

DOCUMENT RESUME

ED 085 536

95

CE 000 714

TITLE Research and Development Project in Career Education. Final Report. Volume III.

INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.

SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

BUREAU NO V261019L

PUB DATE 17 Aug 73

GRANT OEG-0-72-0765

NOTE 191p.; For related documents, see CE 000 712 and CE 000 713

EDRS PRICE MF-\$0.65 HC-\$6.58

DESCRIPTORS Bibliographies; *Career Education; *Group Dynamics; Group Relations; Interaction Process Analysis; Interest Research; *Interest Tests; Surveys; Test Interpretation; *Test Reviews; Test Selection

ABSTRACT

The final volume in the report on the Research and Development Project in Career Education is in two parts. The first, "Interest Inventories, Tests, Surveys, and Scales: A Compilation," is by James T. Jurgens. It is designed to acquaint teachers and counselors with 66 interest measurement instruments that are presently on the market. For most, evaluative data is included along with such items as grade or age level, development dates, number of scores, forms, profiles, costs, required time for administration, author, and publisher. The second section is a report, "Small Group Process (Cohesiveness) as a Feature in the Development of an Educational Program," by Hal Swenson. It is directed toward the school interested in utilizing group process to facilitate development of a career education program. The data gathered by survey are analyzed and generalizations are drawn. A bibliography on small group process is included. (MS)

ED 085536

FINAL REPORT

Project No.: V261019L
Grant No.: OEG-0-72-0765

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Research and Development Project
in Career Education

Conducted Under
Part C of Public Law 90-576

VOLUME III

Charles W. McKinney
Washington State Coordinating Council for Occupational Education
Vocational Education Division
216 Old Capitol Building
Olympia, WA 98501

August 17, 1973

CE 000 714

Interest Inventories, Tests,
Surveys, and Scales
A Compilation

Sponsored by:
Research and Development Project in Career Education #616
Public Law 90-576 Title I, Part C, Section 131 (a)

by
James T. Jurgens

Submitted
August 2, 1973

TABLE OF CONTENTS

| | page numbers |
|--|--------------|
| Preface | 1 |
| List of Interest Inventories in print | 2-3 |
| List of Interest Inventories no evaluated | 4-5 |
| ACT Guidance Profile and evaluation | 6-7 |
| A.P.U. Occupational Interests Guide and evaluation. | 8-10 |
| Brainard Occupational Preference Inventory. | 11 |
| Burke Inventory of Vocational Development | 12 |
| California Occupational Preference Survey | 13-15 |
| California Pre-counseling Self-analysis Procotol Booklet. . . | 16 |
| Career Finder and evaluation. | 17-18 |
| Chatterijis Non-language Preference Record. | 19 |
| Cleeton Vocational Interest Inventory | 20 |
| College Interest Inventory and evaluation | 21-22 |
| College Planning Inventory. | 23 |
| Connolly Occupational Interest Questionnaire and evaluation. . | 24-25 |
| Crowley Occupational Interest Blank | 26 |
| Curtis Interest Scale and evaluation. | 27-28 |
| Devon Interest Scale. | 29 |
| Educational Interest Inventory. | 30-31 |
| Factorial Interest Blank and evaluation | 32-33 |
| Field Interest Inventory. | 34 |
| Fields of Occupational Interest | 35 |
| Fowler-Parmenter Self-scoring Interest Record and evaluation. | 36-37 |
| The Geist Picture Interest Inventory and evaluation | 38-41 |

Table of Contents continued

| | page numbers |
|---|--------------|
| The Geist Picture Interest Inventory and evaluation, (Deaf form: male) | 42 |
| Gordon Occupational Check List and evaluation | 43-44 |
| Gregory Academic Interest Inventory | 45 |
| Guilford-Zimmerman Interest Inventory and evaluation. | 46-47 |
| Hackman-Gaither Vocational Interest Inventory and evaluation. | 48-50 |
| Hall Occupational Orientation Inventory and evaluation. | 51-53 |
| Henderson Analysis of Interest. | 54 |
| How Well Do You Know Your Interests and evaluation. | 55-57 |
| Interest Check List | 58 |
| An Inventory of Religious Activities and Interests and evaluation. tion. | 59-60 |
| Inventory of Vocational Interest Acorn National Aptitude Test and evaluation | 61-62 |
| Job Choice Inventory. | 63 |
| Kuder General Interest Survey and evaluation. | 64-67 |
| Kuder Occupational Interest Survey and evaluation | 68-69 |
| Kuder Preference Record - Occupational, and evaluation. | 70-72 |
| Kuder Preference Record - Vocational, and evaluation. | 73-76 |
| Minnesota Vocational Interest Inventory and evaluation. | 77-80 |
| Occupational Interest Comparison. | 81 |
| Occupational Interest Inventory | 82-83 |
| Occupational Interest Survey (with pictures) and evaluation | 84-85 |
| Occupational Satisfaction Inventory | 86 |
| Office Occupational Interests of Women. | 87 |
| Ohio Vocational Interest Survey and evaluation. | 88-90 |

Table of Contents continued

| | page numbers |
|--|--------------|
| Phillips Occupational Preference Scale | 91 |
| Pictorial Interest Inventory | 92 |
| Pictur Interest Inventory and evaluation. | 93-94 |
| Preference Analysis. | 95 |
| Primary Business Interests Test. | 96 |
| Qualifications Record and evaluation | 97-100 |
| RBH Job Choice Inventory and evaluation. | 101-102 |
| Rating Scales of Vocational Values, Vocational Interests and Vocational Aptitudes and evaluation. | 103-105 |
| Rothwell-Miller Interest Blank and evaluation. | 106-107 |
| Safran Student's Interest Inventory and evaluation | 108-109 |
| Strong Vocational Interest Blank for Men and evaluation. | 110-115 |
| Strong Vocational Interest Blank for Women and evaluation. | 116-122 |
| Thurston Interest Schedule | 123 |
| Vocational Agriculture Interest Inventory and evaluation | 124-125 |
| The Vocational Apperception Test | 126 |
| Vocational Interest Analyses: A Six-fold Analytical Extension of the Occupational Interest Inventory. | 127-128 |
| Vocational Interest and Sophistication Assessment. | 129-130 |
| Vocational Interest Profile. | 131 |
| Vocational Sentence Completion Blank | 132-133 |
| William, Lynde and Williams Analysis of Interests and evaluation tion | 134-135 |
| Work Values Inventory and evaluation | 136-137 |
| Your Educational Plans and evaluation. | 138-140 |
| Bibliography | 141 |

Preface

The purpose of this project is to acquaint teachers and counselors with many of the interest measurement instruments that are presently on the market.

The reader may find that many of these instruments are not relevant to his specific program. This will happen, but, the reader nevertheless will have come in contact with a variety of interest instruments and can subsequently know something about the instrument if he happens upon it.

Many of the evaluations in section three will be found to be negative. The author believes this to be of benefit, however, so that the reader interested in selecting an interest instrument may be steered away from making a poor choice.

Of all of the instruments presented in this paper, the Kuder inventories and the Strong Vocational Interest Blanks are the most popular interest inventories used for counseling purposes.

Section One

This section contains a list of Interest Inventories, Tests, Surveys, and Scales that are presently in print.

The ACT Guidance Profile, Two Year College Edition
A.P.U. Occupational Interest Guide: Intermediate Version
Brainard Occupational Preference Inventory
Burke Inventory of Vocational Development
California Occupational Preference Survey
California Pre-Counseling Self-Analysis Protocol Booklet
Career Finder
Chatterji's Non-Language Preference Record
Cleeton Vocational Interest Inventory
College Interest Inventory
College Planning Inventory, Senior College Edition
Connolly Occupational Interests Questionnaire
Crowley Occupational Interests Blank
Curtis Interest Scale
Devon Interest Test
Educational Interest Inventory
The Factorial Interest Blank
Field Interest Inventory
Fields of Occupational Interest
Fowler-Parmenter Self-Scoring Interest Record
The Geist Picture Interest Inventory
Geist Picture Interest Inventory: Deaf Form: Male
Gordon Occupational Check List
Gregory Academic Interest Inventory
The Guilford-Zimmerman Interest Inventory
Hackman-Gaither Vocational Interest Inventory
Hall Occupational Orientation Inventory
Henderson Analysis of Interest
How Well Do You Know Your Interests
Interest Check List
An Inventory of Religious Activities and Interests
Inventory of Vocational Interests: Acorn National Aptitude Tests
Job Choice Inventory
Kuder General Interest Survey
Kuder Occupational Interest Survey

SECTION TWO

This section contains a breakdown of each of the Interest Inventories, Tests, Surveys, and Scales recorded in the previous section. Included in the breakdown will be such items as: grade or age level, development dates, number of scores or test areas and breakdown of these scores when possible, forms, manuals, profiles, costs, required time for administration, author and publisher.

Also included in this section are the evaluations of each of the Interest Inventories, Tests, Surveys, and Scales following the description of the tests themselves. If an evaluation was not available, it is noted at the bottom of the page with an asterisk.

THE FOLLOWING IS A LIST OF THOSE INTEREST INVENTORIES, TESTS,
SURVEYS, AND SCALES ON WHICH NO EVALUATIVE DATA WAS AVAILABLE:

Brainerd Occupational Preference Inventory
Burke Inventory of Vocational Development
California Pre-Counseling Self-Analysis Protocol Booklet
Chatterji's Non-Language Preference Record
Cleeton Vocational Interest Inventory
College Planning Inventory, Senior College Edition
Crowley Occupational Interests Blank
Devon Interest Test
Educational Interest Inventory
Field Interest Inventory
Fields of Occupational Interest
Geist Picture Interest Inventory: Deaf Form: Male
Gregory Academic Interest Inventory
Henderson Analysis of Interest
Interest Check List
Job Choice Inventory
Occupational Interest Comparisons
Occupational Interest Inventory
Occupational Satisfactions Inventory
Office Occupational Interests of Women
Phillips Occupational Preference Scale
Pictorial Interest Inventory
Preference Analysis
Primary Business Interests Test
Thurstone Interest Schedule
VALCAN Vocational Interest Profile (VIP)
The Vocational Apperception Test
Vocational Interest Analyses: A Six-fold Extension of the
Occupational Interest Inventory
Vocational Interest and Sophistication Assessment
Vocational Sentence Completion Blank

The ACT Guidance Profile

Two-Year College Edition

Grade Level: Junior College

Developed: 1965-69

Areas: Self-administered inventory in five areas of which the following three are profiled:

- 1) Occupational Interests*
- 2) Potentials
- 3) Competencies

Form: One form ('67, 10 pages)

Manual: Revised ('69, c1968, 43 pages)

Cost: \$8.75 per 25 sets of tests and profile sheets
Postpaid
Specimen set free on request

Time: 30-45 minutes

Publisher: Research and Development Division, American
College Testing Program

Program:

- a) AMBITIONS AND PLANS
- b) SELF-ESTIMATES
- c) OCCUPATIONAL INTERESTS. Seven scores: technical-realistic, scientific-intellectual, artistic, social, enterprising, clerical-conventional, infrequency.
- d) POTENTIALS. Eight scores: technical, scientific, artistic, musical, literary, dramatic, social-enterprising, clerical.
- e) COMPETENCIES. Ten scores: skilled trades (technical), home economics (technical, scientific, artistic, social (community service, business (enterprising), leadership (enterprising), clerical, sports, language; no norms for sports score.

*The occupational interests section is the same as the Vocational Preference Inventory.

The ACT Guidance Profile

Two Year College Edition

RICHARD W. WATKINS, ASSOCIATE LABORATORY DIRECTORY FOR PROGRAMS,
FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT,
BERKELEY, CALIFORNIA.

The ACT Guidance Profile is potentially a very useful instrument. Presently, it is probably useful as a device to get students to give thought to some important issues in educational-occupational decision making, while making sure that they do not overlook important factors. It may also be useful for guidance research. But more and better information about the meaning and use of the scores must be available before it can be said to justify all the use suggested in the manual. In its present form, the scores it yields are not very satisfactory for profiling for use in guidance and should be used only if individual counseling is possible. As long as the developer's goal is to obtain information in such a wide range of areas in a relatively limited amount of time, increased technical development is not likely to improve this particular deficiency.

A.F.U. Occupational Interests Guide

Intermediate Version

Age Level: 14-18 years

Developed: 1966-69

Scores: Eight scores

- 1) Scientific
- 2) Social Service
- 3) Clerical/Sales
- 4) Literary
- 5) Artistic
- 6) Computational
- 7) Practical
- 8) Outdoor

Form: Separate forms for males and females ('69, 8 pages)

Manual: ('69, 62 pages)

Data: Validity data based on experimental version

Answer Sheets: Separate answer sheets (IBM 1230) must be used

Cost: L1* per 20 tests
50p per manual
L1.50 per specimen set
Postage extra

Time: 20-40 minutes

Authors: S. J. Closs, W. T. G. Bates (manual), M. C. Killcross (manual), and D. McMahon (manual)

Publisher: University of London Press Ltd.

*(L) indicates Pounds Sterling

A.P.U. Occupational Interests Guide

Intermediate Version

DAVID P. CAMPBELL, PROFESSOR OF PSYCHOLOGY AND DIRECTOR, CENTER FOR INTEREST MEASUREMENT RESEARCH, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA.

This inventory has been constructed with great care by a group of investigators who have paid attention to both their data and their common sense. The inventory is probably not as powerful as it could be, because they may have made a poor strategic choice in the scoring techniques. Still, it appears to be useful in its present form for its intended purpose--to help students ascertain the relative strengths of their interests in eight important areas--and the authors' demonstrated concern for using research findings to constantly improve their system augurd well for an even better instrument in the future.

DAIVD C. HAWKRIDGE, DIRECTOR, INSTITUTE OF EDUCATIONAL TECHNOLOGY, THE OPEN UNIVERSITY, BLETCHLEY, BUCKS, ENGLAND.

The guide is the best yet developed in Britain, although its development is incomplete. For British secondary school children, it can be recommended over imported materials such as the Kuder and SVIB, in spite of the fact that these two are far longer established. The Guide is better than the Connolly Occupational Interests Questionnaire; it appears to have been prepared and tried out with more care and is more suitable for school children.

The California Occupational Preference Survey was developed with professional skill and with human sensitivity. It was designed to confirm the occupational areas of major interest to a student, and to help his counselor to judge whether or not his present interests would require a college education. It is an honest questionnaire, with straightforward items--easy to mark, easy to score, and maybe sometimes easy to interpret. Finally, there is the question of the value of these kinds of instruments at all. Many counselors say they do not need these kinds of questionnaires to confirm a student's interests, and they are probably right--for themselves. Other counselors insist that such questionnaires often help with the counseling interview. For the latter group, the COPS instrument can be strongly recommended as the best this reviewer has seen.

Brainard Occupational Preference Inventory

Grade Level: 8-12 and adults

Developed: 1945-56
Revision of Specific Interest Inventory ('52)
by Paul P. Brainard and Frances G. Stewart

Scores: Six scores

- 1) Commercial
- 2) Mechanical
- 3) Professional
- 4) Esthetic
- 5) Scientific
- 6) Personal Service (girls)
- 7) Agriculture (boys)

Cost: Price information not given

Time: Duration not given

Authors: Paul P. Brainard and Ralph T. Brainard

Publisher: Psychological Corporation

* No evaluation available.

Burke Inventory of Vocational Development

Grade Level: 9-16 and adults

Developed: 1958

Scores: Unscored checklist of occupational titles for use
prior to vocational counseling interview

Form: One form (3 pages)

Directions: (1 page)

Data: No data on reliability

Cost: 6¢ per copy with directions
25¢ per specimen set
Postpaid

Time: 15-30 minutes

Author: Charles Burke

Publisher: The Author

* No evaluation available.

California Occupational Preference Survey

Grade Level: 9-16 and adults

Developed: 1966-70

Scores: Fourteen scores

- 1) Science Professional
- 2) Science Skilled
- 3) Technical Professional
- 4) Technical Skilled
- 5) Outdoor
- 6) Business Professional
- 7) Business Skilled
- 8) Clerical
- 9) Linguistic Professional
- 10) Linguistic Skilled
- 11) Aesthetic Professional
- 12) Aesthetic Skilled
- 13) Service Professional
- 14) Service Skilled

Form: One form (two editions)

Manual: Excerpts from manual of interpretation ('70, 22 pages, only manual available)

Cost: 75¢ per manual
\$2.25 per specimen set
Postage Extra

Time: 30-40 minutes

Authors: Robert R. Knapp, Bruce Grant, and George D. Demos

Publisher: Educational and Industrial Testing Service

a) CONSUMABLE EDITION

Form: One form ('66, 5 pages)

Profile: Self interpreting ('66, 4 pages)

Cost: \$5.00 per 25 tests
\$4.25 per 50 profiles

b) REUSABLE EDITION

Form: One form ('66, 4 pages)

Profile: ('66, 1 page) for high school
('68, 1 page) for college

Answer Sheets: Separate answer sheets (Digitek, IBM
1230) must be used

Cost: \$4.25 per 25 tests
\$4.00 per 50 answer sheets
\$3.50 per 50 profiles
\$7.00 per set of IBM had scoring stencils
Scoring Service, 85¢ or less per test

California Occupational Preference Survey

JACK L. BODDEN, ASSISTANT PROFESSOR OF PSYCHOLOGY, TEXAS TECH UNIVERSITY, LUBBOCK, TEXAS.

There seems to be little reason for potential users to select the California Occupational Preference Survey over established inventories such as the Kuder, Forms C, D, or DD, or the Strong Vocational Interest Blank. The COPS suffers from most of the same general limitations found in the other inventories but does not receive any of the benefit from the research data which have accumulated around these more established inventories. Also, such inventories as the Kuder, Form DD, and the newest revision of the Strong are more versatile than the COPS, in that they utilize both empirical keying and homogeneous keying. Perhaps if some of the weaknesses described above are remedied, the COPS could be considered as a viable alternative to the KPR-V.

JOHN W. FRENCH, RESEARCH CONSULTANT, SARASOTA, FLORIDA.

COPS suffers, along with other free-response inventories, by being rather easily fakable and by being subject to variability of individual standards as to what is meant by liked or disliked. In addition, too little research is reported on concurrent validity and none is reported on predictive validity. Nevertheless, it seems likely to this reviewer that the instrument will be useful to students who desire to learn about their own interests. Construction of the scales was carried out competently; coverage of both professions and skills is excellent; and the test and manual are set up so as to be highly instructive to the student.

California Pre-Counseling
Self-Analysis Protocol Booklet

Age level: None specified

Developed: 1965

Areas: Unscored survey of information and interests to
by completed by student prior to counseling

Form: One form (4 pages)

Manual: No manual

Data: No data on reliability

Cost: \$5.50 per 25 booklets
Postpaid

Time: 5-20 minutes

Authors: George D. Demos and Bruce Grant

Publisher: Western Psychological Services

* No evaluation available.

Career Finder

Grade Level: 9-16 and adults

Developed: 1960

A short adaptation of the Qualifications Record
Self-administered checklist of interests,
activities, and experiences

Scores: Forty-Five scores classified under Seven headings

- 1) Arts (music, art, dramatics, dancing, graphic arts, crafts)
- 2) Biology (physiology, zoology, botany, foods, sports)
- 3) Computation (accounting, mathematics, drafting, purchasing, records, dexterity)
- 4) Literary (journalism, language, transcription, advertising, research)
- 5) Physical (tools, machinery, transportation, strength, hazards)
- 6) Social (management, instruction, public contacts, sales, consulting, religion, services, investigation, discipline)
- 7) Technology (chemistry, astronomy, electricity, mechanics, construction, geology, physics, aeronautics, standards)

Form: One form (4 pages in a 2-page sleeve)

Instruction Leaflet: (2 pages)

Data: No data on reliability and validity

Cost: \$14.00 per 12 copies
\$2.00 per copy
Cash Orders (Postpaid) Only

Time: 60 minutes

Author: Keith Van Allyn

Publisher: Personnel Research, Inc.

Career Finder

ARTHUR C. MACKINNEY, ASSOCIATE PROFESSOR OF PSYCHOLOGY, IOWA STATE UNIVERSITY, AMES, IOWA.

Since the Career Finder is a shortened version of the Qualifications Record, and since there is even less information available on the Career Finder than on the parent test, an extensive review does not seem required or even possible. Since the Qualifications Record is inadequately researched and standardized, it is safest to assume that all its limitations are also present in the Career Finder. Some no doubt have been exaggerated by the shortening process. As a result, these reviewer recommends against using this test.

CHARLES F. WARNATH, ASSOCIATE PROFESSOR OF PSYCHOLOGY, AND DIRECTOR, COUNSELING CENTER, OREGON STATE UNIVERSITY, CORVALLIS, OREGON.

The conclusions reached in my review of the Q/R would also be relevant to the Career Finder: Until detailed, scientifically verifiable information related to reliability and validity is presented, it is impossible to support the publicity claims for this instrument.

Chatterji's Non-Language Preference Record

Age Level: 11-16 years

Developed: 1962

Scores: Ten scores

- 1) Fine Arts
- 2) Literary
- 3) Scientific
- 4) Medical
- 5) Agricultural
- 6) Mechanical
- 7) Crafts
- 8) Outdoor
- 9) Sports
- 10) Household Work

Form: 962 ('62, 16 pages)

Manual: Mimeographed Tentative ('62, 24 pages)

Profile: ('62, 2 pages)

Data: Reliability and validity data and most norms based on an earlier form (author recommends use of local norms)

Answer Sheets: Separate answer sheets must be used

Cost: R25 per 25 tests
R5 per 100 answer sheets
P12.50 per set of scoring stencils
R4.50 per pad of 100 profiles
R6.00 per manual
R22.50 per specimen set with scoring stencils
R9.50 per specimen set without stencils
Postage Extra

Time: 45-55 minutes

Author: S. Chatterji

Publisher: Manasayan

* No evaluation available.

Cleeton Vocational Interest Inventory

Revised Edition

Grade Level: 9-16 and adults

Developed: 1937-43

a) FORM FOR MEN

Scores: Ten scores

- 1) Biological Sciences
- 2) Specialized Selling
- 3) Physical Sciences
- 4) Social Sciences
- 5) Business Administration
- 6) Legal-Literary
- 7) Mechanical
- 8) Finance
- 9) Creative
- 10) Agricultural

b) FORM FOR WOMEN

Scores: Ten scores

- 1) Office Work
- 2) Selling
- 3) Natural Sciences
- 4) Social Service
- 5) Creative
- 6) Grade School Teacher
- 7) High School-College Teacher
- 8) Personal Service
- 9) Housekeeper-Factory Worker
- 10) Homemaking-Child Care

Cost: No price information given

Time: Duration not given

Author: Glen U. Cleeton

Publisher: McKnight & McKnight Publishing Co.

* No evaluation available.

College Interest Inventory

Grade Level: 11-16

Developed: 1967

Scores: Sixteen scores

- 1) Agriculture
- 2) Home Economics
- 3) Literature and Journalism
- 4) Fine Arts
- 5) Social Science
- 6) Physical Science
- 7) Biological Science
- 8) Foreign Language
- 9) Business Administration
- 10) Accounting
- 11) Teaching
- 12) Civil Engineering
- 13) Electrical Engineering
- 14) Mechanical Engineering
- 15) Law
- 16) Total

Form: One form (9 pages)

Manual: (12 pages)

Profile: (1 page)

Answer Sheets: Separate answer sheets (IBM 805) must be used

Cost: \$20.00 per 25 tests
\$1.00 per single copy
\$9.00 per 100 answer sheets
\$6.00 per 100 profiles
\$2.50 per set of scoring stencils
\$1.00 per manual
Cash Orders Only

Time: 30 minutes

Author: Robert W. Henderson

Publisher: Personal Growth Press

College Interest Inventory

JOHN W. FRENCH, RESEARCH CONSULTANT, SARASOTA, FLORIDA.

This is an attractive, simple, and direct interest inventory for college students, which embodies a compromise between the problems that are inherent in the forced choice and in the free response technique. At the present stage in the development of the instrument, however, we cannot be sure of its validity or of the proper interpretation of its norms at colleges other than the one where the norms tables were constructed. At present only highly experienced persons should attempt to make safe judgments and interpretations from the scores.

DAVID A. PAYNE, PROFESSOR OF EDUCATIONAL PSYCHOLOGY AND CURRICULUM AND SUPERVISION, UNIVERSITY OF GEORGIA, ATHENS, GEORGIA.

The CII in its present form should probably be considered a preliminary, or experimental, edition. As new data are incorporated into a new manual and the essential recommendations of the Standards of Educational and Psychological Tests and Manuals are emphasized, concern about the psychometric properties of the CII will lessen. The basic problem with the CII during its current infancy is lack of validity data. If for no other reason than this, its many competitors, chiefly the Strong Vocational Interest Blank, must be preferred.

College Planning Inventory

Senior College Edition

Grade Level: High school seniors seeking counseling on
choice of college

Developed: 1959

Scores: Unscored checklist of college names and fields
of study for use prior to educational counseling
interview

Form: One form (5 pages)

Directions: (2 pages)

Data: No data on reliability

Cost: 10¢ per copy with directions
25¢ per specimen set
Postpaid

Time: 15 minutes

Authors: Franklyn Graff and Charles Burke

Publisher: Charles Burke

* No evaluation available.

Connolly Occupational Interests Questionnaire

Age Level: 15 years and over

Developed: 1967-70

Scores: Seven scores

- 1) Scientific
- 2) Social Welfare
- 3) Persuasive
- 4) Literary
- 5) Artistic
- 6) Clerical-Computational
- 7) Practical

Form: One form ('67, 4 pages)

Manual: ('68, 38 pages)
Supplementary Manual ('70, 19 pages)

Data: No data on reliability

Cost: £3.75* per 100 tests
42½p per set of scoring stencils
52½p per manual
30p per supplementary manual
£1.25 per specimen set
Postpaid within U.K. (United Kingdom)

Time: 15-20 minutes

Authors: T. G. Connolly and Joshua Fox (supplementary manual)

Publisher: Careers Research and Advisory Centre

*(£) indicated Pounds Sterling

Connolly Occupational Interests Questionnaire

DAVID G. HAWKRIDGE, DIRECTOR, INSTITUTE OF EDUCATIONAL TECHNOLOGY,
THE OPEN UNIVERSITY, BLETCHLEY, BUCKS, ENGLAND.

Norms for the Connolly were first gathered in 1954. It is incredible that so little has been done to refine the questionnaire or to provide statistical support for it. What is even more surprising is that it should be sponsored and published by an independent nonprofit research and advisory centre with a panel of distinguished advisers.

There seem to be no grounds for claiming that the Connolly should be used, in Britain or elsewhere. It is not a proven instrument, psychologically speaking. Use of the A.P.U. Occupational Interests Guide, or the American instrument mentioned earlier, would be much preferred.

Crowley Occupational Interests Blank

Age Level: 13 years and over (of average ability or less)

Developed: 1970

Scores: Ten scores

Five interest areas

- 1) Active-Outdoor
- 2) Office
- 3) Social
- 4) Practical
- 5) Artistic

Five sources of job satisfaction

- 1) Financial Gain
- 2) Stability-Security
- 3) Companionship
- 4) Working Conditions
- 5) Interest

Form: Separate forms for boys, girls (2 pages)

Manual: (52 pages)

Data: No data on reliability

Cost: Registration fee for administrator:
£1* (includes manual and scoring stencil)
£3.50 per 100 tests
Postpaid within U.K. (United Kingdom)
Specimen copy of blanks available to schools

Time: 20-30 minutes

Author: A. D. Crowley

Publisher: Careers Research and Advisory Centre

*(£) indicates Pounds Sterling

* No evaluation available.

Curtis Interest Scale

Grade Level: 9-16 and adults

Developed: 1959

Scores: Ten scores

- 1) Business
- 2) Mechanics
- 3) Applied Arts
- 4) Direct Sales
- 5) Production
- 6) Science
- 7) Entertainment
- 8) Inter-personal
- 9) Computation
- 10) Farming

AND ONE RATING (DESIRE FOR RESPONSIBILITY)

Form: One form (4 pages)

Manual: (4 pages)

Cost: \$3.00 per 25 tests

\$1.00 per 25 profiles

\$1.00 per specimen set of 7 tests, 7 profiles, and
manual

Cash Orders Postpaid

Time: 10-15 minutes

Author: James W. Curtis

Publisher: Psychometric Affiliates

Curtis Interest Scale

WARREN T. NORMAN, ASSOCIATE OF PROFESSOR OF PSYCHOLOGY, THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN.

There is very little firm evidence to support the routine use of this device in either guidance or personnel selection contexts at the present time. The Kuder Preference Record--Vocational and the Strong Vocational Interest Blank both provide far better sources of information on occupational interest patterns of individuals or groups than does the Curtis scale. Unfortunately, the brevity of the Curtis scale, the ease with which it can be scored, the superficial appearance of relevance of the item content to the names of the scales, and the oversimplified presentation of the "validity" data are apt to lead to its use in situations where its utility is as yet unknown but likely to be minute. As he reviews this instrument, one remembers with renewed anguish Stangner's classic paper on "The Gullibility of Personnel Managers." The release of this device for other than research use appears to have been, at the very least, premature.

LEONA E. TYLER, PROFESSOR OF PSYCHOLOGY, UNIVERSITY OF OREGON, EUGENE, OREGON.

When a reviewer asks himself whether a test like this one, technically deficient in all respects, should be used for any purpose whatever, the answer is not quite an unqualified "No." Used strictly as an interview aid in a counseling situation, these questions might stimulate some constructive thinking about occupational goals. The trouble with the test, as things now stand, is that inadequately trained counselors and naive clients may be tempted to attach more importance to these scores and profiles than they deserve.

Devon Interest Test

Age Level: 11-13 years

Developed: 1955

Scores: Two scores

- 1) Practical
- 2) Academic

Cost: No price information given

Time: Duration not given

Authors: Stephen Wiseman and T. F. Fitzpatrick

Publisher: Oliver & Boyd Ltd.

* No evaluation available.

Educational Interest Inventory

Grade Level: 11-13

Developed: 1962-70

Scores: Eighteen or Nineteen scores

- 1) Literature
- 2) Music
- 3) Art
- 4) Communication
- 5) Education
- 6) Business Administration (men)
- 7) Engineering (men)
- 8) Industrial Arts (men)
- 9) Agriculture (men)
- 10) Secretarial Arts (women)
- 11) Nursing (women)
- 12) Library Arts (women)
- 13) Home Economics (women)
- 14) Botany
- 15) Physics
- 16) Chemistry
- 17) Earth Science (men)
- 18) History and Political Science
- 19) Sociology
- 20) Psychology
- 21) Economics
- 22) Mathematics

Form: A ('64, 13 pages, for men)
B ('64, 12 pages, for women)

Manual: ('62, 4 pages)

Profile: ('62, 2 pages)

Data: Validity report ('65, 4 pages) by Thomas C. Oliver
and Warren K. Willis

Norms ('70, 5 pages) for grade 13 only

Answer Sheets: Separate answer sheets must be used

Cost: 50¢ per test
10-99 answer sheets, 10¢ each
5¢ per profile
50¢ per manual and validity report
\$2.00 per specimen set
Postage Extra

* No evaluation available.

Time: 40-45 minutes

Author: James E. Oliver

Publisher: Educational Guidance, Inc.

The Factorial Interest Blank

Age Level: 11-16 years

Developed: 1967

Scores: Eight scores

- 1) Rural-Practical
- 2) Sociable
- 3) Humanitarian
- 4) Entertainment
- 5) Physical
- 6) Literate
- 7) Aesthetic
- 8) Scientific-Mechanical

Form: One form ('67, 4 pages)

Manual: ('67, 23 pages)

Profile: ('67, 2 pages)

Answer Sheets: Separate answer sheets must be used

Cost: 65p per 25 tests
50p per 25 answer sheets
50p per 25 profiles
20p per set of scoring stencils
1l* per manual
1l.42 per specimen set
Postage Extra

Time: 20-60 minutes

Author: P. H. Sandall

Publisher: NFER Publishing Co. Ltd.

*(l) indicates Pounds Sterling

The Factorial Interest Blank

DAVID P. CAMPBELL, PROFESSOR OF PSYCHOLOGY AND DIRECTOR, CENTER FOR INTEREST MEASUREMENT RESEARCH, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA.

This is a forth- or fifth- rate inventory. Because it has fairly adequate face validity and two or three scales that always carry a lot of variance in interest measurement, such as Scientific-Mechanical and Aesthetic, there is a certain air of reasonableness to it. Conceivably it could serve as a stimulus for classroom discussions of occupations. But to use it in any sense as a predictive instrument, or as one to advise students in career decisions, or in research studies where one needs some decent measure of occupational interests, is not warranted. The author and publisher should withdraw this inventory from use until much more developmental research is done.

HUGH F. PRIEST, SENIOR LECTURER IN PSYCHOLOGY, UNIVERSITY OF CANTERBURY, CHRISTCHURCH, NEW ZEALAND.

This attempt to measure interests has been built on a foundation of methodological error. Its faults are many and obvious.

Field Interest Inventory

Grade Level: Standards 8-10 and college and adults

Developed: 1970

Scores: Twenty-One scores

- 1) Fine Arts
- 2) Performing Arts
- 3) Language
- 4) Historical
- 5) Service
- 6) Social Work
- 7) Sociability
- 8) Public Speaking
- 9) Law
- 10) Creative Thought
- 11) Science
- 12) Practical-Male
- 13) Practical-Female
- 14) Numerical
- 15) Business
- 16) Clerical
- 17) Travel
- 18) Nature
- 19) Sport
- 20) Work-Hobby
- 21) Active-Passive

Form: One form (11 pages, English and Afrikaans)

Manual: Preliminary (31 pages, English and Afrikaans)

Data: No data on validity
Norms for Standard 10 only

Answer Sheets: Separate answer sheets (IBM 1230) must be used

Cost: R2.50 per 10 tests
R12.00 per 100 sets of answer sheets
80c per manual
Postpaid within South Africa
Specimen set not available

Time: 35-45 minutes

Authors: F. A. Fouche and N. F. Alberts

Publisher: Human Sciences Research Council

* No evaluation available.

1

Fields of Occupational Interest

Grade Level: High school students applying for admission
to apprentice schools

Developed: 1948-54

Reactions to specific occupational titles

Scores: Seven scores

- 1) Production
- 2) Trades
- 3) Clerical
- 4) Engineering
- 5) Human Relations
- 6) Supervisory
- 7) Total

Cost: Price information not given

Time: Duration not given

Author: W. H. Winkler

Publisher: Winkler Publications

* No evaluation available.

Fowler-Parmenter Self-Scoring Interest Record

Grade Level: 9 and over

Developed: 1958-61
Formerly called G. C. Self-Scoring Interest
Record

Scores: Twelve scores

- 1) Outdoor
- 2) Managerial
- 3) Social Service
- 4) Verbal
- 5) Operative
- 6) Skilled Mechanical
- 7) Scientific
- 8) Persuasive
- 9) Clerical
- 10) Artistic
- 11) Numerical
- 12) Musical

Form: One form ('60, c1958, 20 pages including profile)

Manual: ('60, 25 pages)

Chart: Supplementary interest-occupation chart ('61, 7
pages)

Profile: Separate ('60, 2 pages)

Cost: \$3.10 per 25 tests
\$1.25 per 25 punch pins
95¢ per 25 backing boards
47¢ per pad of 50 profiles
30¢ per manual
30¢ per specimen set
Postage Extra

Time: 30-40 minutes

Authors: H. M. Fowler and M. D. Parmenter

Publisher: Guidance Centre

Fowler-Parmenter Self-Scoring Interest Record

DAVID P. CAMPBELL, ASSOCIATE PROFESSOR OF PSYCHOLOGY AND DIRECTOR,
CENTER FOR INTEREST MEASUREMENT RESEARCH, UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINNESOTA.

This instrument has been developed almost entirely by subjective methods and has all the flaws guaranteed by such an approach. Not only are the basic psychometric data missing, the authors--based on what they say in the manual--are not particularly concerned with providing them. In its present state, this instrument is of little value to any practitioner in any situation, particularly as far better blanks are available.

JOHN W. FRENCH, PROFESSOR OF PSYCHOLOGY, NEW COLLEGE, SARASOTA, FLORIDA.

While the content and presentation of the Fowler-Parmenter inventory look good to this reviewer, and the manual is thorough and honest, it is nevertheless true that the stated limitations do exist. It is to be hoped that validity data, in particular, will be supplied at some future time. It is true that some amount of content validity may be assured by examining the items. However, even when a counselor merely suggests that his client consider certain vocations, there is implied a prediction that the client is more likely to succeed at these vocations or to find them more satisfying than he would find other vocations. To fully justify such implications as this, a validity study, using success and satisfaction criteria, ought to be carried out in such a way that the part played by the interest scores and the part played by appropriate aptitude test scores can be determined empirically.

The Geist Picture Interest Inventory

1964 Revision

Grade level: 8-16 and adults

Developed: 1959-64

Scores: Eighteen (males) or Nineteen (females) scores

Eleven or Twelve Interest scores

- 1) Persuasive
- 2) Clerical
- 3) Mechanical
- 4) Musical
- 5) Scientific
- 6) Outdoor
- 7) Literary
- 8) Computational
- 9) Artistic
- 10) Social Service
- 11) Dramatic
- 12) Personal Service--females only

Seven Motivational scores

- 1) Family
- 2) Prestige
- 3) Financial
- 4) Intrinsic and Personality
- 5) Environmental
- 6) Past Experience
- 7) Could Not Say

Form: One form ('64)
Separate editions for males (11 pages) and females
(9 pages)

Manual: ('64, 56 pages)

Data: No data on reliability and validity of motivation
scores

Cost: \$12.00 per set of 10 tests of each edition and manual
\$5.00 per 10 tests
\$4.00 per manual
Postpaid
Specimen set not available

Time: 40-65 minutes

Author: Harold Geist

Publisher: Western Psychological Services
(Spanish edition published by Psychological
Test Specialists)

The Geist Picture Interest Inventory

MILTON E. HAHN, PROFESSOR OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA,
LOS ANGELES, CALIFORNIA.

An experimental instrument in the first stages of development, this inventory is not ready for distribution for other than research uses.

BENJAMIN SHIMBERG, DIRECTOR OF EDUCATIONAL RELATIONS, COOPERATIVE
TEST DIVISION, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY.

The author has devised two experimental instruments which may be useful in situations where individuals suffer from reading disabilities. However, he has not yet demonstrated their usefulness for this special purpose, nor has he demonstrated that they produce useful or meaningful results when used with a more general population.

This reviewer can see possibilities in using the GPII as a clinical tool with the poor readers. Any attempt to provide guidance on the basis of normative information currently available would be a serious mistake.

PERSONNELL & GUID J 38:506-7 F '60. DAVID V. TIEDEMAN.

Although I find that the Inventory has faults, both logical and technical, the set of picture stimuli intelligently used either clinically or more formally might: (1) assess interest in a fuller context than usual and hence predict choice better than we can now do; (2) help us separate interest and capacity; and (3) identify interests in occupations besides the professions if the picture repertoire were expanded. Because of this potential, I have directed your attention to this Inventory. Perhaps

some of you may have opportunity to test some of this potential and to let others know about it. I think it may be profitable to orient investigations of occupational motivations to pictures of work situations.

Geist Picture Interest Inventory

Deaf Form: Male

Grade Level: 7-16 and adults

Developed: 1962
Adaptation of Geist Picture Interest Inventory

Scores: Ten scores

- 1) Persuasive
- 2) Clerical
- 3) Mechanical
- 4) Scientific
- 5) Outdoor
- 6) Literary
- 7) Computational
- 8) Artistic
- 9) Social Service
- 10) Dramatic

Form: One form (29 pages)
Optional card form (81 cards) for determining occupation most preferred

Answer Sheets: Record booklet-answer sheet (4 pages)

Manual: (41 pages)

Data: No data on reliability of card form

Answer Sheets: Separate answer sheets must be used

Cost: \$2.00 per test (booklet form)
\$6.50 per 25 record booklet-answer sheets
\$2.50 per set of keys
\$6.50 per set of cards
\$3.00 per manual
Postpaid

Time: 30-50 minutes

Author: Harold Geist

Publisher: Western Psychological Services

* No evaluation available.

Gordon Occupational Check List

Grade level: High school students not planning to enter college

Developed: 1961-67

Scores: Five or Eleven scores

- 1) Business
- 2) Outdoor
- 3) Arts
- 4) Technology
- 5) Service

Six optional response summarization scores
(preceding Five areas and total)

Form: One form ('63, 6 pages)

Manual: Revised ('67, 16 pages)

Data: No norms

Cost: \$5.90 per 35 tests
\$1.50 per specimen set
Postage Extra

Time: 20-25 minutes

Author: Leonard V. Gordon

Publisher: Harcourt Brace Jovanovich, Inc.

Gordon Occupational Check List

JOHN N. MCCALL, ASSOCIATE PROFESSOR OF PSYCHOLOGY, SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE, ILLINOIS.

It seems pointless to consider the checklist's merits for assessing interest in a serious theoretical sense. Far more psychometric work would be required to generate scalable properties, and evidence of concurrent and predictive validity is needed. So long as the GOCL is claimed to merely facilitate client-counselor communication about work, evaluation might be directed to that point. Hard evidence of this kind is lacking, so one must rely upon appearances.

BERT W. WESTBROCK, ASSOCIATE PROFESSOR OF PSYCHOLOGY, NORTH CAROLINA UNIVERSITY, RALEIGH, NORTH CAROLINA.

The absence of overdue research on the GOCL is discouraging. The use of the occupational area scores is limited by the lack of evidence on long-term stability and predictive validity. The best use of the checklist is to direct students to DOT descriptions of occupations which they might enjoy. Counselors using the GOCL for this purpose must become thoroughly acquainted with the DOT and how it may enhance the value of the GOCL.

Gregory Academic Interest Inventory

Grade Level: 13-16

Developed: 1946

Scores: Twenty-Eight scores

- 1) Agriculture
- 2) Architecture
- 3) Biological Sciences
- 4) Business Administration
- 5) Chemistry
- 6) Civil Engineering
- 7) Commercial Arts
- 8) Electrical Engineering
- 9) Elementary Education
- 10) English
- 11) Fine Arts
- 12) Geology
- 13) History
- 14) Home Economics
- 15) Journalism
- 16) Languages
- 17) Mathematics
- 18) Mechanical Engineering
- 19) Military Science
- 20) Music
- 21) Phsycis
- 22) Physical Education
- 23) Psychology
- 24) Public Service Engineering
- 25) Religion
- 26) Secondary Education
- 27) Sociology
- 28) Speech

Cost: Price information not given

Time: Duration not given

Author: W. S. Gregory

Publisher: Sheridan Supply Co.

* No evaluation available.

The Guilford-Zimmerman Interest Inventory

Grade Level: 10-16 and adults

Developed: 1962-63

Scores: Ten scores

- 1) Mechanical
- 2) Natural
- 3) Aesthetic
- 4) Service
- 5) Clerical
- 6) Mercantile
- 7) Leadership
- 8) Literary
- 9) Scientific
- 10) Creative

Form: One form ('63, 4 pages)

Manual: ('63, 5 pages, called preliminary in text)

Profile: ('62, 1 page)

Data: Reliability and validity data based on an earlier
longer form

Norms for college freshmen only

Answer Sheets: Separate answer sheets must be used

Cost: \$3.50 per 25 tests
20¢ per single copy
5¢ per IBM scorable answer sheet
\$2.50 per set of scoring stencils
5¢ per profile
35¢ per manual
Postage Extra

Time: 20-30 minutes

Authors: Joan S. Guilford and Wayne S. Zimmerman

Publisher: Sheridan Supply Co.

The Guilford-Zimmerman Interest Inventory

KENNETH B. HOYT, PROFESSOR OF EDUCATION, UNIVERSITY OF IOWA, IOWA CITY, IOWA.

By and large, it would seem that this inventory may be intended to compete with the SVIB. However, before it can sensibly be expected to do so, it is in need of much further development.

Hackman-Gaither Vocational Interest Inventory

Standard Edition

Grade Level: 9-12 and adults

Developed: 1962-68

Areas: Positive (like), Negative (dislike), and total scores for each of Eight areas

- 1) Business Contact
- 2) Artistic
- 3) Scientific-Technical
- 4) Health and Welfare
- 5) Business-Clerical
- 6) Mechanical
- 7) Service
- 8) Outdoor

Form: One form ('68, 12 pages, identical with form copyrighted 1965)

Manual: ('68, 30 pages)

Profile: ('68, 2 pages, identical to profile copyrighted in 1962)

Student Summary: ('68, 2 pages)

Chart: Curricular group comparison chart ('68, 4 pages, identical to chart copyrighted in 1964)

Data: Reliability data are for earlier editions and are for positive scores only

No norms for grades 9-10

No norms for positive and negative scores

Total score norms for grades 11-12 are based on original 1962 edition

Answer Sheets: Separate answer sheets must be used

Cost: \$7.00 per 20 tests
\$1.20 per 20 answer sheets
\$1.20 per 20 profiles
\$1.20 per 20 summary sheets
\$1.20 per 20 comparison charts

\$1.00 per manual
\$1.25 per specimen set
Postage Extra

Time: 25-30 minutes

Authors: Roy B. Hackman and James W. Gaither

Publisher: Psychological Service Center of Philadelphia

Hackman-Gaither Vocational Interest Inventory

Standard Edition

HENRY WEITZ, PROFESSOR OF EDUCATION AND DIRECTOR, COUNSELING CENTER,
DUKE UNIVERSITY, DURHAM, NORTH CAROLINA.

The Hackman-Gaither Vocational Interest Inventory may well be a useful accessory to counseling and guidance, but the incomplete, badly written, and badly edited manual; the inadequately documented profiles; and the superficial interpretive guides do nothing to recommend its use for any purpose at this time. The Kuder Preference Record--Vocation, for example, used in conjunction with the well written and well documented manuals, provides more useful information for counseling than the inventory under review. Other inventories, especially the SVIB, with the new keys and profiles, are more useful, if considerably more costly in time and money.

Hall Occupational Orientation Inventory

Grade Level: 9-16 and adults

Developed: 1968, c1965-68

Scales: Twenty-Three scales

- 1) Creativity-Independence
- 2) Risk
- 3) Information-Understanding
- 4) Belongingness
- 5) Security
- 6) Aspiration
- 7) Esteem
- 8) Self-Actualization
- 9) Personal Satisfaction
- 10) Data Orientation
- 11) Routine-Dependence
- 12) Object Orientation
- 13) People Orientation
- 14) Location Concern
- 15) Aptitude Concern
- 16) Monetary Concern
- 17) Physical Abilities Concern
- 18) Environment Concern
- 19) Co-Worker Concern
- 20) Qualifications Concern
- 21) Time Concern
- 22) Extremism
- 23) Defensiveness

Form: One form ('68, c1965, 16 pages)

Manual: ('68, 46 pages)

Profile: ('58, 4 pages) for ages 14-20
('68, 4 pages) for school norms same for all grades

Answer Sheets: Separate answer sheets (hand scored, IBM
1230) must be used

Cost: \$10.50 per 20 tests
\$3.00 per 20 hand scored answer sheets
\$9.90 per 100 IBM 1230 answer sheets
\$3.00 per 20 profiles
\$1.20 per manual
Postage Extra
Specimen set free to counselors
Scoring Service, 30¢ and over per test (100 or more tests)

Time: 40-60 minutes

Author: L. G. Hall

Publisher: Follett Educational Corporation

Hall Occupational Orientation Inventory

DONALD G. ZYTOWSKI, ASSOCIATE PROFESSOR OF PSYCHOLOGY AND ASSISTANT DIRECTOR, STUDENT COUNSELING SERVICE, IOWA STATE UNIVERSITY, AMES, IOWA.

Any publisher of an instrument which is designed to predict into future time can rightfully plead costs in defense of limitations on psychometric information. But the HOOI, I believe, falls below the minimum acceptable level of this kind of information for any confident use at this time. This is true despite the attractiveness of its face, or content, validity for the items and the scales. Perhaps it will attract additional tests of its validity. Hopefully, the author will be interested in incorporating additional data of this kind into the manual. Until then, the reviewer advises circumspect use.

Henderson Analysis of Interest

Second Edition

Grade Level: 9-16 and adults

Developed: 1950

Areas: Occupational preferences in Fourteen areas

- 1) Business Service
- 2) Clerical
- 3) Accounting and Statistics
- 4) Persuasive
- 5) Managerial
- 6) Social Science
- 7) Physical Science
- 8) Biological Science
- 9) Engineering
- 10) Art and Music
- 11) Teaching
- 12) Writing
- 13) Mechanical
- 14) Manual

Cost: No price information given

Time: Duration not given

Author: Robert W. Henderson

Publisher: William, Lynde & Williams

* No evaluation available.

How Well Do You Know Your Interests

Age Level: High school, college, adults

Developed: 1957-70

Scores: Fifty-Four scores

- 1) Numerical
- 2) Clerical
- 3) Retail Selling
- 4) Outside Selling
- 5) Selling Real Estate
- 6) One-Order Selling
- 7) Sales Complaints
- 8) Selling Intangibles
- 9) Buyer
- 10) Labor Management
- 11) Production Supervision
- 12) Business Management
- 13) Machine Operation
- 14) Repair and Construction
- 15) Machine Design
- 16) Farm or Ranch
- 17) Gardening
- 18) Hunting
- 19) Adventure
- 20) Social Service
- 21) Teaching Service
- 22) Medical Service
- 23) Nursing Service
- 24) Applied Chemistry
- 25) Basic Chemical Problems
- 26) Basic Biological Problems
- 27) Basic Physical Problems
- 28) Basic Psychological Problems
- 29) Philosophical
- 30) Visual Art Appreciative
- 31) Visual Art Productive
- 32) Visual Art Decorative
- 33) Amusement Appreciative
- 34) Amusement Productive
- 35) Amusement Managerial
- 36) Literary Appreciative
- 37) Literary Productive
- 38) Musical Appreciative
- 39) Musical Performing
- 40) Musical Composing

- 41) Sports Appreciative
- 42) Sports Participative
- 43) Domestic Service
- 44) Unskilled Labor
- 45) Disciplinary
- 46) Power Seeking
- 47) Propaganda
- 48) Self-Aggrandizing
- 49) Supervisory Initiative
- 50) Bargaining
- 51) Arbitrative
- 52) Persuasive
- 53) Disputatious
- 54) Masculinity (for males only) or Femininity (for females only)

Form: B-22 (6 pages)

Three editions (identical except for profiles)

- 1) Secondary school ('58)
- 2) College ('57)
- 3) Personnel ('57)

Manual: ('70, 24 pages)

Cost: \$7.50 per 30 tests
\$2.00 per set of scoring keys
\$1.25 per manual
\$3.50 per specimen set of all three editions
Postage Extra

Time: 20-30 minutes

Authors: Thomas N. Jenkins, John H. Coleman (manual,
and Harold T. Fagin (manual)

Publisher: Executive Analysis Corporation

How Well Do You Know Your Interests

JOHN R. HILLS, DIRECTOR, TESTING AND GUIDANCE, THE UNIVERSITY SYSTEM OF GEORGIA, ATLANTA, GEORGIA.

The ethical decision can only be to use it only for experimental purposes until more information is released by the publisher or until the user's own research reveals the value of the instrument. The reviewer is left disappointed that such a good effort toward improved, modern measurement of interests was left incomplete by the death of the author!

J COUNSEL PSYCHOL 7:154 su '60. GORDON V. ANDERSON.

It would seem likely that an insightful counselor would find the profile very helpful in working with students to help them understand themselves better. Its very complexity should serve to discourage overgeneralizations and unsound predictions.

Interest Check List

Grade Level: 9 and over

Developed: 1946-57

INTERVIEWING AID

Areas: Interests related to Twenty-Two work areas

- 1) Artistic
- 2) Musical
- 3) Literary
- 4) Entertainment
- 5) Public Service
- 6) Technical
- 7) Managerial
- 8) Computing
- 9) Recording
- 10) Clerical
- 11) Public Contact
- 12) Cooking
- 13) Child Care
- 14) Personal Service
- 15) Farming
- 16) Marine
- 17) Forestry
- 18) Machine Trades
- 19) Crafts
- 20) Observational
- 21) Manipulative
- 22) Elemental

Cost: No price information given

Time: Duration not given

Author: United States Employment Service

Publisher: United States Government Printing Office

* No evaluation available.

An Inventory of Religious Activities and Interests

Grade Level: High school and college students considering church-related occupations and theological school students

Developed: 1967-68

FOR RESEARCH USE ONLY

Scales: Eleven scales

- 1) Counselor
- 2) Administrator
- 3) Teacher
- 4) Scholar
- 5) Evangelist
- 6) Spiritual Guide
- 7) Preacher
- 8) Reformer
- 9) Priest
- 10) Musician
- 11) Check Scale

Form: 67 ('67, 10 pages)

Manual: Mimeographed preliminary ('68, 77 pages)

Profile: ('67, 2 pages)

Data: No norms for female high school students

Answer Sheets: Separate answer sheets must be used

Cost: 30¢ per test
5¢ per answer sheet
65¢ per 25 profiles
\$5.00 per set of scoring stencils
\$2.50 per manual
\$2.50 per specimen set
Cash Orders Postpaid

Time: 40-45 minutes

Author: Sam C. Webb

Publisher: Educational Testing Service

An Inventory of Religious Activities and Interests

DONALD G. ZYTOWSKI, ASSOCIATE PROFESSOR OF PSYCHOLOGY AND ASSISTANT DIRECTOR, STUDENT COUNSELING SERVICE, IOWA STATE UNIVERSITY, AMES, IOWA.

The IRAI appears to be a fairly well constructed, moderately valid inventory for a limited purpose: assisting Protestant theology students in their choice of traditional occupational roles after graduation. No utility has been shown in secular colleges or in church-related colleges or high schools for persons intending to enter the ministry. For them, the IRAI can function only as a checklist of occupational activities through which the person can explore the range of his own interests in church-related work. It seems a shame that so much expertise and energy have been devoted to an inventory with so narrow an application.

Inventory of Vocational Interests:
Acorn National Aptitude Tests

Grade Level: 7-16 and adults

Developed: 1943-60

Scores: Five scores

- 1) Mechanical
- 2) Academic
- 3) Artistic
- 4) Business and Economic
- 5) Farm-Agricultural

Form: One form ('57, c1943-57, 4 pages, identical with test copyrighted 1943)

Manual: ('60, c1943-60, 6 pages, identical with manual copyrighted in 1943)

Directions Sheet: ('60, c1943-60, 1 page, identical with sheet copyrighted in 1943)

Data: No data on reliability

Cost: \$2.50 per 25 tests
25¢ per manual
\$1.00 per specimen set
Postage Extra

Time: 35 minutes

Authors: Andrew Kobal, J. Wayne Wrightstone, and Karl R. Kunze

Publisher: Psychometric Affiliates

Inventory of Vocational Interests:
Acorn National Aptitude Tests

JOHN W. FRENCH, PROFESSOR OF PSYCHOLOGY, AND COLLEGE EXAMINER, NEW COLLEGE, SARASOTA, FLORIDA.

This is an interest inventory that is simple and pleasant to use. It should be an interesting candidate for trial in a vocational testing situation. However, a user should not put reliance on the scores until they have been shown to predict future job behavior in the situation for which the test is to be used.

Job Choice Inventory

Age Level: Male job applicants and employees in oil and chemical industries

Developed: 1951-63

Scores: Five scores.

- 1) General Mechanical
- 2) Electrical and Precision
- 3) Construction and Handiwork
- 4) Process and Laboratory
- 5) Vehicle Operation

Form: O-C ('51, 3 pages)

Manual: ('63, 17 unnumbered pages)

Cost: \$3.00 per 25 tests
\$2.50 per set of keys
\$1.25 per manual
Postage Extra
\$3.00 per specimen set, postpaid

Time: 25-30 minutes

Author: None Given

Publisher: Richardson, Bellows, Henry & Co., Inc.

* No evaluation available.

Kuder General Interest Survey

Grade Level: 6-12

Developed: 1954-70

Revision and downward extension of KUDER PREFERENCE RECORD--
VOCATIONAL

Form C

Scores: Eleven scores

- 1) Outdoor
- 2) Mechanical
- 3) Computational
- 4) Scientific
- 5) Persuasive
- 6) Artistic
- 7) Literary
- 8) Musical
- 9) Social Service
- 10) Clerical
- 11) Verification

Form: One form, Two editions

Cost: \$1.65 per specimen set of either edition
Postage Extra

Time: 45-60 minutes

Author: G. Frederic Kuder

Publisher: Science Research Associates, Inc.

a) SELF-SCORING CONSUMABLE EDITION (1934-70)

Form: E ('63, 25 pages, format changed in 1970)

Manual: ('64, 52 pages)

Instructions: ('70, 4 pages)

Cost: \$8.45 per 25 tests

b) MACHINE SCORING EDITION (1934-63)

Form: E ('63, 19 pages)

Manual: DocuTran ('63, 15 pages)

Profile: ('63, 1 page)

Answer Sheets: Separate answer sheets (DocuTran) must
be used

Cost: \$16.30 per 25 tests
Scoring Service, 75¢ and over per student
Fee includes answer sheet, manual, and
profile

Kuder General Interest Survey

BARBARA A. KIRK, DIRECTOR, COUNSELING CENTER, UNIVERSITY OF CALIFORNIA, BERKELEY, CALIFORNIA.

Its use for research seems more promising. Six years after publication there is a remarkable dearth of validity data for the instrument, but for the early high school years it may be about as good an instrument as exists. For some 10th graders and for students in the 11th and 12th grades who may be considering going on to college, the new forms of the Strong Vocational Interest Blank appear to be clearly superior.

PAUL R. LOHNES, PROFESSOR OF EDUCATION, STATE UNIVERSITY OF NEW YORK AT BUFFALO, BUFFALO, NEW YORK.

The Kuder interest inventories have made a monumental contribution to psychometrics and train psychology. This reviewer, however, would urge prospective users to consider the different look in interest profiles (which this reviewer considers advantageous for both research and counseling) of the Vocational Preference Inventory before bowing to tradition, honorable as it is.

JOHN N. MCCALL, ASSOCIATE PROFESSOR OF PSYCHOLOGY, SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE, ILLINOIS.

Form E is thus a psychometrically polished instrument with apparently good potential for assessing momentary interests. Definite cautions must be taken with respect to testing the immature student, interpreting scores, and making long-term predictions. Like previous Kuder inventories, the KGI's should be a marketable product for professionals with limited testing or service needs. Its value to vocational science would be enhanced by a more systematic program of research and evaluation.

J. COUNSEL PSYCHOL 18(2):190-1 Mr '71. ROBERT F. STAHMANN.

The GIS is as good as anything currently available for high school students and considerably better than most. The most pressing need is some way of obtaining data which can be reported to subjects in a clear, easily interpretable form. Until this is done the reviewer feels that individual counseling is necessary to adequately interpret the results, and as long as individual counseling is necessary, the reviewer wonders whether a directed interview might not be an adequate or superior substitute for the more formal instrument.

Kuder Occupational Interest Survey

Grade Level: 11-16 and adults

Developed: 1956-70

Items same as those in KUDER PREFERENCE RECORD--OCCUPATIONAL
but differently scored

Scales: One Hundred and Six scales for men

77 Occupational
29 College Major

Eighty-Four scales for women

57 Occupational
27 College Major

Form: DD ('64, NCS test-answer sheet)

Manual: ('68, 67 pages)

Instructions: ('70, 4 pages)

Interpretive Leaflet: ('70, 6 pages)

Cost: \$30.00 per 20 tests
Purchase price includes scoring of tests which may
be submitted in any quantity
\$2.50 per specimen set (includes scoring)
Postage Extra

Time: 30-40 minutes

Author: G. Frederic Kuder

Publisher: Science Research Associates, Inc.

Kuder Occupational Interest Survey

ROBERT H. DOLLIVER, ASSOCIATE PROFESSOR AND COUNSELING PSYCHOLOGIST,
UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI.

The Kuder DD is a great improvement over the Kuder D. Present evidence supports Kuder's contention that the lambda correlation scoring will be shown to be highly accurate. But this has not yet been sufficiently demonstrated.

W. BRUCE WALSH, ASSOCIATE PROFESSOR OF PSYCHOLOGY, THE OHIO STATE
UNIVERSITY, COLUMBUS, OHIO.

The profile report sheet for this OIS is a handicap to use in counseling when compared with profile reports available with the SVIB and Minnesota Vocational Interest Inventory.

MEAS & EVAL GUID 4(2):122-5 J1 '71. FREDERICK G. BROWN.

While it appears that Kuder did a reasonably good job of sampling, an ugly fact occurs: A recent spate of studies has indicated that various interest inventories do not agree with each other, even when considering persons in the same occupation. This does not mean that Strong's physicians are a better sample than Kuder's, or vice versa. It does suggest that the composition of and requirements for criterion groups need to be studied further. Until we can be certain that our criterion groups are representative of an occupation or a particular segment of an occupation, use of scores based on such possibly nonrepresentative groups will only result in poor occupational choices.

Kuder Preference Record--Occupational

Grade Level: 9-16 and adults

Developed: 1956-63

Scores: Fifty-One scores

- 1) Verification
- 2) County Agricultural Agent
- 3) Farmer
- 4) Forester
- 5) Minister
- 6) Newspaper Editor
- 7) Physician (revised)
- 8) Clinical Psychologist
- 9) Industrial Psychologist
- 10) YMCA Secretary
- 11) School Superintendent
- 12) Accountant
- 13) Meteorologist
- 14) Personnel Manager
- 15) Department Store Salesman
- 16) Psychology Professor
- 17) Mechanical Engineer
- 18) Counseling Psychologist
- 19) Journalist
- 20) Architect ('57)
- 21) Electrical Engineer (revised)
- 22) Civil Engineer
- 23) Lawyer
- 24) Retail Clothier
- 25) Insurance Agent
- 26) Dentist
- 27) Veterinarian
- 28) Industrial Engineer
- 29) Pediatrician
- 30) Psychiatrist
- 31) Radio Station Manager
- 32) Interior Decorator
- 33) High School Counselor
- 34) High School Science Teacher
- 35) High School Mathematics Teacher
- 36) Chemist
- 37) Mining and Metallurgical Engineer
- 38) Druggist
- 39) Job Printer ('58)
- 40) Bank Cashier ('59)
- 41) Male Librarian ('59)

- 42) Pharmaceutical Salesman ('59)
- 43) X-ray Technician ('59)
- 44) Podiatrist ('61)
- 45) Florist ('61)
- 46) Heating and Air Conditioning Engineer ('61)
- 47) Heating and Air Conditioning Sales Engineer ('61)
- 48) Auto Mechanic ('61)
- 49) Long Distance Truck Driver ('61)
- 50) Teaching Sister ('63)
- 51) Teaching Brother ('63)

Form: D ('56, 12 pages)

Manual: Fourth edition ('61, c1956-59, 47 pages)

Special accessories for use in developing occupational keys:

Computation sheet booklet ('56, 26 pages)

Research handbook, second edition ('56, c1956, 47 pages)

Answer Sheets: Separate answer sheets must be used

Cost: \$11.00 per 20 tests
\$6.25 per 100 IBM answer sheets
\$1.00 per scoring stencil for any one score
\$2.50 per computation sheet booklet
\$2.50 per research handbook
\$2.00 per counseling specimen set
\$6.00 per research specimen set
Postage Extra

Time: 25-35 minutes

Author: G. Frederic Kuder

Publisher: Science Research Associates, Inc.

Kuder Preference Record--Occupational

DAVID P. CAMPBELL, ASSOCIATE PROFESSOR OF PSYCHOLOGY, AND DIRECTOR,
CENTER FOR INTEREST MEASUREMENT RESEARCH, UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINNESOTA.

This inventory has been developed with careful attention to item selection and scale development and it has some useful features not found in other interest inventories. However, in the bread-and-butter areas of reliability, validity, and ease of interpretation, it is still not well established and falls far behind the Strong Vocational Interest Blank. Practitioners are advised to continue with the Strong until more developmental research eliminates some of the unanswered questions about this inventory.

Kuder Preference Record--Vocational

Grade Level: 9-16 and adults

Developed: 1934-62

Forms: Two forms
Two editions of each

Answer Sheets: Answer sheets of pads must be used

Cost: \$11.00 per 20 tests
70¢ per 20 profiles
75¢ per specimen set of any one edition
Postage Extra

Time: 40-50 minutes

Author: G. Grederic Kuder

Publisher: Science Research Associates, Inc.

a) FORM B (NINE SCALE EDITION)

Developed: 1934-60

Scores: Nine scores

- 1) Mechanical
 - 2) Computational
 - 3) Scientific
 - 4) Persuasive
 - 5) Artistic
 - 6) Literary
 - 7) Musical
 - 8) Social Service
 - 9) Clerical
- Masculinity-Feminity score also obtainable

Form: One form
Two editions

Manual: Revised ('60, 25 pages)

Profile: For adults ('46, 2 pages)
For children ('44, 2 pages)

1) (Hand Scoring Edition)

Form: BB ('42, 15 pages, called Form BH in publisher's catalog)

Cost: \$2.00 per 20 self-marking answer pads
75¢ per 20 punch pins
\$1.65 per 20 backing cardboards

2) (Machine Scoring Edition)--IBM

Form: BM ('42, 19 pages)

Cost: \$5.00 per 100 IBM answer sheets
\$7.50 per set of scoring stencils

b) FORM C (ELEVEN SCALE EDITION)

Developed: 1934-62
Revision and expansion of Form B

Scores: Eleven scores

Scores same as for Form B plus:

- 10) Outdoor
- 11) Verification

Form: One form
Two editions

Manual: Revised ('60, 27 pages)

Profile: For adults ('51, 2 pages)
For children ('50, 2 pages)

Profile Leaflets: (4 pages) for adults ('54) and for
children ('53) for comparing vocational
and personal scores

1) (Hand or DocuTran Scoring Edition)

Form: CH ('48, 15 pages)

Manual: Supplementary ('62, 15 pages) for use with
DocuTran scoring service

Cost: \$2.60 per 20 self-marking answer pads
Fee for DocuTran scoring Service, 25¢ per
student, fee includes answer sheet, supple-
mentary manual, and 3 copies of profile
report of scores

2) (Machine Scoring Edition)--IBM

Form: CM ('48, 20 pages)

Cost: \$5.00 per 100 IBM answer sheets
\$7.50 per set of scoring stencils
Scoring Service Available

Kuder Preference Record--Vocational

MARTIN KATZ, ASSISTANT DIRECTOR, EVALUATION AND ADVISORY SERVICE,
EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY.

If scores are interpreted at all properly, the KPR-V does not stand up well for tentative exploration and stimulation. The problems involved in the derivation and interpretation of scores must rank it well below such other vocational interest inventories as the Strong Vocational Interest Blank and the Kuder Preference Record--Occupational in usefulness.

Minnesota Vocational Interest Inventory

Age Level: Males age 15 years and over not planning to attend college

Developed: 1965-66

Scores: Thirty scores

Twenty-One Occupational scales

- 1) Baker
- 2) Food Service Manager
- 3) Milk Wagon Driver
- 4) Retail Sales Clerk
- 5) Stock Clerk
- 6) Printer
- 7) Tabulating Machine Operator
- 8) Warehouseman
- 9) Hospital Attendant
- 10) Pressman
- 11) Carpenter
- 12) Painter
- 13) Plasterer
- 14) Truck Driver
- 15) Truck Mechanic
- 16) Industrial Education Teacher
- 17) Sheet Metal Worker
- 18) Plumber
- 19) Machinist
- 20) Electrician
- 21) Radio-TV Repairman

Nine Area scales

- 1) Mechanical
- 2) Health Service
- 3) Office Work
- 4) Electronics
- 5) Food Service
- 6) Carpentry
- 7) Sales-Office
- 8) Clean Hands
- 9) Outdoors

Form: One form, Two editions

Manual: ('65, 31 pages)

Cost: 75¢ per manual
\$1.00 per specimen set
Postage Extra

Time: 45-50 minutes

Authors: Kenneth E. Clark and David P. Campbell (manual)

Publisher: Psychological Corporation

a) NCS EDITION (1965)

Test-Answer Sheets: 6 pages

Cost: \$4.50 per 25 test-answer sheets

Scoring Service: 85¢ to 50¢ per test (daily service)

45¢ to 33¢ per test (weekly service, \$11.25 minimum)

b) MRC EDITION (1965-66)

Form: One form ('65, 7 pages)

Profile: ('65, 2 pages)

Directions: ('66, 6 pages)

Answer Sheets: Separate answer sheets (MRC) must be used

Cost: \$5.50 per 25 tests

\$4.50 per 50 answer sheets

\$2.00 per 50 profiles

\$7.00 per set of hand scoring stencils and directions

Scoring Service, 45¢ to 33¢ per test (\$12.50 minimum)

Minnesota Vocational Interest Inventory

BERT W. WESTBROOK, ASSOCIATE PROFESSOR OF PSYCHOLOGY, NORTH CAROLINA STATE UNIVERSITY, RALEIGH, NORTH CAROLINA.

The MVII represents a promising beginning in the measurement of interests of men in nonprofessional occupations. It should be used in research with high school pupils to shed further light on its validity. In addition, much research is needed on its stability at various age levels and on its predictive validity for different curricula and occupations. Despite its uniqueness and its extensive research with Navy enlisted men, the MVII should be used cautiously in educational and vocational guidance at the secondary level because its reliability and validity with high school pupils have not yet been established.

J ED MEAS 3:337-41 w '66. DONALD W. HALL..

The MVII should find its greatest utility in counseling and guidance activities for non-college bound males of average intellectual ability in the general U.S. population who are likely to be motivated to seek employment in skilled-non-professional occupations. Use of the instrument with minority groups is also questionable, however, until more adequate norming procedures for that purpose have been completed. A fine array of interpretive suggestions are provided in the manual for use by the counselor. The reviewer has serious questions, however, about the desirability of providing the examinee with a profile sheet for self-interpretation of the MVII, even though the intent and scales of the inventory are described with due clarity and caution.

J COUNSEL PSYCHOL 14:189-91 Mr '67. JOHN W. M. ROTHNEY.

This reviewer can see no good reason why a counselor should use this instrument. The Minnesota Inventory seems to be the Psychological Corporation's bid to cut into the area in which the Kuder is commonly used. Bad as the Kuder is, this one is not likely to offer it serious competition.

Occupational Interest Comparisons

Grade Level: High school

Developed: 1954

Checklist of specific occupational titles

Scores: Five scores

- 1) Figures
- 2) Ideas
- 3) Artistic
- 4) Human Relations
- 5) Trades and Skills

Cost: No price information given

Time: Duration not given

Author: W. H. Winkler

Publisher: Winkler Publications

* No evaluation available

Occupational Interest Inventory

1956 Revision

Grade level: 7-16 and adults
9-16 and adults

Developed: 1943-58

Scores: Ten scores grouped in Three categories

Fields of Interest

- 1) Personal-Social
- 2) Natural
- 3) Mechanical
- 4) Business
- 5) The Arts
- 6) The Sciences

Types of Interests

- 1) Verbal
- 2) Manipulative
- 3) Computational

Level of Interest

Form: One form ('56, 14 pages)
Two levels: intermediate, advanced

Manuals: ('56)
Intermediate (28 pages)
Advanced (36 pages)

Interest Analysis Report: ('58, 4 pages) for both levels

Data: Intermediate norms based upon norms for advanced form

Cost: \$5.25 per 35 tests
Separate answer sheets may be used
5¢ per IBM answer sheet
9¢ per Scoreze answer sheet
75¢ per set of hand scoring stencils
90¢ per set of machine scoring stencils
Postage Extra
50¢ per specimen set of either level, postpaid

* No evaluation available

Time: 30-40 minutes

Authors: Edwin A. Lee and Louis P. Thorpe

Publisher: California Test Bureau

Occupational Interest Survey (With Pictures)

Individual Placement Series

Are Level: Industrial applicants and employees

Developed: 1959-66

Scores: Nine scores

- 1) Scientific
- 2) Social Service
- 3) Literary
- 4) Agricultural
- 5) Business
- 6) Mechanical
- 7) Musical
- 8) Clerical
- 9) Artistic

Form: A ('59, 14 pages)

Manual: No specific manual
Series manual ('66, 107 pages)

Profile: ('66, 1 page)

Answer Sheets: Separate answer sheets must be used

Cost: \$28.00 per 20 tests
\$4.00 per 100 answer sheets
\$4.00 per 100 profiles
\$2.50 per series manual
\$4.05 per specimen set
Cash Orders Postpaid

Time: 15-20 minutes

Author: J. H. Norman

Publisher: Personnel Research Associates, Inc.

Occupational Interest Survey (With Pictures):

Individual Placement Series

ROBERT H. DOLLIVER, ASSOCIATE PROFESSOR OF PSYCHOLOGY AND COUNSELING
PSYCHOLOGIST, UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI.

The OIS provides an interesting approach to reflecting vocational interests. But because of the directness and transparency, it is not likely to produce any information beyond what would be gained by simply asking the test-taker what he is interested in. And because the reliability and validity data are so limited, the survey is best regarded as appropriate for experimental use only.

DAVID O. HERMAN, ASSISTANT DIRECTOR, TEST DIVISION, THE PSYCHOLOGICAL
CORPORATION, NEW YORK, NEW YORK.

The face validity of the instrument, as revealed by the keying of the items, is not impressive. Though administering the inventory is simple, scoring is a bleak task, and one with many possibilities for error. In their present form, the OIS materials suggest an instrument lacking adequate rationale, meaningful supporting research, and an informative manual. This reviewer suggests that no one should adopt the OIS for any nonexperimental purpose without some compelling excuse, such as an acceptable demonstration of local validity.

Occupational Satisfaction Inventory

Grade Level: High school and trade school

Developed: 1948

Satisfactions and values seen in jobs being considered

Cost: No price information given

Time: Duration not given

Author: W. H. Winkler

Publisher: Winkler Publications

* No evaluation available

Office Occupational Interests of Women

Grade level: High school

Developed: 1956

Checklist of specific office job titles

Scores: Five scores

- 1) Office Machines
- 2) Filing
- 3) Typing
- 4) Record Work
- 5) Personnel Work

Cost: No price information given

Time: Duration not given

Author: W. H. Winkler

Publisher: Winkler Publications

* No evaluation available

Ohio Vocational Interest Survey

Grade Level: 8-12

Developed: 1969-70

TESTS CANNOT BE LOCALLY SCORED

Scores. Twenty-Four scores

- 1) Manual Work
- 2) Machine Work
- 3) Personal Services
- 4) Caring for People or Animals
- 5) Clerical Work
- 6) Inspecting and Testing
- 7) Crafts and Precise Operations
- 8) Customer Services
- 9) Nursing and Related Technical Services
- 10) Skilled Personal Services
- 11) Training
- 12) Literary
- 13) Numerical
- 14) Appraisal
- 15) Agriculture
- 16) Applied Technology
- 17) Promotion and Communication
- 18) Management and Supervision
- 19) Artistic
- 20) Sales Representative
- 21) Music
- 22) Entertainment and Performing Arts
- 23) Teaching-Counseling-Social Work
- 24) Medical

Form: One form ('70, 16 pages)

Directions for Administering: ('70, 14 pages)

Manual for Interpreting: ('70, 74 pages)

Data: Norms consist of means and standard deviations

Answer Sheets: Separate answer sheets (MRC) must be used

Cost: \$9.50 per 35 tests
\$4.00 per 35 answer sheets
\$2.50 per manual
\$1.75 per specimen set
Postage Extra
Scoring Service, 60¢ and over per test

Time: 60-90 minutes

Authors: Ayres G. D'Costa, David W. Winefordner, John G. Odgers, and Paul B. Koons, Jr.

Publisher: Harcourt Brace Jovanovich, Inc.

Ohio Vocational Interest Survey

THOMAS T. FRANTZ, ASSOCIATE PROFESSOR OF COUNSELOR EDUCATION, STATE UNIVERSITY OF NEW YORK AT BUFFALO, BUFFALO, NEW YORK.

I am optimistic about the future of the OVIS. The authors have clearly made a major effort to construct an appealing and useful vocational instrument. A number of problems are present; but most--including the lack of validity data--can, if the authors maintain their ambition, be remedied. The major problem lies in the questions surrounding the rationale and implementation of the data-people-things model.

JOHN W. M. ROTHNEY, PROFESSOR OF COUNSELING AND GUIDANCE, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN.

If one has faith in the inventory procedure despite its many limitations (and one must act on faith, since the evidence is scanty) the OVIS may prove to be as useful as other inventories of its kind. What it needs now is a thorough tryout with some students over an extended period of time. Statistical manipulation of scores will not substitute for longitudinal studies to see if a test does what it purports to do, and it is unfortunate that the OVIS has been offered for sale without such studies. The authors and publishers of similar instruments have shown, however, that such scales can be sold in great quantities without evidence that they can do what they purport to do. Hopefully, that period in the development of the guidance movement is past. Knowledgeable counselors will not spend public funds for the purchase of this new instrument until it has been tried out in longitudinal studies and the results have been evaluated by persons who do not have a conflict of interest.

Phillips Occupational Preference Scale

Age Level: 14 years and over

Developed: 1959-65

Scores: Ten scores

- 1) Clerical
- 2) Computational
- 3) Practical
- 4) Scientific
- 5) Mechanical (males)
- 6) Medical (females)
- 7) Persuasive
- 8) Social Service
- 9) Literary
- 10) Artistic
- 11) Outdoor

Form: F, M ('60, 12 pages)

Manual: ('65, 33 pages)

Data: No norms for males age 14

Answer Sheets: Separate answer sheets must be used

Cost: (Australia)

\$4.50 per 10 tests

45¢ per 10 profile-answer sheets

\$5.00 per set of scoring stencils

\$1.25 per manual

\$7.20 per specimen set

Postpaid Within Australia

Time: 20-30 minutes

Author: G. R. Phillips

Publisher: Australian Council for Educational Research

* No evaluation available.

Pictorial Interest Inventory

Age Level: Adult males
Particularly poor readers and non-readers

Developed: 1959

Scores: Eleven scores

- 1) Clerical and Sales
- 2) Personal Service
- 3) Protective and Custodial
- 4) Farming
- 5) Mechanical
- 6) Building and Maintenance
- 7) Skilled--Sedentary
- 8) Vehicle Operator
- 9) Electrical Worker
- 10) Natural-Processor
- 11) Assembly Line Worker

FOR RESEARCH ONLY

Cost: No price information given

Time: Duration not given

Author: Barron B. Scarborough

Publisher: The Author

* No evaluation available

Picture Interest Inventory

Grade Level: 7 and over

Developed: 1958

Scores: Nine scores

- 1) Interpersonal Service
- 2) Natural
- 3) Mechanical
- 4) Business
- 5) Esthetic
- 6) Scientific
- 7) Verbal
- 8) Computational
- 9) Time Perspective

Form: One form (23 pages)

Manual: (24 pages)

Answer Sheets: Separate answer sheets must be used

Cost: \$5.25 per 35 tests
5¢ per IBM answer sheet
\$1.00 per set of either hand or machine scoring
stencils
Postage Extra
50¢ per specimen set, postpaid

Time: 30-40 minutes

Author: Kurt P. Weingarten

Publisher: California Test Bureau

Picture Interest Inventory

RALPH F. BERDIE, PROFESSOR OF PSYCHOLOGY, AND DIRECTOR, STUDENT COUNSELING BUREAU, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA.

The Picture Interest Inventory is an intriguing experiment in interest measurement and provides a promising research instrument. The information in the manual on the validity of the inventory and the lack of systematic clinical experiences with the instrument do not justify the use of the scales for counseling purposes.

DONALD E. SUPER, PROFESSOR OF PSYCHOLOGY AND EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, NEW YORK.

The Picture Interest Inventory could be a promising beginning in the measurement of vocational interests by nonverbal methods. It would benefit from factor analysis and from the needed purification of the scales which this would make possible. It deserves to be used in research to throw further light on its concurrent validity. The PII is not yet ready for use in counseling, despite the attractiveness of its content, its simple scoring, its retest reliability, and the persuasive (business contact but not social service!) approach of its manual.

J COUNSEL PSYCHOL 6:166-7 su '59. LAURENCE SIEGEL.

Perhaps the most serious objections to this inventory stem from the fact that assertions are incautiously made in the manual and that deficiencies are not properly spotlighted. This is not yet the polished instrument that the author and publisher would have us believe it is.

Preference Analysis

Grade Level: Standards 8 and over

Developed: 1968-69

Scores: Eleven-Thirteen scores

- 1) Adventurous
- 2) Outdoors
- 3) Clerical
- 4) Domestic-Decorative (females only)
- 5) Domestic Routine (females only)
- 6) Fine Arts and Music
- 7) Natural Sciences
- 8) Persuasion
- 9) Social Sciences
- 10) Technical
- 11) Altruistic
- 12) Verbal
- 13) Mathematical Interest

Form: Separate forms for males, females ('68, 11 pages)

Manual: ('69, 207 pages)

Data: No data on validity

Answer Sheets: Separate answer sheets (IBM 1230) must be used

Cost: R5.25 per 25 tests
25c per single copy
R1.25 per 25 answer sheets
R7 per set of scoring stencils for males
R8.30 per set of scoring stencils for females
Postpaid within South Africa
Afrikaans edition available

Time: 25-45 minutes

Author: P. Lourens

Publisher: National Institute for Personnel Research

* No evaluation available

Primary Business Interests Test

Grade Level: 9-16 and adults

Developed: 1941-42

Scores: Five scores

- 1) Accounting
- 2) Collections and Adjustments
- 3) Sales-Office
- 4) Sales-Store
- 5) Stenographic-Filing

Form: One form ('41, 1 page)

Manual: ('42, 4 pages)

Data: Norms for grades 12-13 only

Cost: \$2.75 per 25 tests
\$1.00 per specimen set
Postage Extra

Time: 20-25 minutes

Author: Alfred J. Cardall

Publisher: Cardall Associates

* No evaluation available

Qualifications Record

Age Level: Job applicants and employees

Developed: 1958-61
Includes Job Qualifications Inventory ('47)

Scores: Forty-Five scores classified under Seven headings

COMPUTATION

- 1) Accounting
- 2) Mathematics
- 3) Drafting
- 4) Purchasing
- 5) Records
- 6) Dexterity

SOCIAL

- 1) Management
- 2) Instruction
- 3) Public Contacts
- 4) Sales
- 5) Consulting
- 6) Religion
- 7) Services
- 8) Investigation
- 9) Discipline

LITERARY

- 1) Journalism
- 2) Language
- 3) Transcription
- 4) Advertising
- 5) Research

ARTS

- 1) Music
- 2) Art
- 3) Dramatics
- 4) Dancing
- 5) Graphic Arts
- 6) Crafts

BIOLOGICAL

- 1) Physiology

- 2) Zoology
- 3) Botany
- 4) Foods
- 5) Sports

PHYSICAL

- 1) Tools
- 2) Machinery
- 3) Transportation
- 4) Strength
- 5) Hazards

TECHNOLOGY

- 1) Chemistry
- 2) Astronomy
- 3) Electricity
- 4) Mechanics
- 5) Construction
- 6) Geology
- 7) Physics
- 8) Aeronautics
- 9) Standards

Form: Comprehensive XI8 ('61, c1957-61, 8 pages)

Scoring Instructions: ('61, 4 pages)

Scoring Form: ('61, 1 page)

Data: No data on reliability

Three procedures of use available

- a) Completed records are sent to the publisher for scoring and interpretation
- b) Publisher is commissioned to develop tailored job standards for particular jobs within an organization and records of future applicants are scored and interpreted locally using these standards
- c) Records are scored and interpreted locally using published "industry-wide" job standards based on data accumulated by the publisher

Four "industry-wide" job standard portfolios (45 pages, 28 of which are common to all portfolios) available

- 1) Securities Salesman ('61)
- 2) Department Manager-Industrial ('60)
- 3) Life Insurance Salesman ('61)
- 4) Electronic Sales Engineer ('61)

Cost: \$7.50 per 25 tests
75¢ per 25 scoring forms
\$1.00 per specimen set
\$15.00-\$100.00 per applicant for procedure a,
depending on type of report requested
\$250.00 per job standard portfolio
Postpaid
Fees for procedure b available from the publisher

Time: 60 minutes

Author: Keith Van Allyn

Publisher: Personnel Research, Inc.

Qualifications Record

ARTHUR C. MACKINNEY, ASSOCIATE PROFESSOR OF PSYCHOLOGY, IOWA STATE UNIVERSITY, AMES, IOWA.

The basic questions concerning any measuring instrument are, of course, what is measured and how well. For the Q/R the flat statement can be made that there is no definitive information on what is being measured, nor on how well it is being measured. Furthermore, the test is loaded with logical inconsistencies. Since most other tests and inventories are virtually certain to be better than this one, the use of the Q/R is not indicated.

CHARLES F. WARNATH, ASSOCIATE PROFESSOR OF PSYCHOLOGY, AND DIRECTOR, COUNSELING CENTER, OREGON STATE UNIVERSITY, CORVALLIS, OREGON.

This may be a good instrument, but in the absence of information related to its validity and reliability, it is impossible to support the publicity claims for the instrument. Tests and inventories purporting to do some job for the purchaser need to present more than simply layman logic and paraphrased summaries of "satisfied customer" statements as evidence for effectiveness.

RBH Job Choice Inventory

Age Level: Male job applicants and employees in oil and chemical industries

Developed: 1951-63

Scores: Five scores

- 1) General Mechanical
- 2) Electrical and Precision
- 3) Construction and Handiwork
- 4) Process and Laboratory
- 5) Vehicle Operation

Form: O-C ('51, 3 pages)

Manual: ('63, 17 pages)

Directions: (No Date, 1 page)

Cost: \$4.00 per 25 tests
\$1.50 per set of keys
\$1.50 per manual
\$2.50 per specimen set
Postage Extra

Time: 25-30 minutes

Publisher: Richardson, Bellows, Henry & Co., Inc.

RBH Job Choice Inventory

DAVID P. CAMPBELL, ASSOCIATE PROFESSOR OF PSYCHOLOGY, AND DIRECTOR, CENTER FOR INTEREST MEASUREMENT RESEARCH, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA.

Even for an in-house instrument, this inventory seems inadequate. Certainly it is of no use for anything else.

DAVID O. HERMAN, ASSISTANT DIRECTOR, TEST DIVISION, THE PSYCHOLOGICAL CORPORATION, NEW YORK, NEW YORK.

There is not much to say about the inventory. It may be adequate for its intended purposes, and then again it may not. The contents of the manual make it plain that quite a lot of developmental work has been completed on the inventory, but because this work is poorly described and other important work remains to be done, the instrument is hard to evaluate.

It is unlikely that other publishers will under-take to construct a similar instrument. This reviewer suggests that any oil refining or chemical firm give consideration to the RBH Job Choice Inventory, providing it has funds available for local experimentation to determine the usefulness of the instrument.

Rating Scales of Vocational Values,
Vocational Interests and Vocational Aptitudes

Grade Level: 8-16 and adults

Developed: 1966

Scores: Three scales for obtaining self-ratings of aptitudes, interests, and values with regard to various vocational activities

Twenty scores for each of the Three scales

- 1) Administrative
- 2) Animal
- 3) Artistic
- 4) Athletic
- 5) Clerical
- 6) Commercial
- 7) Computational
- 8) Creative
- 9) Dramatic
- 10) Executive
- 11) Literary
- 12) Manual
- 13) Mechanical
- 14) Musical
- 15) Organizing
- 16) Plant
- 17) Scholastic
- 18) Scientific
- 19) Service
- 20) Socializing

Form: One form (2 pages)
Three parts

Manual: (8 pages)

Profile: (1 page)

Data: No data on reliability and validity

Norms based upon "high school and college students"
not otherwise described

No adult norms

Cost: \$3.50 per 25 tests
\$3.00 per 25 profile sheets
50¢ per manual
\$2.25 per specimen set
Postage Extra
Scoring Service, 45¢ or less per scale

Time: 45-50 minutes

Authors: George D. Demos and Bruce Grant

Publisher: Educational and Industrial Testing Service

- a) RATING SCALE OF VOCATIONAL VALUES
- b) RATING SCALE OF VOCATIONAL INTERESTS
- c) RATING SCALE OF VOCATIONAL APTITUDES

Rating Scales of Vocational Values,
Vocational Interests and Vocational Aptitudes

EDWARD J. FURST, PROFESSOR OF EDUCATION, UNIVERSITY OF ARKANSAS,
FAYETTEVILLE, ARKANSAS.

Viewed as a whole, the VIA will yield some useful self-assessments. But the scales are far from adequately tested. How they will aid integration of vocational values, interests, and aptitudes in the forming of a wise career plan, and whether they will improve upon established inventories, are all-important questions still to be answered. This reviewer would prefer established inventories until these questions have been satisfactorily answered.

DAVID V. TIEDEMAN, PROFESSOR OF EDUCATION, HARVARD UNIVERSITY, CAMBRIDGE,
MASSACHUSETTS.

It might well help a person under guidance of a counselor to learn how linkages may be created in his mind between daily activities and occupations by carefully considering what he likes, what he wants to do, and whether or not he thinks he does well what he likes and wants.

Rothwell-Miller Interest Blank

British Edition

Age Level: 11 years and over

Developed: 1958-68

BRITISH ADAPTATION OF ORIGINAL AUSTRALIAN EDITION

Scores: Twelve scores

- 1) Outdoor
- 2) Mechanical
- 3) Computational
- 4) Scientific
- 5) Persuasive
- 6) Aesthetic
- 7) Literary
- 8) Musical
- 9) Social Service
- 10) Clerical
- 11) Practical
- 12) Medical

Form: N, F ('68, 4 pages)

Manual: ('68, 111 pages)

Cost: 75p per 25 blanks
£1.75* per manual
£2.05 per specimen set
Postage Extra

Time: 20-30 minutes

Authors: Original test by J. W. Rothwell
1958 and 1968 revisions by Kenneth M. Miller

Publisher: NFER Publishing Co., Ltd.

*(L) indicates Pounds Sterling

Rothwell-Miller Interest Blank

A. W. HEIM, THE PSYCHOLOGICAL LABORATORY, UNIVERSITY OF CAMBRIDGE,
CAMBRIDGE, ENGLAND.

The Rothwell-Miller seems to be rather a dubious sledge-hammer to use for cracking the nut of vocational interviewing.

CLIVE JONES, CONSULTANT, MANAGEMENT SELECTION LTD., LONDON ENGLAND.

The main objective of this interest blank is to suggest inferences or hypotheses which career counsellors may use in the interview situation. The reviewer has no hesitation in recommending the blank for this purpose. Because of its origin, it is more appropriate for use in the United Kingdom than either the SVIB or the Kuder-V, and since the experimental evidence presented in the manual is promising, it should also find preference in the United Kingdom over its major competitor, the Connolly Occupational Interests Questionnaire.

Safran Student's Interest Inventory

Grade Level: 8-12

Developed: 1960-69

REVISION OF SAFRAN VOCATIONAL INTEPEST TEST

Scores: Eleven scores

Seven Interest scores

- 1) Economic
- 2) Technical
- 3) Outdoor
- 4) Service
- 5) Humane
- 6) Artistic
- 7) Scientific

Four Ability self-ratings

- 1) Academic
- 2) Mechanical
- 3) Social
- 4) Clerical

Form: One form ('69, 12 pages)

Manual: Counsellor's ('69, 30 pages)
Student's ('69, 8 pages)

Data: Reliability data based on shorter original edition
No norms for ability self-ratings

Cost: (Canada)
\$7.00 per 35 tests
\$2.50 per 35 student's manuals
\$1.20 per counsellor's manual
\$1.49 per specimen set
Postage Extra

Time: 60-70 minutes

Authors: Carl Safran and Edgar N. Wright

Publisher: Thomas Nelson & Sons (Canada) Ltd.

Safran Vocational Interest Test

THOMAS T. FRANTZ, ASSOCIATE PROFESSOR OF COUNSELOR EDUCATION, STATE UNIVERSITY OF NEW YORK AT BUFFALO, BUFFALO, NEW YORK.

The instrument cannot begin to compete with other vocational interest inventories such as the Strong Vocational Interest Blank, the Kuder inventories, the Vocational Preference Inventory--either as a guidance tool or as a research device. It was constructed entirely by subjective methods of unexplained rationale. Its reliability is unknown and its validity has yet to be established. Its various scales and items appear haphazard, it is vulnerable to response set biases, and the actual numbers of stimuli on the inventory and subjects in the norm group are much fewer than the manual implies.

Strong Vocational Interest Blank for Men

Age Level: 16 years and over

Developed: 1927-71

Scales: Eight -Four scoring scales

- 22 Basic Interests
- 54 Occupational
 - 8 Nonoccupational
 - 6 Administrative Indices

BASIC INTERESTS

- 1) Adventure ('69)
- 2) Agriculture ('69)
- 3) Art ('69)
- 4) Business Management ('69)
- 5) Law/Politics ('69)
- 6) Mathematics ('69)
- 7) Mechanical ('69)
- 8) Medical Service ('69)
- 9) Merchandising ('69)
- 10) Military Activities ('69)
- 11) Music ('69)
- 12) Nature ('69)
- 13) Office Practices ('69)
- 14) Public Speaking ('69)
- 15) Recreational Leadership ('69)
- 16) Religious Activities ('69)
- 17) Sales
- 18) Science ('69)
- 19) Social Service ('69)
- 20) Teaching ('69)
- 21) Technical Supervision ('69)
- 22) Writing ('69)

OCCUPATIONAL

(GROUP 1) Biological Science

- 1) Dentist ('32-66)
- 2) Osteopath ('47-66)
- 3) Veterinarian ('49-66 original scale by T. W. Hannum)
- 4) Physician ('28-66)
- 5) Psychiatrist ('52-66)
- 6) Psychologist ('28-66, original scale by P. H. Kriedt)

7) Biologist ('62-66, original scale by Carl A. Lindsay, Louis M. Herman, and Martin L. Zeisler)

(GROUP 2) Physical Science

- 1) Architect ('28-66)
- 2) Mathematician ('30-66)
- 3) Physicist ('30-66)
- 4) Chemist ('28-66)
- 5) Engineer ('28-66)

(GROUP 3) Technical Supervision

- 1) Production Manager ('38-66)
- 2) Army Officer ('52-66)
- 3) Air Force Officer ('66)

(GROUP 4) Technical and Skilled Trades

- 1) Carpenter ('33-66)
- 2) Forest Service Man ('38-66)
- 3) Farmer ('28-66)
- 4) Math-Science Teacher ('38-66)
- 5) Printer ('38-66)
- 6) Policeman ('34-66)

(GROUP 5) Social Service

- 1) Personnel Director ('28-66)
- 2) Public Administrator ('44-66)
- 3) Rehabilitation Counselor ('50-66, original scale titled vocational counselor by Nathan E. Acree)
- 4) YMCA Secretary ('28-66)
- 5) Social Worker ('54-66)
- 6) Social Science Teacher ('38-66)
- 7) School Superintendent ('30-66)
- 8) Minister ('28-66)

(GROUP 6) Aesthetic-Cultural

- 1) Librarian ('63-66)
- 2) Artist ('33-66)
- 3) Musician Performer ('33-66)
- 4) Music Teacher ('54-66)

(GROUP 7) CPA owner

- 1) CPA owner ('49-66)

(GROUP 8) Business and Accounting

- 1) Senior CPA ('49-66)

- 2) Accountant ('32-66)
- 3) Office Worker ('30-66)
- 4) Purchasing Agent ('28-66)
- 5) Banker ('38-66)
- 6) Pharmacist ('49-66, original scale by Milton Schwebel)
- 7) Mortician ('46-66)

(GROUP 9) Sales

- 1) Sales Manager ('38-66)
- 2) Real Estate Salesman ('28-66)
- 3) Life Insurance Salesman ('28-66)

(GROUP 10) Verbal-Linguistic

- 1) Advertising Man ('28-66)
- 2) Lawyer ('28-66)
- 3) Author-Journalist ('28-66)

(GROUP 11) President, Manufacturing Concern

- 1) President, Manufacturing ('38-66)

(GROUP 12) Supplementary Occupational

- 1) Credit Manager ('59-66)
- 2) Chamber of Commerce Executive ('62-66)
- 3) Physical Therapist ('58-66)
- 4) Computer Programmer ('66)
- 5) Business Education Teacher ('59-66, original scale by Robert V. Bacon)
- 6) Community Recreation Administrator ('66)

NONOCCUPATIONAL SCALES

- 1) Academic Achievement ('66)
- 2) Age Related Interests ('69)
- 3) Diversity of Interests ('69)
- 4) Masculinity-Femininity II ('34-69)
- 5) Managerial Orientation ('69)
- 6) Occupational Introversion-Extroversion ('66)
- 7) Occupational Level ('39-66)
- 8) Specialization Level ('52-66, original scale by Milton G. Holmen)

ADMINISTRATIVE INDICIES

- 1) Total Responses ('69)
- 2) Unpopular Responses ('69)
- 3) Form Check ('69)
- 4) Like Percentage ('69)
- 5) Indifferent Percentage ('69)

6) Dislike Percentage ('69)

Form: T399 ('66, 8 pages)

Manual: Combined ('66, 79 pages)
Supplement ('69, 25 pages) for tests for men and
women

Handbook: ('71, 551 pages)

Item Weights: Item weights for each basic interest scale
('69, 2 pages) and for each of the other
scales ('66, 2 pages)

Answer Sheets: Separate answer sheets (Hankes, MRC, NCS,
hand scored) must be used

Cost: \$6.00 per 25 tests
\$1.75 per 25 hand scored answer sheets
\$100.00 per set of hand scoring stencils (not avail-
able for 1969 scales)
\$10.00 per set of 59 item weight tables
\$1.50 per 25 profiles
\$3.00 per manual
\$1.75 per supplement
\$6.00 per specimen set of tests for men and women
Postage Extra
Form: T399R, in which responses are recorded and
later transferred to answer sheets is available
for research use
Special Scoring Services (See Below)

Time: 30-60 minutes

Authors: Edward K. Strong, Jr. (except 1969 supplement),
David P. Campbell, Ralph F. Berdie (1966 test),
and Kenneth E. Clark (1966 test)

Publisher: Stanford University Press

a) HANKES (Testscor) SCORING SERVICE

Hankes answer sheets: \$2.25 per 50
\$8.50 per 250

Scoring Service (duplicate profile report): First 10
tests within a month, \$1.20 each; thereafter, \$1.10
each or an 80¢ coupon (\$40 per 50 coupons)

Telephone Service Available
Cash and Coupon Orders Postpaid
One day service on up to 50 tests

Testscor, Inc.

b) MRC SCORING SERVICE

MRC Answer Sheets: \$1.50 per 25
\$4.00 per 100
Scoring Service (duplicate profile report): 1-25
tests, 75¢ each; 26-100 tests, 65¢ each, 101-1000
tests, 60¢ each
\$1.50 handling charge
Postage Extra
48 hour service

Measurement Research Center

c) NCS SCORING SERVICE

NCS answer sheets: \$2.00 per 25
\$7.00 per 100
Scoring Service (duplicate profile report): One day
service (1-5 tests, \$1.25 each; 6-24 tests, \$1.00
each; 25 or more tests, 90¢ each)
Prepaid scoring certificates may be used for scoring
tests in any quantity
One week service (25-99 tests, 80¢ each)
Optional statistical services also available
Postage Extra

National Computer Systems

Strong Vocational Interest Blank for Men

MARTIN KATZ, ASSISTANT DIRECTOR, EVALUATION AND ADVISORY SERVICE
EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY.

Until the scheduled Handbook or future handbooks enlighten counselors on the advantages of the SVIB over expressed interests, this reviewer is reluctant to recommend the use of the SVIB--or any other interest inventory.

CHARLES J. KRAUSKOPF, PROFESSOR OF PSYCHOLOGY, AND ASSOCIATE DIRECTOR
OF TESTING AND COUNSELING, UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI.

The authors are aware of the criticisms of their efforts and are to be complimented on their efforts to correct deficiencies where they agree and to make the rest of us understand where they do not agree.

J COUNSEL PSYCHOL 14:187-9+ Mr '67. JOHN W. M. ROTHNEY.

If a counselor is to consider both validity and economy in the selection of his instruments he must have some comparative data. It is not enough for an inventory maker to dismiss all other approaches without additional information.

Strong Vocational Interest Blank for Women

Age Level: 16 years and over

Developed: 1933-71

Scales: Eighty-One scoring scales

- 19 Basic Interests
- 58 Occupational
- 4 Nonoccupational
- 6 Administrative Indices

BASIC INTERESTS

- 1) Art ('69)
- 2) Biological Science ('69)
- 3) Homemaking ('69)
- 4) Law/Politics ('69)
- 5) Mechanical ('69)
- 6) Medical Service ('69)
- 7) Merchandising ('69)
- 8) Music ('69)
- 9) Numbers ('69)
- 10) Office Practices ('69)
- 11) Outdoors
- 12) Performing Arts ('69)
- 13) Physical Science ('69)
- 14) Public Speaking ('69)
- 15) Religious Activities ('69)
- 16) Social Service ('69)
- 17) Sports ('69)
- 18) Teaching ('69)
- 19) Writing ('69)

OCCUPATIONAL

(GROUP 1) Music-Performing

- 1) Music Teacher ('54-69)
- 2) Entertainer ('69)
- 3) Musician Performer ('54-69)
- 4) Model ('69)

(GROUP 2) Art

- 1) Art Teacher ('69)
- 2) Artist ('35-69)
- 3) Interior Decorator ('69)

(GROUP 3) Verbal-Linguistic

- 1) Newswoman ('35-69, original scale titled author)
- 2) English Teacher ('35-69)
- 3) Language Teacher ('69)

(GROUP 4) Social Service

- 1) YWCA staff member ('35-69, original scale titled YWCA secretary)
- 2) Recreation Leader ('69)
- 3) Director-Christian Education ('69)
- 4) Nun-Teacher ('62-69, original scale titled sister teacher by Sister Mary David Olheiser)
- 5) Guidance Counselor ('69)
- 6) Social Science Teacher ('35-69)
- 7) Social Worker ('35-69)

(GROUP 5) Verbal-Scientific

- 1) Speech Pathologist ('66-69)
- 2) Psychologist ('46-69)
- 3) Librarian ('35-69)
- 4) Translator ('69)

(GROUP 6) Scientific

- 1) Physician ('35-69)
- 2) Dentist ('35-69)
- 3) Medical Technologist ('69)
- 4) Chemist ('69)
- 5) Mathematician ('69)
- 6) Computer Programmer ('67-69)
- 7) Math-Science Teacher ('35-69)
- 8) Engineer ('54-69)

(GROUP 7) Military-Managerial

- 1) Army-Enlisted ('69)
- 2) Navy-Enlisted ('69)
- 3) Army-Officer ('69)
- 4) Navy-Officer ('69)

(GROUP 8) Business

- 1) Lawyer ('35-69)
- 2) Accountant ('69)
- 3) Bankwoman ('69)
- 4) Life Insurance Underwriter ('35-69, original scale titled life insurance saleswoman)
- 5) Buyer ('46-69)

- 6) Business Education Teacher ('38-69, original scale by H. F. Koepke)

(GROUP 9) Home Economics

- 1) Home Economics Teacher ('46-69)
- 2) Dietician ('46-69)

(GROUP 10) Health-Related Services

- 1) Physical Education Teacher ('41-69, original scale by Patricia Collins)
- 2) Occupational Therapist ('46-69)
- 3) Physical Therapist ('58-69)
- 4) Public Health Nurse ('35-69)
- 5) Registered Nurse ('35-69)
- 6) Licensed Practical Nurse ('35-69)
- 7) Radiologic Technologist ('69)
- 8) Dental Assistant ('69)

(GROUP 11) Nonprofessional

- 1) Executive Housekeeper ('69)
- 2) Elementary Teacher ('41-69, original scale by Ralph Bedell)
- 3) Secretary ('35-69, original scale titled stenographer-secretary)
- 4) Saleswoman ('69)
- 5) Telephone Operatory ('69)
- 6) Instrument Assembler ('69)
- 7) Sewing Machine Operator ('69)
- 8) Beautician ('69)
- 9) Airline Stewardess ('69)

NONOCCUPATIONAL

- 1) Academic Achievement ('66-69)
- 2) Diversity of Interests ('69)
- 3) Femininity-Masculinity II ('35-69)
- 4) Occupational Introversion-Extroversion

ADMINISTRATIVE INDICES

- 1) Total Responses ('69)
- 2) Unpopular Responses ('69)
- 3) Form Check ('69)
- 4) Like Percentage ('69)
- 5) Indifferent Percentage ('69)
- 6) Dislike Percentage ('69)

Form: One form
TW393 ('68, 8 pages)

Manual: Combined ('66, 79 pages)
Supplement ('69, 25 pages) for tests for women and
men

Handbook: ('71, 551 pages)

Answer Sheets: Separate answer sheets (Hankes, MRC, NCS)
must be used

Cost: \$6.00 per 25 tests
\$3.00 per manual
\$1.75 per supplement
\$6.00 per specimen set of tests for women and men
Postage Extra
Form: TW398R, in which responses are recorded and
later transferred to answer sheets is available
for research use
Special Scoring Services (See Below)

Time: 30-60 minutes

Authors: Edward K. Strong, Jr. (except supplement) and
David P. Campbell

Publisher: Stanford University Press

a) HANKES (Testscor) SCORING SERVICE

Hankes answer sheets: \$2.25 per 50
\$8.50 per 250
Scoring Service (duplicate profile report): First 10
tests within a month, \$1.20 each; thereafter, \$1.10
each or an 80¢ coupon (\$40 per 30 coupons)
Telephone Service Available
Cash and Coupon Orders Postpaid
One day service on up to 50 tests

Testscor, Inc.

b) MRC SCORING SERVICE

MRC answer sheets: \$1.50 per 25
\$4.00 per 100
Scoring Service (duplicate profile report): 1-25
tests, 75¢ each; 26-100 tests, 65¢ each, 101-1000
tests, 60¢ each
\$1.50 handling charge
Postage Extra
48 hour service

c) NCS SCORING SERVICE

NCS answer sheets: \$2.00 per 25
\$7.00 per 100

Scoring Service (duplicate profile report): One day
service (1-5 tests, \$1.25 each; 6-24 tests, \$1.00
each; 25 or more tests; 90¢ each)

Prepaid scoring certificates may be used for scoring
tests in any quantity

One week service (25-99 tests, 80¢ each)

Optional statistical services also available

Postage Extra

National Computer Systems

Strong Vocational Interest Blank for Women

DOROTHY M. CLENDENEN, FORMERLY ASSISTANT DIRECTOR, TEST DIVISION,
THE PSYCHOLOGICAL CORPORATION, NEW YORK, NEW YORK.

In general, this reviewer believes that in this revision major steps have been taken to improve differential measurement of women's interests. With increasing numbers of women, especially married and older women, in the labor force, this instrument should be a valuable tool for counselors and other personnel workers. The publication of the Handbook has made available data which permit the user to evaluate the current status of the women's blank, although these data are not always easily found in a book of over 500 pages. One has the feeling that the women's form is still, as the Handbook comments historically, a "slightly neglected little sister of the Men's Form." We are told that "working with the Women's Form was never one of Strong's favorite activities." Given the need to assist young women in making educational and vocational decisions, counselors would welcome an instrument of such proved validity as the men's blank. It is hoped that continuing research will provide more information on predictive validity and on the counselor use of the instrument.

BARBARA A. KIRK, DIRECTOR, COUNSELING CENTER, UNIVERSITY OF CALIFORNIA,
BERKELEY, CALIFORNIA.

The 1969 revision of the SVIB-W, Form TW398, is an instrument which despite some shortcomings--one is almost tempted to say inevitable shortcomings--will be of major assistance to counselors and research workers. The inventory is of greatly increased complexity, and its best and most appropriate use will come only following cautious preliminary experience and ongoing research with it. The new content-

homogeneous basic interest scales may help supplement the empirically derived and psychologically complex occupational scales, which must continue to be considered the core of the instrument. Overall, this is the best instrument available for measuring women's vocational interests. Its interpretation requires a considerable degree of sophistication and skill, and, at this early stage, caution.

Vocational Agriculture Interest Inventory

Grade Level: Boys grade 8

Developed: 1965

Form: A ('65, 4 pages)

Manual: ('65, 20 pages)

Information Sheet: Student Survey ('65, 1 page)

Data: No data on reliability

Answer Sheets: Separate answer sheets must be used

Cost: \$1.25 per 20 tests
75¢ per 20 answer sheets
10¢ per set of scoring stencils
25¢ per manual
\$1.00 per specimen set
Cash Orders Postpaid

Time: 20-30 minutes

Authors: Robert W. Walker, Glenn Z Stevens, and Norman
K. Hoover

Publisher: Interstate Printers & Publishers, Inc.

Vocational Agriculture Interest Inventory

DAVID P. CAMPBELL, ASSOCIATE PROFESSOR OF PSYCHOLOGY, AND DIRECTOR,
CENTER FOR INTEREST MEASUREMENT RESEARCH, UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINNESOTA.

The Inventory has the strengths of being developed by people who know their area and have some common sense; it has the weaknesses of sketchy psychometrics and hardly any research of developmental data. It would be better described as a systematic questionnaire, rather than as a test or inventory, and for those who need such a specific technique, it would be minimally adequate.

Thurstone Interest Schedule

Grade Level: 9-16 and adults

Developed: 1947

Scores: Ten scores

- 1) Physical Science
- 2) Biological Science
- 3) Computational
- 4) Business
- 5) Executive
- 6) Persuasive
- 7) Linguistic
- 8) Humanitarian
- 9) Artistic
- 10) Musical

Cost: No price information given

Time: Duration not given

Author: L. L. Thurstone

Publisher: Psychological Corporation

* No evaluation available

The Vocational Apperception Test

Grade Level: College

Developed: 1949

Authors: Robert B. Ammons, Margaret N. Butler, and Sam
A. Herzig

Publisher: Psychological Test Specialists

a) FORM FOR MEN

Preferences in Eight areas

- 1) Teacher
- 2) Executive or Office Worker
- 3) Doctor
- 4) Lawyer
- 5) Engineer
- 6) Personnel or Social Worker
- 7) Salesman
- 8) Laboratory Technician

b) FORM FOR WOMEN

Preferences in Ten areas

- 1) Laboratory Technician
- 2) Dietician
- 3) Buyer
- 4) Nurse
- 5) Teacher
- 6) Artist
- 7) Secretary
- 8) Social Worker
- 9) Mother
- 10) Housewife

* No evaluation available

Vocational Interest Analyses: A Six-Fold
Analytical Extension of the Occupational Interest Inventory

Grade Level: 9-16 and adults

Developed: 1951

Scores: Six scores in each of Six areas

PERSONAL-SOCIAL ANALYSIS

- 1) Domestic Service
- 2) Personal Service
- 3) Social Service
- 4) Teaching and Related Activities
- 5) Law and Law Enforcement
- 6) Health and Medical Service

NATURAL ANALYSIS

- 1) General and Crop Farming
- 2) Animal Raising and Care
- 3) Garden and Greenhouse Care
- 4) Fish-Game-Domestic Fowl
- 5) Lumbering and Forestry
- 6) Marine Work

MECHANICAL ANALYSIS

- 1) Maintenance and Repairing
- 2) Machine Operation and Tending
- 3) Construction
- 4) Designing
- 5) Bench Work and Bench Crafts
- 6) Processing

BUSINESS ANALYSIS

- 1) Clerical
- 2) Shipping and Distribution
- 3) Bookkeeping and Accounting
- 4) Buying and Selling
- 5) Training and Supervision
- 6) Management and Control

THE ARTS ANALYSIS

- 1) Art Crafts
- 2) Painting and Drawing

* No evaluation available

- 3) Decorating and Landscaping
- 4) Drama and Radio
- 5) Literary Activities
- 6) Music

THE SCIENCES ANALYSIS

- 1) Laboratory Work
- 2) Mineral-Petroleum Products
- 3) Applied Chemistry
- 4) Chemical Research
- 5) Biological Research
- 6) Scientific Engineering

Cost: No price information given

Time: Duration not given

Authors: Edward C. Roeber, Gerald G. Perideaux, Edwin A.
Lee and Louis P. Thorpe

Publisher: California Test Bureau

Vocational Interest and Sophistication Assessment

Age Level: Retarded adolescents and young adults

Developed: 1967-68

Type: Individual

Manual: Administration ('68, 51 pages)

Inquiry Sheet: ('68, 1 page)

Cost: \$2.00 per 50 inquiry sheets
\$1.00 per 25 response sheets
\$1.00 per 25 profiles
\$2.00 per manual
\$7.00 per specimen set
Cash Orders Postpaid

Time: 20-40 minutes

Authors: Joseph J. Parnicky, Harris Kahn, and Authur D.
Burdett

Publisher: Joseph J. Parnicky

a) FORM FOR MALES

Form: One form ('67, 86 pictures)

Interest and Knowledge scores in each of Seven areas

- 1) Garage
- 2) Laundry
- 3) Food Service
- 4) Maintenance
- 5) Farm and Grounds
- 6) Materials Handling
- 7) Industry

Response Sheet: ('68, 1 page)

Profile: ('68, 2 pages)

\$3.00 per set of stimulus pictures

b) FORM FOR FEMALES

Form: One form ('67, 60 pictures)

* No evaluation available

Interest and Knowledge scores in each of Four areas

- 1) Business and Clerical
- 2) Housekeeping
- 3) Food Service
- 4) Laundry and Sewing

Response Sheet: ('68, 1 page)

Profile: ('68, 2 pages)

\$2.00 per set of stimulus pictures

Vocational Interest Profile

Age Level: 15 years and over

Developed: 1960-66

Scores: Nine scores

- 1) Numerical
- 2) Mechanical
- 3) Scientific
- 4) Clerical
- 5) Persuasive
- 6) Musical
- 7) Artistic
- 8) Literary
- 9) Service

Form: One form ('66, 4 pages)

User's Guide: ('60, 8 pages)

Manual: Technical ('66, 33 pages)

Profile Atlas: Mimeographed preliminary ('66, 22 pages)

Cost: (Canada)
\$3.00 per 35 tests
75¢ per 25 profile charts
50¢ per profile atlas
\$1.75 per technical manual
35¢ per user's guide
\$2.50 per specimen set
Postage Extra

Time: 15-30 minutes

Authors: Robin N. Smith and J. R. McIntosh (test and user's guide)

Publisher: University of British Columbia Bookstore

* No evaluation available

Vocational Sentence Completion Blank

Experimental Edition

Grade Level: High school and college

Developed: 1952-60

Scores: Twenty-Eight scores

GENERAL SELF CONCERN

- 1) Problem
- 2) Achievement
- 3) Independence
- 4) Satisfaction
- 5) Material
- 6) Obligation
- 7) Effectiveness

GENERAL EMPHASIS

- 1) Intellectual
- 2) Active
- 3) Other People
- 4) Recreational

SPECIFIC PREFERENCE AREA

- 1) Outdoor
- 2) Mechanical
- 3) Computational
- 4) Scientific
- 5) Persuasive
- 6) Artistic
- 7) Literary
- 8) Musical
- 9) Social Service
- 10) Clerical
- 11) Domestic
- 12) Academic
- 13) Negative Academic

MISCELLANEOUS

- 1) Other
- 2) Negative
- 3) Neutral
- 4) Omit

* No evaluation available

Form: D ('52, 4 pages)

Manual: 6-part mimeographed ('59 except for 1 part copy-
righted 1958, 139 pages)

Data: Mimeographed norms supplement ('60, 2 pages)

Profile: Mimeographed profiles ('59, 1 page) for men,
women

Data: No data on reliability and validity in manual
No norms for high school

Cost: 5¢ per test
1¢ per profile
Postage Extra
Manual Free

Time: 40-55 minutes

Author: Arthur A. Dole

Publisher: Tests and profiles distributed by University
of Hawaii Bookstore

Manual distributed by the Author

William, Lynde & Williams Analysis of Interest

Age Level: Male adults

Developed: 1956-62

Scores: Eight scores

- 1) Management
- 2) Accounting
- 3) Engineering
- 4) Mechanical
- 5) Sales
- 6) Service
- 7) Teaching
- 8) Writing

Form: One form ('60, 4 pages)

Manual: Mimeographed combined ('62, 8 pages) for this test
and test 160

Data: No data on reliability of present edition
No description of normative population

Cost: \$12.50 per 100 tests
Postpaid

Time: 15 minutes

Author: R. W. Henderson

Publisher: William, Lynde & Williams

William, Lynde & Williams Analysis of Interest

RALPH F. BERDIE, PROFESSOR OF PSYCHOLOGY, AND DIRECTOR, STUDENT LIFE STUDIES, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA.

The evidence available regarding this inventory does not justify its use. It requires little time of the examinee and little time to score. The manual provides no basis for saying more than this about the instrument.

Work Values Inventory

Grade Level: 7-16 and adults

Developed: 1968-70

Scales: Fifteen scales

- 1) Altruism
- 2) Esthetics
- 3) Creativity
- 4) Intellectual Stimulation
- 5) Independence
- 6) Achievement
- 7) Prestige
- 8) Management
- 9) Economic Returns
- 10) Security
- 11) Surroundings
- 12) Supervisory Relations
- 13) Associates
- 14) Variety
- 15) Way of Life

Form: One form ('68, 4 pages, MRC scorable)

Manual: ('70, 50 pages)

Data: Reliability data for grade 10 only
Norms for grades 7-12 only

Cost: \$15.00 per 100 tests
90¢ per specimen set
Postage Extra
Scoring Service, 35¢ per test

Time: 10-20 minutes

Author: Donald E. Super

Publisher: Houghton Mifflin Co.

Work Values Inventory

DAVID V. TIEDEMAN, PROFESSOR OF EDUCATION, HARVARD UNIVERSITY, CAMBRIDGE, MASSACHUSETTS.

The Work Values Inventory checks out in a number of important ways. It has a solid general base. It is aimed at an important specific departure from that general base, namely work. It has tolerable reliability. Throughout two decades several interesting things have been learned about the operation of work values in life space. However, users of the WVI are still going to face the nagging questions, "What do these work value scores mean?"

Your Educational Plans

Grade Level: 6-9
9-12

Developed: 1958-61

For analysis of biographical data and environmental factors related to educational and vocational goals

Two levels

Data: No data on reliability

Answer Sheets: Separate answer sheets must be used

Cost: Examination Fee: 65¢ per student
Fee includes purchase of test materials and reporting of coded responses on counselor's worksheets
\$1.00 per counselor's kit (kits for additional counselors in participating schools free)
Postage Extra

Author: Samuel A. Stouffer with the assistance of Paul D. Shea (counselor's manual for b)

Publisher: Science Research Associates, Inc.

a) (JUNIOR HIGH SCHOOL EDITION)

Grade Level: 6-9

Developed: 1959

Also part of Pupil Record of Educational Progress

Form: One form
Second edition ('59, 8 pages)

Worksheet: Counselor's worksheet ('59, 4 carbon-interleafed pages)

Data: No data on validity

Time: 30-35 minutes

b) (HIGH SCHOOL EDITION)

Grade Level: 9-12

Developed: 1958-61

Form: One form ('58, 7 pages)
Counselor's version ('58, 8 pages)

Manual: Counselor's ('59, 43 pages)

Workbook: Counselor's ('59, 44 pages of sample worksheets
and answer sheets)

Worksheet: Counselor's ('61, 4 carbon-interleafed pages)

Time: 40-45 minutes

Your Educational Plans

LEO GOLDMAN, ASSOCIATE PROFESSOR OF EDUCATION, BROOKLYN COLLEGE,
BROOKLYN, NEW YORK.

YEP is a well conceived and well designed questionnaire to get at the realism of a pupil's orientation toward college. The scoring and tabulating service appears to be well organized and to provide a great deal of important information in usable form. There is, however, almost no evidence regarding the reliability and validity of the instrument. Until such evidence is reported, this questionnaire must be considered tentative and should be interpreted with great caution.

Bibliography

Buros, Oscar Krisen, The Sixth Mental Measurements Year-
book. New Jersey: The Gryphon Press, 1965, Vol. II.

Buros, Oscar Krisen, The Seventh Mental Measurements Year-
book. New Jersey: The Gryphon Press, 1972, Vol. II.

Buros, Oscar Krisen, Tests in Print. New Jersey: The
Gryphon Press, 1961.

A REPORT ON A

CAREER EDUCATION PROJECT

"Small group process (cohesiveness) as a feature
in the development of an educational program"
(A School-based Model in Career Education)

Sponsored by:

Research and Development Project in Career Education #616

Public Law 90-576 Title I, Part C, Section 131 (a)

Developed by:

Hal Swenson

Guidance Specialist

July 1973

CONTENTS

| | |
|--|----|
| Purpose of the Report | 2 |
| Statement of the Problem | 2 |
| Background Information | 3 |
| Factors on Group Cohesiveness (Related to this Report) | 6 |
| Procedures Related to the Design of the Survey and Report. | 7 |
| Summary of Survey Data | 8 |
| Generalizations Related to Small Group Process | 35 |
| Reference Materials Related to Small Group Process | 43 |

Purpose of the Report:

The purpose of this report is to suggest generalizations about the internal environment of small group process (cohesiveness) as related to the development and implementation of an educational program; a school-based model in career education.

The report is particularly directed toward the school or school districts interested in utilizing a group process to facilitate the development of a career education program.

Statement of the Problem:

The use of some form of small group process is inherent in the development and implementation of most, if not all, educational programs. However, apparently all too often the nature and origin of group process is not readily at hand. Yet, one educational program after another relies upon the effective utilization of small group processes.

Washington State's Research and Development Project in Career Education was charged with the responsibility of developing a school-based model in career education. The Project's more specific interpretation of this charge was to assume responsibility for the formulation of a process or a "development and delivery system" which would, in turn, facilitate participating schools or school districts develop their own program(s) in career education.

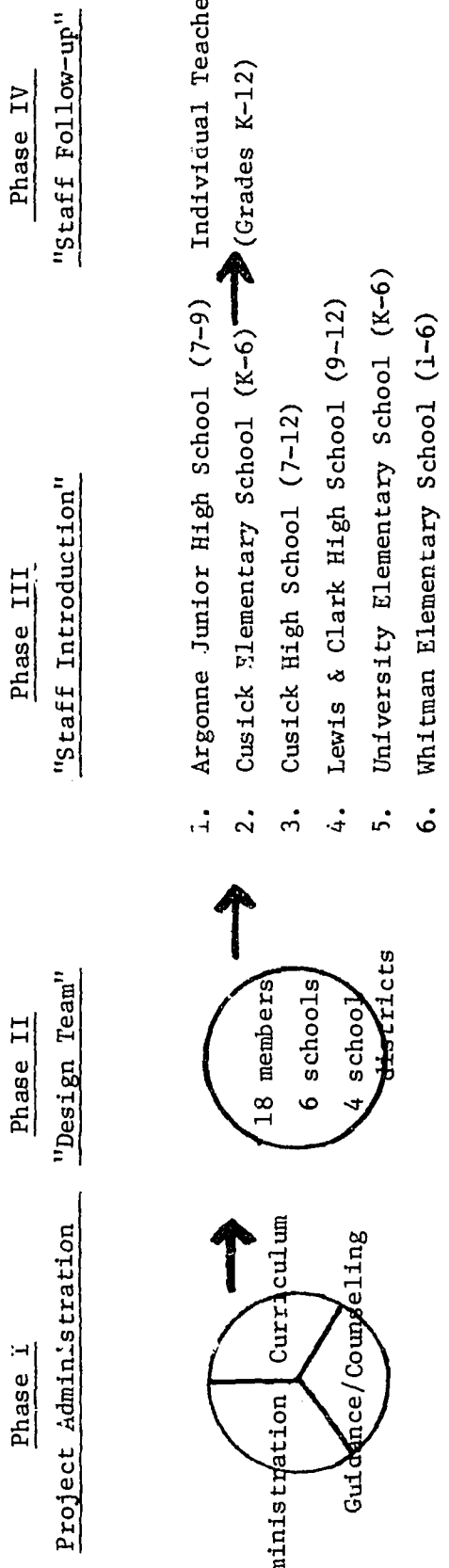
The guidance and counseling component of the Career Education Project has attempted to address itself to specific questions related to small group process and how small group process relates to the development of an educational program. These efforts have centered around a specific eighteen-member group in the Project referred to as the "Design Team".

Background Information:

The Design Team is comprised of classroom teachers, guidance personnel, and school administrators. The eighteen members represent six schools from four participating school districts, including grades K - 12 as follows:

| <u>Design Team Members</u> | <u>School (and grade levels)</u> | <u>School District</u> |
|----------------------------|--|------------------------------|
| Anderson, Ron E. | Cusick Elementary School Intermediate Teacher | Cusick Number 59 |
| Auseth, Sandra M. | Cusick High School Secondary Teacher | Cusick Number 59 |
| Boberg, Gerene | Whitman Elementary School Intermediate Teacher | Spokane Number 81 |
| Bourassa, Carol A. | Cusick Elementary School Primary Teacher | Cusick Number 59 |
| Childress, Robert | University Elementary School Intermediate Teacher | Central Valley Number 356 |
| Ent, Vernice M. | Whitman Elementary School Primary Teacher | Spokane Number 81 |
| Hawley, William C. | Argonne Junior High School Secondary Counselor | West Valley Number 363 |
| Hensley, Jim | Argonne Junior High School Vice Principal (Secondary) | West Valley Number 363 |
| Jurgens, Jim | Cusick High School Secondary Teacher | Cusick Number 59 |
| Kovac, Steve L. | Lewis & Clark High School Special Education Teacher | Spokane Number 81 |
| Lancaster, Dr. John E. | Whitman Elementary School Elementary Principal | Spokane Number 81 |
| Mohney, Ray | Lewis & Clark High School Secondary Counselor | Spokane Number 81 |
| Moody, W. F. | Argonne Junior High School Secondary Principal | West Valley Number 363 |
| Patton, Jon | Lewis & Clark High School Career Guidance Assistant | Spokane Number 81 |
| Renz, Helen | Argonne Junior High School Secondary Counselor | West Valley Number 363 |
| Sutherland, Richard | University Elementary School Elementary Principal | Central Valley Number 356 |
| Toreson, Karen | University Elementary School Primary Teacher | Central Valley Number 356 |
| Zimmer, William | Lewis & Clark High School Secondary Vice Principal | Spokane Number 81 |

A diagrammatical representation of the actual sequential development of the Project model (including the Design Team) is as follows:



The actual selection of "Design Team members" was completed prior to the identification and hiring of the three individuals who were to assume responsibility for the administration of the Project. In other words, the Project administrators did not take part in the selection of "Design Team members".

Design Team members were selected in most all instances at the site-school level by the building principal. Members were selected on a voluntary basis. The two agencies sponsoring the Project, Spokane Community College District #17 and Spokane School District #81, attempted to provide the site schools with a general outline of Project purpose and goals.

Prior to the initial session of the Design Team in July, 1972, the general opinion among members was that their basic responsibility to the Project would be to meet a few times before the beginning of the 1972-1973 school year. Members believed that they would be asked to write some items of curriculum or content related to various aspects of the "World of Work". They believed that once such materials had been produced, the group would disband having completed its function.

It is from this background of rather vague general expectations that the Project administrators began actions which were to focus upon the Design Team as a central process item throughout the duration of the Project.

The basic interest with the Design Team in this report will center around various aspects of the group's internal environment as perceived by the members of this small group. This report will seek a more complete understanding of the nature and influence of "groupness" or cohesiveness. Specifically, this report will be directed toward investigating three questions as follows:

1. What makes a group "healthy" so that its members work harder, make more sacrifices for the group, more readily extol its virtues, seem happier together, interact more often, and agree with one another more readily than do the members of an "unhealthy" or dying organization?
2. What is "groupness" or cohesiveness and how does it relate to small group process as a component in the development and implementation of an educational program (i.e., a school-based model in career education)?
3. What is the effect of severity of demands placed upon the group members as related to the attractiveness of the group and the member's continued participation in the group?

Factors in Group Cohesiveness (related to this report):

Group cohesiveness as defined in this report refers to the degree to which the members of a group desire to remain in the group. In turn, this includes the degree of interpersonal liking among the members of the group and the strength of group norms. The report will attempt to account for this relationship by showing how interpersonal liking creates forces on the members to remain in the group and how these forces contribute to the power of a group over its members.

Approaches to measuring or rating group cohesiveness include five areas as follows:

1. interpersonal attraction among group members
2. evaluation of a group as a whole
3. closeness or identification with a group
4. expressed desire to remain in a group
5. composite areas (indexes)

In other words, the term group cohesiveness, as used in this report, refers to the degree to which the group provides its members with an opportunity for achieving a variety of goals in a social life-style and the degree to which members are attracted to close personal associations with others in the group. The premise being that different combinations of these two types of attractiveness produce important differences in the nature of group functioning.

Hopefully, those who read this report will remember that a standard all-purpose procedure for measuring group cohesiveness does not yet exist.

Procedures Related to the Design of the Survey and Report:

The decision was made to develop a survey instrument for the purpose of gathering data from Design Team Members regarding their perceptions of small group process. Each of the eighteen Design Team Members received a survey instrument. The cover letter explained that the report would be written on "small group process" as part of the Research and Development Project in Career Education. The letter explained that the data obtained from the survey would constitute the basis for establishing a better understanding of group process as related to three questions. In relation to each of the three questions, a series of statements was developed which described various characteristics of group membership.

Each Design Team Member was asked to participate in the development of this report by providing two separate response items for each descriptive statement.

Survey Directions were addressed to "Design Team Members" and read as follows:

Read each "descriptive statement"; think how this statement relates to your personal experiences as a member of the Design Team .

Proceed as follows:

1. Rate the "descriptive statement" on the rating scale; as an example, if you believe the statement has absolutely no relationship to your experience as a "Design Team Member", check (1). If you believe the statement strongly relates to the "Design Team", check (5). A "more or less" rating would fall at some point between (1) and (5).
2. Under the heading, "Comment", write a response which relates to the "descriptive statement" and deals with some specific feature or observation from your experience (a self-report) as a "Design Team Member".
Very Important: Develop your response(s) as a self report; as if you had had no other group experiences other than as a "Design Team Member". In other words, do not generalize your responses to other people or other group situations!

Summary of Survey Data:

The following section of this report contains a summary of the survey data received from the eighteen Design Team Members . Response items are recorded in two areas as follows:

1. a composite rating (Five-point rating scale)
2. comments (paraphrased)

Summary of Survey Data

QUESTION #1:

What makes a group "healthy" so that its members work harder, make more sacrifices for the group, more readily extol its virtues, seem happier together, interact more often, and agree with one another more readily than do the members of an "unhealthy" or dying organization?

Descriptive Statements:

1. Reasonably homogenous group thinking is often expressed in degree of "we-ness". Members are more likely to talk in terms of "we" than "I".

- a. Composite Rating (Five-point scale)

| | | | | |
|---|-----|-----|-----|--|
| No relationship to the "Design Team" | | | | Strongly relates to the "Design Team" |
| | (2) | (2) | (8) | (6) |
| 1 | 2 | 3 | 4 | 5 |

N=18 4.0 Mean
4.0 Median
4.0 Range

- b. Comments (paraphrased)

"We-ness" is an important element in the group process. Early in the Project (school year) group members tended to use "we-ness" in reference to their particular (site) school: However, toward the end of the Project (school year) more members used "we-ness" to refer to total group orientation. "We-ness" is a definite factor in reflecting group interaction and unification along with a "healthy" range of differences within the group. In an over-all sense, "we-ness" was used to refer to site school representatives (sub-group), but gradually extended to refer to total group (Design Team) involvement.

2. Members tend to work together for a common goal; one where all group members are ready to take responsibility for group chores.

a. Composite Rating (Five-point scale)

| | | | | |
|---|---|----------|--|---|
| | No relationship to the "Design Team" | | Strongly relates to the "Design Team" | |
| 1 | 2 | (5) 3 | (6) (2) (5) 4 | 5 |

N=18 4.1 Mean
4.0 Median
3.0 Range

b. Comments (paraphrased)

The idea of a common group goal centered around the development of a Career Education Program. It is a good vehicle to promote "togetherness" within the Design Team. However, a "common goal" apparently means different things to different group members. Within the total group, members from site schools (sub-groups) sometimes placed their particular interest(s) ahead of a common group goal. This led, in a few instances, to the creation of individual school chores. However, as the Project progressed through the year, the group developed and worked toward a more common goal--the development of a career education program.

3. Members are willing to defend against external criticism or attack.

a. Composite Rating (Five-point scale)

| | | | | |
|---|---|----------|--|----------|
| | No relationship to the "Design Team" | | Strongly relates to the "Design Team" | |
| 1 | (1) 2 | (6) 3 | (4) 4 | (7) 5 |

N= 18 3.9 Mean
4.2 Median
4.2 Range

b. Comments (paraphrased)

The group did defend against perceived external criticisms. There were some members who adopted the philosophy ". . . the best defense is a good offense." These members were particularly prone to advance the benefits or advantages inherent in a career education program. Other group members reacted periodically to points of perceived criticism or attack; particularly wherever the perceived criticisms related to the value of Project goals and/or the validity of utilizing federal funds for project development. Still other group members viewed their "defense" to criticism as more their deep personal conviction that a career education program would accomplish its stated goals and objectives.

4. A general democratic climate among members creates less friction than a group with an autocratic climate.

a. Composite Rating (Five-point scale)

| | | | | |
|---|---|-----|--|------|
| | No relationship to the "Design Team" | | Strongly relates to the "Design Team" | |
| 1 | (2) | (2) | (1) (3) | (10) |
| 2 | 3 | 4 | 5 | |

N=18 4.3 Mean

5.0 Median

4.0 Range

b. Comments (paraphrased)

A democratic climate among group members is much more acceptable and productive than a group with an autocratic climate. However, most group members found that they experienced considerable uncertainty at times in relation

to the tendency of members to openly express different opinions. Members wanted leadership; some members resented the lack of a clearly stated direction for the group. Other group members found that a democratic climate produced a very close working relationship between group members; that the group climate affected creativity and respect among the members.

The process of a democratic group climate is at times uncertain and proceeds more slowly than an autocratic style of leadership; however, a democratic climate "activates" more of the group's total potential and leads to more satisfaction for the majority of group members.

5. A number of "friendship ties" exist between or among group members.

a. Composite Rating (Five-point scale)

| | No relationship to the "Design Team" | Strongly relates to the "Design Team" | |
|---|---|--|---------------------|
| | (1) | (3) | (1) (5) (1) (1) (6) |
| 1 | 2 | 3 | 4 5 |

N=18 4.0 Mean

4.0 Median

4.0 Range

b. Comments (paraphrased)

Friendship ties were in strong evidence both for members of the total group (Design Team) and members from the same site school (sub-group).The "closeness" added to feelings of security and solidarity as a group member. These "ties" seemed to include members from all the teaching

levels; many such "ties" included teachers as well as team members. Such individual ties between the group (Design Team) and individuals from school sites continue to exist. Design Team Members with a greater percentage of absences from the group sessions reported a lesser number of friendship ties.

Over-all, group members established many friendship ties; this led to a greater appreciation of other personalities and a friendly working environment.

6. Members tend to share the same norms as to how one should behave or what one should believe.

a. Composite Rating (Five-point scale)

| No relationship to "Design Team" | | | Strongly relates to the "Design Team" | |
|-------------------------------------|-----|-----|--|-----|
| (1) | (5) | (3) | (5) | (3) |
| 1 | 2 | 3 | 4 | 5 |
| N=18 | | | | |
| 3.3 Mean | | | | |
| 3.3 Median | | | | |
| 5.0 Range | | | | |

b. Comments (paraphrased)

Norms did exist and were shared by group members. However, individual personalities and opinions were varied and reflected a cross-section. Individuals generally expressed a healthy pluralism. This was tempered with a general philosophy ". . . do what is fair and think of others."

The members tended to accept the same norms, particularly as related to a general agreement as to the importance of a career education concept and the usefulness of the Project.

7. Verbalized reports of group members indicate,
 "---our group is better than other groups at sticking
 together".

a. Composite Rating (Five-point scale)

| | | | | | |
|---|-----|-----|--|-----|-----|
| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
| (6) | (3) | (3) | (1) | (1) | (4) |
| 1 | 2 | 3 | 4 | 5 | |

N=18 2.8 Mean
 , 2.5 Median
 5.0 Range

b. Comments (paraphrased)

Effective group-centered leadership and common goals helped to create a great deal of cohesiveness. However, the group was not "stuck" on itself; sticking together was not really a top priority. In fact, limited disagreements among group members drew members closer to common goals. Some group members worked very closely together; a few members felt some individuals were uncooperative and unwilling to share. Various pressures made a "thread" of group cohesiveness turn into a "rope" to most members. However, a casual observer might say that the Design Team appeared unstrung and loosely organized.

8. A member who is attracted to a group may stay away from it because of illness, competing obligations, or the need to avoid tensions arising from participation in the group, without having his/her enthusiasm for membership reduced.

a. Composite Rating (Five-point scale)

| | | | | | |
|---|-----|-----|--|-----|-----|
| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
| (5) | (1) | (4) | (1) | (4) | (3) |
| 1 | 2 | 3 | 4 | 5 | |

N=18 3.0 Mean

3.0 Median

5.0 Range

b. Comments (paraphrased)

Group members did experience a variety of reasons related to absence from one or more group sessions. Illness is always a legitimate reason. Enthusiasm for membership will be reduced by staying away from the group. However, the individual's interest in the group should be the over-riding factor. If a fraction of the Team was absent from a given meeting, others were elated upon their next appearance and by their contribution and support to the group. Some group members seemed "picky" with regard to absence of others. Some members wanted to attend a given session but were not able to make such a commitment. Generally, enthusiasm was high among group members throughout the entire school year and on into the following summer months.

9. A member in a group who is not attracted to it may faithfully take part in its activities without any increase in his desire for membership.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|-----|-----|
| (3) | (1) | (6) | (4) | (1) | (3) |
| 1 | | 2 | 3 | 4 | 5 |

N=18 2.7 Mean

2.0 Median

5.0 Range

b. Comments (paraphrased)

It is possible to take part in a group's activities and yet not increase one's desire for membership. However, this seems highly unlikely in the case of the Design Team. There is a great difference between taking part in a group's activities and actually contributing to the group's effectiveness. Actually, most members appeared to increase their desire to be a real part of the Team. If members tried to stay with the group, yet harbored an indifferent or negative attitude, they would probably drop out of the group.

QUESTION #2:

What is "groupness" or cohesiveness and how does it relate to small group process as a component in the development and implementation of an educational program (i.e., a model in career education)?

Descriptive Statements:

1. Both the nature of the group and the motivational state of the persons involved must be treated in any adequate formulation of group cohesiveness.

a. Composite Rating (Five-point scale)

| | | | | | | |
|-----|---|-----|-----|-----|--|-----|
| | No relationship to the "Design Team" | | | | Strongly relates to the "Design Team" | |
| (2) | (2) | (1) | (1) | (5) | (1) | (6) |
| 1 | 2 | 3 | 4 | 5 | | 5 |

N=18 3.7 Mean

4.0 Median

5.0 Range

b. Comments (paraphrased)

Some group members joined the group because of their basic interest; others joined the group because of their availability. Some members always help motivate others-- help keep things moving. Members were able to learn many items because of the experimental nature of the Project. Those members who were not adequately informed as to the goals of the Project had more difficulty getting involved. Comparatively stronger group cohesiveness was felt among members working in the same grade level of education. Teachers need some training in how to work and cooperate in groups. Group members who were working in classroom situations, in contrast to administrative personnel, demonstrated the greatest degree of motivation and enthusiasm.

2. The attractiveness of a group for any given member depends upon the nature and strength of his needs and upon the perceived suitability of the group for satisfying these needs.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|-----|-----|
| (1) | (4) | (6) | (1) | (5) | (1) |
| 1 | 2 | 3 | 4 | 5 | |

N=18 3.7 Mean
 4.0 Median
 5.0 Range

b. Comments (paraphrased)

Individual needs seemed of secondary importance in relation to the common goals of the Design Team. More often than not members responded to perceived enthusiasm within the group as the source of attractiveness to the group. The group's ability to fulfill individual needs grew into an awareness factor for many members. However, some members distinguish between the nature and strength of their "personal needs" and what they perceive as the need to accomplish a common goal (i.e., developing a career education program). In spite of a tendency to negate personal needs, members tended to report that other members may not recognize personal needs until they are actually involved in the group process.

3. Should an individual's personal needs change while he is a member, the attractiveness of the group will decrease unless the group is able to fulfill the new needs equally well or better.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|-----|--|
| (3) | (4) | (2) | (6) | (3) | |
| 1 | 2 | 3 | 4 | 5 | |

N=18 3.1 Mean
 3.6 Median
 5.0 Range

b. Comments (paraphrased)

The topic of "personal needs" apparently creates a variety of responses among group members. The group should try to meet new needs. Personal needs had nothing to do with group membership. If the group fulfills my needs, I'll be back; if not, I am hesitant to return. This occurred every meeting; nothing seemed impossible for everyone. Needs frequently change. Interaction with others in a group setting may produce results entirely unforeseen. If cohesiveness exists in a group, the members will recognize new needs and help meet them.

4. The attributes which a person sees in a given group are determined for him in part by the position of the group in its environment.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | |
|---|-----|-----|--|-----|
| (2) | (1) | (4) | (6) | (3) |
| 1 | 2 | 3 | 4 | 5 |

N= 16 3.4 Mean

4.0 Median

5.0 Range

b. Comments (paraphrased)

The group's position in its environment relates to the members' feeling of belonging--an important factor in the group. The group must develop and maintain a strong position. The position of the Design Team was enhanced by acceptance in the site schools by fellow teachers and administrators. Each member of the group contributed in

one way or another to improving the group's position in its environment; when this happens, individuals desire to join or at least work with the group. The attraction of the group also depends upon the goals of the group.

5. Most often an individual's attraction to a group is a combination of one's liking for the people who are in the group and one's interest in the activity or the programs of the organization.

a. Composite Rating (Five-point scale)

| No relation to the "Design Team" | | | Strongly related to the "Design Team" | |
|-------------------------------------|-----|-----|--|------|
| | (1) | (1) | (1) | (15) |
| 1 | 2 | 3 | 4 | 5 |

N=18 4.7 Mean

5.0 Median

4.0 Range

b. Comments (paraphrased)

If members of the group disliked each other, participation in the group would be a burden. However, a member's attraction to the group is first directed toward the goals and activities of the group; attraction to participants is secondary. In time, most all the group members became friends. Initially those who joined the group were of the opinion that they would serve only a relatively short period of time and then disband. To become a member of an on-going group was an experience much different than anticipated.

6. In many instances an individual may be attracted to a group because it is a means to reaching some goal which exists outside the group.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | |
|---|-----|-----|--|-----|
| (7) | (2) | (2) | (4) | (3) |
| 1 | 2 | 3 | 4 | 5 |

N=18 2.7 Mean

2.6 Median

5.0 Range

b. Comments (paraphrased)

Attraction to the group as a means of attaining some goal outside the group encourages response in both the affirmative and negative. Primary factors of attractiveness relate to making the total curriculum more relevant, assisting the individual participant in his professional growth, providing individuals an opportunity to share their knowledge and background, and to assist students achieve a more meaningful learning experience.

Secondary factors of group attractiveness include personal goals of experience and financial benefits.

7. A state of anxiety, perceived by the member to emanate from outside the group, will increase the individual's tendency to want to be with the other group members.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | |
|---|-----|-----|--|-----|
| (3) | (3) | (7) | (3) | (2) |
| 1 | 2 | 3 | 4 | 5 |

N=18 2.9 Mean

3.0 Median

5.0 Range

b. Comments (paraphrased)

The group definitely provides members with a sense of security and support. If some one member ran into a negative situation or response in an attempt to promote career education, that individual would find assistance or support in the group. Just talking with another team member helped relieve tension. Some strong personalities among team members could cope with anxiety--particularly when we were "under fire". It is generally true that anxiety perceived to emanate from outside the group was reduced by means of group affiliation.

8. People who are first-born or only children in their families respond to threatening situations with greater anxiety and thus show greater "affiliation tendencies" in such a situation than do people who have older siblings.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|---------|-----|--|-----|--|
| (10) | (1) (2) | (2) | (1) | (1) | |
| 1 | 2 | 3 | 4 | 5 | |

N=17 1.8 Mean

1.0 Median

5.0 Range

b. Comments (paraphrased)

People who have siblings might respond to threatening situations just as strongly as first-born or only children. The statement does not appear to hold true for most Design Team members--as perhaps the statement that some group members respond to threatening situations more strongly than others is, in itself, a threatening statement which many group members find difficult to consider. Anyway, the statement might be true for some people, but is not in my case!

9. A person may join a group in order to achieve some external objective, but remain in the group long after the original objective is no longer relevant. (In other words, group membership, which was only instrumental at first, has become an end in itself.)

a. Composite Rating (Five-point scale)

| | | | | |
|---|-----|-----|-----|--|
| No relationship to the "Design Team" | | | | Strongly relates to the "Design Team" |
| (6) | (3) | (5) | (2) | (2) |
| 1 | 2 | 3 | 4 | 5 |

N=18 2.5 Mean
 2.5 Median
 5.0 Range

b. Comments (paraphrased)

Group membership could evolve from being instrumental to becoming an end in itself. However, some group members believe this did not seem to happen in the Design Team. Other group members indicate a definite awareness of this transition. In fact, for some members the purpose for continued group membership relates directly to group cohesiveness and is a sustaining force for group existence throughout the duration of the Project.

10. A group which is joined because it is a means for a person to obtain social status in a community might have more clique functions within it and more rivalry and prestige-seeking behavior than most groups.

a. Composite Rating (Five-point scale)

| | | | | |
|---|-----|-----|-----|--|
| No relationship to the "Design Team" | | | | Strongly relates to the "Design Team" |
| (10) | (4) | (3) | (1) | (1) |
| 1 | 2 | 3 | 4 | 5 |

N=18 1.8 Mean
 1.0 Median
 5.0 Range

b. Comments (paraphrased)

Prestige-seeking behavior and rivalry were not factors in the Design Team . However, such characteristics are often factors in many group situations. Members felt a degree of responsibility--to be accountable for what the group did or did not do. Accountability is now measured from outside a group as well as from within. A group which renders a service or contribution might realize, or perhaps seek, some prestige from the community.

11. It is reasonable to believe that groups should be different to a degree that membership in them is the result of one's own forces, as compared to membership which occurs because the person is required to join.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|---|-----|--|-----|------|
| 1 | 2 | (2) | (2) | (1) | (13) |
| | | 3 | 4 | | 5 |

N=18 4.6 Mean

5.0 Median

3.0 Range

b. Comments (paraphrased)

No doubt about it--voluntary group membership substantially influences the group in a positive and productive manner. In addition, as voluntary members, group standards were established on the basis of "work or get out". Such a standard was acceptable to all members because it was their standard. Any force which requires group membership only serves to reduce enthusiasm and creativeness. In general, a member's commitment to a group is much stronger when based upon voluntary membership.

QUESTION #3:

What is the effect of severity of demands placed upon the group members as related to the attractiveness of the group and the member's continued participation in the group?

Descriptive Statements:

1. The attractiveness of a group will be increased by heightening the awareness of a member that he can fulfill his needs by belonging to the group.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|-----|-----|
| (2) | (3) | (3) | (1) | (7) | (2) |
| 1 | 2 | 3 | 4 | 5 | |

N=18 3.3 Mean

3.8 Median

5.0 Range

b. Comments (paraphrased)

The attractiveness of the group increased as members became more aware of the group's objectives. The concept of career education was an opportunity for members to fulfill needs--primarily to help students at all grade levels. Needs must be educational and not personal. Members' interest in the group increased as they saw how their school could benefit from the Project. Some group members did not see a relationship between attractiveness of a group and a member's ability to fulfill needs by belonging to the group.

2. The more prestige a person has within a group, or the more it appears that he might obtain, the more he will be attracted to the group.

a. Composite Rating (Five-point scale)

| | | | | |
|-----|---|-----|--|-----|
| | No relationship to the "Design Team" | | Strongly relates to the "Design Team" | |
| (4) | (1) | (1) | (1) | (6) |
| 1 | 2 | 3 | 4 | 5 |

N=18 2.8 Mean

3.0 Median

5.0 Range

b. Comments (paraphrased)

Occasionally, there is a positive correlation between prestige a person has within a group and the person's attraction to the group. Some members view personal prestige as an illusion. Other members relate clear group objectives to the individual's self-satisfying feeling of contribution. To several members, the Design Team was a real team and there was very little focus on the personal prestige of any individual.

3. Persons who are valued members are more likely to be attracted to a group than those who do not have much social worth.

a. Composite Rating (Five-point scale)

| | | | | |
|-----|-------------------------------------|-----|--|-----|
| | No relation to the "Design Team" | | Strongly relates to the "Design Team" | |
| (7) | (4) | (3) | (1) | (2) |
| 1 | 2 | 3 | 4 | 5 |

N=18 2.3 Mean

2.0 Median

5.0 Range

b. Comments (paraphrased)

The term "social worth" means different things to different people. However, it is generally true that everyone should have an opportunity to contribute to the group. The term

"social worth" apparently is equated with an individual's ability to be a "good conversationalist". A very quiet group member might be perceived by others as a comparatively weak member. Other group members see little relationship between "social worth", whatever that may mean, and the Design Team .

4. Heightened interaction among persons may increase the attractiveness that a group has for its members.
 - a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | Strongly relates to the "Design Team" | | |
|---|---|--|-----|----------|
| (1) | | (1) | (2) | (3) (11) |
| 1 | 2 | 3 | 4 | 5 |
| N = 18 | | | | |
| 4.5 Mean | | | | |
| 5.0 Median | | | | |
| 5.0 Range | | | | |

- b. Comments (paraphrased)

Interaction among group members is a definite factor. Some members were more involved than others. Members experienced both increased attractiveness to the group and frustration as a result of group interaction. Members wanted, in general, an increased level of interaction. Some members expressed concern that the time interval between group sessions interrupted or reduced interaction. Members whose interaction was perceived as minimal were characterized as of "less value" to the group.

5. The cohesiveness ("groupness") of a group is increased if its position is improved in respect to other groups.

a. Composite Rating (Five-point scale)

| | | | | | |
|---|-----|-----|--|-----|-----|
| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
| (6) | (1) | (3) | (4) | (1) | (4) |
| 1 | 2 | 3 | 4 | 5 | |

N = 18 3.1 Mean
 3.5 Median
 5.0 Range

b. Comments (paraphrased)

Actual competition with "other groups" is not necessary. However, group cohesiveness is increased as group members begin to realize the importance of their work and experience the feeling of accomplishment. Members want others to share in the feeling that the group's work is important; recognition plays an important role in bringing group members into contact with others who in turn contribute to group attractiveness. One year's duration is not sufficient to allow a group to develop its full potential. A group process which stressed group-centered decisions definitely contributed to group pride and cohesiveness.

6. The attractiveness of a group will decrease for a person if the needs it has been satisfying are reduced, if it becomes less suitable as a means for satisfying existing needs, or if it acquires distasteful or unpleasant properties.

a. Composite Rating (Five-point scale)

| | | | | | |
|---|-----|-----|--|-----|--|
| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
| (7) | (2) | (4) | (4) | (1) | |
| 1 | 2 | 3 | 4 | 5 | |

N = 18 2.5 Mean
 2.6 Median
 5.0 Range

b. Comments (paraphrased)

Should a group fail to continue to meet a member's needs, its attractiveness will decrease. However, a member must be willing to "plug away" and accept the fact that there will be times when plans "fall through". For some group members the possibility of being "pounced on" produced some decrease in group attractiveness. In general, a variety of member personalities contributed to overcoming isolated incidents of unpleasantness.

7. It is possible to find groups which survive only because the members do not have strong motivation to leave the group.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|-----|---|
| (10) | (1) | (2) | (3) | (2) | |
| 1 | | 2 | 3 | 4 | 5 |

N = 18 1.8 Mean
1.0 Median
4.0 Range

b. Comments (paraphrased)

Some members might stay in a group with the idea ". . . something will happen soon". The fact that the Design Team was an on-going group, for the complete school year, contributed to the group's attractiveness. Many of the group members would have dropped other activities to stay in the group. One reason for such attractiveness was the fact that no one had to stay in the group. Other members were too proud to "bag it".

8. Barring feelings of guilt as a motivation to support or remain in a group, we may expect that fringe members will be driven out of a group by any unwanted demands upon them.

a. Composite Rating (Five-point scale)

| | | | | |
|---|-----|-----|--|-----|
| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | |
| (6) | (4) | (4) | (3) | (1) |
| 1 | 2 | 3 | 4 | 5 |

N = 18 2.4 Mean
 2.2 Median
 5.0 Range

b. Comments (paraphrased)

Fringe members would have been identified and possibly driven out of the group early last fall. No one in the group was really a fringe member. No one was forced to remain in the group; if such were the case, some members would undoubtedly have left the group. At no time did the group place unwarranted demands upon group members.

9. The attractiveness of a group is lessened when the members disagree over the way to solve a group problem.

a. Composite Rating (Five-point scale)

| | | | | |
|---|-----|-----|---------|--|
| No relationship to the "Design Team" | | | | Strongly relates to the "Design Team" |
| (5) | (2) | (1) | (6) (1) | (3) |
| 1 | 2 | 3 | 4 | 5 |

N = 18 2.7 Mean
 3.0 Median
 5.0 Range

b. Comments (paraphrased)

Disagreements did exist in the group. For the most part, disagreements involved relatively minor issues; no real disagreement appeared to affect major items. Anyway--members must be mature enough to accept other points of view. Majority vote is the solution in a mature, democratic, intelligent group. Disagreement strengthens group attractiveness. Disagreement tends to put feelings in the open and pave the way for the solution of group problems.

10. The attractiveness of a group may be decreased if one has unpleasant experiences in it.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | | |
|---|-----|-----|--|-----|-----|-----|
| (3) | (1) | (4) | (1) | (6) | (1) | (2) |
| 1 | | 2 | | 3 | 4 | 5 |

N = 18 2.6 Mean
 2.8 Median
 5.0 Range

b. Comments (paraphrased)

In general, unpleasant experiences in a group will reduce attractiveness of the group; even in the Design Team. However, mature people can accept unpleasant experiences. Unpleasant experiences affect for a time, but if group objectives are met, feelings will change toward the positive. Unpleasant experiences can result in healthy growing pains. Verbal attacks between group members do result in hurts.

11. Members who fail on a task where the group's expectations were low, or the task was important to the group, tend to have a greater decrease in attraction to the group than those who fail where the group's expectations were high or the task not important.

a. Composite Rating (Five-point scale)

| | | | | |
|---|-----|-----|--|-----|
| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | |
| (9) | (1) | (3) | (2) | (2) |
| 1 | 2 | 3 | 4 | 5 |

N= 17 2.3 Mean

1.2 Median

5.0 Range

b. Comments (paraphrased)

Total failures were not a part of the Design Team . As a group, the Design Team learned from failure and mistakes. Individuals would not want the group to know they had let them down. Some members experienced points of "put down". At one point or another, each member felt certain tasks were not performed well. However, in most instances group tasks were completed. Members did not feel pressured by importance of tasks. No unreasonable emphasis was placed on failure. Some group members passed their goals on to others and then became critical if the goals were not fulfilled.

12. Members may tend to leave a group because they feel that other members are too dominating or that they have some other unpleasant characteristics.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|---|-----|
| (9) | (1) | (3) | (4) | | (1) |
| 1 | 2 | 3 | 4 | 5 | |

N = 18 1.9 Mean
 1.3 Median
 5.0 Range

b. Comments (paraphrased)

In most all instances members were tolerable. Mature members will not concern themselves with domination or unpleasant characteristics. Generally a positive atmosphere always existed in the group; the tendency was to make one feel he should contribute more to the group. At times a lack of domination was frustrating. Individual members felt uncomfortable on only rare occasions.

13. The extent to which group membership interferes with family or community activities may be as important in reducing attraction to the group as lack of satisfaction with the group.

a. Composite Rating (Five-point scale)

| No relationship to the "Design Team" | | | Strongly relates to the "Design Team" | | |
|---|-----|-----|--|-----|-----|
| (2) | (2) | (5) | (1) | (5) | (3) |
| 1 | 2 | 3 | 4 | 5 | |

N = 18 3.3 Mean
 3.2 Median
 5.0 Range

b. Comments (paraphrased)

Interference could reduce group attractiveness. However, rewards from group participation were worth the incidents of inconvenience. It is a matter of arranging priorities. It is to be expected that group membership may curtail other activities. Released time from school eliminated many potential conflicts. A valid reason for missing a group meeting was acceptable. Group morale did not drop even though incidents of individual interference did occur.

Generalizations Related to Small Group Process

The individual member's perception of attractiveness to a group will be influenced by several basic factors. The individual will be more attracted to a group the more favorable to him are the outcomes he expects to derive from membership. In addition, it appears that a group will reflect certain characteristics. The individual's attractiveness to the group will, in turn, be related to how these characteristics relate to his needs and values.

The survey data suggests that a person's attraction to a group is determined by four (4) interacting sets of variables:

- a) his motivational base for attraction
- b) the incentive properties of the group
- c) his expectancy
- d) his comparison level

For example, change in incentive properties of a group may influence positively or negatively the individual's attraction to the group. Even if incentive properties remain unchanged, the group's attractiveness will vary with a member's subjective opinion that he will actually experience rewards or costs from membership.

Attractiveness of group members is a factor influencing the individual member. It appears that if group membership puts a person in close association and frequent interaction with other members, his evaluation of these members will influence either positively or negatively his attraction to membership in the group.

Apparently members are influenced by similarities among members. People will tend to be more attracted to each other the more similar their evaluation of objects or situations in their common environment. In other words, each individual has a need to evaluate his own opinions, attitudes and abilities; that in making such a self-evaluation, he tends to compare self with others, and that given a range of possible persons for comparison, he will tend to choose someone similar to himself.

A group which possesses a distinctive goal and purpose serves to attract to the group people with a particular motive base. The survey suggests that members of such a group, being similar to one another with respect to relevant values and interests, may be expected to develop interpersonal bonds and be attracted to group membership.

The incentive value of a particular group goal for a particular person, such as career education, will depend not only upon its intent, but also upon how explicitly the goal is formulated, how clear the paths for goal attainment are, and the likelihood of successful achievement of the goal.

When the "best procedure" for reaching a goal is not clearly evident to all members, disruptive disagreements may reduce the member's attraction to the group.

Some comments suggest that "withdrawal" was most likely to occur when members were disagreeing over the method they should use in solving a problem.

Generally, one gains satisfaction from group success and dissatisfaction from group failure. However, the failure of a group to reach its goal may result, under certain conditions, in an increase in attraction to the group. Such an outcome appears to be most likely where the failure is perceived by the members as arbitrarily imposed by an external source.

For example, the failure to receive "new-funding" for a three-year period of implementation was generally perceived by group members as an arbitrarily imposed decision by ". . . those at the state-office level who have little real interest in the Project and often seek to protect their own political interests."

Within the group structure, the type of interdependence among members suggests the hypothesis that when people are cooperatively independent they will develop attraction to one another. In the "cooperative group," members tend to display more symptoms of high cohesiveness. The suggestion is that, compared to a more "competitive group structure", the members liked one another more, made more attempts to influence one another, accepted influence attempts more readily, and were more friendly in their behaviors.

On the other hand, nearly everyone would agree that competition promotes close interpersonal relations within groups. The interpretation of these results holds that it is the common threat to the members, posed by a common enemy or opponent, that draws members together.

These two interpretations, though different, are not incompatible; both "cooperative interdependence" and common threat may serve to heighten the attractiveness of a group.

The general guideline suggests that attraction among individuals will be found to increase when their common threat stems from an external source. In other words, when the threat is not perceived as a function of their own lack of skill.

To the extent that membership in a group involves a person in certain activities, his evaluation of these should affect his attraction to the group.

If a group has "standards of performance", either explicit or implicit, that members cannot meet, the prospect of repeated personal failure should adversely affect the attractiveness of the group. Apparently group members whose rate of performance

does fall below "group standards", so that feelings of failure are present, have a stronger tendency to consider leaving the group.

Group attractiveness is influenced by the nature of its leadership. A democratic form of organization that encourages widespread participation in decision-making appears generally to increase attraction to the group; more so than one in which decisions are centralized. This conclusion must be tempered, however, by the awareness that people with different values and attitudes may react quite differently to the same type of leadership.

Apparently the "communication structure" of a group can affect the member's satisfaction with participation in the group. The suggestion being that the level of satisfaction is higher among members of groups with a decentralized network than among those with a centralized one.

If a group has a rather definite structure, a member's location within it may be expected to affect his attraction to the group. In general, members occupying the most central positions in a "communication network" are more satisfied with their group membership and with the group's performance than are those in most peripheral positions.

The factor of one's security in a group influences the attractiveness of the group. Apparently members who are secure in the group situation are most attracted to the rest of the members of the group.

Apparently a group whose atmosphere is such that members feel accepted and valued will have attraction for its members. The guideline suggests that members who are made to feel well accepted in a group are more attracted to it than are those who feel poorly accepted. A member's level of self-esteem or self-concept is a related factor. Presumably members with low self-esteem possess

a stronger need for acceptance by others. In turn, these members are more strongly influenced by incidents perceived as non-acceptance.

It appears that there is a significant correlation between a person's attraction to the group, the work demonstrated, and the evaluations of him made by the other members of the group. A word of caution might be needed regarding a group's atmosphere. Generally, a warm and friendly atmosphere will contribute to the attractiveness of a group. However, there is a suggestion that under certain conditions such an atmosphere may generate processes leading to dissatisfaction. This may be expected to occur when a "friendly atmosphere" is sustained to the extent that group members fail to communicate on important matters.

It appears that the size of a group affects its attractiveness by means of its effects on other properties of the group. If these properties become less satisfying as size increases, there will be a negative correlation between size and attractiveness. For example, the interplay between the Design Team as a whole group and particular representatives from site schools within the Design Team, or sub-groups, seemingly constituted a process item whereby the group configuration could "adjust" to accommodate particular needs. In other words, it appears that under certain conditions, larger group configuration will possess more satisfying properties or characteristics than will smaller groups.

As a particular group changes in size, one would expect some of its properties to become less satisfying and some to become more so. The important factor being the ability of the group process to alter its configuration to meet existing needs. For example, the Design Team was able to function not only as a "whole group", but also as a smaller sub-group as well as a large group, including interested teachers. In this manner, the Design Team served as a "nucleus group"; its properties included the ability to adjust its configuration to smaller and larger group process.

The force acting on a member to remain in a group is apparently composed of forces arising from two sources: the attractiveness of the group, and the attractiveness of alternative memberships. The suggestion is that a person will remain in a group only if his level of outcomes lies above his comparison level for alternatives. This suggestion would appear to be supported by the experience of the Design Team which involved only one member leaving the group. In other words, there appears to be a negative correlation between group attractiveness and turnover.

Apparently members conform more to the norms of a group, the greater the group's cohesiveness; evidence from this survey suggests that members of a more cohesive group more readily exert influence on one another and are more readily influenced by one another. We might also expect the members of a more cohesive group to accept more readily the group's goals, decisions, and assignment to tasks. The limit to the power of a group over its members might be related to the individual's attraction to the group. Should the forces on the individual member exceed the accumulated force acting on him to remain in the group, the individual could be expected to leave the group rather than submit to such pressures. In this sense, the cohesiveness of the group might be expected to set an upper limit upon the group's capacity to influence its members.

As the group leader utilizes basic elements of group process, in conjunction with the development of an educational model or project, it seems important for this individual to develop some degree of understanding for three factors: one, the member's level of expected outcomes from group membership; two, the member's comparison level relative to other knowledge or experience; and three, the member's comparison level for alternative group membership.

The relationship of this knowledge to group process would

include the suggestion that a person's dependence on a group is greater the more his level of expected outcomes from membership exceeds his comparison level for alternatives. In other words, the power of a group over a member is directly related to his dependence upon the group.

Survey items in relation to question number one appear to suggest that as cohesiveness increases there is more frequent communication among members, a greater degree of participation in group activities, and lower rate of absences.

However, factors other than cohesiveness appear to enter into the determinants of participation. For example, the temporary withdrawal from participation, perhaps through absence from a Design Team meeting, is not the same as withdrawal from group membership. A member who is highly attracted to the group may nevertheless fail to participate fully because of illness, competing obligations, or the need to avoid tensions arising from participation. The survey data appears to support the notion that we can expect to find a correlation between cohesiveness and the rate of participation. For example, there is a high correlation in the survey among items such as "we-ness", working for a common goal, defense against external criticism, a democratic group climate, and the number of "friendship ties" among group members.

Survey items also suggest that there is a positive correlation between group cohesiveness, and the personal adjustment of group members. For example, there appears to be a negative correlation between the cohesiveness of the group and the tendency for the members to report feelings of discomfort or irritability. A number of references to the "whole membership" from site schools, or sub-groups, supports the suggestion that intergroup competition produces an increase in over-all group cohesiveness; that, in turn, leads to a heightening of self-esteem and a lowering of anxiety among the members of the group. It might be expected that the improved interpersonal relations involved in an increase in

cohesiveness will lead to more acceptance, trust, and confidence among group members and that each member consequently develops an increased sense of security and personal worth.

Experiences related to the Design Team members and their interaction with other individuals suggests that members of a more cohesive group freely engaged in critical or hostile remarks against the perceived insulter. This readiness of members to express hostility presumably resulted, at least in part, from a greater sense of security experienced by members of a cohesive group.

In summary, cohesiveness or attractiveness influences a group in three basic areas: one, other things being equal, as cohesiveness increases there is an increase in a group's capacity to retain members in group activities; two, the greater a group's cohesiveness, the more power it has to bring about conformity to its norms and to gain acceptance of its goals and assignment to tasks and roles; and three, highly cohesive groups provide a source of security for members, which serves to reduce anxiety and heightens self-esteem.

Reference Materials Related to Small Group Process:

Bovard, E. "Group Structure and Perception," Journal of Abnormal and Social Psychology, 1951. pp. 46, 398-405.

Dottes, J. "Attractiveness of Group as Function of Self-esteem and Acceptance by Group," Journal of Abnormal and Social Psychology, 1959. pp. 59, 77-82.

Eisman, B. "Some Operational Measures of Cohesiveness and Their Correlations," Human Relations, 1959. pp. 12, 183-189.

Festinger, L.A. "A Theory of Social Comparison Processes," Human Relations, 1954. pp. 7, 10-140.

French, J. R. P., Jr. "The Disruption and Cohesion of Groups," Journal of Abnormal and Social Psychology, 1941. pp. 36, 361-377.

Gross, N., and Martin, W. "On Group Cohesiveness," American Journal of Sociology, 1952. pp. 57, 533-546.

Hagstrom, W. O., and Selvin, H. E. "The Dimensions of Cohesiveness in Small Groups," Sociometry, 1965. pp. 28, 30-43.

Indik, B. P. "Organization, Size and Member Participation: Some Empirical Tests of Alternative Explanations," Human Relations, 1965. pp. 18, 339-350.

Jackson, J. M. "Reference Group Processes in a Formal Organization," Sociometry, 1959. pp. 22, 307-327.

Julian, J. W., Bishop, D. W., and Fieldler, E. F. "Quasi-therapeutic Effects of Intergroup Competition," Journal of Personality and Social Psychology, 1966. pp. 3, 321-327.

Kelly, J. J. "Communication on Experimentally Created Hierarchies," Human Relations, 1951. pp. 4, 39-56.

Lott, A. J., and Lott, B. E. "Group Cohesiveness as Interpersonal Attraction: A Review of Relationships with Antecedent and Consequent Variables," Psychological Bulletin, 1965. pp. 64, 259-309.

Myers, A. E. "Team Competition, Success and Adjustment of Group Members," Journal of Abnormal and Social Psychology, 1962. pp. 65, 325-332.

Newcomb, Tim. "An Approach to the Study of Communicative Acts," Psychological Review, 1953. pp. 60, 393-404.

Pepitone, A., and Reichling, G. "Group Cohesiveness and the Expression of Hostility," Human Relations, 1955. pp. 8, 327-337.

Preston, M. G., and Heintz, R. K. "Effects of Participation vs. Supervisory Leadership on Group Adjustment," Journal of Abnormal and Social Psychology, 1949. pp. 44, 345-355.

Raven, B. H., and Rietsema, J. "The Effect of Varied Clarity of Group Goal and Group Path upon the Individual and his Relation to his Group," Human Relations, 1957. pp. 10, 29-44.

Riecken, H. "Some Problems of Consensus Development," Rural Sociology, 1952. pp. 245-252, 17.

Sagi, P.C., Olmsted, and Atelsek, F. "Predicting Maintenance of Membership in Small Groups," Journal of Abnormal and Social Psychology, 1955. pp. 51, 308-311.

Tannenbaum, A. S., and Allport, F. H. "Personality Structure and Group Structure: An Interpretive Study of their Relationship through an Event-structure Hypothesis," Journal of Abnormal and Social Psychology, 1956. pp. 53, 272-280.

Zander, A., and Havelin, A. "Social Comparison and Interpersonal Attraction," Human Relations, 1960. pp. 13, 21-32.