Variable
Business Contact
Social Welfare
Scientific
Tangible, Productive
Satisfaction
Things and Objects

THE ARTS

ARTISTIC WORK, TWO DIMENSIONAL
 SHAPING (SCULPTURE) AND KINETIC ART
 ARTISTIC ARRANGING
 ARCHITECTURE AND LANDSCAPING
 ARTISTIC PHOTOGRAPHY
 MUSICAL DIRECTING
 MUSICAL COMPOSING
 MUSICAL WORK, VOCAL
 MUSICAL WORK, INSTRUMENTAL
 CREATIVE WRITING
 COPY WRITING
 JOURNALISTIC WRITING (EDITING AND REPORTING, PRESS,
 TV, RADIO)
 TRANSLATING AND INTERPRETING
 TECHNICAL WRITING
 PUBLIC SPEAKING (LECTURING, TV, AND RADIO ANNOUNCING)
 DRAMATIC PERFORMING (ACTING)
 MODELS AND STAND-INS
 RHYTHMIC PERFORMING (DANCING)
 SPORTS AND ATHLETIC PERFORMING
 ASTROLOGY AND SOOTHSAYING
 ENTERTAINMENT WORK, VARIETY
 ENTERTAINMENT WORK, PROMOTIONAL AND DISPLAY

BASIC VOCATIONAL DIRECTION - CLERICAL

CLERICAL contains the people who are typically concerned with written or printed communications, records, and other forms of verbal or numerical data. They deal with data through such processes as recording, computing, checking, classifying, coding, sorting, compiling, filing, and mechanical reproducing. The activities of the workers ordinarily require of them ability to perceive verbal or numerical symbols readily and accurately and to comprehend their meaning. Although clerical work is mainly concerned with data, workers may be required to relate in various ways to people, to business machines, and to materials being checked, handled, exchanged, or otherwise dealt with.

Because clerical occupations tend to require facility in linguistic and mathematical processes, the mental ability and educational development standards for clerical work are relatively high. However, because clerical workers do not normally originate the data with which they work, they are not usually called upon to exercise high levels of creative imagination, as, for example, in literary work, or independent judgment in contributing to or using organized knowledge. Some planning enters into many types of clerical work, but when planning is a major function, the occupations are considered managerial. Public contact functions appear strongly in CLERICAL WORK, but are secondary to the numerical and verbal functions.

APPRAISAL CLUES

Any school, club, or other voluntary activities involving numerical or verbal record keeping, or filing. Serving as chairman or member of such committees as Editorial, Publications, Periodicals, Publicity, Library, Permanent Records, or related offices. Writing for contests. Editing school or club publications. Keeping attendance or collection records for organizations. Taking inventories and keeping stock and equipment records for social, athletic, or similar groups. Being property manager for club, church, or civic group. Taking charge of club or school supply room. Serving as treasurer of club, church, or other group. Poise, good manners, and tact. Neat, well-kept appearance. Good command of oral English. Intelligence, verbal aptitude, numerical aptitude, motor coordination, and finger dexterity in varying combinations tend most often to be important in clerical work. Clerical perception is an ability which is useful in any clerical occupation. All commercial courses: e.g., Bookkeeping, Business Arithmetic, Business English, Clerical Procedure, Filing, Office Machines, Office Practice, Stenography, Typing.

TEMPERAMENTS

Frequent
Rigorous
Objective

Variable
Adaptable to
Repetitive Work
Versatile
Adaptable to Specific Instructions
Gregarious
Self-Controlled
Valuative
Dominant

INTERESTS

Frequent
Business Contact

Variable
Routine, Concrete
Organized
People and Communication of Ideas
Prestige
Working with Machines, Processes, Techniques
Scientific

CLERICAL

SECRETARIAL AND STENOGRAPHIC
TYPING
CORRESPONDENCE AND COPY EDITING
PERSONNEL WORK (CLERICAL)
FILING AND CATALOGING
COMPUTING
BOOKKEEPING AND RELATED
PAYING AND RECEIVING
PRODUCTION RECORD WORK
CLERICAL MACHINE OPERATING
STOCKKEEPING
SCHEDULING
CODING AND DECODING
UNDERWRITING
INFORMATION AND MESSAGE DISTRIBUTION
DUPLICATING MACHINE OPERATING

BASIC VOCATIONAL DIRECTION - PUBLIC CONTACT

PUBLIC CONTACT contains the people who are typically concerned with communication of a face-to-face nature. This contrasts with clerical people who are largely involved with communication on the basis of written records. Qualification for public contact work depends primarily upon the ability to relate effectively to other people, but clerical ability is also needed for jobs involving clerical tasks. The more demanding public contact jobs require the social insight to evaluate human personalities and gauge their reactions. However, public contact workers are not required to have a professional understanding of the individual in the sense of the lawyer, clergyman, counselor, or social worker. In the simpler jobs, workers deal with the public in superficial, transitory types of business situations, involving only routine questions and answers.

More difficult jobs require the exercise of judgment and reasoning in carrying out rules and regulations and the type of outgoing personality which generates easy communication with others.

In many types of selling, there is required a capacity for energetic promotion, skill in persuasion, determination to convince, and attitude of equanimity in the face of resistance, indifference, or affront.

The carrying out of many transactions on a verbal basis requires good hearing and a memory for names, faces, and details. Because the jobs depend so much upon the personal qualities and general educational development of the worker, specific specialized training is not emphasized and the generalist often finds opportunity.

APPRAISAL CLUES

Clues for potential in this direction may be found in pursuits that indicate preferences centered around events and personalities. Club membership, sports activity, or other pursuit involving meeting and associating with people. Serving on membership, reception, or other committee devoted to greeting, assisting, or similarly contacting people. Ushering and giving information to people at bazaars, fairs, auctions, school, church, or other public events. Casual work in store, service station, or entertainment facility. Sense of appropriate grooming. Poise, good manners, and tact. Personable in total personality effect. Pleasing speaking voice with good modulation and clear enunciation.

Courses: Business Arithmetic, Business Psychology, Distributive Education, English courses, Etiquette, Interviewing Techniques, Oral English, Personality Development, Public Relations, Public Speaking, Reception, Salesmanship courses of all kinds, Switchboard Operating, Telephone Usage, Typing.

Verbal is the most frequently used aptitude. Numerical aptitude, clerical perception, and form perception are used less frequently.

TEMPERAMENTS

Frequent
Gregarious

Variable
Influencing
Valuative
Self-Controlled
Adaptable to Repetitive Work
Dominant
Subjective

INTERESTS

Frequent
Business Contact
People and Communication
of Ideas

Variable
Things & Objects
Routine, Concrete
Organized
Prestige

PUBLIC CONTACT

GENERAL PUBLIC CONTACT WORK
CUSTOMER SERVICE WORK
AUTOMOBILE SERVING ACTIVITIES
MISCELLANEOUS PUBLIC CONTACT WORK
SELLING

BASIC VOCATIONAL DIRECTION - SERVICE

SERVICE contains the people who provide more or less personal service to others -- the beauticians and barbers, hostesses, practical nurses, cleaning people, attendants, cooks and waitresses, baby sitters, companions, taxi drivers, and general maids to name a few. SERVICE differs from PUBLIC SERVICE in that the services are much more under the direction and control of the person being served.

The SERVICE worker may be required to subordinate himself to an employer or customer and maintain a subservient attitude. However, in occupations such as the exclusive hair stylist, the head waiter, the chef, the make-up artist, or the high-rise apartment manager, hauteurb may be more descriptive of the personality role. Nevertheless, it is usually the case that the SERVICE worker devotes his time to waiting on others and he is often economically dependent upon their tips. This tends to emphasize his subordinate position and unequal social status. For some persons, a SERVICE role is stressful on this account. The SERVICE worker may render highly esteemed services to others and derive self-fulfillment from the feeling of being valued and needed.

Preference for a service, rather than an industrial or office, environment. Pleasing manner and appearance. Activities demonstrating dependability in caring for children: "baby-sitting," volunteer child care. Self-developed skill in cooking. House cleaning responsibilities. Waiter or waitress at school, club, or church luncheons, dinners. Volunteer nursing. Red Cross home nursing and first-aid courses. Interest in doing personal tasks for others such as curling hair, fixing nails, or giving home permanents. Running errands, carrying groceries, delivering messages, shoe shining. Serving as host, hostess, usher, at any function. Spare-time taxi driving. Casual work: amusement park, hat or coat checker, porter, yard worker, window washer. Verbal ability is used in many of the jobs. Some require numerical aptitude and form perception. Motor coordination, manual and finger dexterity are used in many jobs.

For some service workers the duties are informal, unspecified, or vaguely circumscribed. Others work in an institutional setting with duties strictly regulated by formal guides, schedules, and sanctions. Some workers must acquire finesse in catering to one personality; others must adapt to a wide variety of individuals. For some, the contact with others is transitory; others must adjust to intimate, prolonged, and daily contact with the person being served.

SERVICE jobs which require licensing, as barbers, beauticians, and embalmers, are entered by technical training. Specialized training is required for airplane hostesses, cooks, nurse aids, electrologists, and the like. Busboys, soda dispensers, and many kinds of attendants need only short on-the-job demonstration. Companion, escort, matron, and similar hardly involve vocational preparation at all, but frequently need a relatively high level of general educational development and social intelligence to meet the cultural and other demands of their work. An increasing number of two-year technical institutes and junior college courses are becoming available for service occupations.

APPRAISAL CLUES

TEMPERAMENTS

| | |
|-----------------------|---------------------|
| Frequent | Variable |
| Adapt. to Spec. Inst. | Valuative |
| Gregarious | Subjective |
| | Self-Controlled |
| | Adapt. to Rep. Work |
| | Versatile |
| | Dominant |
| | Influencing |
| | Rigorous |

INTERESTS

| | |
|------------------|----------------------|
| Frequent | Variable |
| Business Contact | Tang., Prod. Satis. |
| Social Welfare | Peo. & Com. of Ideas |
| | Scientific |
| | Prestige |
| | Things & Objects |
| | Working with Mach., |
| | Proc., Tech. |

SERVICE

FOOD PREPARATION AND SERVING
COOKING
BARBERING
COSMETOLOGY
HEALTH CARE SERVICES
CHILD CARE
HOSPITALITY AND ESCORTING SERVICES
LODGING SERVICES, N.E.C.
CUSTOMER SERVING, N.E.C.
BUILDING SERVICES, N.E.C.

BASIC VOCATIONAL DIRECTION - PRIMARY OUTDOOR

PRIMARY OUTDOOR is a basic vocational direction which people with an overriding preference for an outdoor environment may explore. Its activities involve fundamental natural processes associated with (1) Farming, (2) Marine Work (including navigating water-going craft and catching and breeding aquatic life), and (3) Forestry (including logging and forest preservation). The importance to some people of an outdoor environment as a setting for their work has been recognized in many resources widely used in guidance and personnel work. The Kuder Preference Record is an outstanding example.

Because so many of the habits, attitudes, sensitivities, and knowledges needed in primary outdoor occupations are most deeply and easily established in childhood and youth, one should think twice before suggesting certain primary outdoor callings to anyone reared in a city environment. However, technology has provided easy communication with remote places, creature comforts and

conveniences, machine substitutes for manual labor, and other means of reducing the contrasts between urban-industrial and primary outdoor environments and activities.

Training for occupations in the PRIMARY OUTDOOR group varies greatly. Mechanization has revolutionized many jobs, altering training requirements. However, the best initial training for farming, fishing, seafaring, hunting, or logging still is to grow up in a family that follows the pursuit. Experience as a hired worker often provides the necessary background. Extensive, organized courses in agricultural technologies are taught on various levels in high schools, colleges, and through extension services. In the field of Marine Work, most Navigation jobs are apprenticeable, but technical preparation is required for some. Technical training is required for various other types of PRIMARY OUTDOOR occupations.

APPRAISAL CLUES

Clues for potential in this direction may be found in pursuits that show motivation to be physically active and out in all kinds of weather. Grange, 4-H Club, or Future Farmers of America activities. Any hobbies involving exploring or observing weather conditions, plant growing, animal care, or wildlife. Science Club activity involving projects such as planting trees, collecting meteorological data, insect control. Scout experience and earned badges in all phases of outdoor life, such as nature study and camping. Fishing, swimming, boating, hunting, trapping, target practice, training dogs or other animals, fish breeding, enjoying parks, picnicking in woods, going on camping trips and "roughing it." Reading: Field and Stream, Nature Magazine, Outdoor Life, farm journals and other publications devoted to outdoor living and working. The jobs in the field are diverse in aptitude requirements. All aptitudes are assets according to the type of job. The physical aptitudes of motor coordination, finger dexterity, and manual dexterity are widely involved in the activities.

TEMPERAMENTS

Variable
Adapt. to Working in Isol.
Gregarious
Self-Controlled
Dominant
Versatile
Adapt. to Spec. Inst.
Valuative
Objective
Rigorous

INTER-STS

| | |
|---|--|
| <u>Frequent</u> Nature and Outdoor Life | <u>Variable</u> Scientific Working with Mach., Proc., Techniques Peo. & Com. of Ideas Tang., Prod. Satis. Prestige |
|---|--|

PRIMARY OUTDOOR

FARMING
FISHING (INCLUDES HUNTING AND TRAPPING
AQUATIC ANIMALS)
NAVIGATION
MARINE LIFE CULTIVATION
FOREST CONSERVATION
LOGGING AND RELATED
HUNTING AND TRAPPING (FOREST ANIMALS)

BASIC VOCATIONAL DIRECTION - PROCESSING

PROCESSING contains those industrial people who treat materials, usually to alter their working or composition characteristics. On craft levels they may employ extensive knowledge of a material and the complicated processes involved in its manufacture. Craft workers operate or control equipment such as mixing machines, extractors, cookers, vats, tanks, stills, ovens, kilns, furnaces, reactors, accelerators, etc. They take readings in such terms as pressures, temperatures, and weight or volume measures. They observe control panels, dials, oscilloscopes, and continuous graphs. They exhibit adaptability to a production environment, respect for scientific principles, and capacity to work with formulas and precision instruments.

On coordinative levels, PROCESSING people do not require extensive knowledge of physical, chemical, or other nature of process with which they are working. The

procedures are established and the worker is not required to vary or adapt them to meet specific conditions. A worker's decisions are based chiefly on immediate and simple sensory criteria. Only routine formulas and chemical tests, if any, must be understood and used. Sensory acuity may be involved in observing, such things as changes in color, textures of surfaces, odor, taste, or temperature, and in giving attention to continuous processes.

PROCESSING workers often need an ability to withstand more than ordinary environmental discomfort such as: intense heat from furnaces; poisonous fumes from strong chemicals; splashing from quenching liquids; noxious odors from acids, fermenting solutions, etc. They frequently wear protective clothing or equipment under these conditions and in jobs involving radiation hazards, as in atomic energy.

APPRAISAL CLUES

Clues to potential for PROCESSING work may be found in activities related to production chemistry or other area of applied science. Having own chemistry set or lab in which tests chemical reactions with instruments, tends containers in which chemical reactions are taking place, and uses extreme care in handling critically reacting ingredients; e.g., chromatography, distillation, precipitation with reagents, annealing, electroplating, and crystallization. Dyeing. Paint mixing. Fumigating. Baking, cooking, or other form of food processing, including killing and dressing of animals. Courses such as chemistry, science, materials testing, physics, metallurgy, electroplating, annealing, cleaning and dyeing, and related courses in industrial arts. Form perception, spatial, motor coordination, finger dexterity, manual dexterity, intelligence, and numerical aptitude in some combination. Clerical perception is utilized in jobs which involve reading dials, measuring devices, and indicators of various kinds.

CRAFT LEVELS

TEMPERAMENTS

Frequent
Rigorous
Objective

Variable
Self-Con-
trolled
Valuative

Frequent
Working with
Mach., Proc.,
Techniques

Variable
Scientific

INTERESTS

COORDINATIVE LEVELS

TEMPERAMENTS

Frequent
Adaptable to Repetitive
Work
Adaptable to Specific
Instructions
Rigorous

Frequent
Things and Objects
Routine, Concrete Organized

INTERESTS

PROCESSING WORK

PROCESSING CRAFTS
PROCESSING - TENDING
PROCESSING - FEEDING-OFFBEARING AND HANDLING

BASIC VOCATIONAL DIRECTION - MACHINE WORK

MACHINE WORK contains the industrial people, N.E.C., who operate, tend, or drive machines. Workers are usually identified with the machine or equipment they operate. People who choose machine work as a vocational objective should not mind being in a mechanized environment and working in a fixed location. They should be able to adjust their responses to pace set by a machine or to a complex series of machine operations.

On trade levels of machine work the worker must be able to control the operation of a machine or the sequence of the process which is being carried out by the machine. The quality of the product or the functioning of the mechanical system will be dependent upon the worker's comprehension of the operation of the machine and his skill and judgment in setting up, adjusting, or controlling the machine to maintain it in proper function.

On coordinative levels workers are not required to set up or make complex adjustments to machines. On this level the most critical requirement of workers is that they be able to give close and sustained attention to the operation of machines which have already been set up or programmed to perform their operation. Control of automated and many automatic machines is exerted by finger-tip action on machine controls. Control panels

APPRAISAL CLUES

Habits in everyday life of observing machines in operation to see how they function. Liking to try out machines. Good driving record. Liking to visit factories, shops, and other places where machines are. Operating saws, looms, punch presses, or other machines in high school or shop course. Operating a printing press to get out school paper. Having a home workshop. Model-making. Summer job working around construction machines. Skill in operating household equipment of any kind. Courses: driving, heavy equipment operating, machine operating courses of any kind, machine shop, sewing machine operating, shop mathematics. The perceptual aptitudes of form and spatial are widely used in machine work, as are motor coordination, manual and finger dexterity. Numerical aptitude is needed in many jobs.

may be relatively simple or highly complicated. For these workers who are engaged in manually operating, offbearing, or feeding repetitive machines, the chief requirement may be physical endurance and capacity for rapid and continuous muscular action.

Training and educational requirements for jobs in machine work are diverse. Jobs in fields such as machining are usually apprenticeable. Industrial schools offer training for many kinds of machine operators from textile machine to construction equipment operating. Technical schools offer preparation for some kinds of machine jobs. On many jobs, the journeyman becomes so after working up from helper status. Some jobs are entered only after progressive experience through a series of lower level jobs. Many jobs are routine, require only a short training time, and do not afford any channels of advancement to higher jobs. Some jobs require the worker to deal with complicated work specifications and require an educational background of high school graduation or more. Other jobs, as in heavy equipment operating, which are very highly skilled, still have no set literacy requirements, and are indeed said by some training schools not to require literacy as a prerequisite.

TRADE LEVELS

TEMPERAMENTS

Frequent
Rigorous
Objective

Variable
Versatile
Self-Controlled

Frequent
Working with
Mach., Proc.,
Techniques
Things & Obj.

INTERESTS

Variable
Tang., Prod.
Satis.
Bus. Contact

COORDINATIVE LEVELS

TEMPERAMENTS

Frequent
Adapt. to Rep. Work
Adapt. to Specific
Instructions

INTERESTS

Frequent
Things & Objects
Routine, Concrete
Organized

MACHINE WORK

MACHINING
PRODUCTION MACHINE OPERATING, N.E.C.
HEAVY VEHICLE OPERATING
VEHICLE DRIVING

BASIC VOCATIONAL DIRECTION - BENCH WORK

BENCH WORK contains the industrial people who are engaged in hand work which involves the worker with relatively small parts, objects, and materials, or with associated inspectional activities. Extensive hand movements are involved in most of the activities associated with bench work, but in inspectional activities the emphasis is upon sensitivity to visual, auditory, tactile, and other stimuli. Persons with a preference for industrial pursuits that are relatively sedentary and passive in nature (as compared with highly active jobs such as occur in Structural Work, for example) may find suitable jobs here.

These workers often work in a fixed location in a mill or shop area, and at a bench, work table, or conveyor. They frequently use bench power tools and may operate one or several large stationary machines as an adjunct to the hand skills. At the more complex levels workers follow patterns, diagrams, or other exacting specifications, use a variety of hand tools, and assume responsibility for meeting standards. Workers on the less complex levels are required to follow standardized procedures.

These workers tend to be characterized by an attitude of carefulness and respect for tools, equipment, and materials. For many of the jobs the worker needs a sense of color, form, and proportion to achieve finished appearances in accordance with craft standards. For some, tactual sensitivity to handle delicate parts or judge smoothness, roughness, contour or other surface qualities of objects. On the more routine levels of the work, there is often required adaptability to maintaining a tight time schedule all day in order not to hold up an assembly line.

Jobs of a bench work nature vary considerably in nature of training. Many are apprenticeable. Others require training in a technical or trade school. Many are of the type which the worker learns by beginning as a helper or routine worker from which he works himself to craft level status. On the lower levels, many bench work type jobs do not lead to a higher level at all, and the worker may not look forward to a promotion line which will bring him to craft status.

APPRAISAL CLUES

Leisure pursuits which have indicated an inclination to do fine work with hands: Repairing articles. Making trinkets and jewelry. Constructing chairs, tables, benches. Framing pictures. Repairing watches, clocks, cameras. Tooling leather objects. Making objects from sheet metal. Carving. Stuffing and mounting animals and birds. Fancy work. Modeling in sand, papier mache, or other material. Hand upholstering, wallpapering, weaving, knitting, hand weaving, sewing. Exhibiting at Arts and Crafts Fairs. Model building or ceramics. Courses in Industrial Arts, Applied Arts, and hand crafts of any kind. Form perception, spatial aptitude, numerical aptitude, motor coordination, manual dexterity, and finger dexterity are abilities frequently required. Consider any casual work evidencing adaptability to inspectional activities or ability to maintain pace set by a factory assembly line.

CRAFT LEVELS

TEMPERAMENTS

Frequent
Rigorous
Valuative
Objective

Variable
Subjective

Frequent
Tang., Prod.
Satis.

Working with
Mach., Proc.,
Techniques

INTERESTS

Variable
Things & Obj.
Scientific
Abstract,
Creative

COORDINATIVE LEVELS

TEMPERAMENTS

Frequent
Adapt. to Rep.
Work
Rigorous

Variable
Adapt. to
Spec.

Frequent
Things & Obj.
Rou., Con.,
Inst.

INTERESTS

Variable
Tang.; Prod.
Satis.
Organized

BENCH WORK

BENCH CRAFTSMEN
BENCH WORK, PRODUCTION ASSEMBLING AND RELATED
BENCH INSPECTING AND RELATED

BASIC VOCATIONAL DIRECTION - STRUCTURAL

STRUCTURAL WORK contains those industrial craftsmen and supporting workers who are involved in the positioning, cutting, fitting, joining, or finishing of structural materials. These workers need physical agility and ruggedness to work in changing positions, frequently involving climbing and exposure to the weather. They may be required to have a knowledge of the physical properties of materials such as stress resistance, durability, strength of seams or joints, and resistance to weather. The work generally occurs outside a factory or shop environment, but it may occur in connection with the assembly of structural materials on factory production lines. Tools used are usually hand or portable power tools. The work is done on objects such as buildings, bridges, ships, airplanes, tanks, or motor vehicles.

It is typical of people in structural crafts that they obtain a sense of satisfaction and achievement from taking raw materials and "creating" or "making something" out of them. This may be a finely fitted door,

APPRAISAL CLUES

Habits in everyday life which have indicated an interest in building and pride in workmanship. Drawing plans for and building chickenhouses, breezeways, bird boxes, dog houses, window boxes, etc. Building fish or lily ponds, bird baths, garden walks, or patios out of cement. Laying flagstone terrace, linoleum, a tile hearth. "Do-it-yourself" activities such as repairing and painting a house or room: wallpapering a room; painting or "touching up" the automobile; patching a leak in the roof; repairing the plumbing. Building an outdoor barbecue of brick. Model making. Carpentry workshop. Boy Scout merit badge in painting or other craft. Courses: Building trades, manual training, mechanical drawing, model building, sheet metal, shop, trowel trades, woodworking. Numerical aptitude, spatial aptitude, form perception, motor coordination, finger dexterity, and manual dexterity in some combination.

completely painted and finished room, steel boiler that works, or well laid out water supply system. Capacity for spatial reasoning and appreciation of precision in measurement are important. In many of the jobs the worker needs enough sense of color, form, and proportion to achieve finished appearances which are neat and attractive. Some jobs require the craftsman to approach artistic standards of workmanship.

However, "rough" structural work accommodates the most uncouth of workers. Much structural work is carried out by "teams" or "crews" and the worker may need to adjust to being one of a group. Structural work provides considerable opportunity for workers to establish an individual business. Many people prefer structural work to other trades because they can work outdoors.

Journeyman status in structural crafts may be achieved by formal apprenticeship, learning the craft under an experienced worker, or progressing from helper through intermediate jobs to journeyman status.

CRAFT LEVELS

TEMPERAMENTS

Frequent
Rigorous
Objective
Valuative

Variable
Self-
Controlled

INTERESTS

Frequent
Tang., Prod.
Satis.
Working with
Mach., Proc.,
Techniques
Things & Obj.

Variable
Abstract,
Creative
Outdoor

COORDINATIVE LEVELS

TEMPERAMENTS

Frequent
Adapt. to
Spec. Inst.

Variable
Rigorous
Self-
Controlled

INTERESTS

Frequent
Rou., Concrete,
Organized
Things & Obj.

Variable
Tang.,
Prod.
Satis.
Outdoor

STRUCTURAL

STRUCTURAL CRAFTSMEN
STRUCTURAL WORK, COORDINATIVE



BASIC VOCATIONAL DIRECTION - MECHANICAL AND ELECTRICAL WORK

MECHANICAL AND ELECTRICAL WORK contains the industrial people in the mechanical and electrical trades and supporting occupations. Trade level workers must be able to reason in terms of mechanical or electrical principles and to diagnose and correct faulty systems operation: read blueprints and diagrams; and use hands and small tools such as screwdrivers, pliers and callipers, expertly. In mechanical trades the emphasis is upon understanding the functional nature of machines and ability to visualize the interaction of parts and forces. In electrical trades the emphasis is upon understanding concepts such as voltage, amperage, circuitry, etc., and the functioning of systems which are activated by electrical forces. These workers make judgments based on highly developed sensory sensitivities, e.g., a worker judging the accuracy of crankshaft bearings by the "feel" of the crankshaft as he turns it. They must often assume positions such as

crouching, kneeling, and bending.

The work can be physically difficult and dirty and is not suitable for those who are repulsed by grease and wearing grimy coveralls. However, jobs dealing with the public require a business-contact oriented personality. Workers in these jobs wear business suits, white shirts, and ties.

Preparation for mechanical or electrical work is usually by one of the following methods: (1) accumulated experience through a series of jobs in the trade; (2) through informal on-the-job training; and (3) formal apprenticeship. Armed Forces training is qualifying and sometimes hobby experience is a basis for entry. A variety of trade, manufacturers', and correspondence types of training are available for many of the jobs.

APPRAISAL CLUES

Bent towards mechanics, evidenced by background of experimenting with mechanical devices. Good grades in mathematics, mechanical drawing, and subjects involving mechanical problem-solving. Consuming interest in electricity and new developments in electrical field; curiosity about the workings of electrical appliances; habit of "fixing" the family electrical appliances--toasters, irons, fans, TV, radio, clocks. Liking to study drawings of machinery, assembly instructions for appliances, etc. Strongly motivated to solve mechanical problems on own. Repairing motors and engines; collecting old parts and constructing assemblies. Science Fair electrical projects. "Ham" radio operating. Radio or electricity club. Scout radio or electricity badge. Reading Popular Science, Popular Electronics, Mechanix Illustrated, Popular Mechanics. Sports such as football, gymnastics, hockey, wrestling, hiking, evidencing strength and agility. Blueprint Reading, Electricity, Electronics, General Shop, Math Courses (algebra, geometry, trigonometry), Mechanics, Physics. Numerical aptitude, spatial aptitude, form perception, motor coordination, manual and finger dexterity are the most frequently used aptitudes.

TEMPERAMENTS

Frequent
Objective
Rigorous
Valuative

Variable
Versatile
Self-Controlled
Adaptable to Specific Instructions
(for helpers)

INTERESTS

Frequent
Working with Machines,
Processes, Techniques
Tangible, Productive
Satisfaction
Things and Objects

Variable
Scientific
Business Contact

MECHANICAL AND ELECTRICAL WORK

MECHANICS
ELECTRICAL WORK

BASIC VOCATIONAL DIRECTION - GRAPHIC ARTS

GRAPHIC ARTS contains the people who reproduce designs, illustrations, or typed materials by means of such processes as painting, printing, or photography and those who engage in a related graphic arts craft such as bookbinding. People in graphic arts may see themselves primarily as artists or as craftsmen. However, the activities are for the most part concerned with excellence in the reproduction of forms which have already been created. They do not usually provide

the opportunity to do original work which is offered in the fine and creative art fields. People with an interest in art and definite, but not outstanding, artistic talent, frequently find satisfying careers in this field. Too much originality may be a handicap and lead to dissatisfaction. People with a high capacity for craftsmanship find many opportunities in the graphic arts.

APPRAISAL CLUES

Clues to potential for GRAPHIC ART work may be indicated by pursuits which have indicated in the person a general appreciation of artistic standards and ability to apply such standards in situations which require visualizing and working towards final results. Achievement in general art courses, as well as in graphic arts courses specifically, is important. Leisure pursuits of the following type offer a good source of evidence: Hobby of engraving designs on pins, rings, loving cups, etc. Making high score on art judgment tests. Winning in art contests. Setting type for school paper. Visiting art museums. Attending or arranging art exhibits. Reading art publications. Belonging to camera club or art group. Doing freehand lettering, designs, and drawings to exact scale. Drawing greeting cards, programs, place cards, etc. Copying scenes from magazines or copying paintings. Painting with oils. Copying maps, charts, posters. Carving wood. Mixing and matching paints. Making etchings. Designing patterns in tiles or making linoleum block designs for wall decorations. Cutting silhouettes. Etching monograms. Burning designs in wood. Carving totem poles. Freehand decoration of pottery, ceramics, china. Making and laying out embroidery designs. Touching up photographs. Making photographic copies of drawings. Making posters to advertise a school play. Amateur photography: having own darkroom; developing, printing, and enlarging photographs. Reading photography magazines or books about color chemistry. Operating photostat equipment for school or club. "Making up" school paper. Operating a keyboard of any kind.

TEMPERAMENTS

Frequent
Rigorous
Valuative

Variable
Subjective
Objective

INTERESTS

Frequent
Tangible, Productive
Satisfaction
Working with Machines,
Processes, Techniques

Variable
Abstract, Creative
Scientific
Business Contact
People and Communi-
cation of Ideas

GRAPHIC ARTS

BASIC VOCATIONAL DIRECTION - MINING

MINING is a designation for the kinds of activities that require a special adaptation from workers because of the unique environment, i.e., underground. Mining has become a highly mechanized operation, requiring skilled operators of the equipment. However, jobs of all levels of complexity occur.

Despite mechanization and modern mine construction, certain features of mining remain to make specific demands on the worker's adjustments. The miner is restricted in mobility. He can live and work only where the mines are. He must wear elaborate safety equipment and adhere to rigorous safety regulations.

He is subject to more risks than people in most occupations. Cave-ins, explosions, flooding, and the escape of deadly gases may put his life in jeopardy, although these hazards are largely controlled by modern equipment and safeguards. The miner is a member of a team which requires from him complete cooperation with others and willingness to risk his life for the safety of the group. He must accustom himself to spending his working hours in a man-made space inside the earth where he seldom sees daylight.

Many high schools in mining areas offer special courses pertaining to employment in mines.

APPRAISAL CLUES

Leisure-time pursuits which are associated with mechanical, electrical, structural, and processing types of work may also be associated with types of activities which occur in mining. The same aptitudes which are used in those activities may be utilized in mining occupations. Courses in mathematics, chemistry, physics, mechanical shop, and electrical shop may be valuable.

TEMPERAMENTS

Frequent
Rigorous
 Self-Controlled
 Objective
 Gregarious

Variable
 Adaptable to Specific Instructions

INTERESTS

Frequent
 Things and Objects
 Working with Machines,
 Processes, Techniques

MINING

BASIC VOCATIONAL DIRECTION - ELEMENTAL WORK

ELEMENTAL is a designation for the kinds of activities which are most suited to the needs of the least cultivated of employable individuals. Occupations of this nature involve a few steps only. They demand neither rigorous conformity to some standard nor deviation in the face of unforeseen job problems. Bodily integrations required are either repetitive or so gross as to form little in the way of technique or pattern in the sense of the skills found in more complex activities. Excessive working speed is not required. Tasks often do not involve the worker in significant awareness of their purpose. No job knowledge is needed other than readily evident facts arising from immediate circumstances of the job.

The worker is not required to cope with a structured social environment or to deal with data in the form of measurements and diagrams. His attention is usually directed to the very manifest properties of things -- such as deciding whether an article is too large or too small, when containers are full, how to stack articles or arrange things neatly, when something is cleaned well, and the like. His interest involvement is with the concrete rather than ideas, techniques, or communication with people. Typical activities are: helping other workers, supplying or unloading machines, transferring materials, using hand tools when activities do not require close observation or manipulative ability. The work may be done in homes, farms, institutions, or on commercial, industrial, or construction sites.

APPRAISAL CLUES

Persons whose chief asset is a "strong back" are candidates for these activities as well as those individuals who are restricted in their exertions because of size, weight, age, or disability to simple routine tasks not requiring much physical effort.

A poor school record: attending special schools, ungraded classes, or remedial track; rejection from the Armed Forces: evidence of poor reading or writing ability - are among the factors which may lead the counselor to consider the counselee in relation to elemental occupations. When the individual is difficult to elicit information from, has trouble in understanding the meaning of questions, is puzzled or inarticulate about hobbies, especially those of an intellectual or skill-exercising nature, this may be evidence for relating his vocational exploration to elemental type jobs. Other situations pointing in this direction: when he has had many short jobs which did not pan out, lacks the physical or mental stamina for more demanding jobs, or needs a low tension environment, i.e., not requiring him to main-

tain a rigid focus of attention and perhaps offering some leeway for occasional oversight.

When course and hobby information does not yield evidence sufficient to explore occupational possibilities, the counselor can probe daily activities and the person's reactions and capacity in dealing with these. For example, military and camp experiences should have given training in personal cleanliness, arrangement of belongings, and keeping surroundings clean. Evidence of physical stamina can be deduced from lifting experience such as moving furniture, pushing cars, etc. The counselee may have swept and mopped floors, cleaned windows, washed and pressed clothes, washed cars, carried groceries, run errands, tended and cleaned up household appliances such as washing machines, stoves, and refrigerators. He may have engaged in ball playing, dancing, hiking, swimming, target practice or cared for dogs, horses, cats, birds, reptiles. All such activities can be indicative of habits, attitudes, and capacities which might evidence employability in a job of some kind.

ELEMENTAL

APPENDICES

THE WORKSHEETS

This series of worksheets provide the means for the counselor to organize and record information about a counselee in successively refined levels according to the needs of the situation. These worksheets are designed for use with the COUNSELOR'S HANDBOOK. Details of the use of these worksheets are provided in United States Employment Service Program Letter No. 2081. The worksheets included in this DESK AID can be reproduced for use with individual counselees.

- WORKSHEET I - Form ES 511.3, July 1966--Counselee
Appraisal Pattern (Front-Back)
- WORKSHEET II - Form ES 511.4, July 1966--DPT
- WORKSHEET III - Form ES 511.5, July 1966--Counselee
Appraisal Pattern Related to
Eighteen Basic Vocational Directions
- WORKSHEET IV - Form ES 511.6, July 1966--(All sections)
Counselee Appraisal Related to Fields
of Work Within a Basic Vocational
Direction

WORKSHEET I

COUNSELEE APPRAISAL PATTERN - FRONT

Name _____

1. Problem _____

| 2. Work Experience | Elements Liked | Date | By | Elements Disliked |
|--------------------|----------------|-------|-------|-------------------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

3. Education and Training - GED _____

SVP _____

4. Leisure-Time Pursuits _____

5. Skills Developed _____

6. Socioeconomic Factors _____

7. Interests - Expressed _____

Bipolar, Surveyed, Notes on _____

Inventoried _____

8. Temperaments - Surveyed, Notes on _____

9. Physical and Environmental Limitations _____

10. Appearance, Attitude, and Manner _____

11. Organizations, Clubs, Societies, or Other Type Group Affiliations _____

12. Significance of Test Results _____

13. Values, Motivations _____

Comments _____



Check (✓) according to evidence

| TEMPERAMENTS | | | 2. INTERESTS | |
|---|---------------|-----------------|--|---|
| | Some Evidence | Strong Evidence | | |
| 1. Versatile -- likes variety and change | | | Things and Objects <input type="checkbox"/> | OR People and Communication of Ideas <input type="checkbox"/> |
| 2. Adaptable to repetitive work | | | Business Contact <input type="checkbox"/> | OR Scientific <input type="checkbox"/> |
| 3. Adaptable to performing under specific instructions | | | Routine, Concrete Organized <input type="checkbox"/> | OR Abstract, Creative <input type="checkbox"/> |
| 4. Dominant, can direct, control, plan | | | Social Welfare <input type="checkbox"/> | OR Machines, Processes, Techniques <input type="checkbox"/> |
| 5. Gregarious, adaptable to dealing with people | | | Prestige <input type="checkbox"/> | OR Tangible, Productive Satisfaction <input type="checkbox"/> |
| 6. Adaptable to working alone, in isolation | | | | |
| 7. Effective in influencing others | | | 3. GENERAL EDUCATIONAL DEVELOPMENT | |
| 8. Self-controlled, can perform adequately under stress | | | Evidence - Graduate degrees or outstanding creative accomplishment. | <input type="checkbox"/> 7 |
| 9. Valuative, intuitive. Adapts to making "rule of thumb" judgments | | | Evidence - Undergraduate degrees or successful professional, administrative, artistic, civic accomplishment. | <input type="checkbox"/> 6 |
| 10. Objective, rational. Likes judgments backed up by measurable, verifiable data | | | Evidence - Academic high school or some college or successful experience in an organized work technology. | <input type="checkbox"/> 5 |
| X. Subjective, individualistic, prefers to work with own ideas | | | Evidence - Graduation high school with less exacting curriculum or nearly complete high school or successful work experience requiring common sense understanding to solve problems. | <input type="checkbox"/> 4 |
| Y. Rigorous, strict in adhering to rules; strives for perfection | | | Evidence - Elementary school or some high school. Successful work experience involving standardized duties. | <input type="checkbox"/> 3 |
| Nature and Outdoor Life Interest | | | Evidence - Less than elementary school. Ability to sign name and know what he is signing. Read directions, safety warnings. Carry out simple instructions. | <input type="checkbox"/> 2 |
| | | | Cannot read or write. | <input type="checkbox"/> 1 |

4. GATB Results

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| G | V | N | S | P | Q | K | F | M |
| | | | | | | | | |

5. SATB's

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

6. PHYSICAL CAPACITIES AND WORKING CONDITIONS
 (Circle when capacity is limited or working conditions contraindicated)

S L M H VH Cl. St. Hand Talk Hear See I O Cold Heat Humid Noise Ha. Fumes

Name _____

Date _____

WORKSHEET II - DPT

Data. Roles which involve working with data or ideas. People. Roles which involve direct interaction with people. Things. Roles which involve working with things.

| | | | | | | | | | | | | | | | | | | TOTAL |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| D | | | | | | | | | | | | | | | | | | |
| P | | | | | | | | | | | | | | | | | | |
| E | | | | | | | | | | | | | | | | | | |

| DATA LEVEL POTENTIAL | |
|----------------------|--------------|
| 0 | Synthesizing |
| 1 | Coordinating |
| 2 | Analyzing |
| 3 | Compiling |
| 4 | Computing |
| 5 | Copying |
| 6 | Comparing |
| | |

| PEOPLE LEVEL POTENTIAL | |
|------------------------|--------------------|
| 0 | Mentoring |
| 1 | Negotiating |
| 2 | Instructing |
| 3 | Supervising |
| 4 | Diverting |
| 5 | Persuading |
| 6 | Speaking-Signaling |
| 7 | Serving |

| THINGS LEVEL POTENTIAL | |
|------------------------|-----------------------|
| 0 | Setting-Up |
| 1 | Precision Working |
| 2 | Operating-Controlling |
| 3 | Driving-Operating |
| 4 | Manipulating |
| 5 | Tending |
| 6 | Feeding-Offbearing |
| 7 | Handling |



Name _____

Date _____

WORKSHEET III
 Counselee Appraisal Related to
 Basic Vocational Direction

| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | |
|---|------------------------|--|----|----|----|----|----|----|----|----|-----|--|
| | | G | V | N | S | P | Q | K | F | M | | |
| | | GATB Results | | | | | | | | | | |
| | | Work Experience | | | | | | | | | | |
| | | Education & Training | | | | | | | | | | |
| | | Leisure Pursuits | | | | | | | | | | |
| | | Expressed Interests | | | | | | | | | | |
| | | Surveyed Interests | | | | | | | | | | |
| | | Sp. Knowl. & Abil. | | | | | | | | | | |
| | | Values; Motiv. | | | | | | | | | | |
| | | Comments | | | | | | | | | | |
| DOT 0 - 1 Professional, Tech., Managerial | Organized Knowledge | Public Service | | | | | | | | | | |
| | | The Sciences | | | | | | | | | | |
| | | Engineering and Rel. | | | | | | | | | | |
| | | Business Relations | | | | | | | | | | |
| | | Managerial | | | | | | | | | | |
| DOT 2 Cl & SI | Art | The Arts | | | | | | | | | | |
| | | Clerical | | | | | | | | | | |
| DOT 3 Ser- vice | Out- door | Public Contact | | | | | | | | | | |
| | | Service | | | | | | | | | | |
| DOT 4 DOT 5 - 9 | Industrial | Primary Outdoor | | | | | | | | | | |
| | | Processing (Cr.) ----- (Co.) | | | | | | | | | | |
| | | Machine Work (Tr.) ----- (Co.) | | | | | | | | | | |
| | | Bench Work (Cr.) ----- (Co.) | | | | | | | | | | |
| | | Structural Wk. (Cr.) ----- (Co.) | | | | | | | | | | |
| | | Mech. & Electrical Wk. | | | | | | | | | | |
| | | Graphic Arts | | | | | | | | | | |
| | | Mining | | | | | | | | | | |
| | | Elemental | | | | | | | | | | |

Notes on Fields of Work To Be Explored

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 July 1966

Name _____

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COUNSELING WORKSHEET IV

PUBLIC SERVICE (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | Related DOT OGA's | 1. Pert. GATB Results-OAP's | 2. Work Experience | 3. Gen. Educational Dev. | 4. Sp. Vocational Dev. | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Sp. Knowledges & Abil. | 10. Values, Motivations | 11. Other, Comments |
|----------------------------------|--|-----------------------------|--------------------|--------------------------|------------------------|---------------------|------------------------|-----------------------|--------------------------|---------------------------|-------------------------|---------------------|
| Education | 09 | | | | | | | | | | | |
| Library, Archival & Museum | 10 | | | | | | | | | | | |
| Judicial Service & Legal | 11 | | | | | | | | | | | |
| Religion & Theology | 12 | | | | | | | | | | | |
| Guidance & Social Work | 045,195 | | | | | | | | | | | |
| Home Economics & Dietetics | 096,077 | | | | | | | | | | | |
| Protecting, Public Service | 372,373, 375,376, 377,378 168 | | | | | | | | | | | |
| Physicians & Related | 070,071, 072,073 | | | | | | | | | | | |
| Nursing | 075 | | | | | | | | | | | |
| Medical Technicians & Assistants | 078,079 | | | | | | | | | | | |
| Pharmacy | 074 | | | | | | | | | | | |
| Mortician Service | 338 187.168 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decisions | | |
| 6 6 6 | | | |
| 7 7 | | | |

Name _____

Date _____

COUNSELING WORKSHEET IV

THE SCIENCES (Subsection)

Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other Comments |
|--|-------------------|--------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|--------------------|
| Mathematics and Logical Systems | 020 029 | | | | | | | | | | | |
| Behavioral Science (Psychology, Sociology, etc.) | 045 049 05 | | | | | | | | | | | |
| Life Science (Biological, Agricultural, Health) | 040 041 049 | | | | | | | | | | | |
| Earth and Atmospheric Science | 024 025 029 | | | | | | | | | | | |
| Astronomy and Space Science | 021 029 | | | | | | | | | | | |
| Physical Science (Physics, Chemistry, etc.) | 022 023 029 | | | | | | | | | | | |
| Life Science Technicians | 04 073 078 | | | | | | | | | | | |
| Physical Science Technicians | 02 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decision | | |
| 6 6 6 | | | |
| 7 7 | | | |

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COUNSELING WORKSHEET IV

ENGINEERING AND RELATED (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | | 1. Related DOT OGA's Pertinent GATB Results | 2. OAP's Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Interests | 9. Special Temperaments Abilities | 10. Values, Motivations & Knowledge | 11. Other Comments |
|---|-------------------|--|-----------------------------|---------------------------------------|---------------------------------------|---------------------|------------------------|-----------------------|-----------------------|--------------------------------------|--|-----------------------|
| Industrial Engineering | 012 | | | | | | | | | | | |
| Structural Engineering | 005 | | | | | | | | | | | |
| Agricultural Engineering | 013 | | | | | | | | | | | |
| Mechanical Engineering | 007 | | | | | | | | | | | |
| Aeronautical and Aerospace Engineering | 002 | | | | | | | | | | | |
| Chemical, Metallurgical, and Ceramic Engineering | 006 008 011 | | | | | | | | | | | |
| Nuclear Engineering | 015 | | | | | | | | | | | |
| Electrical and Electronic Engineering | 003 | | | | | | | | | | | |
| Mining and Petroleum Engineering | 010 | | | | | | | | | | | |
| Engineering Technicians | 00 01 | | | | | | | | | | | |
| Drafting | 017 | | | | | | | | | | | |
| Surveying, Mapping, and Landscape Drafting | 018 | | | | | | | | | | | |
| Air Flight (Piloting and Control Tower Opr.) | 193 196 | | | | | | | | | | | |
| Audio and Video Transmitting and Receiving | 193 194 | | | | | | | | | | | |
| Technical Photography | 143 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| | | | | | |
|-----|---|---|---------------------|--|--|
| 14. | | | 12. | | |
| D | P | T | OGA's | | |
| 0 | 0 | 0 | 13. | | |
| 1 | 1 | 1 | Aptitudes | | |
| 2 | 2 | 2 | 15. | | |
| 3 | 3 | 3 | Phy. Caps. | | |
| 4 | 4 | 4 | 16. | | |
| 5 | 5 | 5 | Long-Range Goal | | |
| 6 | 6 | 6 | 17. | | |
| 7 | 7 | 7 | Entry Possibilities | | |
| | | | 18. | | |
| | | | Training Necessary | | |
| | | | 19. | | |
| | | | Decision | | |

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COUNSELING WORKSHEET IV

**BUSINESS RELATIONS
MANAGERIAL (Subsection)**

Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. Gen. Educational Development | 4. Sp. Vocational Development | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Sp. Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|--------------------------------|------------------------------|-----------------------------------|--------------------|---------------------------------|-------------------------------|---------------------|------------------------|-----------------------|--------------------------|-------------------------------|-------------------------|---------------------|
| Accounting Work | 160 | | | | | | | | | | | |
| Mathematical Analysis | 020 | | | | | | | | | | | |
| Purchase and Sales | 162, 163, 169 | | | | | | | | | | | |
| Advertising & Public Relations | 164, 165, 040, 13, 14 | | | | | | | | | | | |
| Market & Motivational Research | 040, 13, 164, 165, 020 | | | | | | | | | | | |
| Traffic Management | 184 | | | | | | | | | | | |
| Personnel Management | 166 | | | | | | | | | | | |
| Managerial | 169, 18 | | | | | | | | | | | |

TWO FAVORED WORK FIELD.

| 14. | 12. | 1 | 2 |
|-------|---------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. | | |
| 2 2 2 | Phy. Caps. | | |
| 3 3 3 | 16. | | |
| 4 4 4 | Long-Range Goal | | |
| 5 5 5 | 17. | | |
| 6 6 6 | Entry Possibilities | | |
| 7 7 | 18. Training Necessary | | |
| | 19. Decisions | | |

Name _____

Date _____

COUNSELING WORKSHEET IV

THE ARTS (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

Related DOT OCA's

- 1. Pertinent GATB Results-OAP's
- 2. Work Experience
- 3. Gen. Educational Development
- 4. Sp. Vocational Development
- 5. Leisure Pursuits
- 6. Expressed Interests
- 7. Surveyed Interests
- 8. Surveyed Temperaments
- 9. Sp. Knowledges & Abilities
- 10. Values, Motivations
- 11. Other, Comments

| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|--|--|-----------------|----|----|----|----|----|----|----|----|-----|-----|
| Visual Arts and Architecture | Artistic Work, Two-Dimensional | 141,144,149 | | | | | | | | | | |
| | Shaping (Sculpture) and Kinetic Art | 148,149 | | | | | | | | | | |
| | Artistic Arranging | 141,142,149,298 | | | | | | | | | | |
| | Architecture & Landscaping | 001,019 | | | | | | | | | | |
| | Artistic Photography | 143 | | | | | | | | | | |
| Musical Art | Musical Directing | 152 | | | | | | | | | | |
| | Musical Composing | 152 | | | | | | | | | | |
| | Musical Work, Vocal | 152 | | | | | | | | | | |
| | Musical Work, Instrumental | 152 | | | | | | | | | | |
| Literary Art and Related | Creative Writing | 130,131,139,052 | | | | | | | | | | |
| | Copy Writing | 131,132,164,165 | | | | | | | | | | |
| | Journalistic Writing (Editing & Reporting, Press, TV, Radio) | 132 | | | | | | | | | | |
| | Translating and Interpreting | 137 | | | | | | | | | | |
| | Technical Writing | 139 | | | | | | | | | | |
| Performing Arts and Public Appearance Work | Public Speaking (Lecturing, TV and Radio Announcing) | 090,159,294,353 | | | | | | | | | | |
| | Dramatic Performing (Acting) | 150 | | | | | | | | | | |
| | Models and Stand-ins | 297,961 | | | | | | | | | | |
| | Rhythmic Performing (Dancing) | 151 | | | | | | | | | | |
| | Sports & Athletic Performing | 153 | | | | | | | | | | |
| | Astrology and Soothsaying | 159 | | | | | | | | | | |
| | Entertainment Work, Variety | 159 | | | | | | | | | | |
| | Entertainment Work, Promotional & Display | 159 | | | | | | | | | | |

(Continued on Reverse Side)

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TWO FAVORED WORK FIELDS

| 14. | | | 12. | 1 | 2 |
|-----|---|---|---------------------------|---|---|
| D | P | T | OGA's | | |
| 0 | 0 | 0 | 13. Aptitudes | | |
| 1 | 1 | 1 | 15. | | |
| 2 | 2 | 2 | Phy. Caps. | | |
| 3 | 3 | 3 | 16. | | |
| 4 | 4 | 4 | Long-Range Goal | | |
| 5 | 5 | 5 | 17. | | |
| 6 | 6 | 6 | Entry Possibilities | | |
| | 7 | 7 | 18. Training Necessary | | |
| | | | 19. Decision | | |

Name _____

Date _____

COUNSELING WORKSHEET IV

CLERICAL AND SALES

CLERICAL
PUBLIC CONTACT AND SELLING
(Subsection)

Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction

Related DOT OGA's

- 1. Pertinent GATB Results-OAP's
- 2. Work Experience
- 3. Gen. Educational Development
- 4. Sp. Vocational Development
- 5. Leisure Pursuits
- 6. Expressed Interests
- 7. Surveyed Interests
- 8. Surveyed Temperaments
- 9. Sp. Knowledges & Abilities
- 10. Values, Motivations
- 11. Other, Comments

| | Related DOT OGA's | 1. Pertinent GATB Results-OAP's | 2. Work Experience | 3. Gen. Educational Development | 4. Sp. Vocational Development | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Sp. Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|-------------------------------|-----------------------------|---------------------------------|--------------------|---------------------------------|-------------------------------|---------------------|------------------------|-----------------------|--------------------------|-------------------------------|-------------------------|---------------------|
| Secretarial & Stenographic | 169,201,202 | | | | | | | | | | | |
| Typing | 203 | | | | | | | | | | | |
| Correspondence & Copy Editing | 204,209 | | | | | | | | | | | |
| Personnel Work (Clerical!) | 205 | | | | | | | | | | | |
| Filing & Cataloging | 206,209 | | | | | | | | | | | |
| Computing | 211,213,217,219 | | | | | | | | | | | |
| Bookkeeping & Related | 210 | | | | | | | | | | | |
| Paying & Receiving | 212 | | | | | | | | | | | |
| Production Record Work | 221,223,224 | | | | | | | | | | | |
| Clerical Machine Operating | 208,213,214,215,216,217,219 | | | | | | | | | | | |
| Stockkeeping | 223,229 | | | | | | | | | | | |
| Scheduling | 91 | | | | | | | | | | | |
| Coding & Decoding | 199,236 | | | | | | | | | | | |
| Underwriting | 169 | | | | | | | | | | | |
| Info. & Message Distribution | 23 | | | | | | | | | | | |
| Duplicating Machine Operating | 207 | | | | | | | | | | | |
| General Public Contact Work | 235,237,240,241,242,243 | | | | | | | | | | | |
| Customer Service Work | 290,242,243 | | | | | | | | | | | |
| Automobile Serving Activities | 915 | | | | | | | | | | | |
| Misc. Public Contact Work | 297 | | | | | | | | | | | |
| Selling | 25,26,27,28 | | | | | | | | | | | |

(Continued on Reverse Side)

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TWO FAVORED WORK FIELDS

| 14. | | | 12. | 1 | 2 |
|-----|---|---|---------------------------|---|---|
| D | P | T | OGA's | | |
| 0 | 0 | 0 | 13. Aptitudes | | |
| 1 | 1 | 1 | 15. | | |
| 2 | 2 | 2 | Phy. Caps. | | |
| 3 | 3 | 3 | 16. | | |
| 4 | 4 | 4 | Long-Range Goal | | |
| 5 | 5 | 5 | 17. | | |
| 6 | 6 | 6 | Entry Possibilities | | |
| | 7 | 7 | 18. Training Necessary | | |
| | | | 19. Decisions | | |

Name _____

Date _____

COUNSELING WORKSHEET IV

SERVICE (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent CATB Results - OAPI's | 2. Work Experience | 3. Gen. Educational Development | 4. Sp. Vocational Development | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Sp. Knowledges & Abilities | 10. Values Motivations | 11. Other, Comments |
|------------------------------------|---|------------------------------------|--------------------|---------------------------------|-------------------------------|---------------------|------------------------|-----------------------|--------------------------|-------------------------------|------------------------|---------------------|
| Food Preparation and Serving | 310, 311, 312 | | | | | | | | | | | |
| Cooking | 305, 313, 314, 315, 319, 187 | | | | | | | | | | | |
| Barbering | 330 | | | | | | | | | | | |
| Cosmetology | 331, 332, 333, 339, 187 | | | | | | | | | | | |
| Health Care Services | 354, 355, 356, 359 | | | | | | | | | | | |
| Child Care | 307 | | | | | | | | | | | |
| Hospitality and Escorting Services | 310, 320, 350, 352, 353, 309 | | | | | | | | | | | |
| Lodging Services, n.e.c. | 320, 321, 329 | | | | | | | | | | | |
| Customer Services, n.e.c. | 329, 340, 341, 342, 343, 344, 349, 361, 369, 371, 388, 389 | | | | | | | | | | | |
| Personal Serving, n.e.c. | 301, 302, 303, 304, 306, 309, 323, 324, 346, 351, 357, 358, 366 | | | | | | | | | | | |
| Building Services, n.e.c. | 381, 382, 389 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decisions | | |
| 6 6 6 | | | |
| 7 7 7 | | | |



Name _____

Date _____

COUNSELING WORKSHEET IV

PRIMARY OUTDOOR (Subsection)

Counselee Appraisal Related to
Fields of Work Within a Basic
Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|---|----------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|---------------------|
| Farming | 40 41 42 46 | | | | | | | | | | | |
| Fishing (Includes Hunting & Trapping Aquatic Animals) | 43 | | | | | | | | | | | |
| Navigation | 197 911 | | | | | | | | | | | |
| Marine Life Cultivation | 436 | | | | | | | | | | | |
| Forest Conservation | 441 442 449 | | | | | | | | | | | |
| Logging and Related | 94 | | | | | | | | | | | |
| Hunting and Trapping (Forest Animals) | 45 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decision | | |
| 6 6 6 | | | |
| 7 7 7 | | | |

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Date _____

COUNSELING WORKSHEET IV

PROCESSING WORK (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | 1. Related DOT OGA's | 2. Pertinent GATB Results-OAP's | 3. Work Experience | 4. Gen. Educational Development | 5. Sp. Vocational Development | 6. Leisure Pursuits | 7. Expressed Interests | 8. Surveyed Interests | 9. Surveyed Temperaments | 10. Sp. Knowledges & Abilities | 11. Values, Motivations | Other, Comments |
|---|----------------------|---------------------------------|--------------------|---------------------------------|-------------------------------|---------------------|------------------------|-----------------------|--------------------------|--------------------------------|-------------------------|-----------------|
| Processing Crafts (Usually involves WF Manipulating or higher) | 5,914, 953,954, 955 | | | | | | | | | | | |
| Processing - Tending (Usually involves WF Tending) | 5,914, 953,955 | | | | | | | | | | | |
| Processing - Feeding-Off-bearing and Handling (Usually involves WF Feeding-Offbearing or Handling) | 5,914, 953,955 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decision | | |
| 6 6 6 | | | |
| 7 7 | | | |

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Name _____

Date _____

COUNSELING WORKSHEET IV

MACHINE WORK
(Subsection)

Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction

| | | Related DOT OGA's | 1. Pertinent GATB Results - OAPI's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|---|---|-------------------|------------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|---------------------|
| Machining | 60,66, 67 | | | | | | | | | | | | |
| Production Machine Operating, n.e.c. | 61,64, 68,69 | | | | | | | | | | | | |
| Vehicle Driving (WF Driving-Controlling) | 359,389, 424,902, 903,904, 905,906, 909,915, 919 | | | | | | | | | | | | |
| Heavy Vehicle Operating (WF Driving-Controlling) | 85,86, 89,900, 921,922, 930,932 | | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | D | P | T | 12. | 1 | 2 |
|-----|---|---|---|----------------------------|---|---|
| | | | | OGA's | | |
| 0 | 0 | 0 | | 13. Aptitudes | | |
| 1 | 1 | 1 | | 15. | | |
| 2 | 2 | 2 | | 16. Phy. Caps. | | |
| 3 | 3 | 3 | | 17. Long-Range Goal | | |
| 4 | 4 | 4 | | 18. Entry Possibilities | | |
| 5 | 5 | 5 | | 19. Training Necessary | | |
| 6 | 6 | 6 | | 20. Decision | | |
| | 7 | 7 | | | | |

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Date _____

COUNSELING WORKSHEET IV

BENCH WORK (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|---|-------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|---------------------|
| Bench Craftsmen (Usually involves WF Manipulating or higher) | 660 561 7 | | | | | | | | | | | |
| Bench Work, Production Assembling and Related (Usually involves WF Manipulating or lower) | 7 | | | | | | | | | | | |
| Bench Inspecting and Related (Usually involves WF Analyzing, Compiling, Computing, Copying, or Comparing) | 7 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decision | | |
| 6 6 6 | | | |
| 7 7 | | | |

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Name _____

Date _____

COUNSELING WORKSHEET IV

STRUCTURAL WORK (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|---|-------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|---------------------|
| Structural Craftsmen (Usually involves WF Manipulating or higher) | 8 | | | | | | | | | | | |
| Structural Work, Coordinative (Usually involves WF Manipulating or lower) | 8 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decision | | |
| 6 6 6 | | | |
| 7 7 7 | | | |

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COUNSELING WORKSHEET IV

MECHANICAL AND ELECTRICAL WORK
(Subsection)

Counselee Appraisal Related to
Fields of Work Within a Basic
Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Interests | 9. Special Temperaments | 10. Special Knowledges & Abilities | 11. Values, Motivations Other, Comments |
|-----------------|-------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|-----------------------|-------------------------|------------------------------------|---|
| Mechanics | 62 63 | | | | | | | | | | | |
| Electrical Work | 72 82 952 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-----|----------------------------|---|---|
| D | OGA's | | |
| O | | | |
| 1 | 13. Aptitudes | | |
| 2 | | | |
| 3 | 15. Phy. Caps. | | |
| 4 | | | |
| 5 | 16. Long-Range Goal | | |
| 6 | | | |
| 7 | 17. Entry Possibilities | | |
| | 18. Training Necessary | | |
| | 19. Decision | | |

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COUNSELING WORKSHEET IV

GRAPHIC ARTS (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Interests | 9. Special Temperaments | 10. Special Knowledges & Abilities | 11. Values, Motivations Other, Comments |
|---------------------------------|-------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|-----------------------|-------------------------|------------------------------------|---|
| Printing | 65 | | | | | | | | | | | |
| Engraving, Etching, and Related | 704 | | | | | | | | | | | |
| Graphic Arts | 97 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | D | P | T | 12. | 1 | 2 |
|-----|---|---|---|-------------------------|---|---|
| | | | | OGA's | | |
| | | | | 13. Aptitudes | | |
| 0 | 0 | 0 | | 15. Phy. Caps. | | |
| 1 | 1 | 1 | | 16. Long-Range Goal | | |
| 2 | 2 | 2 | | 17. Entry Possibilities | | |
| 3 | 3 | 3 | | 18. Training Necessary | | |
| 4 | 4 | 4 | | 19. Decision | | |
| 5 | 5 | 5 | | | | |
| 6 | 6 | 6 | | | | |
| 7 | 7 | 7 | | | | |

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July 1966

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Date _____

COUNSELING WORKSHEET IV

MINING (Subsection)

**Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction**

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|--------|-------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|---------------------|
| Mining | 93 | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | D | P | T | 12. | 1 | 2. |
|-----|---|---|---|-------------------------|---|----|
| | | | | OGA's | | |
| 0 | 0 | 0 | | 13. Aptitudes | | |
| 1 | 1 | 1 | | 15. Phy. Caps. | | |
| 2 | 2 | 2 | | 16. Long-Range Goal | | |
| 3 | 3 | 3 | | 17. Entry Possibilities | | |
| 4 | 4 | 4 | | 18. Training Necessary | | |
| 5 | 5 | 5 | | 19. Decision | | |
| 6 | 6 | 6 | | | | |
| 7 | 7 | 7 | | | | |

Name _____

Date _____

COUNSELING WORKSHEET IV

ELEMENTAL (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

| | Related DOT OGA's | 1. Pertinent GATB Results - OAP's | 2. Work Experience | 3. General Educational Development | 4. Specific Vocational Preparation | 5. Leisure Pursuits | 6. Expressed Interests | 7. Surveyed Interests | 8. Surveyed Temperaments | 9. Special Knowledges & Abilities | 10. Values, Motivations | 11. Other, Comments |
|--|-------------------|-----------------------------------|--------------------|------------------------------------|------------------------------------|---------------------|------------------------|-----------------------|--------------------------|-----------------------------------|-------------------------|---------------------|
| Jobs which involve Comparing data (4th digit code of 6) | (any) | | | | | | | | | | | |
| Jobs which involve Serving people (5th digit code of 7) | (any) | | | | | | | | | | | |
| Jobs which involve Feeding-Offbearing Machines or Handling Things (6th digit code of 6 or 7) | (any) | | | | | | | | | | | |

TWO FAVORED WORK FIELDS

| 14. | 12. | 1 | 2 |
|-------|-------------------------|---|---|
| D P T | OGA's | | |
| 0 0 0 | 13. Aptitudes | | |
| 1 1 1 | 15. Phy. Caps. | | |
| 2 2 2 | 16. Long-Range Goal | | |
| 3 3 3 | 17. Entry Possibilities | | |
| 4 4 4 | 18. Training Necessary | | |
| 5 5 5 | 19. Decision | | |
| 6 6 6 | | | |
| 7 7 7 | | | |

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July 1966

THE CHECK LISTS

The check lists included here can be used by a counselor according to the requirements of the individual situation. These check lists can be reproduced as they are or adapted by the counselor. Their use at this time is developmental.

GROUP I check lists are experimental formats of material drawn from the Interviewing Guides in the COUNSELOR'S HANDBOOK. These three check lists are:

Bipolar Interest Check List (For use with Worksheet I, Form ES 511.3)

Temperaments Check List (For use with Worksheet I, Form ES 511.3)

Data-People-Things Check List and Worker Functions Rating Scale (For use with Worksheet II, Form ES 511.4)

GROUP II check lists are experimental formats of activity statements related directly to the Eighteen Basic Vocational Directions. They are for use with Worksheet II, Form ES 511.5. These three check lists are:

Check List I - Check List of Everyday Experiences Related to Entry Levels of Thirteen Basic Vocational Directions (Easy Reading)

Check List II - Check List of Work Activity Preferences Related to Eighteen Basic Vocational Directions (Easy Reading Version)

Check List III - Check List of Work Activity Preferences Related to Seventeen Basic Vocational Directions (Excludes Elemental) (Standard Reading Version)
This is an adaptation and expansion of items on the Interest Check List which was related to DOT IV.

CHECK LISTS
GROUP I

RATIONALE OF EXPERIMENTAL CHECK LISTS

In the Counselor's Handbook, individual bipolar interests and temperaments concepts were illustrated with:

- (1) for bipolar interests, life experience situations
- (2) for temperaments, attitude and activity clues

These treatments are designed primarily to assist the counselor (1) to himself understand the temperament and bipolar interest concepts more thoroughly and (2) to provide material which he can adapt or use as a point of departure for framing questions to use in the counseling interviews.

The check lists contained in this Desk Aid are for the purpose of suggesting an experimental format when the counselor wishes to set up a situation in which the counselee responds directly to questions in printed form, rather than to oral conversation and questioning initiated by the counselor.

The counselor in working up a check list can reproduce and use the suggested material included here. However, he can devise other questions which he might find suitable to the local population with which he deals, in terms of its industrial setting, cultural characteristics, or educational composition. The counselor can, if it seems advisable, paraphrase the items listed in the Counselor's Handbook. He may wish to restate some of the questions on a simpler reading level. It will be noted for temperaments that the majority of the questions in any particular sequence will relate positively to a certain temperament concept but that a few of the questions can be construed as relating negatively to that particular temperament.

The counselor must keep clearly in mind, of course, the true character and purpose of the devices for investigating bipolar interests and temperaments included in this Desk Aid. These devices seek to identify but not to measure or predict. Their purpose is developmental. Counseling is greatly concerned with the process of improved employability. Improved employability assumes development.

Because the objectives are developmental, not actuarial ends, these counselor's aids are not devised in terms of the procedural canons of deterministic and empirical science. This is an interpretative scheme, in the literary sense, applicable by the expert or the layman to empirical phenomena in everyday life. It deals with no reality except that which is empirically available in everyday life. There are no requirements that the aids be used in controlled and standardized situations, although the perceptive interpretation of the skilled counselor is essential. Development in people stems not from the controlled, "being-measured" experience but from the motivating experience. Motivation and development take place only as affective processes in the individual are stimulated. Literary, rather than research, modes of expression are the communication tools necessary to achieve the affective experience. Because of this, the language used in these check lists is in the literary, rather than the research, style of expression.

EXPERIMENTAL FORMAT FOR BIPOLAR INTEREST CHECK LIST

(For use with Worksheet I, Form ES 511.3)

EXPERIMENTAL FORMAT FOR BIPOLAR INTEREST CHECK LIST

EXPERIMENTAL INSTRUCTIONS.

Name _____ Date _____

On the following five pages, some kinds of situations which people may experience are listed. They are grouped in blocks. Those groups on the Left side of the page are listed in contrast to those listed on the right side of the page. The differences between these kinds of experiences may be important. Thinking about which type of experience appeals to you most can help you to know yourself better and to have a clearer idea of the kind of work which you would find interesting.

To explore your interests in this way, go down each of the five pages on which these contrasting types of experiences are listed. You will find after each group of experiences, two boxes $\begin{array}{c} \text{V} \\ \square \end{array}$ $\begin{array}{c} \text{X} \\ \square \end{array}$.

Your first step is to review each group of contrasting experiences, group by group. Make a decision, if you can, whether, for the most part, you prefer those experiences listed on the Left or on the Right of the page.

Check (V) in the $\begin{array}{c} \text{V} \\ \square \end{array}$ box on the Left, if you prefer those experiences listed on the Left. Check (V) in the $\begin{array}{c} \text{V} \\ \square \end{array}$ box on the Right, if you prefer those experiences listed on the Right.

It will help your counselor to help you, if you also indicate the extent to which your preferences are a result of experiences you have already had. Your second step, therefore, after completing step one, is to go back to the beginning page of this exercise. Once again go through

the groups of experiences. Indicate by checking (X) the box $\begin{array}{c} \text{X} \\ \square \end{array}$ whether you have done the kinds of things you indicated that you preferred. Leave $\begin{array}{c} \text{X} \\ \square \end{array}$ boxes blank if you have only rarely or never done those things in which you have indicated an interest.

KEY

CONTRASTING EXPERIENCES

| | | | |
|---------|--|-----|---|
| Group 1 | <u>Things and Objects</u> | vs. | <u>People and Communication of Ideas</u> |
| Group 2 | <u>Business Contact</u> | vs. | <u>Scientific</u> |
| Group 3 | <u>Routine, Concrete Organized</u> | vs. | <u>Abstract, Creative</u> |
| Group 4 | <u>Social Welfare</u> | vs. | <u>Working with Machines, Processes, Techniques</u> |
| Group 5 | <u>Prestige</u> | vs. | <u>Tangible, Productive Satisfaction</u> |

CONTRASTING EXPERIENCES - GROUP I

Instructions to Counselee: For each paired group of experiences listed below, check (V)

in space $\frac{V}{\square}$ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

Work with wrenches, screw drivers, and pliers

Collect parts from junkyard for your own garage $\frac{V}{\square}$ $\frac{X}{\square}$

Make adjustments to TV set

Take a course in mechanics

Repair laboratory apparatus

OR Criticize novels or plays

Be on a debating team

Visit art galleries $\frac{V}{\square}$ $\frac{X}{\square}$

Sing in choir

Write to friends describing a trip

Weave seats

Mend clothes $\frac{V}{\square}$ $\frac{X}{\square}$

Piece scraps to make a quilt

Cut meat

Can vegetables and fruit

OR Raise pets - dogs, cats, birds, etc. $\frac{V}{\square}$ $\frac{X}{\square}$

Decorate a cake

Tell bedtime stories

Tell fortunes, read tea leaves, palms, etc.

Work with sheet metal, brick, or stone

Care for machines, keep them oiled and clean $\frac{V}{\square}$ $\frac{X}{\square}$

Practice target shooting

Watch men do masonry work

Win Scout Badge in Radio

OR Attend criminal or civil trials

Take social studies courses $\frac{V}{\square}$ $\frac{X}{\square}$

Read the book section of the Sunday paper

Collect information to compile a club report

Grind telescope lens

Take mechanical ability tests in magazines $\frac{V}{\square}$ $\frac{X}{\square}$

Visit factories where things are being made

Make measured drawings, using a compass

OR Do crossword puzzles

Listen to Meet the Press on TV or radio $\frac{V}{\square}$ $\frac{X}{\square}$

Write articles on sports, politics, etc.

Take history and English courses

Inventory school supplies

Learn to read blueprints $\frac{V}{\square}$ $\frac{X}{\square}$

Take courses in geometry and arithmetic

Test chemical reactions with instruments

Read Popular Mechanics Magazine

OR Paint and decorate your room

Illustrate a yearbook

Make up a comic strip $\frac{V}{\square}$ $\frac{X}{\square}$

Landscape the home grounds

Interview persons to get their opinions about current events

Instructions to Counselee: Go back to the top of the page and check (X) in the space

$\frac{X}{\square}$ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP II

Instructions to Counselee: For each paired group of experiences listed below, check (V)

in space $\frac{V}{\square}$ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

| | | |
|--|----|---|
| Sell Christmas cards or tickets for school play Call people on the telephone Have a paper route and solicit subscriptions $\frac{V}{\square}$ $\frac{X}{\square}$ Be business manager of school publication Organize a social function requiring funds | OR | Attend scientific lectures Keep a notebook on a research project Experiment with a chemical set $\frac{V}{\square}$ $\frac{X}{\square}$ Read science magazines and textbooks outside course requirements Figure out possible solutions to natural phenomena which you find puzzling |
|--|----|---|

| | | |
|--|----|--|
| Be an officer in a club or school group Buy articles at auction and resell $\frac{V}{\square}$ $\frac{X}{\square}$ Enter into discussions with others Be active in social group managing, e.g., outings, dances, etc. | OR | Watch Mr. Wizard give a science lesson on TV Conduct experiments with mice $\frac{V}{\square}$ $\frac{X}{\square}$ Win in a Westinghouse science talent search Play chess |
|--|----|--|

| | | |
|---|----|---|
| Work at church bazaar or carnival Conduct party games $\frac{V}{\square}$ $\frac{X}{\square}$ Recruit club members Sell advertisements for school paper Take a course in public relations | OR | Take a course in logic Make practical applications of the laws of science $\frac{V}{\square}$ $\frac{X}{\square}$ Use maps to demonstrate a point in geography Build model rockets Take courses in astronomy, geology, or biology |
|---|----|---|

| | | |
|---|----|---|
| Interview persons to get their opinions $\frac{V}{\square}$ $\frac{X}{\square}$ Be delegate to a convention Have a Saturday job in a store Man an exhibit at county fair | OR | Study specimens under a microscope $\frac{V}{\square}$ $\frac{X}{\square}$ Cross-breed chickens Win a prize for a science project Make systematic observations of meteors, ant hills, or rocks |
|---|----|---|

| | | |
|---|----|---|
| Be secretary of a club, church, or social group Meet new people $\frac{V}{\square}$ $\frac{X}{\square}$ Be a church or school event usher Persuade people to buy something | OR | Study the stars to identify the constellations Make a culture of an infectious virus $\frac{V}{\square}$ $\frac{X}{\square}$ Read about atomic power, jet propulsion, or automation Read space fiction |
|---|----|---|

Instructions to Counselee: Go back to the top of the page and check (X) in the space

$\frac{X}{\square}$ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP III

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

| | | | | |
|---------------------------------|--------------------------|-----------|--|--------------------------|
| Have an assembly line job | | <u>OR</u> | Create a new hairdo | |
| Arrange things numerically | <input type="checkbox"/> | | Experiment with food recipes | <input type="checkbox"/> |
| Arrange things alphabetically | <input type="checkbox"/> | | Decorate show windows | <input type="checkbox"/> |
| Do the same work until finished | | | Design greeting cards, programs, place cards, etc. | |
| Give manicures all day | | | | |

| | | | | |
|--|--------------------------|-----------|--|--------------------------|
| Watch a machine to see that it is running properly | | <u>OR</u> | Listen to people with problems in order to help them arrive at solutions | |
| Have established rules to work by | <input type="checkbox"/> | | Teach gifted youngsters to paint and draw | <input type="checkbox"/> |
| Sort things according to size and color | | | Participate in community project planning | |
| Have a spare-time job addressing envelopes | | | Plan social charities | |

| | | | | |
|--|--------------------------|-----------|---|--------------------------|
| Work on a "piece work" basis | | <u>OR</u> | Apply mathematical theory to unexplored phenomena | |
| Check out people in a cafeteria or grocery store | <input type="checkbox"/> | | Develop designs for Science Club projects | <input type="checkbox"/> |
| Keep things systematic and orderly | <input type="checkbox"/> | | Develop a theory that is new and startling | |
| Have a job which can be done more or less automatically-- which doesn't require thinking about it all the time | | | Invent mechanical devices | |
| | | | Devise mathematical puzzles | |

| | | | | |
|---|--------------------------|-----------|--|--------------------------|
| Knit to pass away the time | | <u>OR</u> | Create a novel rock garden | |
| Do the detail work on a project | | | Invent eye-catching advertisements | |
| Check lists of names for accuracy | <input type="checkbox"/> | | Think up jokes or political cartoons | <input type="checkbox"/> |
| Do the family ironing | | | Experiment with camera for trick photography | |
| File records according to a coding system | | | Invent new dance steps | |
| Run automatic machinery | | | | |

| | | | | |
|--|--------------------------|-----------|---|--------------------------|
| Have established rules to work by | | <u>OR</u> | Win cash money in a box-top original name contest | |
| Have a place for everything and keeping it there | <input type="checkbox"/> | | Imagine and write a dramatic incident | <input type="checkbox"/> |
| Work at a steady pace all day | | | Create lighting effects with lights | |
| Proofread another's work | | | Write stories, poetry, or songs | |
| | | | Design historic costumes | |

Instructions to Counselee: Go back to the top of the page and check (X) in the space whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP IV

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

Teach handicrafts to small children
 Collect clothing and toys to give to needy families
 Take courses in social studies
 Share homework with fellow students

OR

Take a machine shop course
 Practice markmanship
 Replace spark plugs; tighten screws and bolts
 Repair and keep up a bicycle
 Drive an automobile or truck

Be a counselor at a summer camp
 Belong to a 4-H club
 Do volunteer Red Cross work
 Participate in a disaster relief drive

OR

Raise bees, collect and store honey
 Fly kites
 Chop down trees
 Plant things and watch them grow
 Repair tractors, plows, mowing equipment, etc.

Gather books for a welfare society
 Teach in Sunday school, do practice teaching, or be a camp instructor
 Take care of sick animals

OR

Bleach leather
 Can vegetables and fruit
 Dry clean own clothes
 Care for shrubbery and keep it pruned

Interview and counsel people about personal, financial, or job problems
 "Baby-sit" to earn your spending money
 Get the other person's point of view and help him solve his problem

OR

Repair the plumbing when it isn't working right
 Study a machine in operation to understand how it functions
 Be expert with knots, ties, and splices
 Make adjustments to radio

Take courses in social work
 Take a course in first aid and care of the sick
 Participate in club activities to lessen juvenile delinquency

OR

Solder leaking automobile radiators
 Tinker with engines and motors
 Take a course in electric wiring

Assist people when they are sick or in trouble
 Raise pets - dogs, cats, birds
 Help children dress or undress
 Be a volunteer aide in a hospital

OR

Adjust automobile ignition systems
 Install and ground a TV antenna
 Maintain precise temperature when cooking and baking
 Race midget cars or stock cars

Instructions to Counselee: Go back to the top of the page and check (X) in the space whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP V

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

| | | | | | | |
|--|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|
| Be recognized in community for civic club activities Speak in public Achieve celebrity status in some field--art, politics, sports | V <input type="checkbox"/> | X <input type="checkbox"/> | OR | Collect secondhand parts and build your own hi-fi rig Build bird boxes in various designs Do needlework, such as embroidery, patchwork, or applique | V <input type="checkbox"/> | X <input type="checkbox"/> |
|--|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|

| | | | | | | |
|--|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|
| Produce an amateur play Be a leader in a civic organization, i.e., scouts, reserves, etc. Head a Red Cross drive Be master of ceremonies at a school or club affair | V <input type="checkbox"/> | X <input type="checkbox"/> | OR | Tool leather goods Mount and frame pictures Build scale models of airplanes Build a model theater from cardboard Stuff birds and animals Carve small objects for knick-knack shelves | V <input type="checkbox"/> | X <input type="checkbox"/> |
|--|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|

| | | | | | | |
|---|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|
| Raise animals for show and win blue ribbons Be a judge at a flower show or beauty contest Edit a school or club paper Direct a church choir Be a delegate to a convention | V <input type="checkbox"/> | X <input type="checkbox"/> | OR | Give permanent waves to friends Learn the art of ceramics and make ashtrays, etc. Build a chickenhouse, work shop, or breezeway Remodel cars Make fancy signs and totem poles | V <input type="checkbox"/> | X <input type="checkbox"/> |
|---|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|

| | | | | | | |
|--|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|
| Be a host or hostess at a club social event Coach a team of some kind Be an authority on parliamentary procedure | V <input type="checkbox"/> | X <input type="checkbox"/> | OR | Wallpaper a room Make beaded bags Bake and decorate cakes Knit sweaters Whittle small statues | V <input type="checkbox"/> | X <input type="checkbox"/> |
|--|-------------------------------|-------------------------------|----|---|-------------------------------|-------------------------------|

| | | | | | | |
|--|-------------------------------|-------------------------------|----|--|-------------------------------|-------------------------------|
| Be a class officer Do social group managing, e.g., outings, dances, etc. Be an athletic team leader Plan fraternity or sorority programs for year Direct a school play | V <input type="checkbox"/> | X <input type="checkbox"/> | OR | Weave rugs and make hooked rugs Piece scraps to make quilts Construct cabinet for phonograph Make a garden walk or fish pond Construct a flagstone terrace | V <input type="checkbox"/> | X <input type="checkbox"/> |
|--|-------------------------------|-------------------------------|----|--|-------------------------------|-------------------------------|

| | | | | | | |
|--|-------------------------------|-------------------------------|----|--|-------------------------------|-------------------------------|
| Officiate at a club or school event Be in charge of publicity for the Science Fair Be known for your successful parties and prominent guests | V <input type="checkbox"/> | X <input type="checkbox"/> | OR | Plant a truck garden, tend and harvest it Be a member of sewing club and make own clothes Finish and paint furniture Build boats Make and decorate pewter articles | V <input type="checkbox"/> | X <input type="checkbox"/> |
|--|-------------------------------|-------------------------------|----|--|-------------------------------|-------------------------------|

Instructions to Counselee: Go back to the top of the page and check (X) in the space whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

EXPERIMENTAL FORMAT FOR THE TEMPERAMENTS CHECK LIST
(For use with Worksheet I, Form ES 511.3)

EXPERIMENTAL INSTRUCTIONS

Name _____

Date _____

WHAT THIS CHECK LIST IS FOR

This check list contains 12 pages of questions. These are questions you may ask yourself to help you think about yourself. They are to help you think about the kind of person you feel yourself to be or would like to be. They are also to help you relate your understanding of yourself to work and job situations.

As you know, certain qualities in people are important for effective living and effective job holding. The ones we are considering here we call temperaments. Different styles of living and different types of jobs involve people and their personal qualities in different ways. In most of us, the personal qualities which are helpful in successful job holding can be cultivated and improved. It is also true that for most of us, there are some qualities which we either do not have the capacity or the desire to cultivate.

However, we can deal with the world more effectively and determine our own value in the job market if we can first deal effectively with ourselves. To do this we need to know our strongest qualities and those which we really want to make an important expression of ourselves. If the person wants to go into selling, he will need the quality of influencing people and he will want to cultivate this aspect of his personality. The person may want to train to become a programmer. Before deciding to take training, he should understand that if a programmer makes one mistake, it may ruin a whole day's work. He needs to understand himself in terms of his capacity to be careful and accurate. He needs to understand his feelings about cultivating habits of carefulness and accuracy.

The person needs to understand himself in relation to qualities which some jobs require but which he has no desire to cultivate. If he likes to be around people all the time, he won't like to live alone on a mountain top as a weather observer. If he very much likes constant variety and change in what he does, he won't be happy on an assembly line and probably won't care to try to cultivate a liking for the routine.

The questions you will be considering are designed to make you aware of the range of temperaments important in jobs. Some are important in one kind of job, some in another. These questions can help you to think about which qualities you feel are very much a part of you and which you feel a desire to improve. The questions can help you to recognize qualities which are not very much a part of you and which might make certain kinds of work distasteful to you, if such work required them.

After a period of study of yourself in relation to these qualities, your counselor will help you to study jobs in relation to these same qualities. You can relate yourself to these jobs or training to do them in terms of what you have learned about your own temperaments. You will be better prepared to know what jobs you would really like to do or have a better chance of doing successfully. If you require a plan of self-improvement to help you get into the work you want to do, by knowing yourself better, you can better work out an effective plan.

NOW TURN TO THE NEXT PAGE

HOW TO FILL OUT THE CHECK LIST

To study yourself in terms of the temperaments or personal qualities we have been discussing, go down each of the 12 pages which follow and consider the questions listed. Each page consists of three sections of questions.

TOP SECTION

These questions require that you think whether you like, dislike, or don't know whether you like or dislike to act in certain ways in relation to situations which you have probably faced in your everyday life.

Spaces are provided to the right for you to check (✓) one of the three -- don't know, like, or dislike.

MIDDLE SECTION

These questions require that you think about whether you would like, dislike, or don't know whether you like or dislike to act in certain ways in relation to situations which you very likely have not faced in everyday life.

Spaces are provided to the right for you to check (✓) one of the three -- don't know, like, or dislike.

BOTTOM SECTION

These questions inquire as to whether you have had certain kinds of experiences. These experiences may have been something you did. They may have been something people have said to you or what you have believed to be true about something. All the questions are designed to help you think about yourself in terms of one aspect of your temperamental makeup, such as liking to please others in your work, being accurate in what you do, or doing the same thing over and over.

Spaces are provided to the right for you to check (✓) one of the three -- don't know, yes, or no.

As you answer these questions, it may seem to you that you are answering the very same thing which you answered a few questions back. This, however, is to let you consider your feelings again and sharpen your thinking. Sometimes you will run across a question which seems completely opposed to what you have been thinking about. This is for the purpose of making you think of opposites. By having to think through conflicting feelings at the same time, you may be helped to be more sure of your true feelings.

| Do you like or dislike to | Check (✓) one | | |
|--|-------------------|-------------|----------------|
| | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| Have a number of things on your mind at once? | _____ | _____ | _____ |
| Drop what you are doing before you have finished to do something else? | _____ | _____ | _____ |
| Have several things going on at one time? | _____ | _____ | _____ |
| Move about, turning from one thing to another? | _____ | _____ | _____ |
| Have several chores waiting for you to do? | _____ | _____ | _____ |
| Keep track of a number of different things? | _____ | _____ | _____ |

| Do you think you would like | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
|---|-------------------|-------------|----------------|
| A job where something new was always popping up? | _____ | _____ | _____ |
| A job in which you really couldn't know what to expect tomorrow or next week? | _____ | _____ | _____ |
| To be kept moving from place to place? | _____ | _____ | _____ |
| A job which involved you in strange and unforeseen situations? | _____ | _____ | _____ |

| Have you (are you, do you) | <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
|--|-------------------|------------|-----------|
| Been responsible for an undertaking and looked after all kinds of odds and ends to get it finished up? | _____ | _____ | _____ |
| Had a hundred and one things to look after, or so it seemed to you? | _____ | _____ | _____ |
| Joined several clubs or hobby groups? | _____ | _____ | _____ |
| Have so many interests you can't decide among them? | _____ | _____ | _____ |
| Been excited and pleased at being faced with new people and situations? | _____ | _____ | _____ |
| Gone in for several kinds of sports? | _____ | _____ | _____ |
| Been told that you were many-sided? | _____ | _____ | _____ |
| Get a kick out of the ease with which you can turn from one activity to something entirely different? | _____ | _____ | _____ |
| Tried out and learned more than one occupation? | _____ | _____ | _____ |
| Look at a variety of TV programs? | _____ | _____ | _____ |

Do you like or dislike

Check (✓) one
Don't Know Like Dislike

Doing the same work until finished?

Running your life according to an established routine?

Doing one thing at a time?

Working at the same thing for a long time?

A set procedure for doing anything?

Do you think you would like

Don't Know Like Dislike

Being on a work team?

Keeping up with other workers on an assembly line?

To work and be paid on a "piece work" basis?

Working at a conveyor belt, bolting parts together
in a certain number of seconds as the belt moves
by?

Having a job you can learn to do automatically?

Typing straight copy all day?

A job in a plant where your job was just like the
job of thousands of other people?

To stand all day at a machine, watching it turn out
thousands of uniform items?

Have you (are you, do you)

Don't Know Yes No

Worked or played on a team?

Been annoyed at having to leave one thing to do
something else?

Worked in one place all day?

Used your hands to do the same task all day?

Felt a need for variety and change in your activities?

Found it easy to keep your mind on one thing and not
have your attention wander?

Done work which involved little change and variety?

Had work which you felt was monotonous?

| Do you like or dislike | Check (✓) one | | |
|--|-------------------|-------------|----------------|
| | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| Carrying out the plans your friends make? | _____ | _____ | _____ |
| Following instructions without questioning them? | _____ | _____ | _____ |
| Accepting things pretty much as you find them? | _____ | _____ | _____ |
| Doing work which does not require you to plan and make decisions yourself? | _____ | _____ | _____ |
| Having another person order you to do something? | _____ | _____ | _____ |
| To be respectful of authority? | _____ | _____ | _____ |
| Listening to other people tell you all about themselves? | _____ | _____ | _____ |
| Being obedient to other people? | _____ | _____ | _____ |
| Being considered an obliging person? | _____ | _____ | _____ |
| Doing personal tasks for others? | _____ | _____ | _____ |
| Doing things for others just the way they want them done? | _____ | _____ | _____ |
| Following suggestions of others? | _____ | _____ | _____ |
| Do you think you would like | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| Having a job in a hospital where both patients and doctors gave you orders? | _____ | _____ | _____ |
| A job as helper to another worker? | _____ | _____ | _____ |
| A job in an office addressing envelopes? | _____ | _____ | _____ |
| Have you (are you, do you) | <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
| Tend to follow instructions without asking why? | _____ | _____ | _____ |
| Assisted people in ways such as escorting them to seats, running errands for them, etc.? | _____ | _____ | _____ |
| Found, when you are in charge, people don't pay much attention to you? | _____ | _____ | _____ |
| Had work in which you waited on others? | _____ | _____ | _____ |
| Had work in which you accepted tips? | _____ | _____ | _____ |

| Do you like or dislike | Check (✓) one | | |
|---|-------------------|-------------|----------------|
| | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| To take charge of a job and get it done? | _____ | _____ | _____ |
| Being "in the thick of things?" | _____ | _____ | _____ |
| To race and win over others, win at sports and games, make higher grades, drive faster? | _____ | _____ | _____ |
| Taking initiative and planning your own work? | _____ | _____ | _____ |
| To hold an office? | _____ | _____ | _____ |
| Making decisions? | _____ | _____ | _____ |
| Being "in the lead," recognized as the "head," "being first?" | _____ | _____ | _____ |
| Telling other people what to do? | _____ | _____ | _____ |
| To volunteer when someone is asked to take charge of something? | _____ | _____ | _____ |

| Do you think you would like | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
|--|-------------------|-------------|----------------|
| To be a government official, club president, or superintendent of a work crew? | _____ | _____ | _____ |
| To have access to persons of power and influence? | _____ | _____ | _____ |
| Being an engineer and planning big projects? | _____ | _____ | _____ |
| To be responsible for other people's lives? | _____ | _____ | _____ |
| To be charged with maintaining order during a flood or riot? | _____ | _____ | _____ |

| Have you (are you, do you) | <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
|---|-------------------|------------|-----------|
| Originated a petition or demonstrated for a "cause?" | _____ | _____ | _____ |
| Usually tried to get control of groups you are a member of? | _____ | _____ | _____ |
| Run for office and been elected? | _____ | _____ | _____ |
| Arranged and managed dances, parties, and other social events? | _____ | _____ | _____ |
| Been a leader - athletic team, school, club, church, scouts, reserves, in military service? | _____ | _____ | _____ |

| Do you like or dislike | Check (✓) one | | |
|---|-------------------|-------------|----------------|
| | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| Making plans with friends? | _____ | _____ | _____ |
| Studying the motives of people? | _____ | _____ | _____ |
| Making allowances for people who seem queer or far-out in some way? | _____ | _____ | _____ |
| To have somebody go along when you ride downtown? | _____ | _____ | _____ |
| Small talk? | _____ | _____ | _____ |
| Keeping up with the latest gossip? | _____ | _____ | _____ |
| Having people come to you for advice? | _____ | _____ | _____ |
| Asking a person to go with you someplace? | _____ | _____ | _____ |
| Going up to a stranger and beginning a conversation? | _____ | _____ | _____ |

| Do you think you would like | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
|--|-------------------|-------------|----------------|
| Having a job in which you had little time to be alone? | _____ | _____ | _____ |
| To invite an orphan or refugee to come and spend the weekend with you? | _____ | _____ | _____ |

| Have you (are you, do you) | <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
|---|-------------------|------------|-----------|
| Found people more stimulating to you than anything else? | _____ | _____ | _____ |
| When faced with an evening alone, make it a rule to check to see if anyone you know is available to have dinner with you? | _____ | _____ | _____ |
| Take pride in the fact that wherever you go, you are always counted as one of the "in group?" | _____ | _____ | _____ |
| Made it a point to remember names and faces? | _____ | _____ | _____ |
| Usually been counted as "one of the gang?" | _____ | _____ | _____ |
| Been a school traffic director and found it fun? | _____ | _____ | _____ |
| Recruited club members or sold tickets? | _____ | _____ | _____ |

| Do you like or dislike | Check (✓) one | | |
|---|--------------------------|--------------------|-----------------------|
| | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| Traveling alone? | _____ | _____ | _____ |
| To have a room or apartment all to yourself? | _____ | _____ | _____ |
| Being out of the town or city, away from crowds of people? | _____ | _____ | _____ |
| When taking an evening walk, to be joined unexpectedly by an acquaintance who happens by? | _____ | _____ | _____ |
| Being out of personal or telephone contact with other people? | _____ | _____ | _____ |
| To think a problem through by yourself, without asking other people's advice? | _____ | _____ | _____ |
| Being by yourself for long periods of time? | _____ | _____ | _____ |
| Shopping for clothes without someone else along to help you consider what to buy? | _____ | _____ | _____ |
| Eating alone? | _____ | _____ | _____ |
| Being out in the woods by yourself? | _____ | _____ | _____ |
| Going to the movies alone? | _____ | _____ | _____ |
| Do you think you would like to | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| Live alone on a mountaintop for two months? | _____ | _____ | _____ |
| Stand watch on a ship, alone for hours, looking for rocks or other ships? | _____ | _____ | _____ |
| Man an all-night switchboard, seldom seeking anyone come or go? | _____ | _____ | _____ |
| Have you (are you, do you) | <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
| Gone on long hikes alone and enjoyed it? | _____ | _____ | _____ |
| Hunted or fished alone? | _____ | _____ | _____ |
| Thought of yourself as being your own favorite company? | _____ | _____ | _____ |
| Remember Daniel Boone in history? | _____ | _____ | _____ |
| Ever thought of spending the night alone in a "haunted house?" | _____ | _____ | _____ |
| Find many things in the world just as interesting to you as people? | _____ | _____ | _____ |

Check (✓) one

Do you like or dislike

Don't Know Like Dislike

To ask people to buy something?

To take up money for a good cause?

Asking people to vote money for a new playground,
or other improvement?

Listening to someone tell a story?

Telling a story yourself?

Running for political office?

Campaigning for a friend who is running for
political office?

Writing a letter to convince someone he ought to
do something?

Do you think you would like

Don't Know Like Dislike

To do house-to-house selling - insurance or
household supplies?

Heading up a Red Cross fund raising drive?

Being a salesman on the road?

Working with disadvantaged persons to interest
them in getting more education?

Writing a letter to the public opinion section
of the daily paper to put across your point of view?

Have you (are you, do you)

Don't Know Yes No

Found it easy to talk to strangers?

Gone out of your way to win an argument?

Solicited donations for a cause?

Given pains and thought to "selling yourself" in a
letter of application for employment?

Sold things to people who didn't really need them
but couldn't turn you down?

Taken a prize or honorable mention in an advertising
contest?

Had a paper route and solicited new subscriptions?

Do you like or dislike

Check (✓) one
Don't Know Like Dislike

To deal with an emergency?

Being around nervous people?

Working against deadlines or meeting quotas?

Having to abide by complicated safety regulations?

Facing physical danger?

Do you think you would like

Don't Know Like Dislike

A well-paid job where an instant of indecision could wreck a machine or kill a person?

A job in which you took care of dying persons and tried to promote their mental comfort?

To operate a large excursion bus along hazardous rain-slick mountain roads?

Solving emergency problems while test flying an aircraft?

To be a skin diver who gets very high pay for working in waters known to be frequented by man-eating sharks?

Have you (are you, do you)

Don't Know Yes No

Taken a course in Red Cross life-saving procedures?

Worked with explosives?

Worked on high places?

Had to work around danger and observe complicated safety procedures?

Been around people who laughed at you or ridiculed what you said?

Given first aid such as mouth-to-mouth resuscitation, bandaging a wound, etc.?

Been at the scene of an automobile wreck, or bad accident of any kind, when you had to get help for yourself or others?

| Do you like or dislike | Check () one | | |
|--|-------------------|-------------|----------------|
| | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
| To act on your "hunches?" | _____ | _____ | _____ |
| Choosing among several possibilities? | _____ | _____ | _____ |
| To put information into a formula? | _____ | _____ | _____ |
| Breaking a problem down into steps and analyzing it? | _____ | _____ | _____ |
| To think in a free-ranging, informal manner? | _____ | _____ | _____ |
| Being systematic in whatever you do? | _____ | _____ | _____ |
| Dealing with information which cannot be proved? | _____ | _____ | _____ |
| When writing a theme, to let it develop as you go along? | _____ | _____ | _____ |

| Do you think you would like | <u>Don't Know</u> | <u>Like</u> | <u>Dislike</u> |
|--|-------------------|-------------|----------------|
| A job which demanded you to make decisions on the basis of a few facts which could be proved, and required you to ignore all other aspects of the situation? | _____ | _____ | _____ |
| A job which required you to think about all possible answers to problems? | _____ | _____ | _____ |
| A job in which you had to make instant personal decisions between two unpleasant alternatives, e.g., the policeman deciding whether to shoot or be shot at? | _____ | _____ | _____ |

| Have you (are you, do you) | <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
|---|-------------------|------------|-----------|
| Often made a decision and thought up a reason for the decision later? | _____ | _____ | _____ |
| When cooking, prefer to alter recipes to suit your own taste? | _____ | _____ | _____ |
| When walking down the street, or when you get up in the morning, found that solutions to problems frequently "pop into your head?" | _____ | _____ | _____ |
| Studied the posture of a baseball pitcher to figure out his next move? | _____ | _____ | _____ |
| Rather judge an individual on the basis of all you personally know about him than rely on the statistical findings about people of his class? | _____ | _____ | _____ |

Do you like or dislike

Check (✓) one
Don't Know Like Dislike

The study of logic?

Sticking to that which can be proved?

Follow prevailing rules in making decisions?

Performing tests or making measurements?

To be systematic in whatever you do?

Having verifiable standards to count on?

Relying on experts?

To have things precisely defined?

Planning things in detail before you do them?

Outlining a theme before you write it?

Breaking down a problem into steps so you can systematically analyze it?

To trust the findings of computers?

Uniform standards in most things?

Do you think you would like

Don't Know Like Dislike

A job in which you had test results on which to base all your decisions?

A job in which you had to make decisions backed up only by your own observations and experiences?

Have you (are you, do you)

Don't Know Yes No

See yourself as a person who likes facts and accepts them?

Think of yourself as having a rational view of the world?

Think you are guided by reality in the conduct of your life?

See yourself as open-minded in considering both sides of an issue?

Prefer a professional decorator to a "do-it-yourself" color scheme?

Check (✓) one

Do you like or dislike to

Don't Know Like Dislike

Work out other people's ideas?

Choose your own subject for a composition in school?

Develop your own style in dress or room decorations?

Express your feelings in writing or art?

Depend on your own ideas?

Make up something to cook instead of following a recipe?

Plan color schemes using your favorite color?

Write up what you think about a play, movie, or book?

Do you think you would like to

Don't Know Like Dislike

Advise people on decorating their homes?

Be a TV personality?

Style people's hair?

Be a music critic?

Make up dance steps?

Have you (are you, do you)

Don't Know Yes No

Carried out your own ideas to arrange a party?

Written stories, music, or songs?

Been careful to avoid being trite in what you write?

Designed and made own greeting cards?

Thought up puzzles?

Planned a flower exhibit?

Developed your own parlor tricks?

Chosen and arranged furniture?

Imagined and written a dramatic incident?

Entered a box-top essay contest?

Designed a special haircut for yourself or someone else?

(Temp. Y)

Check (✓) one

Do you like or dislike

Don't Know Like Dislike

To check and double-check your work?

Keeping things orderly and systematic?

To put in great effort to get something exactly right?

Doing work which requires extreme care and constant attention to get it right?

When copying rows of figures, to be sure the rows are neat and straight?

Doing an exact experiment in the school lab?

Do you think you would like

Don't Know Like Dislike

Doing work where one mistake could have tragic consequences, as a druggist filling prescriptions?

Spending hours, if necessary, to locate a misplaced decimal point?

To watch a machine all day to be sure there were no flaws in the material it was turning out?

To be responsible for the absolute perfection of goods you had inspected?

Doing work of such fine accuracy that a mistake of one ten-thousandths of an inch would ruin the piece you are working on?

Have you (are you, do you)

Don't Know Yes No

Made it a point to turn in neat examination papers?

Spent hours hunting errors in arithmetic problems?

Gone to trouble to see that things like decimal points and punctuation are placed properly?

Made scale plans for model airplanes, boats, trains, etc.?

Taken pains to learn just the right way to season food?

Made draperies or slipcovers and precisely matched designs?

EXPERIMENTAL FORMAT FOR DATA-PEOPLE-THINGS CHECK LIST
(For use with Worksheet II, Form ES 511.4)

EXPERIMENTAL INSTRUCTIONS

Name _____ Date _____

On the following pages, you are asked to imagine certain things.

On the left side of the page, under the words "I am" you will find certain kinds of persons named, as "worker," "student," "club member," etc. You will find some situations listed, as "waiting for a bus," "doing home chores," "giving a party," etc. You are to try to imagine yourself as such a person or a person in such a situation.

On the right side of each page, under the words "I would prefer to" you will find described three things you might be doing as such a person or in such a situation. You are asked to stop and imagine what doing the three things might be like. Then choose one of the three as that which you would prefer to be doing.

Squares are provided on the right for you to check (✓) the one which you choose.

GROUP 1

I am

I would prefer to

Check (✓) one

waiting for a bus

read a book, paper, or
magazine observe cars go by strike up a conversation
with another person

a member of a science club

compute statistics for
the club set up scientific apparatus solicit donations for the
Science Fair

a boat enthusiast

draw plans for a model boat teach a friend to sail a
model boat build a model boat

a clothes enthusiast

design a dress make a dress go shopping with a friend and
help her select a dress

a member of an athletic club

write up minutes of a club
meeting sell tickets for club game mend damaged athletic
equipment

a worker

post figures in books sit at a cash register
taking payments from
customers gift wrap packages

I am

I would prefer to

Check (✓) one

a mechanics enthusiast

read about how engines work

sell engines, explaining why one make is better than another

examine engines which will not start and repair them

a member of a theater club

imagine and write up a dramatic incident

act out a dramatic incident

build stage scenery for use in an amateur theatrical

a worker

type neat, correctly spelled letters

maintain a telephone answering service

arrange counter displays in a store

doing a home chore

clean out refrigerator, checking and discarding stale food

wash the windows

telephone around to locate a TV repairman

I am

I would prefer to

Check (✓) one

waiting for a bus

pass the time of day
with a fellow traveler read a book study the buildings
around and their kind
of construction

a member of a club

be public relations
chairman be recording secretary be exhibits arranger

a worker

interview people check answers on
questionnaires demonstrate a new gadget
to show how it works

a student

share homework with a
fellow student work out formulas alone experiment with chemistry
set a member of an amateur
archaeology groupteach a class about Indian
relics write about Indian relics dig up Indian relics and
restore them

I am

I would prefer to

Check (✓) one

a student

listen to a classmate
tell about her problem
and help her think it
through

proofread her theme for her
and offer criticism on
its style

give her a home permanent
and set her hair

an antique enthusiast

lecture about antiques to
an interested group

locate antiques, mend,
and refinish them

carry on a correspondence
with another antique
enthusiast

a member of a club

be a program chairman,
lining up events and
speakers for the season
ahead

serve as club historian,
researching its past
records to compile a
history of its accomplish-
ments

prepare the hors d'oeuvres
and fancy aspics for the
club annual banquet

GROUP 3

I am

I would prefer to

Check (✓) one

waiting for a bus

observe different makes
of cars go by

read a book, paper, or
magazine

talk with a stranger and
learn where he is going
and what he thinks of
the world situation

a member of an astronomy club

be grinding a telescope
lens and machining the
mountings

be in the club office
editing the monthly
newsletter

be out organizing a social
outing for club members

settling down to read the Sunday
newspaper

pour over the "do-it-
yourself" page

thoughtfully read the book
review sections

linger carefully over the
accounts of events and
the photographs in the
society section

engaged in a spare-time activity

build a model rocket

take a group of small boys
or girls on a picnic

play chess

I am

I would prefer to

Check (✓) one

helping to give a party

bake and decorate a
cake

tell fortunes by reading
palms

plan games to be played,
writing up the
instructions

faced with a free Saturday
afternoon

tinker with engines and
motors

work crossword puzzles

practice with a group which
is putting on a "skit"
for a holiday social

doing a chore for the club

bundle the newsletters and
take to the post office

check addresses to see if
they are readable

assist the membership
chairman by passing out
leaflets

(Data, Ideas)

You have indicated by your answers to questions on the questionnaire that you like working with ideas and data in the form of words, numbers, etc. Work in which you can do this varies in difficulty. It can be simple enough for you to learn in a very short time. It can take you many years to learn. Below are some illustrations of this. As you read these illustrations over, you will note that you begin with simple work and end with very difficult work.

Could
do now Think could
train to do

ONE

This kind of work with data involves comparing one thing with another. It requires little training. You would do such things as

look over articles in a warehouse to check the labels

in an office, check envelopes to see if they are sealed

compare addresses on packages with mailing list to see if names are spelled correctly

TWO

This kind of work usually involves copying words, figures, etc., from one record to another. It requires a few weeks or months of special training. You are required to be very careful and accurate. You would do such things as

type information on forms

go from place to place in a truck, recording meter box readings indicating electric current consumed

copy figures by hand from bills in bookkeeping journals

Could
do now

Think could
train to do

THREE

This kind of work involves computing in some way and requires considerable training in arithmetic and the use of figures. You are required to be quite accurate. You would do such things as

using a cash register, check out food
in a cafeteria check out line

figure interest and discount rates in
a bank

use fractions to figure specific quanti-
ties of lumber in a lumber supply
plant

FOUR

This kind of work involves compiling, or gathering together information in a systematic way. Such work usually requires considerable training in school or on-the-job to learn the special work system. You would do such things as

use the principles of formal bookkeeping
to maintain the business records of
a company

secure information and maintain office
medical records for a physician

record fingerprints in a police station
and maintain fingerprint files

FIVE

This kind of work involves analyzing information. It usually requires a long period of training. Rather high specialized abilities are required to succeed in the work. You would do such things as

work in a laboratory, using scientific
equipment to test bacteria

teach vocational subjects in a high school

select correct formulas as a basis for
permanent waving particular kinds
of hair

SIX

This kind of work involves looking after very complex and many-sided activities. It usually requires a very long period of training and experience. It requires very high ability. Not all people have the ability to advance to this level of work. You would do such things as

manage a factory

publish a newspaper

in an airport control tower, coordinate
a sky full of planes coming in
for a landing

SEVEN

This is the most difficult kind of work with ideas and data. People on this level originate ideas and think up things which no one has thought up before. They invent, make new plans, solve new problems, design new things. They require very special abilities and only a few people succeed on this level. You would do such things as

design rocket engines for moonships

compose musical symphonies

do research and discover a cure for
cancer

Now you have thought about the different levels of working with data and ideas that are possible. Think about the training it takes. Think about all that you have learned about yourself.

Go back to the beginning. As you read from ONE to SEVEN, check (✓) in the left square the level at which you think you could work now. As you read further, check (✓) in the right square the level to which you would like to aspire in your life plans. You can then talk about all this with the counselor. Together you can study the whole picture of yourself and your ambitions. Together you can think about your future and plan a course of action.

(People)

You have indicated by your answers to questions on the questionnaire that you like working with people. There are many ways to work with people. Some work with people is quite simple. If you have the personality which enables you to work well with people, you can go into some jobs and learn to do them almost at once. Other kinds of work with people take many years of training. Below are some illustrations of this. As you read these illustrations over, you will note that you begin with simple work and end with very difficult work.

Could
do now

Think could
train to do

ONE

This kind of work involves serving people. In such work you would be required to devote yourself to serving others and to taking direct orders. Some jobs involving serving require little training. Others require considerable training. You would do such things as

serve food to people in a restaurant,
trying to please them in every way

clean house, doing the work just as your
employer wishes it done

as an orderly in a hospital, carry out
exactly orders from medical staff

TWO

This kind of work involves working with people in situations which require you to be pleasant and polite to them. Some of the jobs require but little training. Others require considerable training. You would do such things as

courteously place long distance calls
for telephone patrons

at a gas station, service cars for
customers, with a smile and pleasant
"thank you" for each person

in a dentist's office, politely respond
to patient's questions

in a business office, provide information
to another worker, in a courteous,
helpful manner

THREE

This kind of work involves working with people and being able to persuade them to a point of view. You will need the ability to talk convincingly about a product or service. Some of the jobs require little training. Others require a great deal of training. You would do such things as



in a hat shop, study the personality of a customer, and try to sell her the right hat

call on firms to interest them in buying a line of machinery

stand in a five-and-ten-cent store, demonstrating a new product to passers-by

FOUR

This kind of work involves performing before an audience. It requires that you have the ability to perform in some way. Some of the work requires long training but some requires very little. You would do such things as



direct a dance band

be a baseball pitcher

do a comedy act on TV

play a tragic role in the movies

do rock-and-roll vocals at an amusement park

be a Santa Claus in the neighborhood store

FIVE

This kind of work involves supervising people. In this work you carry a great deal of responsibility. People usually require long training and experience. Not all persons have the ability to advance to supervisory work. You would do such things as



oversee a construction gang, showing workers how to use their tools

supervise 50 or more typists

in a factory, lay off employees who do not get to work on time

Could
do now

Think could
train to do

SIX

This kind of work involves instructing people. You must be effective in talking to groups to succeed in this work. Most work of this type requires training extending over several years, and frequently requires advanced college degrees. You would do such things as

teach science and try to arouse interest
in it

develop children by leading them in games

give practical demonstrations to help
farmers improve their farming methods

SEVEN

This kind of work involves negotiating with people in very complicated situations. The work is very tough and competitive. Success is not easy but the people who do succeed enjoy high status. You would do such things as

participate in conferences to establish
governmental policies

work out contracts between big manufac-
turing firms

confer with managers and workers to
settle strikes

EIGHT

This is the highest type of work with people. On this level, you work with the total personality of the other person to help him solve his problems. You carry out your work according to professional principles. This work is very demanding in the standards it requires of you. For most of the jobs, the training time is very long, often extending over many years. You would do such things as

as a PSYCHIATRIST, guide the therapy of
mentally disturbed persons

as a CLERGYMAN, give spiritual counsel to
bereaved persons in need of comforting

as a COUNSELOR, assist troubled persons to
understand themselves and develop
their personalities

Now you have thought about the different levels of working with people that are possible. Think about the training it takes. Think about all that you have learned about yourself.

Go back to the beginning. As you read from ONE to EIGHT, check (✓) in the left square the level at which you think you could work now. As you read further, check (✓) in the right square the level to which you would like to aspire in your life plans. You can then talk about all this with the counselor. Together you can study the whole picture of yourself and your ambitions. Together you can think about your future and plan a course of action.

(Things)

You have indicated by your answers to questions on the questionnaire that you like working with things. There are many ways to work with things. Some work with things is quite simple. Other kinds are very difficult and require many years of training. Below are some illustrations of this. As you read these illustrations over, you will note that you begin with simple work and end with very difficult work.

Could Think could
do now train to do

ONE

This kind of work involves handling things. If this is all you do, the work usually requires little training. You would do such things as

dust furniture in a home

shovel snow from city streets

pick berries on a farm

hand tools to a carpenter

pass out handbills in front of a store

rip seams in a dress factory

TWO

This kind of work involves working around machines. You would place materials in the machine or carry materials away from a machine. The work seldom requires much training but it may require you to keep up with a fast machine. You would do such things as

remove barbecued chickens from a conveyor belt

put raw materials into machine hoppers

THREE

This kind of work involves working around machines. Some of it takes little training but some requires considerable training. The worker spends most of his time observing machines to tell if anything goes wrong. The work requires people who are able to pay close attention to the same thing all day. You would do such things as

observe a machine winding cloth all day, to see if there are any wrinkles in the bolts of cloth

watch tanks in which wine is being fermented, checking temperature dials

Could
do now

Think could
train to do

FOUR

This kind of work requires the person to use his hands, and perhaps his feet, to manipulate things. The skills which the work requires usually take quite a while to learn. You would do such things as

make artificial roses, twisting them into lifelike shapes

carefully tilt ladles to pour out red hot metal into molds

kill poultry in a slaughtering plant, slitting throats rapidly with a sharp knife

FIVE

This kind of work involves driving vehicles of some kind. Some of the work can be learned in a few months. Some requires years of training and experience. People in the work carry heavy responsibility for the lives of others and the safety of property. You would do such things as

drive a passenger bus on a heavily traveled highway

pilot a "drone" plane from the ground

work levers to control the motion of a crane hoisting building materials to the top of a high building

SIX

This kind of work involves operating a machine. Some of the work can be learned in a few months. Some requires years of training and experience. To succeed you must be the kind of person who catches on easily to the way machinery works and be quick to notice when it is not working right. You must be able to gear the speed at which you work to the speed of the machine. You would do such things as

start, stop, and keep running very large machines containing a hundred thousand or more working parts

operate a paper making machine which has many sections, each of which must be adjusted many times during the day

control an electronic computer, constantly observing control panel

Could
do now

Think could
train to do

SEVEN

This kind of work involves setting up machines. It usually requires a long period of training and experience. You must have the kind of mind that really understands machines and is quick to figure out how a machine can be used to produce a needed result. You would be doing such things as



fit machine sections together, following blueprints

change the fixtures on a lathe to machine a tool part

set up and adjust a set of instruments to track missiles being fired down range across the Atlantic Ocean

EIGHT

This work with things is called precision working. It is the most skilled work you can do with things and training for it is the longest and hardest. Not all people have the high aptitudes required to learn the work. You would do such things as



use precision surgeon's instruments to perform delicate brain operations

put together a whole galaxy of knobs, dials, and switches to form the control panel on a jet airliner

use pick, hammer, chisel, awl, and brush to uncover fragile fossil skeletons

use chisels to carve fine statues

reweave costly Oriental rugs

make absolutely watertight connections in a plumbing system

Now you have thought about the different levels of working with things that are possible. Think about the training it takes. Think about all that you have learned about yourself.

Go back to the beginning. As you read from ONE to EIGHT, check (✓) in the left square the level at which you think you could work now. As you read further, check (✓) in the right square the level to which you would like to aspire in your life plans. You can then talk about all this with the counselor. Together you can study the whole picture of yourself and your ambitions. Together you can think about your future and plan a course of action.

CHECK LISTS

GROUP II

CHECK LIST I (Easy Reading)
(For use with Worksheet III, Form ES 511.5)

| KEY: | |
|-------------------------------|------------------------------|
| 1 Clerical | 8 Structural |
| 2 Public Contact & Selling | 9 Mechanical & Electrical |
| 3 Service | 10 Graphic Arts |
| 4 Outdoor | 11 Mining |
| 5 Processing | 12 Elemental |
| 6 Machine | 13 The Arts |
| 7 Bench | |

EXPERIMENTAL FORMAT

Name _____ Date _____

CHECK LIST OF EVERYDAY EXPERIENCES

RELATED TO ENTRY LEVELS OF THIRTEEN BASIC VOCATIONAL DIRECTIONS

It is important to find the kind of job we want and can do. It is not always easy to know whether we would like a particular kind of job or not. One way to get an idea is to think about everyday experiences we have had. We can think about the experiences we have liked and those we have disliked.

Things which we experience in everyday life are in some ways like the things we do when we are working on a job. Following is a list of things which you may have done in your everyday life. Go through it and check (✓) under "Like," "Dislike," or "Don't know much about."

After you have finished, you can talk with the counselor. The counselor will tell you about kinds of jobs which are the most like the everyday experiences which you have been happiest doing.

Below are listed various things you may have done or know about. Go through the list and check (✓) under "Like," "Dislike," or "Don't know much about."

L (Like)

D (Dislike)

? (Don't know much about)

| | L | D | ? | | L | D | ? |
|---|---|---|---|---|---|---|---|
| Take notes on school work. | — | — | — | Put money in a bank..... | — | — | — |
| Check lists of names for correct spelling..... | — | — | — | Have a checking account and write checks..... | — | — | — |
| Copy figures..... | — | — | — | Read the newspaper..... | — | — | — |
| Sort mail..... | — | — | — | Read magazines..... | — | — | — |
| Make up an index..... | — | — | — | Count money..... | — | — | — |
| Read a bus schedule..... | — | — | — | Use a dictionary..... | — | — | — |
| Receive money from people and give a receipt for it..... | — | — | — | Check groceries against cash register slip..... | — | — | — |
| Make up lists of club supplies on hand..... | — | — | — | (1) | | | |
| Weigh packages and figure out the postage..... | — | — | — | Meet and talk to people... | — | — | — |
| Write neat letters..... | — | — | — | Sell women's clothing in a store..... | — | — | — |
| Make up a grocery list.... | — | — | — | Drive a taxicab..... | — | — | — |
| Take down messages over the phone..... | — | — | — | Sell pony rides at the amusement park..... | — | — | — |
| Check letters for mistakes in grammar..... | — | — | — | Sell drinks and cushions at a ball game..... | — | — | — |
| File things according to the alphabet..... | — | — | — | Take part in sports and games..... | — | — | — |
| Learn a coding system..... | — | — | — | Belong to clubs..... | — | — | — |
| Type letters..... | — | — | — | Sell newspapers..... | — | — | — |
| Make charts..... | — | — | — | Answer the telephone..... | — | — | — |
| Sit at a desk..... | — | — | — | Talk to strangers..... | — | — | — |
| Find mistakes in arithmetic..... | — | — | — | Sell Christmas cards..... | — | — | — |
| Keep baseball scores..... | — | — | — | Wear a white shirt and tie | — | — | — |
| Use a copying machine to copy printed material... | — | — | — | Act in a school play..... | — | — | — |
| Learn to write up contracts..... | — | — | — | Wear business dress..... | — | — | — |
| Collect newspaper clippings..... | — | — | — | Operate a bingo game..... | — | — | — |
| Budget your allowance..... | — | — | — | Hand out advertising circulars..... | — | — | — |
| Work with decimals and fractions..... | — | — | — | Run a soda pop stand..... | — | — | — |
| Check reports for mistakes | — | — | — | Do odd jobs to earn spending money..... | — | — | — |
| Make a scrapbook..... | — | — | — | Sell salve from door to door..... | — | — | — |
| Keep a diary..... | — | — | — | Learn to read horoscopes.. | — | — | — |
| Check stores for lowest prices to buy at cheapest place..... | — | — | — | Demonstrate for a cause... | — | — | — |
| Address envelopes..... | — | — | — | Usher at a ball game..... | — | — | — |
| Get recipes when you buy something..... | — | — | — | Make phone calls..... | — | — | — |
| Check the change you get when you buy something in the store..... | — | — | — | Lead games at a party..... | — | — | — |
| | | | | Be a volunteer teacher's aid..... | — | — | — |
| | | | | Be a volunteer recreation worker..... | — | — | — |
| | | | | Make change quickly..... | — | — | — |
| | | | | Contact public personalities..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Serve people at a gas station, grease and wash their cars..... | — | — | — |
| Serve people at a gas station, change and repair their tires..... | — | — | — |
| Serve people at a gas station, fill their automobiles with gas and oil..... | — | — | — |
| Get up a picnic or a dance | — | — | — |
| Meet all kinds of people.. | — | — | — |
| Drive a milk truck..... | — | — | — |
| Serve refreshments at a party..... | — | — | — |
| Sell tickets..... | — | — | — |
| Direct traffic for school. | — | — | — |
| Have a paper route and solicit new subscriptions..... | — | — | — |
| Be a church usher..... | — | — | — |
| Collect money for the Red Cross..... | — | — | — |
| Get people to sign a petition for a new playground..... | — | — | — |
| Persuade people to buy something..... | — | — | — |
| Guide hunting parties..... | — | — | — |
| Meet new people..... | — | — | — |
| Work in a five-and-ten-cent store..... | — | — | — |
| Be a "soda-jerk" in a drug store..... | — | — | — |

(2)

| | | | |
|---|---|---|---|
| Buy meat and fruit at the supermarket..... | — | — | — |
| Help customers with groceries..... | — | — | — |
| Watch children on a playground..... | — | — | — |
| Usher at a ball game..... | — | — | — |
| Play games with children.. | — | — | — |
| Run an elevator at school. | — | — | — |
| Clean up the bathroom..... | — | — | — |
| Talk to children..... | — | — | — |
| Give first aid to a person who is hurt..... | — | — | — |
| Wear a uniform..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Make phone calls..... | — | — | — |
| Take care of puppies and kittens..... | — | — | — |
| Keep children clean and neat..... | — | — | — |
| Shine people's shoes..... | — | — | — |
| Cut and style hair..... | — | — | — |
| Wait on a sick person..... | — | — | — |
| Fix a friend's hair..... | — | — | — |
| Work after school at a gas station..... | — | — | — |
| Be at the same place at the same time every day. | — | — | — |
| Wait on tables at church suppers..... | — | — | — |
| Make the beds of sick people..... | — | — | — |
| Polish knives and forks... | — | — | — |
| Shave people..... | — | — | — |
| Check coats in a checkroom | — | — | — |
| Mow lawns..... | — | — | — |
| Care for sick people in a hospital..... | — | — | — |
| Set tables..... | — | — | — |
| Give baths and feed sick or old people..... | — | — | — |
| Dress wigs..... | — | — | — |
| Wax and polish floors..... | — | — | — |
| Watch children swimming... | — | — | — |
| Do the family ironing..... | — | — | — |
| Do odd jobs for the church | — | — | — |
| Tend furnace and boiler in an apartment building... | — | — | — |
| Run a power machine to polish floors..... | — | — | — |
| Remove a splinter from a person's hand..... | — | — | — |
| Watch children on a playground..... | — | — | — |
| Apply a bandage to a person who has cut his hand | — | — | — |
| Fix a friend's nails..... | — | — | — |
| Drive a taxicab..... | — | — | — |
| Serve refreshments at a party..... | — | — | — |
| Tell stories to children.. | — | — | — |
| Cook meals in a private home..... | — | — | — |
| Baby-sit to earn spending money..... | — | — | — |
| Remove an eyelash from a person's eye..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Make cakes and pies..... | — | — | — |
| Clean chicken or fish.... | — | — | — |
| Operate a dishwashing machine..... | — | — | — |
| Cook for a construction crew..... | — | — | — |
| (3) | | | |
| Clear brush..... | — | — | — |
| Grow vegetables or fruit. | — | — | — |
| Hunt rabbits or duck..... | — | — | — |
| Train dogs to hunt..... | — | — | — |
| Raise horses and cows.... | — | — | — |
| Ride horses..... | — | — | — |
| Fight forest fires..... | — | — | — |
| Repair tractors, plows, mowing equipments, etc. | — | — | — |
| Cut logs and load on trucks..... | — | — | — |
| Plant and water flowers.. | — | — | — |
| Repair farm buildings, fences, and roads..... | — | — | — |
| Mow lawns..... | — | — | — |
| Raise chickens..... | — | — | — |
| Keep bees and collect their honey..... | — | — | — |
| Collect fishing rods..... | — | — | — |
| Go deep sea fishing..... | — | — | — |
| Fish in a pond or lake... | — | — | — |
| Work outdoors..... | — | — | — |
| Plant trees..... | — | — | — |
| Cut down trees..... | — | — | — |
| Climb trees..... | — | — | — |
| Keep lawn mower in good repair..... | — | — | — |
| Run a tractor..... | — | — | — |
| Live away from the city.. | — | — | — |
| Observe the weather..... | — | — | — |
| Work with a harvest crew. | — | — | — |
| Pick berries or fruit.... | — | — | — |
| Gather vegetables..... | — | — | — |
| Prune trees..... | — | — | — |
| Raise dogs or cats..... | — | — | — |
| Set out plants in a truck garden..... | — | — | — |
| Keep a fish pond..... | — | — | — |
| Handle boats..... | — | — | — |
| Sleep in the open air.... | — | — | — |
| Hoe the vegetable garden. | — | — | — |
| Stack wheat in shocks.... | — | — | — |
| Clean out a barn..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Feed and water livestock... | — | — | — |
| Have your hands in the dirt | — | — | — |
| Pile up hay in a field..... | — | — | — |
| (4) | | | |
| Work with chemicals..... | — | — | — |
| Work around strong odors... | — | — | — |
| Read dials which record temperature..... | — | — | — |
| Wear protective clothing... | — | — | — |
| Abide by safety regulations | — | — | — |
| Use formulas..... | — | — | — |
| Work with explosives..... | — | — | — |
| Work around furnaces and boilers..... | — | — | — |
| Dye clothes..... | — | — | — |
| Wash clothes in automatic washing machine..... | — | — | — |
| Watch bread baking in an oven..... | — | — | — |
| Pour chemicals into a tank. | — | — | — |
| Use bug killers to exterminate bugs..... | — | — | — |
| Watch chemical reactions... | — | — | — |
| Adjust the flame on a gas stove..... | — | — | — |
| Pay close attention to time when roasting meat..... | — | — | — |
| Judge how hot metal is by its color..... | — | — | — |
| Kill chickens..... | — | — | — |
| Mix solutions..... | — | — | — |
| Mix dough for baking..... | — | — | — |
| Can fruits and vegetables.. | — | — | — |
| (5) | | | |
| Be around machines..... | — | — | — |
| Drive an automobile..... | — | — | — |
| Show people how a machine works..... | — | — | — |
| Drive a truck..... | — | — | — |
| Drive a taxicab..... | — | — | — |
| Operate a saw, punch press, or other machine..... | — | — | — |
| Race midget cars or stock cars..... | — | — | — |
| Work in the school print shop..... | — | — | — |
| Work in the school machine shop..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Run loom to weave cloth.. | — | — | — |
| Run machine-shop equip- ment..... | — | — | — |
| Help construction machine operators..... | — | — | — |
| Work in a factory..... | — | — | — |
| Run a vacuum cleaner..... | — | — | — |
| Run a sewing machine..... | — | — | — |
| Operate an automatic washing machine..... | — | — | — |
| (6) | | | |
| Refinish furniture..... | — | — | — |
| Repair watches..... | — | — | — |
| Thread a sewing machine.. | — | — | — |
| Cut out a dress, matching design of cloth..... | — | — | — |
| Make leather objects, such as belts and bill- folds..... | — | — | — |
| Frame pictures..... | — | — | — |
| Sort fish by size and color..... | — | — | — |
| Reweave damaged rugs by hand..... | — | — | — |
| Remove old paint from automobile and repaint it..... | — | — | — |
| Inspect dry cleaned clothing for spots..... | — | — | — |
| Tear apart and put to- gether again a camera or a compass..... | — | — | — |
| Use plyers, screw driv- ers, wrenches, and tweezers..... | — | — | — |
| Make a dress..... | — | — | — |
| Upholster a chair..... | — | — | — |
| Make a chair or table.... | — | — | — |
| Stuff and mount a bird... Knit sweaters or ties.... | — | — | — |
| Make wigs..... | — | — | — |
| Make artificial flowers.. | — | — | — |
| Make a hat..... | — | — | — |
| Fit eyeglass lenses into frames..... | — | — | — |
| Decorate a cake..... | — | — | — |
| Practice marksmanship.... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Build toy furniture..... | — | — | — |
| Paint and decorate own room | — | — | — |
| Fold and put away laundered clothing..... | — | — | — |
| Press laundered clothes.... | — | — | — |
| Mend clothing..... | — | — | — |
| Make a doll..... | — | — | — |
| Make bracelets from coins.. | — | — | — |
| Build dog houses and bird boxes..... | — | — | — |
| Make patchwork quilts..... | — | — | — |
| Polish silverware..... | — | — | — |
| Make jewelry..... | — | — | — |
| Wrap packages, tying fancy bows..... | — | — | — |
| Take guns apart and clean them..... | — | — | — |
| String beads..... | — | — | — |
| Mount photographs in an album..... | — | — | — |
| (7) | | | |
| Lay brick..... | — | — | — |
| Watch carpenters at work... Paint a room..... | — | — | — |
| Paint or "touch up" the automobile..... | — | — | — |
| Work on roofs or other high places..... | — | — | — |
| Set off dynamite..... | — | — | — |
| Climb ladders..... | — | — | — |
| Locate a leak in a water pipe..... | — | — | — |
| Use hand tools such as hammers, screwdrivers, and saws..... | — | — | — |
| Build a fence..... | — | — | — |
| Fix a leaking water faucet. Work with figures..... | — | — | — |
| Hang wallpaper..... | — | — | — |
| Draw the floor plan of a house..... | — | — | — |
| Build things with your hands..... | — | — | — |
| Be a helper on a construc- tion job..... | — | — | — |
| Work arithmetic problems... Abide by safety rules..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Build a dog house or bird box..... | — | — | — |
| Measure with squares and rulers..... | — | — | — |
| Work outdoors in any kind of weather..... | — | — | — |
| Do heavy lifting..... | — | — | — |
| Be in a noisy place..... | — | — | — |
| Move from place to place... | — | — | — |
| Pour cement to make a walk. | — | — | — |
| Move heavy objects..... | — | — | — |

(8)

| | | | |
|--|---|---|---|
| Work in radio or TV repair shop..... | — | — | — |
| Keep tools cleaned and put away..... | — | — | — |
| Take a machine apart and put it together again.... | — | — | — |
| Replace spark plugs in cars..... | — | — | — |
| Tighten screws and bolts... | — | — | — |
| Solder leaking automobile radiators..... | — | — | — |
| Repair dented automobile fenders..... | — | — | — |
| Repair leaking faucets..... | — | — | — |
| Make a clock from spare parts..... | — | — | — |
| Build a "hot rod"..... | — | — | — |
| Tinker with the family car. | — | — | — |
| Repair and keep up a bicycle..... | — | — | — |
| Clean and maintain guns and rifles..... | — | — | — |
| Repair tractors..... | — | — | — |
| Locate a leak in a water pipe..... | — | — | — |
| Take motors apart..... | — | — | — |
| Remodel cars..... | — | — | — |
| Work with high voltage electrical lines..... | — | — | — |
| Operate electrical equipment..... | — | — | — |
| Adjust automobile ignition. | — | — | — |
| Adjust automobile generators or storage batteries..... | — | — | — |
| Replace electric light bulbs..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Locate short circuits..... | — | — | — |
| Mend worn electric wires with electric tape..... | — | — | — |
| Take course in electricity | — | — | — |
| Take course in mechanics.. | — | — | — |
| Replace burned out fuses.. | — | — | — |
| Replace tubes in radio set | — | — | — |
| Collect old auto parts from junkyard..... | — | — | — |
| Splice an electric extension cord..... | — | — | — |
| Fix dead flashlights..... | — | — | — |
| Keep a lawn mower in good working order..... | — | — | — |
| Solder electrical connections..... | — | — | — |
| Assemble and screw together knocked down furniture..... | — | — | — |
| Use screwdrivers, wrenches, and other hand tools..... | — | — | — |
| Fix dead electric irons or clocks..... | — | — | — |

(9)

| | | | |
|--|---|---|---|
| Print show cards or signs. | — | — | — |
| Draw freehand sketches.... | — | — | — |
| Make measured drawings.... | — | — | — |
| Copy pictures..... | — | — | — |
| Work in the school print shop..... | — | — | — |
| Read printed matter for mistakes in spelling.... | — | — | — |
| Use a stencil to make signs..... | — | — | — |
| Whittle or carve objects.. | — | — | — |
| Use camera to make pictures..... | — | — | — |
| Operate a typewriter..... | — | — | — |
| Draw designs..... | — | — | — |
| Mix paint..... | — | — | — |
| Make Christmas cards..... | — | — | — |
| Draw with crayons..... | — | — | — |
| Draw with pencils..... | — | — | — |
| Take spelling courses.... | — | — | — |
| Mend school book covers... | — | — | — |

(10)

| | L | D | ? |
|----------------------------|---|---|---|
| Work with pick and shovel. | — | — | — |
| Drill holes..... | — | — | — |
| Wear heavy boots..... | — | — | — |
| Timber walls..... | — | — | — |
| Learn to recognize dif- | — | — | — |
| ferent kinds of rock.... | — | — | — |
| Obey safety rules..... | — | — | — |
| Work underground..... | — | — | — |
| Work in sewer tunnel..... | — | — | — |
| Operate a jackhammer..... | — | — | — |
| Ride a hoist..... | — | — | — |
| Work with a group..... | — | — | — |
| Set off dynamite..... | — | — | — |
| Load trucks or cars..... | — | — | — |
| Lift heavy objects..... | — | — | — |
| Dig ditches..... | — | — | — |

(11)

| | | | |
|----------------------------|---|---|---|
| Stack boxes..... | — | — | — |
| Dig ditches..... | — | — | — |
| Help a construction worker | — | — | — |
| Wash cars..... | — | — | — |
| Wash windows..... | — | — | — |
| Sweep floors..... | — | — | — |
| Bundle dirty clothes for | — | — | — |
| the laundry..... | — | — | — |
| Dust furniture..... | — | — | — |
| Peel fruit..... | — | — | — |
| Empty waste baskets..... | — | — | — |
| Water plants..... | — | — | — |
| Signal traffic..... | — | — | — |
| Help on a garbage truck... | — | — | — |
| Clean up the bathroom..... | — | — | — |
| Deliver messages by bi- | — | — | — |
| cycle..... | — | — | — |
| Tend to yards..... | — | — | — |
| Wash dishes..... | — | — | — |
| Iron clothes..... | — | — | — |
| Move furniture..... | — | — | — |
| Mop floors..... | — | — | — |
| Carry groceries..... | — | — | — |
| Feed animals..... | — | — | — |
| Weed a garden..... | — | — | — |
| Cut flowers..... | — | — | — |
| Pick fruit..... | — | — | — |
| Rake leaves..... | — | — | — |
| Change tires..... | — | — | — |
| Make beds..... | — | — | — |
| Vacuum a rug..... | — | — | — |
| Wax floors..... | — | — | — |

(12)

| | L | D | ? |
|----------------------------|---|---|---|
| Draw pictures..... | — | — | — |
| Take pictures with a | — | — | — |
| camera..... | — | — | — |
| Decorate a room..... | — | — | — |
| Conduct a band..... | — | — | — |
| Be an artist's model..... | — | — | — |
| Play a musical instrument. | — | — | — |
| Play records of popular | — | — | — |
| music for a social event | — | — | — |
| Write short stories..... | — | — | — |
| Write sports articles..... | — | — | — |
| Write a report on a movie. | — | — | — |
| Copy a picture..... | — | — | — |
| Plan a color scheme..... | — | — | — |
| Paint decorations on china | — | — | — |
| Learn how to read a horo- | — | — | — |
| scope..... | — | — | — |
| Enter poetry and song | — | — | — |
| contests..... | — | — | — |
| Give dancing lessons..... | — | — | — |
| Lead games at a party..... | — | — | — |
| Make cake decorations..... | — | — | — |
| Write up news for news- | — | — | — |
| paper..... | — | — | — |
| Entertain people by danc- | — | — | — |
| ing..... | — | — | — |
| Tell jokes to amuse audi- | — | — | — |
| ences..... | — | — | — |
| Sing popular songs for a | — | — | — |
| living..... | — | — | — |
| Collect phonograph records | — | — | — |
| Develop photographs..... | — | — | — |
| Copy comic strips..... | — | — | — |
| Entertain patrons of a | — | — | — |
| night club..... | — | — | — |
| Pose as a "cover girl".... | — | — | — |
| Appear on TV..... | — | — | — |
| Arrange a window display | — | — | — |
| in a store..... | — | — | — |
| Sing in a restaurant..... | — | — | — |
| Play a musical instrument | — | — | — |
| in a restaurant..... | — | — | — |
| Make fancy dishes..... | — | — | — |

(13)

CHECK LIST II (Easy Reading)
(For use with Worksheet III,
Form ES 511.5)

EXPERIMENTAL FORMAT

KEY:

- | | |
|----------------------------|-------------------------------|
| 1 Public Service | 10 Primary Outdoor |
| 2 The Sciences | 11 Processing |
| 3 Engineering & Related | 12 Machine |
| 4 Bus. Relations | 13 Bench |
| 5 Managerial | 14 Structural |
| 6 The Arts | 15 Mechanical & Electrical |
| 7 Clerical | 16 Graphic Arts |
| 8 Public Contact | 17 Mining |
| 9 Service | 18 Elementai |

Name _____ Date _____

CHECK LIST OF WORK ACTIVITIES

RELATED TO EIGHTEEN BASIC VOCATIONAL DIRECTIONS

It is important to find the kind of job we want and can do. One problem is knowing more about different kinds of jobs. We need to consider jobs we don't know much about as well as the kinds of jobs that are done by people we know.

The check list which you are now going to read divides all the kinds of jobs there are into 18 types. This should help you to have a better idea of kinds of work you might like to do. You can also get a better idea of the kinds you might not like to do.

Read through the check list slowly. For each item listed, try to imagine just what such work would be like. Try to see in your mind's eye what such a worker is doing.

After you are able to picture the work to yourself, you are asked to check (✓) for one of three choices. Check (✓) under "L" if you think you would like the work. Check (✓) under "D" if you think you would dislike the work. Check (✓) under "?" if you can't make up your mind.

Sample

L D ?

Count Money..... ✓ — —

This sample shows that the person thinks he would like to count money for he has checked (✓) under "L".

After you have finished filling out the check list, you can talk to the counselor. The two of you can discuss further the kinds of jobs which you think you would like.

| | L | D | ? |
|---|---|---|---|
| Show student nurses how to make beds..... | — | — | — |
| Run for mayor and make speeches..... | — | — | — |
| Help people with their personal problems..... | — | — | — |
| Go into slums and tell people about jobs they can get..... | — | — | — |
| Help people pick out books in a library..... | — | — | — |
| Referee sports on a playground..... | — | — | — |
| Go into a burning building to get people out..... | — | — | — |
| Dress dead people and arrange their funerals.... | — | — | — |
| Plan meals for school free lunch program..... | — | — | — |
| Examine sick people and give them medicine..... | — | — | — |
| Work for a church mission that gives meals to poor people..... | — | — | — |
| Show housewives better ways to keep house..... | — | — | — |
| Calm crying children and pull their bad teeth.... | — | — | — |
| Chase speeders on the highway..... | — | — | — |
| Mix medicines in a drug store..... | — | — | — |
| Teach students how to repair cars..... | — | — | — |
| Show dull children how to string beads..... | — | — | — |
| Stop people on the street and ask them what they think about the bus service..... | — | — | — |
| Enforce safety laws at a logging camp..... | — | — | — |
| Teach in high school..... | — | — | — |
| Use needles to draw blood from sick people..... | — | — | — |
| Watch a swimming pool to see that no one drowns.. | — | — | — |
| Teach police trainees in target practice..... | — | — | — |
| Get dead people out of wrecked cars..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Visit rooming houses to check the fire escapes.. | — | — | — |
| Arrest people caught robbing stores..... | — | — | — |
| Preach sermons..... | — | — | — |
| Defend car thieves in court..... | — | — | — |
| Test the eyes of children, using reading charts.... | — | — | — |
| Preside in a traffic court | — | — | — |
| Do streetcorner interviews on current events..... | — | — | — |
| (1) | | | |
| Give talks on bird life... | — | — | — |
| Study how people live in the city and write reports about it..... | — | — | — |
| Use a computer to solve scientific problems..... | — | — | — |
| Test blood of chickens for diseases..... | — | — | — |
| Work in a plant where atom bombs are made..... | — | — | — |
| Cut up dead animals and draw sketches of how they look..... | — | — | — |
| Use mathematics to solve new problems..... | — | — | — |
| Work with rats in a science Laboratory..... | — | — | — |
| Test milk for TB germs.... | — | — | — |
| Work on ways to test people who want to become airplane pilots.... | — | — | — |
| Try to find a cure for cancer..... | — | — | — |
| Try to find a new way to purify the air we breath..... | — | — | — |
| Study the causes of earthquakes..... | — | — | — |
| Find out new things about the sun..... | — | — | — |
| Make chemical tests..... | — | — | — |
| Find a way to keep metal from rusting..... | — | — | — |
| Find a way to control the weather..... | — | — | — |
| Study fishlife at the bottom of the ocean..... | — | — | — |
| (2) | | | |

| | L | D | ? |
|--|---|---|---|
| Test city water to see if it is pure enough to drink..... | — | — | — |
| Draw exact plans for a city street light system | — | — | — |
| Design a highway clover-leaf..... | — | — | — |
| Plan the layout of machines in a factory..... | — | — | — |
| Pilot a passenger airplane | — | — | — |
| Design a space suit for an astronaut..... | — | — | — |
| Learn to operate a high-speed computer..... | — | — | — |
| Decide where to put bus stops along city streets | — | — | — |
| Be a test pilot of airplanes..... | — | — | — |
| Survey the route for a power line across a mountain..... | — | — | — |
| Use radar to locate planes in cloudy weather..... | — | — | — |
| Design safety belts for cars..... | — | — | — |
| Make X-ray pictures of steel bridge parts to find weak places..... | — | — | — |
| Draw plans for a high rise apartment building..... | — | — | — |
| Try out ways to improve automobiles..... | — | — | — |
| Invent new train engines.. | — | — | — |
| Plan river dams to control floods..... | — | — | — |
| Work to improve television broadcasting..... | — | — | — |
| (3) | | | |
| Visit stores to interest them in buying new scales..... | — | — | — |
| Estimate trade-in allowances for people buying new cars..... | — | — | — |
| Do banking for a big company..... | — | — | — |
| Decide how much you think a loan company could lend a family on its furniture..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Keep up with the stock market..... | — | — | — |
| Handle a business firm's money..... | — | — | — |
| Buy a line of clothing from a wholesale house.. | — | — | — |
| Advertise a line of goods. | — | — | — |
| Plan TV commercials to advertise soap..... | — | — | — |
| Think up sales ideas..... | — | — | — |
| Be in charge of the accounts for a car dealer. | — | — | — |
| Run a life insurance agency | — | — | — |
| Schedule overseas freight shipments..... | — | — | — |
| Visit markets and buy a line of furniture for a store..... | — | — | — |
| (4) | | | |
| Be boss of a construction crew..... | — | — | — |
| Supervise a crew of taxi drivers..... | — | — | — |
| Be foreman of a road gang. | — | — | — |
| Supervise a group of typists..... | — | — | — |
| Be forelady in a dress factory..... | — | — | — |
| Be the leader of a berry picking group..... | — | — | — |
| Be foreman in an automobile plant..... | — | — | — |
| (5) | | | |
| Make up songs and music... | — | — | — |
| Write news for morning paper..... | — | — | — |
| Make ashtrays..... | — | — | — |
| Paint fancy cakeplates.... | — | — | — |
| Model clothes in a large department store..... | — | — | — |
| Pose for an artist who paints magazine covers.. | — | — | — |
| Photograph burning buildings for a picture magazine..... | — | — | — |
| Speak two languages..... | — | — | — |
| Dance in a night club..... | — | — | — |
| Tell jokes on TV..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Act in a TV play..... | — | — | — |
| Be a member of a band..... | — | — | — |
| Be a popular singer and make records..... | — | — | — |
| Pick out drapes and rugs for home..... | — | — | — |
| Take pictures of homes to run in Sunday paper..... | — | — | — |
| Be a ball player..... | — | — | — |
| Be a boxer..... | — | — | — |
| Write the plot for a Western movie..... | — | — | — |
| Write a detective story... | — | — | — |
| Ride horses in a circus... | — | — | — |
| Decorate a house for a wedding..... | — | — | — |
| Take pictures of wild animals..... | — | — | — |

(6)

| | | | |
|--|---|---|---|
| Figure out wages from time records..... | — | — | — |
| Type legal forms for a lawyer..... | — | — | — |
| File letters by the alphabet..... | — | — | — |
| Code letters according to their subject..... | — | — | — |
| File sales slips according to the name of firm..... | — | — | — |
| Run a copying machine to copy letters..... | — | — | — |
| Watch highway and keep a record of number of cars passing..... | — | — | — |
| Take shorthand and type it out..... | — | — | — |
| Cash checks for customers in a bank..... | — | — | — |
| Weigh bolts of cloth and enter weight in a book.. | — | — | — |
| Read typed letters to see if any of the words are spelled wrong..... | — | — | — |
| Keep records of the time workers come to work and when they leave..... | — | — | — |
| Check bills to see if they are added right..... | — | — | — |
| Count money..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Collect payments from store customers and write receipts..... | — | — | — |
| Compose and write letters yourself..... | — | — | — |
| Figure income tax returns for people..... | — | — | — |
| Sort and deliver mail..... | — | — | — |
| Take notes at meetings.... | — | — | — |
| Copy long lists of figures..... | — | — | — |
| Make up an index..... | — | — | — |
| Count stock on hand in a store and list in a book | — | — | — |
| Weigh packages and find right postage on a chart | — | — | — |

(7)

| | | | |
|---|---|---|---|
| Collect coins and refill juke boxes in a dance hall..... | — | — | — |
| Drive a milk truck..... | — | — | — |
| Sell pony rides to children..... | — | — | — |
| Sell and install furnaces in apartment houses..... | — | — | — |
| Drive a truck and talk over a public-address system..... | — | — | — |
| Drive a taxicab..... | — | — | — |
| Collect toll charges from car drivers on a toll road..... | — | — | — |
| Sell postage stamps..... | — | — | — |
| Take in dirty suits which customers want dry cleaned and give them call slips..... | — | — | — |
| Operate a telephone switch- board..... | — | — | — |
| Sell car trailers or mobile homes..... | — | — | — |
| Train dime-store sales- girls..... | — | — | — |
| Show new check-out girls in a store how to use cash register..... | — | — | — |
| Teach truck drivers safety rules..... | — | — | — |
| Sell women's shoes..... | — | — | — |

| | L | D | ? |
|---|-----|-----|-----|
| Guide people on hunting trips..... | --- | --- | --- |
| Drive tourists around the city, calling out points of interest..... | --- | --- | --- |
| Make airplane reservations for people..... | --- | --- | --- |
| Run bingo game at amusement park..... | --- | --- | --- |
| Call on people to collect bad debts..... | --- | --- | --- |
| Sit at an office desk and greet callers..... | --- | --- | --- |
| Call at people's homes to sell them insurance..... | --- | --- | --- |
| (8) | | | |
| Wash dishes..... | --- | --- | --- |
| Be a guard at a railroad crossing..... | --- | --- | --- |
| Clean up buildings..... | --- | --- | --- |
| Make beds and give baths to sick people in a hospital..... | --- | --- | --- |
| Cook and serve meals..... | --- | --- | --- |
| Keep a home clean and neat | --- | --- | --- |
| Check coats or luggage in a check room..... | --- | --- | --- |
| Give shaves and haircuts in a barbershop..... | --- | --- | --- |
| Serve meals to highway road gangs..... | --- | --- | --- |
| Wait on tables in a restaurant..... | --- | --- | --- |
| Keep restrooms clean..... | --- | --- | --- |
| Fix people's hair..... | --- | --- | --- |
| Run a rooming house..... | --- | --- | --- |
| Keep up the grounds around an apartment building... | --- | --- | --- |
| Be paid to dance with people..... | --- | --- | --- |
| Make hot dogs at a road stand..... | --- | --- | --- |
| Rent rooms in a rooming house..... | --- | --- | --- |
| Iron people's clothes..... | --- | --- | --- |
| Mix drinks at a bar..... | --- | --- | --- |
| Help people dress..... | --- | --- | --- |
| Fire boilers in an apartment house..... | --- | --- | --- |

| | L | D | ? |
|---|-----|-----|-----|
| Rent bathing suits at a bath house..... | --- | --- | --- |
| Care for orphan babies in a children's home..... | --- | --- | --- |
| (9) | | | |
| Run a dairy, milking cows by machine..... | --- | --- | --- |
| Run a farm, growing crops and raising beef cattle. | --- | --- | --- |
| Raise fish to stock fish ponds..... | --- | --- | --- |
| Plant and water flowers... | --- | --- | --- |
| Repair fences and roads on a farm..... | --- | --- | --- |
| Grow a truck garden..... | --- | --- | --- |
| Raise chickens, gather eggs and box for sale..... | --- | --- | --- |
| Fight forest fires..... | --- | --- | --- |
| Travel back country roads in a jeep..... | --- | --- | --- |
| Plow a field with a tractor..... | --- | --- | --- |
| Live alone in a lighthouse | --- | --- | --- |
| Fish for a living..... | --- | --- | --- |
| Steer a fishing boat..... | --- | --- | --- |
| Saw down trees..... | --- | --- | --- |
| Be a ship captain..... | --- | --- | --- |
| Be a seaman and see the world..... | --- | --- | --- |
| Cut firewood and split it up..... | --- | --- | --- |
| Work around a sawmill..... | --- | --- | --- |
| Spray apple trees to protect fruit from worms... | --- | --- | --- |
| Clean out horse stables... | --- | --- | --- |
| Drive a truck to haul logs from saw mill to lumber plant..... | --- | --- | --- |
| Mow hay, cure it, and haul it up..... | --- | --- | --- |
| Dig out tree stumps to clear a field..... | --- | --- | --- |
| Hunt rabbits and game birds..... | --- | --- | --- |
| Plant flowers in spring and sell seedlings..... | --- | --- | --- |
| Kill hogs and calves and cure meat..... | --- | --- | --- |
| (10) | | | |

| | L | D | ? |
|--|---|---|---|
| Watch temperature dials on ovens in which bread is baking..... | — | — | — |
| Dry bricks at a brick yard | — | — | — |
| Treat rayon fibers in a vat..... | — | — | — |
| Operate a press to make car parts out of red hot metal..... | — | — | — |
| Tend furnaces or stoves in which metal is being heated..... | — | — | — |
| Blend snuff..... | — | — | — |
| Operate equipment to freeze water into ice... | — | — | — |
| Fill drums with heating gas..... | — | — | — |
| Operate equipment which mixes paint..... | — | — | — |
| Make chemical tests..... | — | — | — |
| Mix explosive materials, using great care..... | — | — | — |
| Blend flour in a mill..... | — | — | — |
| Learn and use formulas in your work..... | — | — | — |
| Read dials and record temperatures..... | — | — | — |
| Follow safety regulations. | — | — | — |
| Dye clothes in vats..... | — | — | — |
| Bottle pickles in a cannery..... | — | — | — |
| Dye window shades..... | — | — | — |
| Mix explosives, such as TNT..... | — | — | — |
| Distill alcohol..... | — | — | — |
| Churn milk to make butter. | — | — | — |
| Mix dry cleaning solutions | — | — | — |
| Make ice cream..... | — | — | — |
| Bleach leather in a tank.. | — | — | — |
| Operate crusher to grind rock..... | — | — | — |
| Cure hams by smoking..... | — | — | — |
| (11) | | | |
| Break new roads with a bulldozer..... | — | — | — |
| Feed rough lumber into a bandsaw..... | — | — | — |
| Run a machine which cuts glass..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Start and stop a machine which glues paper boxes.. | — | — | — |
| Drive a car..... | — | — | — |
| Drive a trailer truck..... | — | — | — |
| Run a sewing machine to hem sheets..... | — | — | — |
| Polish guns in a machine shop..... | — | — | — |
| Operate a crane to help build a high building.... | — | — | — |
| Run a machine which sands baseball bats..... | — | — | — |
| Operate a lathe to make fountain pen parts..... | — | — | — |
| Run a lumber sawing machine | — | — | — |
| Weave checked cloth on a loom..... | — | — | — |
| Run a machine that makes dishpans..... | — | — | — |
| Operate a saw to saw furniture parts..... | — | — | — |
| (12) | | | |
| Examine diamonds under a magnifying glass to check for flaws..... | — | — | — |
| Fit eyeglass lenses in frames..... | — | — | — |
| Reweave torn rugs..... | — | — | — |
| Take paint off automobile with paint remover and repaint it..... | — | — | — |
| Taste samples of food to report on flavor..... | — | — | — |
| Solder wires in radio sets. | — | — | — |
| Pack fancy candy into boxes | — | — | — |
| Check dr. cleaned garments for spots..... | — | — | — |
| Match knitting wool by color..... | — | — | — |
| Sort fox skins by size and color..... | — | — | — |
| Sort berries, throwing out bad ones..... | — | — | — |
| Separate good fruit from rotted..... | — | — | — |
| Examine rings to see if sets are loose..... | — | — | — |
| Be a dressmaker, sewing hems by hand..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Make suits for members of a movie cast..... | — | — | — |
| Use hands to put strings on banjos..... | — | — | — |
| Assemble flashlights..... | — | — | — |
| Glue wooden chair parts together..... | — | — | — |
| Inspect cigars for loose wrapper leaves..... | — | — | — |
| (13) | | | |
| Build a rock wall or chimney..... | — | — | — |
| Use knife and long ruler to cut pieces of linoleum..... | — | — | — |
| Check old floors for rotted places..... | — | — | — |
| Use an electric drill to drill holes..... | — | — | — |
| Lay tile floors, matching pattern..... | — | — | — |
| Climb ladders..... | — | — | — |
| Cover roofs with shingles..... | — | — | — |
| Do bricklaying on a large building..... | — | — | — |
| Figure out the amount of lumber needed to build a garage..... | — | — | — |
| Paint houses..... | — | — | — |
| Run a crane to lift heavy steel beams..... | — | — | — |
| Stand on a roof, signaling a crane operator on the ground..... | — | — | — |
| Check water pipes for leaks..... | — | — | — |
| Waterproof a wall..... | — | — | — |
| Set off dynamite on a road construction job... | — | — | — |
| Do a neat job of putting molding around window frames..... | — | — | — |
| Use hammers, plumb bobs, and crow bars..... | — | — | — |
| Tie heavy objects with wire to move them..... | — | — | — |
| Change jobs several times during year..... | — | — | — |
| Draw the floor plan for a house..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Read blueprints..... | — | — | — |
| Plaster a room..... | — | — | — |
| Pour a cement floor and smooth it off..... | — | — | — |
| Match and hang wallpaper.. | — | — | — |
| Put up scaffolds around buildings..... | — | — | — |
| Dig ditches and lay water lines..... | — | — | — |
| Be out in all kinds of weather..... | — | — | — |
| Measure with squares and rulers..... | — | — | — |
| Work on roofs and other high places..... | — | — | — |
| (14) | | | |
| Control the switchboard in an electric power house..... | — | — | — |
| Tune up motors..... | — | — | — |
| Assemble machinery which comes knocked down..... | — | — | — |
| Adjust a loom to weave a design in cloth..... | — | — | — |
| Repair hi-fi sets..... | — | — | — |
| Service telephones which have gone dead..... | — | — | — |
| Assemble machinery which comes knocked down, going by diagram..... | — | — | — |
| Adjust knitting machines which knit socks..... | — | — | — |
| Repair electric ranges.... | — | — | — |
| Learn to service high-speed computers..... | — | — | — |
| Install television sets.. | — | — | — |
| Install electronic equipment in a television broadcasting station.... | — | — | — |
| Repair high voltage power lines knocked out by snow storms..... | — | — | — |
| Test electrical instruments..... | — | — | — |
| Remodel cars..... | — | — | — |
| Take motors apart..... | — | — | — |
| Set up a machine, following diagrams..... | — | — | — |
| Read blueprints..... | — | — | — |

| | L | D | ? |
|---|-----|-----|-----|
| Locate short circuits in electric lines..... | --- | --- | --- |
| Examine cars that won't run to see what the trouble is..... | --- | --- | --- |
| Use wrenches and pliers... | --- | --- | --- |
| Insulate and connect electric wires..... | --- | --- | --- |
| (15) | | | |

| | | | |
|--|-----|-----|-----|
| Paint lettering on signs.. | --- | --- | --- |
| Draw with crayons..... | --- | --- | --- |
| Copy pictures..... | --- | --- | --- |
| Mix different colored inks to match a sample color. | --- | --- | --- |
| Read printed matter for mistakes in spelling.... | --- | --- | --- |
| Take pictures with camera and develop films..... | --- | --- | --- |
| Color photographs by hand. | --- | --- | --- |
| Make signs, checking all words for correct spelling..... | --- | --- | --- |
| Set newspaper headlines by hand..... | --- | --- | --- |
| Bind books..... | --- | --- | --- |
| Paint designs on glass-ware..... | --- | --- | --- |
| Print signs to hang in store windows..... | --- | --- | --- |
| Use a camera to photograph printed material..... | --- | --- | --- |
| Work in a newspaper print shop..... | --- | --- | --- |
| Run a printing press..... | --- | --- | --- |
| Draw sketches..... | --- | --- | --- |
| Draw cartoons..... | --- | --- | --- |
| Make show cards..... | --- | --- | --- |
| Draw with crayons..... | --- | --- | --- |
| (16) | | | |

| | | | |
|----------------------------------|-----|-----|-----|
| Dig with pick and shovel.. | --- | --- | --- |
| Use earth digging machinery..... | --- | --- | --- |
| Load rocks onto cars..... | --- | --- | --- |
| Operate mining machines... | --- | --- | --- |
| Work with a team..... | --- | --- | --- |
| Observe safety rules..... | --- | --- | --- |
| Set off dynamite..... | --- | --- | --- |
| Build scaffolds..... | --- | --- | --- |

| | L | D | ? |
|---|-----|-----|-----|
| Work underground..... | --- | --- | --- |
| Drill holes in rock..... | --- | --- | --- |
| Blast out rock..... | --- | --- | --- |
| Build walls in mine shafts to prevent cave-ins..... | --- | --- | --- |
| Split up rock with a jackhammer..... | --- | --- | --- |
| (17) | | | |

| | | | |
|---|-----|-----|-----|
| Hang up washed clothes.... | --- | --- | --- |
| Mow lawns..... | --- | --- | --- |
| Clean paint brushes..... | --- | --- | --- |
| Stack crates of milk onto a truck..... | --- | --- | --- |
| Dig with pick and shovel.. | --- | --- | --- |
| Pull feathers from killed chickens..... | --- | --- | --- |
| Collect eggs on a farm.... | --- | --- | --- |
| Clean up rest rooms..... | --- | --- | --- |
| Sweep around machines in a factory..... | --- | --- | --- |
| Clean fish..... | --- | --- | --- |
| Load logs on trucks..... | --- | --- | --- |
| Stack shocks of wheat at harvest time..... | --- | --- | --- |
| Bring supplies to a worker who runs a machine in a factory..... | --- | --- | --- |
| Drive stakes and put up a fence..... | --- | --- | --- |
| Wash dishes..... | --- | --- | --- |
| Clean up machines in a factory..... | --- | --- | --- |
| Peel fruit..... | --- | --- | --- |
| Move boxes on a hand truck in a factory..... | --- | --- | --- |
| Pass out handbills on the street..... | --- | --- | --- |
| Flag down traffic on the highway..... | --- | --- | --- |
| Separate rotted fruit from good..... | --- | --- | --- |
| Help a construction worker | --- | --- | --- |
| Wash cars..... | --- | --- | --- |
| Wash windows..... | --- | --- | --- |
| Sweep floors..... | --- | --- | --- |
| (18) | | | |

CHECK LIST III (Standard Reading)
(For use with Worksheet III,
Form ES 511.5)

EXPERIMENTAL FORMAT

KEY:

| | |
|----------------------------|-------------------------------|
| 1 Public Service | 10 Primary Outdoor |
| 2 The Sciences | 11 Processing |
| 3 Engineering & Related | 12 Machine |
| 4 Bus. Relations | 13 Bench |
| 5 Managerial | 14 Structural |
| 6 The Arts | 15 Mechanical & Electrical |
| 7 Clerical | 16 Graphic Arts |
| 8 Public Contact | 17 Mining |
| 9 Service | |

Name _____

Date _____

CHECK LIST OF WORK ACTIVITIES

RELATED TO SEVENTEEN BASIC VOCATIONAL DIRECTIONS
(Excludes Elemental)

This work activities check list is to give you a bird's eye view of the world of jobs. It divides all the kinds of work there are into 17 broad types. Instead of thinking about only the kinds of jobs you now know something about, go over the check list. Read the work activities listed and try to imagine what such work would be like. Try to see in your mind's eye just what such a worker is doing.

After you are able to picture the activity to yourself, you are asked to check (✓) for one of three possibilities. If you think you would like to do this kind of work activity, make a check (✓) under the "L." If you don't think you would like the work activity, make a check (✓) under the "D." If you are not certain whether you would like the activity or not, make a check (✓) under the "?."

After you have checked each activity, go back and double check (✓✓) at least three activities that you think you would most like to do.

After you have filled out the check list, the counselor will go over it with you. The two of you can discuss further your interests and the jobs you think you would like.

Below are listed various activities that take place in the world of jobs. Go through the list and check (✓) under "Like," "Dislike," or "?" if you can't decide.

L (Like)

D (Dislike)

? (Uncertain)

| | L | D | ? | | L | D | ? |
|---|---|---|---|--|---|---|---|
| Attach electrodes to a patient's body to record heart action..... | — | — | — | Conduct research and write scholarly articles for publication..... | — | — | — |
| Teach children who work hard but are slow to learn..... | — | — | — | X-ray people's teeth in a dentist's office..... | — | — | — |
| Administer last rites to dying persons..... | — | — | — | Operate on dogs to save their lives..... | — | — | — |
| Give ability tests to job seekers..... | — | — | — | Climb high ladders and rescue persons from burning buildings..... | — | — | — |
| Chase and arrest speeders. | — | — | — | Defend accused lawbreakers in court..... | — | — | — |
| Plan menus for children's school lunch program.... | — | — | — | Teach widows how to budget Social Security benefits | — | — | — |
| Amputate a bird's wing.... | — | — | — | Embalm dead bodies and arrange funerals..... | — | — | — |
| Inspect scales to protect the public from fraud... | — | — | — | Preside as a judge in a traffic court..... | — | — | — |
| Cross-match blood samples of patients awaiting transfusions..... | — | — | — | Teach games and dances to very young children.... | — | — | — |
| Administer religious services at weddings.... | — | — | — | Work with community leaders to eliminate juvenile delinquency..... | — | — | — |
| Administer a lie detector test to employees in a bank..... | — | — | — | Advise housewives on best buying methods..... | — | — | — |
| Test blood of poultry for diseases..... | — | — | — | Destroy cats with incurable diseases..... | — | — | — |
| Advise corporation presidents about legal matters..... | — | — | — | Treat sick cats with antibiotics..... | — | — | — |
| Identify a wanted suspect by his fingerprint..... | — | — | — | Make arrests, subdue drunks and criminals.... | — | — | — |
| Inject needles and collect blood from patient at his bedside..... | — | — | — | Direct discussions of students and give examinations to them..... | — | — | — |
| Study human cells under the microscope to detect cancer..... | — | — | — | Run an EKG machine that records the heart's action..... | — | — | — |
| Teach spoiled and difficult to control children | — | — | — | Write and deliver sermons to interpret the Bible.. | — | — | — |
| Read book reviews and select books for library | — | — | — | Perform surgery on very ill people..... | — | — | — |
| Interview and counsel people about jobs or schooling..... | — | — | — | Memorize the names of thousands of muscles in the human body..... | — | — | — |
| Prepare medicines according to doctor's prescriptions..... | — | — | — | Visit slum homes and write up case histories of welfare recipients.... | — | — | — |

| | L | D | ? |
|--|-----|-----|-----|
| Restore the faces of dead accident victims to a natural appearance..... | --- | --- | --- |
| Investigate the fitness of couples seeking to adopt babies..... | --- | --- | --- |
| Give counsel to young people on newest books related to their interests..... | --- | --- | --- |
| Watch people in swimming area to prevent accidents..... | --- | --- | --- |
| Teach rules of sports to children on a playground | --- | --- | --- |
| Guide the therapy of mentally disturbed persons. | --- | --- | --- |
| Give spiritual guidance to bereaved persons in need of comforting..... | --- | --- | --- |
| Work with people to help them develop their personalities..... | --- | --- | --- |
| (1) | | | |
| Observe and report weather conditions..... | --- | --- | --- |
| Conduct public opinion surveys..... | --- | --- | --- |
| Make chemical or laboratory tests..... | --- | --- | --- |
| Conduct studies on economic problems..... | --- | --- | --- |
| Program a computer..... | --- | --- | --- |
| Study the human nervous system..... | --- | --- | --- |
| Study behavior of rats in a maze..... | --- | --- | --- |
| Work long years trying to find a cancer cure..... | --- | --- | --- |
| Conduct research on the nature of gravity..... | --- | --- | --- |
| Work alone all night in an astronomical observatory | --- | --- | --- |
| Dig for buried fossils in desert country..... | --- | --- | --- |
| Go on expeditions to un-earth buried cities..... | --- | --- | --- |
| Descend to the ocean's floor in a bathysphere.. | --- | --- | --- |

| | L | D | ? |
|--|-----|-----|-----|
| Develop a theory of weather conditions on another planet..... | --- | --- | --- |
| Do research as a basis for locating petroleum deposits..... | --- | --- | --- |
| Develop theories about new discoveries, e.g., "quasars"..... | --- | --- | --- |
| Visit jungle natives to learn their language.... | --- | --- | --- |
| Research old records to compile a history of past times..... | --- | --- | --- |
| Solve human problems in space flight..... | --- | --- | --- |
| Spend years working out a new system of mathematics..... | --- | --- | --- |
| Do research to learn more about thinking and memory..... | --- | --- | --- |
| Study dolphin behavior and write a book about it... | --- | --- | --- |
| Make weather reports, relying on data from weather satellites..... | --- | --- | --- |
| Research the origins of plant diseases..... | --- | --- | --- |
| Work out the mathematical procedures for conducting a government census. | --- | --- | --- |
| Sail around the world to photograph a solar eclipse..... | --- | --- | --- |
| Fly a helicopter over an exploding volcano..... | --- | --- | --- |
| Do research in the field of big city problems.... | --- | --- | --- |
| Observe and report how lions live in their natural haunts..... | --- | --- | --- |
| Study human cells under a microscope..... | --- | --- | --- |
| (2) | | | |
| Explore the earth's crust to locate gas and oil deposits..... | --- | --- | --- |
| Plan and design roads and bridges..... | --- | --- | --- |

| | L | D | ? |
|--|---|---|---|
| Design tools, machines, and electrical equipment | — | — | — |
| Work out high-speed computer problems using mathematics..... | — | — | — |
| Lay out machinery and plan flow of work in a factory..... | — | — | — |
| Observe and plot light flashes on radar scope to report air traffic... | — | — | — |
| Make detailed drawings from specifications for buildings..... | — | — | — |
| Survey land to determine its measurements and contour..... | — | — | — |
| Spend hours at a drawing board, inking in cubes and letters..... | — | — | — |
| Make detailed measurements of land areas..... | — | — | — |
| Direct airplanes in flight, receiving messages and giving instructions simultaneously..... | — | — | — |
| As captain of an airplane, keep the plane safely airborne with one engine crippled..... | — | — | — |
| Do high speed photography of projectiles in flight | — | — | — |
| Operate a computer to solve engineering problems..... | — | — | — |
| Direct the splashdown of a satellite capsule and an astronaut crew..... | — | — | — |
| Work up input data for a computer and interpret its output data..... | — | — | — |
| Design large constructions such as airport facilities or city layouts.... | — | — | — |
| Work with such technological problems as automated equipment and color TV..... | — | — | — |
| Design rocket launchers... | — | — | — |

(3)

| | L | D | ? |
|--|---|---|---|
| Visit furniture markets to purchase new lines of furniture for department store..... | — | — | — |
| Rewrite manufacturers' specifications on a product into appealing consumer language..... | — | — | — |
| Work out tables of insurance risks for various classes of people... | — | — | — |
| Arbitrate disputes between management and labor.... | — | — | — |
| Plan transportation schedules to relieve traffic congestion on city streets..... | — | — | — |
| Visit the New York markets to select a line of women's millinery..... | — | — | — |
| Dream up ideas for use in an advertising campaign. | — | — | — |
| Arrange TV and radio advertising time..... | — | — | — |
| Conduct depth interviews to find out people's secret buying preferences..... | — | — | — |
| Draw up loan contracts for a finance company..... | — | — | — |
| Carry out advertising campaigns to promote good will..... | — | — | — |
| Assemble the facts and figures to determine if a firm is making or losing money..... | — | — | — |
| Forecast stock futures for clients..... | — | — | — |
| Devise new accounting systems for a large business..... | — | — | — |
| Plan a sales campaign for a big wholesale house... | — | — | — |

(4)

| | L | D | ? |
|--|---|---|---|
| Plan the work of other people..... | — | — | — |
| Direct a crew of workmen.. | — | — | — |
| Supervise clerical staff in an office..... | — | — | — |
| Organize and direct operations of a factory..... | — | — | — |
| Supervise a group of salesmen..... | — | — | — |
| Be responsible for the work of other people.... | — | — | — |
| Draw up organization charts..... | — | — | — |

(5)

| | | | |
|---|---|---|---|
| Draw pictures to illustrate a symphonic record album..... | — | — | — |
| Chisel and hammer wood to shape a human figure.... | — | — | — |
| Forecast hat fashions..... | — | — | — |
| Arrange novel displays in store windows to attract customers..... | — | — | — |
| Draw pictures to illustrate a rubber tire..... | — | — | — |
| Design a public building that is to honor a dead statesman..... | — | — | — |
| Rush to a burning building in the middle of the night to photograph it.. | — | — | — |
| Rehearse camera placement for hours to get the right picture..... | — | — | — |
| Take action pictures at fastest speed..... | — | — | — |
| Get special interest pictures such as a child praying or galloping horses or a theater first night..... | — | — | — |
| Draw pictures to illustrate newest styles in clothes..... | — | — | — |
| Improvise jazz or rock and roll in a night club.... | — | — | — |
| Perform in a band exactly as conductor directs.... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Write a daily half-hour program for television every day..... | — | — | — |
| Rewrite an adult book in language suitable for children..... | — | — | — |
| Endure hardship and dangers to get a news story on the battlefield or out of the underworld... | — | — | — |
| Interpret rapid-fire dialogue between a foreign and a native public figure..... | — | — | — |
| Translate dialect from one language to another..... | — | — | — |
| Write technical directions for assembly of knocked-down machinery..... | — | — | — |
| Give play-by-play descriptions of sports to a TV or radio audience..... | — | — | — |
| Relate human interest facts about dignitaries at political conventions | — | — | — |
| Spend months learning lines in a play to get them letter perfect..... | — | — | — |
| Act out various personalities in movie roles from time to time..... | — | — | — |
| Be a fashion model and wear a fixed smile for long periods..... | — | — | — |
| Perform a dance routine exactly as planned by choreographer..... | — | — | — |
| Express the emotion of human experience by means of dance forms.... | — | — | — |
| Be a boxer, and stay in the game till the end, regardless of injuries and pain..... | — | — | — |
| Try to be the one best baseball pitcher, always practicing the game..... | — | — | — |
| Draw up horoscopes for people and give them a "reading" of their futures..... | — | — | — |

| | L | D | ? |
|---|-----|-----|-----|
| Perform feats of daring on the high wire..... | --- | --- | --- |
| Act role of "Mickey Mouse" in a pre-Christmas advertising pageant..... | --- | --- | --- |
| (6) | | | |
| Meet prominent and interesting people as secretary to a leading citizen..... | --- | --- | --- |
| Be responsible for recording every word spoken in a courtroom... | --- | --- | --- |
| Type letters and reports which are flawless in appearance..... | --- | --- | --- |
| Gather information from files and records as a basis for composing business letters..... | --- | --- | --- |
| Investigate background and personal characteristics of job applicants..... | --- | --- | --- |
| Figure insurance rates from actuarial tables... | --- | --- | --- |
| Classify financial transactions and enter into journals and books of account..... | --- | --- | --- |
| Verify the identity of persons seeking to cash checks in a bank..... | --- | --- | --- |
| Check out production schedules in a factory.. | --- | --- | --- |
| Inventory stocks in a warehouse..... | --- | --- | --- |
| Schedule the flow of traffic from a bus station for a holiday period..... | --- | --- | --- |
| Handle complaints of passengers who have missed their planes because of traffic snarls..... | --- | --- | --- |

| | L | D | ? |
|---|-----|-----|-----|
| Learn a code which enables you to read secret messages..... | --- | --- | --- |
| Calculate sums due policy holders upon death of an insured person..... | --- | --- | --- |
| Deliver mail in the city according to a pre-arranged schedule of time and street order... | --- | --- | --- |
| Run a copying machine all day, stopping only to clean the rollers of ink | --- | --- | --- |
| (7) | | | |
| Collect delinquent accounts by letter and insistent followup telephone calls..... | --- | --- | --- |
| Greet and introduce guests to each other at a social function..... | --- | --- | --- |
| Telephone newcomers to a city to offer information on community facilities..... | --- | --- | --- |
| Keep detailed records as tallies and sales slips. | --- | --- | --- |
| Make change and wrap articles for customers..... | --- | --- | --- |
| Check cars for needed services at a service station..... | --- | --- | --- |
| Impersonate storybook characters such as Snow White at a toy counter in a store..... | --- | --- | --- |
| Photograph passersby on street and ask them to buy the pictures..... | --- | --- | --- |
| Solicit gifts for a church or charity organization. | --- | --- | --- |
| Explain the advantages of a particular product to a customer in a store... | --- | --- | --- |
| (8) | | | |

| | L | D | ? |
|---|---|---|---|
| Cut and style hair..... | — | — | — |
| Run a power-driven machine to wax and polish floors | — | — | — |
| Play phonograph records according to customer's selection in a restaurant..... | — | — | — |
| Keep up with the small repair jobs in an apartment building..... | — | — | — |
| Plan a full-course dinner. | — | — | — |
| Assist in giving emergency treatment to bloody accident victims in a hospital..... | — | — | — |
| Play games with children and read to them..... | — | — | — |
| Shine people's shoes and repair shoe heels in a variety store shoe shop. | — | — | — |
| Work in a private home, keeping up with the daily round of household work..... | — | — | — |
| Dress and undress infants, feed and bathe them..... | — | — | — |
| Wait on tables, suggesting dishes, best wines, etc. to guests..... | — | — | — |
| Cut the hair of hard-to-please customers..... | — | — | — |
| Help with the care of unruly mental patients in a hospital..... | — | — | — |
| Be paid to act as a social partner to accompany others to the theater, dances, the races, etc.. | — | — | — |
| Usher at a theater or ball game..... | — | — | — |
| Show apartments and collect rents for an apartment house..... | — | — | — |
| Sooth nervous passengers on an airliner..... | — | — | — |
| Time skin treatments according to safety limits | — | — | — |
| Emphasize customer's best points in styling hair.. | — | — | — |
| Purchase foods, judging best cuts of meat, freshest fruit. etc..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Run an apartment building inspecting all details of its operation every day..... | — | — | — |
| (9) | — | — | — |
| Fight forest fires as a member of a crew, using dynamite to stop spread of fire..... | — | — | — |
| Work alone at an outpost of civilization, trapping animals, walking miles each day to set and check traps..... | — | — | — |
| Prune trees to enhance their beauty..... | — | — | — |
| Observe a ship's course as it is automatically steered by a gyroscope... | — | — | — |
| Construct fish breeding ponds and look after the feeding of young fish.... | — | — | — |
| Saw off large tree limbs, branch by branch, using climbing spurs and safety belt..... | — | — | — |
| Steer ships at sea or dock them in port..... | — | — | — |
| Run a dairy farm, caring for cows and preparing their milk for market.... | — | — | — |
| Collect fish eggs..... | — | — | — |
| Exhibit prize winning crops at fairs..... | — | — | — |
| Participate in rescuing fishing boats trapped in heavy seas..... | — | — | — |
| Plant young pines and care for seedlings..... | — | — | — |
| Use nets, lines, hooks, harpoons, and spears to catch fish..... | — | — | — |
| Plan the rotation of farm crops to keep the soil improved..... | — | — | — |
| Raise chickens, gather and sell their eggs..... | — | — | — |
| Experiment to develop new colors in flowers..... | — | — | — |

| | L | D | ? |
|--|---|---|---|
| Live in an island light-house, returning to mainland only once a month..... | — | — | — |
| Do undersea diving to collect sponges for sale... | — | — | — |
| Be punctual in tasks such as milking cows, feeding animals, or harvesting tomatoes at the proper time..... | — | — | — |
| Select trees to be cut into logs by sawmill crew, according to size and straightness of tree | — | — | — |
| Keep bees and collect their honey..... | — | — | — |
| Train dogs to hunt birds and forest animals..... | — | — | — |
| (10) | | | |
| Blend cheese, tasting to judge when it is right.. | — | — | — |
| Carry out chemical tests.. | — | — | — |
| Mix explosives, following complicated safety regulations..... | — | — | — |
| Observe color changes in molten metal to judge when it can be shaped by presses..... | — | — | — |
| Manipulate a series of valves in a chemical plant, where one mistake could produce an explosion..... | — | — | — |
| Follow timetables to control chemical reactions. | — | — | — |
| Make wine, judging its fermentation stage by its smell..... | — | — | — |
| Observe atomic reactors... | — | — | — |
| Regulate control valves to keep an oil well flowing properly..... | — | — | — |
| Electroplate objects with bronze, brass, copper, etc..... | — | — | — |
| Test chemical reactions with instruments, recording the results..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Mix chemical ingredients by precise formulas... | — | — | — |
| Use extreme care in working with explosives, gases, etc..... | — | — | — |
| (Cr.) | | | |
| Tend furnaces, stoves, boilers, tanks, or vats in which chemical reactions are taking place..... | — | — | — |
| Watch equipment all day in which chemicals are being distilled..... | — | — | — |
| Kill animals in a slaughter house..... | — | — | — |
| Work with standardized formulas and timetables | — | — | — |
| Start up and shut off electric switches to control a process such as mixing paint..... | — | — | — |
| Tend tanks and vats, watching temperature dials and pressure guages..... | — | — | — |
| (Co.) | | | |
| (11) | | | |
| Make measurements, using calipers and micrometers..... | — | — | — |
| Operate a milling machine to produce tool parts.. | — | — | — |
| Work from blueprints and models..... | — | — | — |
| Perform complicated set-ups of machine tools... | — | — | — |
| Observe a machine with 100,000 working parts for signs of disorder.. | — | — | — |
| Control a machine by finger-tip action on a control panel filled with knobs, dials, and switches..... | — | — | — |
| Operate giant presses which produce hundreds of tons of force to form metal objects..... | — | — | — |

| | L | D | ? | | L | D | ? |
|--|---|---|---|--|---|---|---|
| Keep mind on various details of a large machine: lights, dials, switches, buttons, levers, handles, cranks, etc..... | — | — | — | Use very small hand tools to assemble and adjust delicate watch parts.... | — | — | — |
| Learn to judge how much the lifting capacity of a crane's boom is affected by being on a hillside..... | — | — | — | Make artificial limbs, assembling parts according to principles of anatomy | — | — | — |
| Operate a large bus in rapidly moving traffic.. | — | — | — | Make wigs..... | — | — | — |
| Ease heavy trucks into tight parking places and narrow alleys..... | — | — | — | Learn glass blowing and make hollow glass objects..... | — | — | — |
| Being "on the move" from one construction site to another..... | — | — | — | Custom make fur coats, taking care of all details to make a perfect garment..... | — | — | — |
| Learn a machine technique such as: extrude metal, spin yarn, weave plush draw wire..... | — | — | — | Use a magnifying glass to inspect precision instrument parts..... | — | — | — |
| Operate a pile driver to drive steel beams into the ground..... | — | — | — | Use plyers, screw drivers, wrenches, and tweezers.. | — | — | — |
| (Tr.) | | | | Make hats, adapting design from a model..... | — | — | — |
| Stand in one place all day watching a machine turn out thousands of uniform items..... | — | — | — | Inlay ornamental woods to make fancy objects..... | — | — | — |
| Work in a large manufacturing plant filled with row on row of ceiling high machines..... | — | — | — | Use magnifying glass to inspect diamonds for flaws..... | — | — | — |
| Work with tape-controlled machines to produce metal parts..... | — | — | — | Hand assemble very small parts under a microscope | — | — | — |
| Operate a punch press to squeeze articles into shape..... | — | — | — | Use a small bench lathe to repair a small optical part..... | — | — | — |
| Start and stop electric motors according to signal from another worker..... | — | — | — | Do fine handwork on furniture..... | — | — | — |
| Tend machine shop equipment which is automatically run by tape control..... | — | — | — | Tune a musical instrument by checking with tuning fork..... | — | — | — |
| (Co.) | | | | Cut and polish precious stones..... | — | — | — |
| (12) | | | | Reweave damaged Oriental rugs, reproducing original design..... | — | — | — |
| | | | | Make a violin, adjusting strings until right tonal quality is obtained..... | — | — | — |
| | | | | Hand embroider baby garments..... | — | — | — |
| | | | | Run small motors at different speeds to detect faults by sound..... | — | — | — |
| | | | | (Cr.) | | | |

| | L | D | ? |
|--|---|---|---|
| Decorate a cake..... | — | — | — |
| Sew on shirt collars in a garment factory..... | — | — | — |
| Grade fruit by observing small differences in size and color..... | — | — | — |
| Cement shoe soles..... | — | — | — |
| Bolt together an automobile part every few seconds as the parts move by on a conveyer belt..... | — | — | — |
| Assemble rifles at a factory..... | — | — | — |
| Insert air valves into tires on a factory production line..... | — | — | — |
| Inspect dry cleaned garments for spots | — | — | — |
| Match the design in cloth before sewing..... | — | — | — |
| Thread and adjust a sewing machine..... | — | — | — |
| Spray paint lawn chairs... (Co.) (13) | — | — | — |
| Lay out a plumbing system. | — | — | — |
| Match the edges of wallpaper precisely..... | — | — | — |
| Work with sheet metal, brick, pipes, paint, and cement..... | — | — | — |
| Calculate the cost of materials needed to construct a building..... | — | — | — |
| Work with tools such as squares, rulers, and levels..... | — | — | — |
| Change the location of your job several times during the year..... | — | — | — |
| Be a stonemason, placing each individual stone in a manner to build up an artistic appearance..... | — | — | — |
| Work on scaffolding, roofs, skeleton structures, and other heights..... | — | — | — |
| Set off explosives at excavation sites..... | — | — | — |

| | L | D | ? |
|---|---|---|---|
| Work in all kinds of weather..... | — | — | — |
| Do finish work on a building, striving to obtain neat and attractive final appearance..... | — | — | — |
| Read blueprints..... | — | — | — |
| Build fancy brick chimneys for suburban homes. | — | — | — |
| Use chain, cable, and rope to secure structural steel to a hoist so it can be moved..... (Cr.) | — | — | — |
| Use tools such as crowbars and jacks..... | — | — | — |
| Operate electric welding equipment in a shipyard. | — | — | — |
| Rivet airplane body parts. | — | — | — |
| Cover houses with slate roofing, alining shingles properly..... | — | — | — |
| Signal workers who are working around moving cranes..... | — | — | — |
| Apply waterproofing materials to walls..... | — | — | — |
| Prepare walls for painting by scraping off old paint..... | — | — | — |
| Climb ladders and steep steps..... | — | — | — |
| Tear out earth with a bulldozer..... (Co.) (14) | — | — | — |
| Run motors at different speeds to detect motor troubles..... | — | — | — |
| Test drive automobiles to determine engine capacity..... | — | — | — |
| Build up chain links in a knitting machine to produce a design in the hosiery it knits..... | — | — | — |
| Maintain automated machines in good working order..... | — | — | — |

| | L | D | ? |
|--|-----|-----|-----|
| Repair electric ranges.... | --- | --- | --- |
| Repair color television sets..... | --- | --- | --- |
| Read blueprints..... | --- | --- | --- |
| Work with wrenches, pliers, and other hand tools.... | --- | --- | --- |
| Control electricity generating units to maintain a specified flow of electricity to consumers | --- | --- | --- |
| Adjust counterweights on looms to correct faulty warp tension..... | --- | --- | --- |
| Repair high voltage power lines which are knocked out during bad storms... | --- | --- | --- |
| Use precision measuring instruments such as squares, micrometers, and plumb bobs..... | --- | --- | --- |
| Lay out experimental electrical circuits..... | --- | --- | --- |
| Test newly assembled electrical instruments to see that they will operate properly..... | --- | --- | --- |
| Draw up a diagram for the electrical wiring system for a home..... | --- | --- | --- |
| Install TV antennas, grounding properly to protect against lightning..... | --- | --- | --- |
| Place shafts, belts, and pulleys properly to connect a motor to a large machine in a factory.... | --- | --- | --- |
| Work with electrical diagrams and color coded parts and wires..... | --- | --- | --- |
| Set up a textile machine, following diagrams..... | --- | --- | --- |
| (15) | | | |
| Reproduce drawings to scale..... | --- | --- | --- |
| Blend inks to match a delicate color..... | --- | --- | --- |
| Be careful of spelling, punctuation, and hyphenation..... | --- | --- | --- |

| | L | D | ? |
|---|-----|-----|-----|
| Tint valentines and calendar sketches by hand.. | --- | --- | --- |
| Use etching acids to produce the half-tone type of pictures which appear in newspapers..... | --- | --- | --- |
| Paint lettering on signs.. | --- | --- | --- |
| Hand color photographs to produce a lifelike appearance..... | --- | --- | --- |
| Do lettering with stencil. | --- | --- | --- |
| Follow strict time and temperature requirements in developing films..... | --- | --- | --- |
| Do freehand painting of designs on ornamental glassware..... | --- | --- | --- |
| Bind covers to books and perform other book finishing tasks..... | --- | --- | --- |
| Use hands to set type for newspaper headlines..... | --- | --- | --- |
| Adjust inking mechanism on printing press to produce properly printed newspaper..... | --- | --- | --- |
| Develop, print, and enlarge photographs..... | --- | --- | --- |
| (16) | | | |
| Work underground..... | --- | --- | --- |
| Dig with pick and shovel. | --- | --- | --- |
| Operate earth digging machinery..... | --- | --- | --- |
| Set off explosives..... | --- | --- | --- |
| Work where complicated safety precautions must be observed..... | --- | --- | --- |
| Work as a member of a crew | --- | --- | --- |
| Set up pneumatic drilling machinery..... | --- | --- | --- |
| Work in underground shafts and tunnels..... | --- | --- | --- |
| Blast out rock..... | --- | --- | --- |
| Wedge and bolt steel retaining walls to prevent cave-ins in mine tunnels..... | --- | --- | --- |
| Drill blasting holes in rock..... | --- | --- | --- |
| (17) | | | |

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