




2007-12-07

# Description of the Trio/Upward Bound Students' Construction of Vocations Using George Kelly's Rep Test Method

Maraia Sokia Weingarten  
*Brigham Young University - Provo*

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>

 Part of the [Counseling Psychology Commons](#), and the [Special Education and Teaching Commons](#)

---

## BYU ScholarsArchive Citation

Weingarten, Maraia Sokia, "Description of the Trio/Upward Bound Students' Construction of Vocations Using George Kelly's Rep Test Method" (2007). *All Theses and Dissertations*. 1282.  
<https://scholarsarchive.byu.edu/etd/1282>

This Dissertation is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact [scholarsarchive@byu.edu](mailto:scholarsarchive@byu.edu), [ellen\\_amatangelo@byu.edu](mailto:ellen_amatangelo@byu.edu).

TRIO/UPWARD BOUND STUDENTS' CONSTRUCTIONS OF VOCATIONS USING  
GEORGE KELLY'S REP-TEST METHOD

by

Maraia Tokailagi Sokia Weingarten

A dissertation submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of  
Doctor of Philosophy

Department of Counseling Psychology and Special Education

Brigham Young University

December 2007

BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a dissertation submitted by

Maraia Tokailagi Sokia Weingarten

This dissertation has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

\_\_\_\_\_

Date

\_\_\_\_\_

Aaron P. Jackson, Chair

\_\_\_\_\_

Date

\_\_\_\_\_

Timothy Smith

\_\_\_\_\_

Date

\_\_\_\_\_

Lane Fischer

\_\_\_\_\_

Date

\_\_\_\_\_

Rachel E. Crook

\_\_\_\_\_

Date

\_\_\_\_\_

Steven A. Smith

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the dissertation of Maraia Tokailagi Sokia Weingarten in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

---

Date

---

Aaron P. Jackson  
Chair, Graduate Committee

Accepted for the Department

---

Mary Anne Prater  
Department Chair

Accepted for the College

---

K. Richard Young  
Dean, David O. McKay School of Education

## ABSTRACT

### TRIO/UPWARD BOUND STUDENTS' CONSTRUCTIONS OF VOCATIONS USING GEORGE KELLY'S REP-TEST METHOD

Maraia Tokailagi Sokia Weingarten

Department of Counseling Psychology and Special Education

Doctor of Philosophy

The Information Age is revolutionizing the way we communicate, acquire knowledge, and perform work. Society is shifting from occupations rooted in industrial production to those associated with knowledge and information, requiring the development of new skills for changing occupations and updating old educational methods.

Educators need to be aware of economic and social changes and have a vision for how to design career education to respond to those changes. Individuals must also be prepared to learn on their own as careers evolve and change. The training necessary to adapt to the changing career culture needs to be made available to everyone, regardless of social class and background.

In order to learn how to help students prepare for life, it is necessary to understand their views on careers. There is a critical and acute need to understand the perceptions of students from disadvantaged backgrounds, such as Upward Bound participants (identified by the U.S. Department of Education as part of the TRIO Program for low-income and first generation college students). This study used Personal Construct Psychology (PCP) to access

representations of students' thinking by means of a repertory-test grid methodology. Using the traditional constructivist repertory-test method, a custom designed instrument called the WOAR (Weingarten Occupational Awareness Rep-test) was used by students in a Utah Valley State College Upward Bound group to generate constructs for personally identified occupations. These constructs provided the data for a qualitative content analysis designed to better understand how marginalized students construct careers and the world of work.

The resulting analysis reflected the students' perceptions about (a) what their life experiences were, (b) what they had in common with one another, and (c) what they had in common with the rest of the population at large, in terms of career knowledge. The findings showed that the students were influenced by people they knew such as doctors, teachers, church leaders and so on, as indicated by the career choices they identified. They were also affected by their unique experiences such as identifying drug dealing and other illegal means as a way of earning money. The collective responses identified sixteen common career themes among the students.

## ACKNOWLEDGMENTS

It is a privilege to be in a country where one can dream and have the opportunity to fulfill that dream. It is with that sentiment and attitude of gratitude that this project was developed to begin a research journey for disadvantaged children who have given my life great meaning the last twenty years of my professional life.

I express gratitude to the Utah Valley State College Upward Bound students who participated in this project and all the TRIO staff members who assisted in what seemed a daunting task. Venturing into new territories of learning opens up the minds and allows for new experiences to enrich what we already have, and in hindsight, we see that we have taken the higher road in what we do together during the annual Summer Academic Camp.

I express appreciation to Dr. Aaron Jackson and Dr. Tim Smith for being willing to explore a less familiar territory with me and to my committee for their insights, support and examples to me. Like the participants in this project, I am indebted to mentors, Dr. Dillon Inouye, who helped me believe in me, to do a doctorate and understand a new way of gaining knowledge through Personal Construct Theory and to the late Dr. Fred Rowe, who put me on the path to career research. To Dr. Lane Fischer, I say thank you for steering me back to Counseling, an area that appears to be a natural fit for me. I express sincere gratitude to my committee members for their time and assistance in completing this project.

I am indebted to all who have influenced me in my professional journey and in my growth as an individual. I express gratitude to my doctoral cohort group for their encouragement so we can all reach our common goal. I express my heartfelt appreciation to my mother and

mom Belle Oswald, who both became ill and passed away during the course of my study, for the lessons they taught me about life. I express appreciation to my family of origin in Fiji, Hawaii, New Zealand and California for their love and inspiration. Last but by no means least, my deep gratitude and love goes to my precious family now, for their continued support and love especially through the last few years as we struggled together in faith in pursuing lifetime goals. Overall, I acknowledge the guiding hand of God that brought all these processes together for me.



## TABLE OF CONTENTS

ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER 1: INTRODUCTION.....	1
TRIO/Upward Bound Students.....	2
Theories of Career Development.....	2
Traditional Career Development Theories.....	3
Constructivist Career Theory.....	4
Research Questions.....	6
CHAPTER 2: REVIEW OF THE LITERATURE .....	7
Vocational Psychology.....	7
Current Trends in Careers.....	10
Personal Construct Theory.....	11
An Integrative Model.....	12
Construction corollary.....	13
Individual corollary.....	13
Organization corollary.....	14
Dichotomy corollary.....	14
Choice corollary.....	15
Range corollary.....	15
Fragmentation corollary.....	16
Experience corollary.....	16
Modulation corollary.....	16
Commonality corollary.....	17
Sociality corollary.....	17
Theoretical Framework.....	18
Repertory Grid Technique.....	18
Cognitive complexity.....	19
Schemas.....	20
Summary of Literature Review.....	21
CHAPTER 3: METHODOLOGY .....	22
Participants.....	22
Instruments.....	22
Procedures.....	23
Step One.....	24
Step Two.....	24

Step Three.....	26
Data Analysis.....	28
Foundation for Qualitative Analysis.....	28
Manifest Coding.....	28
Latent Coding.....	28
Content Analysis.....	29
Mapping.....	31
Summary of Methodology.....	31
CHAPTER 4: RESULTS.....	33
Manifest Themes.....	33
Tasks.....	38
Work Conditions/Style .....	38
Characteristics (introvert/extrovert).....	38
Skills .....	38
Education.....	39
Location .....	39
Job Category.....	39
Earnings/Salary/Image.....	39
Tools .....	39
Leadership and Power .....	40
Values.....	40
Time.....	40
Appearance/Image.....	40
Work Attitude .....	41
Decision Making .....	41
Miscellaneous.....	41
Latent Themes.....	41
Summary of Results.....	43
CHAPTER 5: DISCUSSION AND CONCLUSIONS.....	44
Theoretical Relevance.....	44
Significance of Findings.....	46
Limitations of the Study.....	48
Implications of the Research.....	48
Future Research.....	48
Career Counseling.....	48
New Career Construct Theory.....	50
Conclusion.....	52
REFERENCES.....	53
APPENDIX A: Anticipation of Vocations Survey.....	57
APPENDIX B: Sample of Completed Student Response Sheet.....	61
APPENDIX C: MAXQDA.....	67

APPENDIX D: Career Construct Repertoires of Upward Bound Subjects 1-56... 71

## LIST OF TABLES

TABLE 1: Step 1: Career Rep-test Response Sheet .....	25
TABLE 2: Explanation of Columns and Rows.....	24
TABLE 3: Step 3: Rating of Constructs.....	26
TABLE 4: Summary of Major Themes/Core Categories and Minor – Themes.....	34
TABLE 5: Core Themes with Delineated Sub-Themes .....	35
TABLE 6: Thematic Distribution .....	45

## LIST OF FIGURES

FIGURE 1: Step 2: Bipolar Constructs .....	27
FIGURE 2: Content Analysis Flow Chart .....	32

## CHAPTER ONE

### INTRODUCTION

According to Yost and Corbishley (1987), for most people, work is a crucial aspect of psychological functioning. It is no secret that job-related issues can have an effect upon mental and physical health as well as social and intimate relationships. Grubbs (2002) stated that personal fulfillment and vocational satisfaction appear to have a relationship with successful movement through developmental phases. However, an individual's movement through these phases may be limited as a result of a lack of career strategies around the constantly changing market. He suggested that learning to proactively strategize about careers can minimize one's lost time and money as well as optimize one's emotional and physical health.

In 1972, Havighurst claimed that developmental theorists view living and growing to consist of a series of learning processes. Havighurst (1972) stated that learning well brings satisfaction and reward, while learning poorly brings unhappiness and social disapproval. The tasks the individual must learn are those things that constitute healthy and satisfactory growth in our society. Havighurst (1972) also offered a definition of *development* in terms of behavior saying,

A developmental task is a task, which arises at or about a certain period in the life of the individual, successful achievement of which leads to his [sic] happiness and to success with other tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. (p. 2)

Developmental theorists have proposed different tasks involved with each stage of growth. Eric Erickson's (1968) theory of development implies that we face the task of

establishing equilibrium between our social world and ourselves. For students from disadvantaged backgrounds with families that do not have the educational attainment level of other sectors of America, these developmental tasks of life may appear insurmountable, especially the task of achieving the career maturity needed to compete in the United States.

### *Trio/Upward Bound Students*

There is concern in many countries regarding the inequity and the social exclusion of some groups, such as low-income, minority, and rural youth. This has led to various efforts to resolve such problems by enhancing their education. Students lacking basic information about the educational requirements of occupations struggle to find their way into the most appropriate schooling. This study will address the needs of a specific group of students, the TRIO/ Upward Bound students, identified by the United States Congress as being disadvantaged. The “War on Poverty” was launched in 1964 by President Lyndon B. Johnson as its chief architect. TRIO Programs are part of the Higher Education Act of 1964, which was aimed at addressing some of the poverty problems of this country. The TRIO/Upward Bound program is an effort to assist low income and first generation students to enter college and graduate with a college degree, with the potential of acquiring better paying jobs to improve their positions in life. According to the Council for Opportunity in Education (2006), in many communities, the TRIO programs are some of the only programs that help students to overcome social, academic, class, and cultural barriers to higher education.

### *Theories of Career Development*

Many researchers have made attempts to explain vocational behaviors (i.e., seeking understanding of one’s career aptitudes and interests, exploring different careers, etc.) and effective vocational decision-making (Gelatt, 1962; Ginzberg, Ginsburg, Axelrod, & Herma,

1951; Super, 1957; Tiedeman & O'Hara, 1963; Krumbolts, 1979). Some explanations suggest that effective vocational decision making can be attributed to identity and maturity. The explication of an individual's vocational identity and vocational maturity is important in coming to understand how individuals understand themselves.

*Traditional career development theories.* Healy and O'Shea (1984) proposed that how a person evaluates his or her personhood are benchmarks to career progress. They also proposed that an establishment of one's personal identity correlated highly with how one sees his or her vocational identity. Erickson (1968) considered occupational choice to be one of the most important commitments that have to be made in order to achieve a sense of personal identity. This sense of personal identity includes having a feeling of inner consistency and continuity. It goes together with having defined one's personality in a way that is recognized by other people. Crites (1969) indicated that with regard to specific tasks in the vocational development continuum, vocational identity related most to the task of crystallizing career preferences, that is, indicating what one likes to do. This hypothesis makes the assumption that vocational identity is an evolving internal structure of self-concepts and occupational concepts that enables individuals to form tentative preferences regarding career issues.

Several theorists have proposed developmental models to account for vocational identity. Each of the theoretical propositions discussed above were based on Erickson's (1968) developmental model where one's identity is achieved as a reaction to his environment. While Erickson's stance was effective as a general developmental theory, it has some major limitations. Erickson's career stages progress in a linear fashion, which contributes to the restrictions in his explanation to effectively deal with a major factor in today's work world, the constant of change.



*Constructivist career theory.* Constructivist career theory is an alternative theory and method for explaining vocational identity and development: George Kelly's (1955) Personal Construct Theory. Kelly's theory differs from the previously identified theories in that the emphasis is on anticipation rather than reaction in what Kelly calls "the creative capacity of the living thing to represent the environment, not merely respond to it" (p. 19). Kelly established his theory to try and understand how individuals construct meaning. Within this theory, he established *personal constructs* as the central units of meaning. He defined *personal construction* as the compare and contrast method of understanding life events employed by an individual as they attempt to make sense of their experiences. The ontological commitment of this theory and method is mental. It gives primacy to cognitive construction, purposeful action, and change. It also makes the assumption that time is non-linear.

According to Vincent Kelly (1984), "personal construct theory is very difficult to grasp largely because it emphasizes organization and structure as opposed to content. It tells us not what to think, but rather how to go about understanding what we do think" (p. 34). According to Fransella and Neimeyer (1994), "one of the remarkable features of PCT – and one that no doubt contributes to the flexibility with which it has been applied to people and problems of all sorts – is its abstract, content-free orientation" (p. 27). Unlike many psychological theorists, Kelly (1984) did not propose a detailed list of human needs, motives, conflicts, or ideals that presumably hold for all people, but instead focused on the general *processes* by which people make sense of and navigate the social world regardless of demographic differentiation.

Kelly's (1955) non-mechanistic assumptions suggest that (a) constructs are always future oriented, (b) the person is focused on the present, and (c) action is always driven by future processes in the present. According to Shaw (1979) and Harper (1996), these three assumptions

of Kelly's theory address some important questions raised by psychologists. First is the question of the moving force of psychological change within human beings. Kelly assumed that a person is an agent with the ability to anticipate and predict events. Kelly stated that "ultimately a man [sic] sets the measure of his [sic] own freedom and his [sic] own bondage by the level at which he [sic] chooses to establish his [sic] convictions" (p. 21).

Second, Kelly's (1955) theory addresses the direction of psychological movement. According to Kelly (1984), traditional explanations have claimed that past stimuli prod humans or that potent needs pull humans toward behaviors. These explanations seem inadequate; a theory of personality must account for the way a person will turn when confronted with a choice situation. Personal Construct Psychology (PCP) was intended to help individuals find better ways to construe their lives so they do not see themselves as victims of their past. This is why Kelly compared humans to scientists who act to discover new knowledge about the world and new ways of solving problems in their environment.

The third problem addressed by PCP involves "explaining individual differences in a legitimate manner" (Kelly, 1963, p. 39). Harper (1996) stated that understanding the importance of the relationship between the individual's private experience and the need of scientists to generalize is important. Kelly's (1963) theory combines features of the idiographic phenomenological approach with nomothetic methodology. His process makes inferences about what individuals are doing, abstracts observations of many different individuals, and notes the behaviors that emerge. Individuals' constructs are generalized in order to become useful in construing human behavior in general. Thus one may generalize from individuals at a highly abstract level while leaving the idiosyncratic behavior of the individual intact.

### *Research Questions*

The present study examined vocational meaning using Kelly's (1955) basic theory and identified a set of career-related constructs that may increase our understanding of low income and first generation college students. The following questions will be addressed in this study:

1. What are the Career Construct Repertoires (CCR) of the TRIO/Upward Bound students?

That is, what are the constructs used by the Upward Bound students to differentiate among occupations based on the Weingarten Occupational Awareness Rep-test?

2. What themes can be abstracted from TRIO/Upward Bound students' constructions?

Essentially, what Manifest and Latent codings can be derived from this study?

By understanding more about how low income and first generation college students perceive themselves and the options in their worlds, this study can be helpful to those students and those who work with them.

## CHAPTER TWO

### REVIEW OF LITERATURE

*Vocational psychology* is defined as the study of the psychological aspects of work-related behavior and experience (Carson, 2003). Prior to 1950, there was very little research that addressed vocations (Crites, 1969). Since 1950, however, an increasing number of studies have been the product of long-term research projects. This chapter will explore studies in vocational psychology that apply to the present study.

#### *Vocational Psychology*

In 1951, Donald E. Super of Columbia University conducted a 20-year longitudinal survey of the vocational development of adolescents and young adults referred to as the Career Pattern Study (CPS). The central proposition of the CPS was that vocational development is a process of acquiring, clarifying, and implementing a self-concept through preparation for and participation in the world of work. The 10 propositions derived from Super's (1953) Theory of Vocational Development formed the basis for later studies (pp. 189-190). These propositions included differences in people's abilities, interests, personalities, characteristics and occupations, vocational preferences, competencies, work environments, self-concepts, choice, life stages, and career patterns. They also included processes of vocational development, compromises between individuals and social factors or self-concept, and reality and work/life satisfaction variables (pp. 189-190). These propositions provided the springboard for career studies and research over the past 50 years.

At the Harvard Center for Research in Careers, the focus on methodology shifted to theory construction as an attempt was made to apply concepts from Erickson's (1950) ego

psychology and existential ideas to the process of decision-making (Crites, 1969). Another major influence in vocational psychology was John Holland in 1964. His work was largely an outgrowth of his experience as a counseling psychologist and his development of an inventory to assess personality by means of occupational titles (Crites, 1969). Holland's (1964) work has been widely used and is the basis for numerous career inventories and materials. Another theory that looks at the career development of adolescence is Linda Gottfredson's theory of circumscription and compromise (Gottfredson, 1981). This theory suggests that the development of perceptions of one's self in terms of gender, power, and status is primary in the career development process (Gottfredson, 1981).

Despite the considerable attention to career development in general, vocational research addressing the career development of individuals from lower socio-economic and minority groups is sparse. Hoshmond (1994) stated that to be effective, career counselors need to know more than career theory and intervention-related research. According to Betancourt and Lopez (1993), counselors need to identify the specific elements of each minority group's experience that contribute to the proposed relationship among race, ethnicity, culture, and career development variables. They feel that only then will career counselors be able to determine if there is sufficient overlap across groups to warrant talking about the career development process of ethnic minorities as a group. Consuelo Arbona (1994) stated that "current career theories are not relevant for Hispanics and other ethnic and minority groups. The lack of theory regarding the career development of minorities is a well-recognized problem with which counselors have not been able to grapple" (p. 47).

Osipow (1994) emphasized the dynamic nature of career psychology. He sees a major problem in connecting theory to practice and the considerable difficulty of doing research on

career interventions. He made the statement, “It is important that career development theory proponents generally have sought to apply theory to career counseling only as an afterthought” (p. 403). A majority of career-related research deals with topics that focus on the career development choices. “Very little research deals directly with issues involved with providing career-related services to clients who need them or who need to better understand the process of career counseling” (p. 404). Herr, Lucas, and Gottfredson (1994) suggested that “we probably need segmented mini-theories to deal with sets of career events and career objectives” (p. 404).

Osipow (1994) also suggested that “another problem with research, theory, and practice in career development and counseling might be the result of ambiguity in how we practice when counseling about careers and the identification of our goals” (p. 404). To assist himself in working through the ambiguity, Osipow made himself a list of things he thought might qualify as career counseling or contribute to its success:

- Interviewing clients about careers and career plans
- Helping clients of all ages learn about themselves
- Helping clients explore occupations
- Helping clients develop occupational skills
- Helping clients develop occupational decision-making skills
- Helping clients acquire information about the world of work
- Helping clients make career-related choices
- Helping clients with career adjustment problems
- Helping clients deal with the interface between work and family
- Helping clients implement career decisions (p. 404).

Savickas (1994) made the following suggestion:

In order to avoid misdirection of energy and resources by vocational psychologists and career counselors, we must stop choosing between theory and practice and begin the search for a higher synthesis, particularly a synthesis that could result in a science of career intervention that integrates practice knowledge with theoretical models and research findings (pp. 191-194).

The challenge for career theorists has been to reconcile this rift between theory and practice and more specifically the utility of theory in practice because the dynamics of change in the career system is often not addressed upfront. According to Savickas and Walsh (1994), to be most helpful to clients who are exploring careers, counselors need to have current knowledge of the labor market and understand the relationship between training and specific occupations. Hoshmond (1994) believes that this is where the gulf between career theory and career practice is most evident.

#### *Current Trends in Careers*

Today, employers and major organizations are proactive in addressing their own career needs, using their own human resource departments to attend to pressing factors that are influencing vocational development in the workplace. According to Salmon and Salmon (2000),

In today's ultra-competitive workplace, one can expect three things: constant change, ever expanding expectations, and an increasing need for flexibility. One is expected to adapt to new roles and learn new skills on the fly, while simultaneously meeting one's existing responsibilities (p. 5).

This reflects what one might call "a world in the making" (Salmon & Salmon, 2000, p. 6).

According to Krumboltz (1979), an uncountable number of learning experiences combine to shape each person's career path. He also argued that people with differing genetic characteristics are exposed to infinitely different learning opportunities, or lack thereof, as a result of the social, cultural, and economic circumstances that exist at the time and place where they live. Krumboltz suggested that the consequences of these learning experiences are synthesized by each individual into self-observation generalizations and task approach skills, which guide each person's thinking about appropriate career decisions and actions. Also when people become confused by their career and seek help, the counselor would see their confusion as a natural consequence of the learning experiences they have had. Their current levels of skills and interests, blocking beliefs, contradictory values, poor work habits, and inhibited personality patterns need not necessarily be the basis for choosing an occupation. Rather, they are the basis for designing new learning experiences. Identifying necessary learning experiences can be challenging because of the diversity of people's contexts and experiences.

### *Personal Construct Theory*

One way to identify learning deficits for a particular person or group of people is through Personal Construct Theory. George Kelly's Personal Construct Theory according to Fransella (2003), is based in the following:

Whatever maybe, or howsoever the quest for truth will turn out in the end, the events we face today are subject to as great a variety of construction as our wits will enable us to contrive. This is not to say that one construction is as good as any other, nor is it to deny that at some infinite point in time human vision will behold reality out to the utmost reaches of existence. But it does remind us that all our present perceptions are open to question and reconsideration, and it does



broadly suggest that even the most obvious occurrences of everyday life might appear utterly transformed if we were inventive enough to construe them differently (p. 3).

### *An Integrative Model*

Landfield (1985) posed the question, “What kind of psychological world is offered for view through personal construct psychology?” (p. 9). In this, he implied that it is a world of edges, exceptions, extremities, incidents, moments, intimacy, opportunity in crisis, tragedy, uncertainty, transformation, risk, demand, and personal involvement of who we are and are to become. Kelly’s (1955) basic theory postulates that a person’s *processes* are *psychologically channelized* by the *ways* in which one anticipates events. The term processes implies that an individual is not an object that is periodically, but rather is in constant motion. The term “channelized” implies that a person’s processes operate through a network of pathways. Ways or channels are established by the individual as means to ends. In formulating his theory, Kelly postulated that the most accurate conceptualization of people was to think of them as scientists-- where scientific inquiry itself is a primary form of human behavior. Kelly (1969) queried, “Why should we feel compelled to use one set of parameters when we describe man-the-scientist [*sic*] and another set when we describe man-the-laboratory subject [*sic*]” (p. 97). Like a scientist, one tries to make sense of one’s experience. One makes use of information gained from the sense-making process in an effort to anticipate events in the future.

The individual’s structured network of pathways leads toward the future so that one may anticipate it. *Anticipation* is the push and the pull of personal constructs. The individual ultimately seeks to anticipate real events where we see the psychological processes are linked to reality. Anticipation is not merely carried on for its own sake, but it is carried on so that future

reality may be better represented, for it is the future that drives man. To better understand this, Landfield (1985) specified *personal construct* as the way in which a person understands two things as being alike and different from a third, and that is not just an object, event, or group of objects and events, but rather is defined by inclusion, exclusion, and antithesis. The key element within this theory that suggests the purpose of this study is in the placing of personal constructions upon life events to define one's major characteristics and have profound implications for one's behavior.

In Personal Construct Psychology, certain assumptions are also made about the contrasting nature of one's thinking, the ways in which one organizes one's thinking, the methods by which one employs one's system of thinking in the anticipation of events, and the implications one's ways of thinking may have for one's behavior. PCP relies upon these basic postulates, which are amplified by certain propositions called corollaries (Landfield, 1985). Eleven *corollaries* are discussed below.

*Construction corollary.* The *construction corollary* suggests that a person places an interpretation upon what is construed. One erects a structure within the framework of which the substance takes shape or assumes meaning. The substance, which one construes, does not produce the structure, the person does. The construction corollary suggests that the substance a person construes is, in and of itself, a process. It presents itself from the beginning as an unending and undifferentiated process. In essence, a person anticipates events by construing their replication. Adams-Webber (1979) noted that Kelly (1955) did not imply that actual event or experiences repeat themselves, but that the individual is able to detect repeated themes that run through different events. Bartlett (1982) proposed that organized representations of a large number of individual acts are formulated in the form of cognitive structures, which are gradually

built up over time. The characteristics of these constructs are discussed further in his other corollaries.

*Individual corollary.* The *individual corollary* implies that persons differ from each other in their construction of events. Kelly (1970) proposed that there are two things to consider. One is that people tend to formulate the same event differently. Second, is that the logical relationships between different events will differ between people. An implication of this, as noted by Kenney (1984), is for “counselors not to mistakenly assume that one’s construction of events are the same as the counselee’s construction for reality, and instead look for what and why he is unique” (p. 6).

*Organization corollary.* *Organization corollary* suggests that “each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs” (Kelly, 1955, p. 56). This implies that the best way of conceptualizing the organization of constructs is to compare it to a filing cabinet. Each compartment within may be identified according to its relation to other constructs or systems of constructs. Accordingly, the individual can move from one compartment to the next in an orderly way when trying to make inference about a particular situation. Kelly describes the mechanism for establishing this system of organization in the dichotomy corollary.

*Dichotomy corollary.* The *dichotomy corollary* suggests that a person’s construction system is composed of a finite number of dichotomous constructs and denotes an aspect of the elements lying within range of convenience on the basis of which some of the elements are similar to others and some are in contrast. Kelly (1955) contends that constructs are formulated through the integration and/or differentiation of various factors associated with numerous experiences. Piaget (1936) also believed the main factors involved in the cognitive development

of children were assimilation and accommodation. He argued that these processes allowed children to incorporate new information from the environment into an existing system of constructs. Adams-Webber (1979) wrote about the dichotomous nature of constructs stating that “a person’s construct cannot be fully understood without encompassing both its poles, since the contrast is just as necessary as the similarity in defining its meaning” (p. 5). The contrasting characteristic of constructs and constructs organization with two other corollaries, the individual and choice corollary allow for individual variation and individual choice.

*Choice corollary.* *Choice corollary* is when a person chooses for himself that alternative in a dichotomized construct through which he anticipate the greater possibility for extension and definition of his system. This suggests that if a person’s processes are psychologically channelized by the ways in which he anticipates events, and those ways present themselves in dichotomous form, it follows that he must choose between the poles of his dichotomies in a manner which is predicted by his anticipations. Adams-Webber (1979) observes that Kelly (1955) “viewed people as constantly experimenting with their own behavior” (p. 7). Their experiments are seen as based on hypotheses, not always explicitly formulated, which are derived from the relationships between constructs within their own personal constructs in regulating their behavior and evaluation outcomes.

*Range corollary.* The *range corollary* suggests that a construction is convenient for the anticipation of a finite range of events only. Kelly’s (1955) argument is that each construct is formulated such that it has a limit to its application. Furthermore, within the limits of each construct there is a range of maximal usefulness and that which an individual excludes is as important as what he includes. From the standpoint of personal constructs psychology, we always look for the contrasting elements of an individual’s construct to understand his meaning.

Therefore, each construct has what Kelly called a “focus of convenience.” Finally, the range corollary implies that constructs have specific context to which they apply.

*Fragmentation corollary.* The *fragmentation corollary* suggests that a person may successively employ a variety of construction subsystems, which are inferentially incompatible with each other. While each construct has a range focus and area of specialization, it is possible for numerous constructs to be active at the same time even though the range and focus do not correspond. This is possible because the activation of these constructs at a low level is part of a higher order function or construct. Thus while the use of a number of constructs at one time may not be possible at one level because of their incompatibility, at a higher level it is possible. The higher level gives meaning to the incompatibility.

*Experience corollary.* The *experience corollary* suggests that a person’s construction system varies as the individual successively construes the replication of events. Adams-Webber (1970) argues that new constructs emerge when the individual is faced with events which their current constructs cannot account for. Under these situations the individual is forced to do one of two things: look for new information to account for the event or try organizing current information in a new way. While Kelly (1955) believed that individuals are able to create new construct and systems of constructs through experience, he also realized that this ability was limited.

*Modulation corollary.* The *modulation corollary* suggests that the variation in a person’s construction system is limited by the permeability of the constructs within whose ranges of convenience the variants lie. Therefore, the ability of the individual to either modify its current constructs or to develop new ones is affected by the permeability of the constructs. According to Kelly (1955), a construct is permeable if new experiences can be incorporated with ones that

currently exist as part of a construct. Kelly suggests that “it is under the regency of such constructs that the more subordinate aspects of one’s construction system can be systematically varied without making his whole psychological house fall down” (p. 81).

*Commonality corollary.* The *commonality corollary* is pertinent to building relationships “to the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person” (Kelly, 1955, p. 90). Kelly argues that two people need not have the exact same experiences to be able to relate to each other. All they need is to have or develop similar constructions of experiences.

*Sociality corollary.* The *sociality corollary* is also pertinent to building relationships. Kelly (1955) argues that we are able to interact with each other because we have the ability to think or infer about the way others form constructs. Kelly argues “to the extent that one person construes the construction processes of another; he may play a role in a social process involving the other person” (p. 104).

According to Harper (1996), Kelly’s (1955) theory is well developed, has a broad following, applies to a wide range of human behavior, offers a deep understanding of personal cognitive processing, and focuses on how individuals subjectively make sense of the world. “An individual, like a scientist, predicts behaviors that might resolve problems and then tests his or her hypothesis, hopefully revising the hypothesis according to the results” (Harper, 1966, p. 49). With these assumptions, Kelly (1955) suggests that humans see the world through transparent patterns or templates of meaning which they create and attempt to fit over the realities of their environments. The fit may not always be good, but even a poor fit helps the person make more

sense of the environments than nothing at all. Kelly calls these patterns, or templates, constructs. He chose the term construct rather than concept to emphasize the active nature of construing.

### *Theoretical Framework*

This study applies Personal Construct Theory to students' perceptions of vocations and explicates how these students perceive themselves and their environment. Personal Construct Theory states that the way a person construes vocations channelizes his/her processes. These channels guide one's thinking (about careers in this case), determine one's understanding, and guide one's decisions. PCT assumes that people differ in their construction of vocations.

Given the assumptions of PCT, the question arises as to what implications Kelly's theory and its corollaries can have for career development. From the theoretical or academic perspective, a key implication is that there are multiple legitimate constructions for any given problem or issue. From the practice perspective, a key implication is that an individual client or student is empowered to find solutions by creating new constructs through experimentation, finding new reference points, introducing new elements into one's system, and increasing the range of convenience of various constructs. To clarify Kelly's ideas further, constructs have sometimes been conceptualized as if on an axis or continuum especially because of the dichotomous nature of the constructs. Furthermore, Landfield (1985), performed interesting studies of personal construct theory. He developed scales and claimed that it is possible to conceive of gradations along a dimensional line when delineating one's preferences. By thus graphing one's constructions, inferences about the meanings of particular personal construct descriptions can be drawn from the content and analyzed.

*Repertory Grid Technique.* Fransella and Neimeyer (1994) claimed that Kelly's (1955) repertory grid technique represented a creative and flexible set of methods that allow personal

constructs to be qualitatively analyzed. The technique addresses “a central goal in PCT bringing to light the distinctive ways that individual human beings or groups organize and interpret some aspect of their experience” (p. 31). Kelly’s (1955) unique contribution was to show how these data can be given arithmetical equivalents by placing them within repertory grid matrix consisting of rows of personal constructs and columns of items to be construed by those constructs. Although grid methods have even proven more useful than informal paper and pencil forms, countless researchers and practitioners have made use of the burgeoning computer programs for eliciting, analyzing, and interpreting grid data (Fransella, 2003, p. 31). Kelly’s (1955) Fundamental Postulate says that “*a person’s processes are psychologically channelized by the ways in which he anticipates events*” (p. 46, italics in original). According to Fransella (2003), that notion underpins the repertory grid, the “*ways* are the constructs of a repertory grid, and the *events* are the elements” (p. 95, italics in original). The technique of the repertory grid thus involves defining a set of elements, eliciting a set of constructs that distinguish among these elements, and relating elements to constructs.

*Cognitive complexity.* With the diversity of human perceptions, *cognitive complexity* has been defined as the degree to which one’s construct system is differentiated. This definition can imply that a person using a large repertoire of concepts will construe in many ways and one who lacks a large repertoire of concepts will construe the same event in few ways. Using Kelly’s (1955) constructive alternativism concept, there is no limit to how one may create alternative constructions; the universe is not inexorable unless one chooses to construe it in that way.

Grubbs (2004) indicated that individuals in most developed countries must make decisions for themselves whether they grow up ready for liberalism and the variety of choices they confront, particularly as markets and market-like mechanisms come to have greater power



in these countries. Grubbs also emphasized that a constructivist's conception of career information and guidance is necessary in assisting individuals to construct their own identities, careers, and interests relative to the role of education and work. He claimed that constructivist approaches to pedagogy usually stress more experiential and less didactic forms of enhancing development. Constructivist pedagogies encourage deeper understandings, constructs, or schema of how the world works. This means that there needs to be greater attention to these kinds of deeper understandings than to the facts and routine procedures involved in any subject or disciplines.

*Schemas.* To acquire deeper understanding, PCP is aimed at articulating cognitive structure and vocational *schemas*. Neimeyer (1988) identified schema as an organized framework of knowledge about a specific domain that influences the selection, modification, and recall of available information.

Neimeyer (1988) further discussed Kelly's (1955) discussion of the "vocational construct system" (p. 740) emphasizing the systemic nature of such schemas as applied to vocational events. Furthermore, the vocational construct system operates as an interrelated matrix of bipolar dimensions whose focus of convenience is occupational or vocational experience, such as high salary vs. low salary, indoor work vs. outdoor work, etc. According to Arnkoff (1980), these constructs function as "a map, or set of structural relations, which constitutes the framework from which the individual interprets events and determines actions to be taken" (p. 144). This guides behavior and provides a structure for inferring the meaning of events. Kelly (1955) suggested that structure could be understood as operating at two distinct levels: the level of the individual construct and its organizational relationships with other constructs in the system. Russ, Eisenschenk, and Neimeyer (1996) reported that PCP has been applied to the

study of vocational behavior for more than thirty years and expressed that the study of vocational structure includes variables such as vocational differentiation and integration as well as other recent measures, such as conflict and evaluative accord.

Kortas et al. (1992) indicated that considerable work has addressed the relationship between aspects of “vocational construct system” and a wide variety of career variables. A recent attempt to organize these findings has resulted in a structural model of vocational development. In Werner’s (1955) Orthogenic Principle, it is assumed that whenever development occurs in a system, that system demonstrated increasingly higher levels of differentiation and hierarchical integration.

*Differentiation* is referred to as the relative number of different dimensions of judgment used by a person, with levels of differentiation enabling the person to construe events in a more multidimensional way (Tripodi & Bieri, 1964). Integration, by contrast, refers to the amount of interrelationship among the dimensions in a system; higher levels of integration permit more rapid (Cochran, 1977) and effective (Neimeyer, Nevill, Probert, & Fukuyama, 1985) career decision making since integration reflects the overall degree of organization within the vocational construct system.

#### *Summary of the Review of Literature*

Research is continuing to investigate the effects of cognitive integration and differentiation on vocational behavior and the possibility of combining these two ideas into a united framework for understanding the development of vocational structures. For the participants in this study, these factors are critical in terms of their survival in a world that is not usually congruent with their personal or traditional life scripts, a world that is moving on faster regardless of what the consequences may be for them.

## CHAPTER THREE

### METHODOLOGY

This chapter explains the methodologies used in the research study. This includes a description of the participants, the instrument used, the procedures, and the methods used in the data analysis.

#### *Participants*

The study included 32 female and 24 male participants (with a mean age of 15 years and 9 months and an age range of 14 to 18 years; with 34 European Americans and 22 Ethnic Minorities – 15 Hispanics, 3 Polynesians, 2 Native Americans, 1 Asian-American, and 1 Middle Eastern American). They were high school students who participated in the Summer Residential Upward Bound Program at the Utah Valley State College Campus (UVSC) located in Orem, Utah. The two major Upward Bound selection criteria for the participants require that they are low SES and first generation college students. The students applied and were chosen by the Upward Bound director, coordinator and on site advisor. Twenty students were chosen from each participating school. Some students could not participate due to summer schedule conflicts such as athletic schedules or family activities. There were 6 ninth-grade students, 20 tenth-grade students, 13 eleventh-grade students, and 18 twelfth-grade students who had graduated high school.

#### *Instrument*

The *Weingarten Occupational Awareness Rep-test (WOAR)* is an adaptation of Kelly's (1955) *Role Title List Repertory Test*. It is made up of 33 independent items or occupational titles derived from Kelly's theory (Appendix A, items A–I), work values (Appendix A, items J

and K), school-related activities (Appendix A, items L–O), Holland’s RIASEC themes (Appendix A, items P–U), the Meyer’s Briggs style indicators (Appendix A, items V–CC), and the *Herrmann’s Brain Dominance* indicators (Appendix A, items DD–GG). The items are based in instruments and activities commonly used in educational settings and were used here to prompt students to create meaningful constructs.

### *Procedures*

All students enrolled in a summer Upward Bound program at UVSC were encouraged to participate in the program as part of their career development curriculum. Some data were collected in small groups and some individually. Data collection took from three to six hours. Participants were introduced to the research with the following instruction:

This summer we will examine how you make decisions about your life particularly as it relates to work/careers and how you understand it. Researchers have suggested that it is important to understand the mental processes individuals use to make judgments, in an effort to explore the meaning of why they make their choices. This is what I am interested in doing. To be able to accomplish this I will use three surveys. This data collection process is conducted over the four weeks the students are residing at the college apartments as part of the Summer Academic Camp of the Upward Bound Program and the subjects are aware in advance of the Career Assessments they will be given, over the course of the summer. For the research to be beneficial to everyone, it is important that the responses you give are representative of your typical way of thinking and doing things. Please respond by providing answers that describe what you feel and actually do, not what you may think should be done. There are no correct answers. Your

responses are confidential and will only be seen by the researcher. Do you have any questions?

The students were instructed to complete the career grid by following three steps. This process is typical of most Rep-test methods used by constructivists. A sample completed grid can be found in Appendix B.

*Step One.* Students were given response sheets, as seen in Table 1 consisting of matrix grids of columns and rows. First, all participants identified 33 different individuals in occupations that met the criteria for each item addressed in the WOAR. For example, in response to the prompt ‘My dad’s career’ a student might put ‘janitor’ or in response to the prompt ‘the career of someone you know who is creative’, one may put ‘artist’ and so on. The identified careers/jobs were written above the columns from A through GG. Samples of A through E are found in Table 2.

Table 2

*Explanation of Columns and Rows*

Constructs	Physical therapist	Bus driver	Secretary	Flight attendant	Chef
	A	B	C	D	E
1 Works with hands	7x	5	7x	7	7
2 Requires more education	6	4	4	5	6x
3 Gives info to people	4	3	3	7	7
4 Medical	7	1	1	1	1
5 Hospital	7	1	1	1	1

*Note.* Grade Bridge: Subject 8

Columns = Occupations & Rows = Constructs

*Step Two.* Using the WOAR, the students then provided constructs for three occupational titles they chose, where two of the three constructs were similar in some way and contrasted with a third construct (See Appendix A)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	EE	FF	GG				
1	0	0	0																																		
2				0	0	0																															
3							0	0	0																												
4										0	0	0																									
5													0	0	0																						
6																0	0	0																			
7																			0	0	0																
8																					0	0	0														
9																							0	0	0												
10																											0	0	0								
11																													0	0	0						
12																																					
13																																					
14																																					
15																																					
16																																					
17																																					
18																																					
19																																					
20																																					
21																																					
22																																					
23																																					
24																																					
25																																					
26																																					
27																																					
28																																					
29																																					
30																																					
31																																					
32																																					
33																																					

Table 1 *Step 1 Career Rep-test Response Sheet*

The similar constructs and the differing constructs were recorded on the rows to the right of the response sheets. For example, the construct “mathematical” might be given for two jobs that were similar like Scientist & Physicist and “emotional” might be the construct chosen for the contrasting job of a psychologist (See Figure 1.) The items for comparing and contrasting items 1 through 11 on the WOAR were already circled as an example (See Table 1). For items 12 to 33, students circled any three items of their choice to compare and contrast. Due to the length of the WOAR, the participants completed the instrument in six different sessions

*Step Three.* Participants rated each of the 33 occupations (elements) along 33 self-generated dimensions (constructs) from 1 to 7; 1 being the lowest and 7 being the highest according to the construct along each row. In other words, 7 fits the description closest to the left and 1 fits the description closest to the right of the bipolar constructs (See Figure 1 and Table 3). The values shown in Table 3 are a portion of a response sheet completed by the participants. These data were not analyzed and will be used in future research.

Table 3

*Step 3: Rating of Constructs*

Constructs	Physical therapist A	Bus driver B	Secretary C	Flight attendant D	Chef E	Computer technologist F	Teacher G
A	7x	5	7x	7	7	7	7
B	6	4	4	5	6x	6x	7
C	4	3	3	7	7	4	7x
D	7	1	1	1	1	1	1
E	7	1	1	1	1	1	1
F	4	3	2	2	5	5	6
G	7	7	7	7	6	5	7
H	7	4	3	5	4	1	6
I	7	7	7	7	7	5	7
J	7	2	3	3	5	7	7

<b>The Constructs</b>							
	7	6	5	4	3	2	1
	LIKENESS end – how two circled elements are similar and different from a third			CONTRAST end – how the remaining circled element is different from the other two			
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							

Figure 1. Step 2: Bipolar constructs.



### *Data Analysis*

To facilitate the qualitative content analysis, data from the matrices were analyzed using the MAXQDA program by VERBI Software (2004). MAXQDA is a qualitative data analysis system which uses four distinct quadrants as shown in Appendix C. They are identified as Text Group, Text Browser, Code System, and Retrieved Segments. Descriptive statistics were generated to summarize some aspects of the constructs in the content analysis. Related demographic information was also organized and tabulated in MAXQDA.

### *Foundation for Qualitative Analysis*

This study used a qualitative content analysis to code and interpret the constructs used by the 56 participants. Wilson (1989) divided content analyses into two types: (a) semantic content analysis which is referred to as *manifest coding* and (b) feeling tone, or inferred content analyses, referred to as *latent coding*. This study employed both manifest and latent coding procedures.

*Manifest coding.* The procedure for analyzing the manifest content of the present text involved first sorting the content into themes by how often they appeared in the text. Then a coding scheme was devised in terms of frequency (amount of content), direction (who the content is directed to), intensity (power of content), and space (size of content). This coding system was then used to reorganize the themed content into manifest coding, which is positivistic in its assumptions and is supported by intercoder reliability.

*Latent coding.* The next level of analysis was latent coding. In latent content analysis, the researcher goes beyond what is said or written and infers meaning. This requires some knowledge, usually gained from fieldwork or observation, about the background, culture and language rules of the participants. It involves making interpretations of implicit, ironic, or doubtful content.

*Content analysis.* There have been controversies about research strategies in content analysis since Berelson's book on the subject was first published in 1952. Mayring (2002) tried to overcome these shortcomings by applying a systematic, theory-guided approach to text analysis using a category system. Bryman (2004) defined *qualitative content analysis* as "an approach to documents that emphasizes the role of the investigator in the construction of the meaning of and in texts" (p. 62). Currently, there is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item is being analyzed (and the categories derived from it). Krippendorff's (2004) definition of *content analysis* emphasized three fundamental aspects: (a) the findings from a content analysis should be able to be replicated by others, (b) the analysis should measure what it claims to measure and, (c) content analysis is not limited to textual data. For this study, a data driven approach was initiated from which other processes developed. This approach involved reading the textual database and labeling variables called categories, concepts, and properties and their interrelations. The categories were derived from the data themselves and the various themes they expressed. A decision was made on what constituted the content unit, or the basic unit of analysis and the context unit. Using Jankowicz's (2004) personal construct psychology core-categorization and content analysis procedure, the process included the following:

1. If a construct is in some way like the first construct, the two are placed together under a single category created for them at that very moment.
2. If a construct is different to the first construct, they are put in separate categories.

3. The remaining constructs are compared with each of the categories and allocated to the appropriate one if an appropriate category exists.
4. A new category is created if required; when a new category is created, the possibility that existing categories need to be redefined (combined or broken up, with their items reallocated accordingly) is considered and effected as necessary.
5. This process continues until all the constructs have been classified.
6. A small number are usually unclassifiable without creating categories of just one item, so all unclassifiable items are placed in a single category labeled *Miscellaneous*. No more than 5% of the total is categorized as such.
7. Other considerations such as demographics etc will also be considered in analysis to further elaborate on the findings from the initial analysis.
8. Tabulate the results. Record which constructs have been allocated to which categories e.g. create a set of rows, one for each category. Create a column on the left, and in it, label each row with its category name. Now create a new column and use it to record a short definition of that category. In the third column, record the code numbers of all the constructs that have been allocated to that category.
9. Establish the reliability of the category system (if needs be).
10. Summarize the table; first, the meaning of the category headings. What kinds of categories are these? What sorts of constructs we have? Use column 2 information to report on the distinct meanings available in the whole set of constructs.

11. Summarize the table; next, find examples of each category heading. Are there constructs under each category which stand for or exemplify that category particularly well? Are there perhaps several such constructs, each summarizing a different aspect of the category? Highlight the code numbers of these constructs among the list in column 3.
12. Summarize the table; finally, find the frequency under the category headings. In a fourth column, report the number of constructs in each category. Which category has more constructs and which have fewer?
13. Is this significant, given the topic of the grid? (pp. 149-151)

*Mapping.* Mapping was also used to aid in describing the outcomes of the analysis.

Strauss and Corbin (1994) consider attention to processes as vital. They are concerned with describing and coding everything that is dynamic, changing, moving, or occurring over time in the research setting. A flowchart for the process of content analysis research is represented in Figure 2 (see page 32).

#### *Summary of the Methodology*

This study used a group of rural, low income high school students to discover what this group thinks about future vocations. The instrument used in this test was the Weingarten Occupational Awareness Rep-Test. The findings from the manifest coding were most useful in substantiating the interpretations derived from the latent coding procedures which allowed for a deeper understanding of the responses given by the participants. In essence, the manifest coding made it possible to interpret the context in which the participants' responses were based.

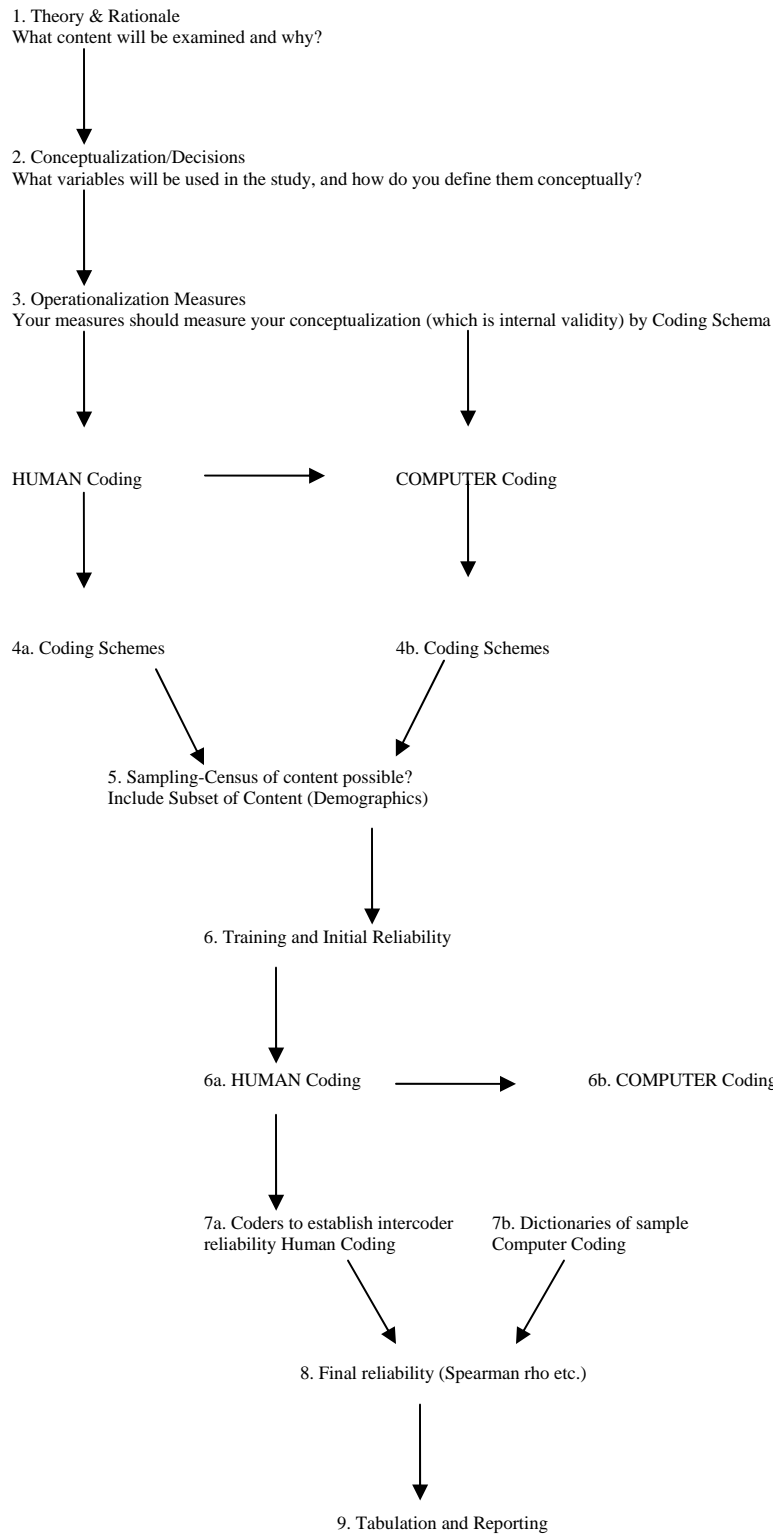


Figure 2. Content analysis flowchart.

From. Neuendorf, K. (2004). *The Content Analysis Guidebook*. Retrieved September 1, 2006 from <http://www.sagepub.com>

## CHAPTER FOUR

### RESULTS

The constructs generated by the Upward Bound participants are presented in the following tables to respond to the first research question of this study which states:

What are the Career Construct Repertoires (CCR) of the TRIO/Upward Bound students?

That is, what are the constructs used by the Upward Bound students to differentiate among occupations based on the Weingarten Occupational Awareness Rep-test?

The constructs reflect the thoughts of each student as they described what they understood about two jobs that are similar compared to a third job that is different from the other two in some way (refer to Appendix D). Using the process outlined in the Methodology Chapter, the following core themes and sub-themes were identified from the constructs participants used to describe occupations. Themes were then generated by means of the content analysis. These themes are the response to this study's second research question (see Table 4).

What themes can be abstracted from TRIO/Upward Bound students' constructions?

Essentially, what Manifest and Latent codings can be derived from this study?

#### *Manifest Themes*

The participants' career perceptions were derived from constructs grouped under sixteen themes. The themes were grouped under the major job-related criteria discussed in the following sections in the order of high awareness to low awareness. Some of the themes required further differentiation into sub-themes as outlined in Table 5.

Table 4  
*Summary of Major Themes and Minor Themes*

Themes	Description	% of Students Identifying with Theme
<b>Major Core Themes</b>		
Tasks	A piece of assigned work, job, duty, chore	100%
Work Conditions/Style	Nature of the job/State of affairs/ manner or method	98%
Characteristics	Personality traits	96%
Skills	Abilities	93%
Education	Schooling	86%
Location	Where situated	84%
Job Categories	Job class, group, kind, division	84%
Earnings/Salary/Wages	Payoff/Benefits	77%
Tools	Denoting use of specific tools	73%
Leadership/Authority	Influence	70%
Values	Worth	64%
<b>Minor Core Themes</b>		
Time	Reference to hour, day night, year, period or duration	38%
Appearance/Image	Reference to outward look	38%
Attitude	Mental position or feeling	21%
Decision Making	Act of inducing a choice or, judgment	14%
Miscellaneous – Perks, etc.	Unclear	2%

Table 5

*Core Themes with Delineated Sub-Themes*

Themes	Descriptions of Themes	Examples	Frequency Count	Frequency Percentage	Total	ThemeTotal Percentage
TASKS	A piece of assigned work, job, duty, chore				1042	31%
Other	General Tasks	Clean up other peoples' messes- Therapist/Janitor	139	13%		
Work with People	Tasks as it relates to People	Works with people-Vice principal/Lawyer	371	36%		
Work with Things	Tasks as it relates to Things	Meteors-Meteorologist	248	24%		
Teach	Tasks relating to imparting of knowledge	Teach others-Teacher	51	5%		
Work with Data	Tasks as it relates to Data	Work with numbers-Accountant/FBI agent	48	5%		
Work with Ideas	Tasks as it relates to Ideas	Reasoning-Scientist/Physicist	38	4%		
Legal	Tasks relating to law or lawyers	Work with laws-Lawyer/Judge	36	3%		
High Intensity	High pressure tasks	Harder work, intense- Accountant/Policeman	29	3%		
Creative	Innovative Tasks	Creating-Con Artist/Producer	25	2%		
Medical	Tasks relating to the science or practice of medicine	Works with medicine-Doctor	24	2%		
Low Intensity	Low pressure tasks	More relaxed work-Advisor	21	2%		
Healing	Tasks of restoring to health, well being	Work with healing-Vocal Therapist/Psychologist	12	1%		
WORK CONDITIONS/ STYLE	Nature of the job/State of affairs/ manner or method	Works alone-Cabinet/Door Installation	667	100%	667	20%
CHARACTERISTICS	Personality, trait, feature, quality, attribute, point, typical, distinctive				257	8%
Other	General	Normal job vs. weird job- technician /cashier manager vs. psychic reader	249	97%		
Extrovert	Open, Sociable	Outgoing-Writer/Spy	6	2%		
Introvert	Closed, Quiet	Quiet-Librarian	2	1%		
SKILLS	Abilities				255	8%
Other	General	Life skills-Babysitter/Bishop	20	8%		



Themes	Descriptions of Themes	Examples	Frequency Count	Frequency Percentage	Total	Theme Total Percentage
Logical/Scientific	Reasoning skills	Physical science-chemical engineer	61	24%		
Creative	Imaginative skills	Work with colors-Wedding planner	54	21%		
Manual	Hands-on skills	Fix things by hand-Architect/Plumber	48	19%		
Medical	Health-care skills	Medical-Doctor/Physicist	25	10%		
Technical	Procedural skills	Too technical-Microsoft	18	7%		
Mechanical	Motorized skills	Deal with mechanics-Engineer/Car sales man	15	6%		
People	Public skills	Good social skills-Fast food worker	8	3%		
Legal	Official skills	Work for the law-Soldier/Jury	6	2%		
EDUCATION	Schooling				224	7%
Other	General	Schooling-Politician/Chemist; No schooling-Burger flipper	30	13%		
High	Graduate education	Lots of school-Lawyer/Painter/Chemist	77	34%		
Low	High School education	Not much education needed-Library Page	43	19%		
None	No formal education	No schooling-Burger flipper	30	13%		
Medium	Post Secondary education	4 year degree-Scientist/Principal; Don't need a 4 year degree-Telemarketing	23	10%		
Training	Certification Programs	Takes training-Cop/Doctor	16	7%		
Experience	On-the-Job practice	Less experience-Soldier	5	2%		
LOCATION	Where situated				182	5%
Other	General	Various locations-Landscaping/Delivery	40	18%		
Inside	Located in-doors	Inside office-Radiology/Chemist	85	38%		
Outside	Located out-doors	Work outside-Fireman/EMT	45	20%		
Home	Located in the home	Can do at home-Quilt maker/Homemaker	12	5%		
JOB CATEGORIES	Job class, group, kind, division				178	5%
Other	General	Works with people-Barber/Pope; Works for Gov.- Federal Gov. employee	170	96%		
Unemployed	Jobless	Doesn't work-Unemployed	3	2%		
Volunteer	Unpaid service	Work for free-Homemaker/Volunteer	2	1%		
Self-Employed	Entrepreneurial	Self employed-Dance teacher	3	2%		
EARNINGS/SALARY/WAGES	Payoff/Benefits				125	4%
Other	General	Earn less that 30,000-Store Worker/McDonalds	21	17%		

Themes	Descriptions of Themes	Examples	Frequency Count	Frequency Percentage	Total	ThemeTotal Percentage
Low	Poverty level	Less pay-Teacher/Police	45	36%		
High	Higher tax bracket	High income-Barber/Judge/Director	44	35%		
No Earnings	Below poverty level	No pay-Homemaker	13	10%		
Wealth	Inheritance	Rich-president/Director; Not rich-Student Counselor	2	2%		
TOOLS	Denoting use of specific tools	Works with chemicals-Chemist	96	100%	96	3%
LEADERSHIP/ AUTHORITY	Influence	Leads the people-Prophet	37	41%	90	3%
Power/ Control	Commanding	Are in charge-T.C./CEO	53	59%		
VALUES	Worth				76	2%
Other	General	Job security-Accountant/Clinical psych.	11	14%		
God	Reverence for Supreme Being	Church religion-Bishop	17	22%		
Prestige	Social Status	Prestige-Mayor/Chairman	16	21%		
Ethical	Principled	Sticks with rules-Teacher	11	14%		
Respect	Revere	Respected-Actor	10	13%		
Family	Family Unit	Not family oriented-Banker	5	7%		
Patience	Fortitude	Needs patience-Mom/Kennel owner	3	4%		
Love	Devotion	Work more with heart-Reverend	2	3%		
Peace in the World	Harmony	Try to better the world-Lawyer/Church leader	1	1%		
APPEARANCE/IMAGE	Reference to outward look	Wears nice clothes at work-Teacher/Pilot; Manual labor clothes-Construction	43	100%	43	1%
TIME	Reference to hour, day night, year, period or duration	Up all hours of the night- Fast Food	36	100%	36	1%
MISCELLANEOUS	Unclear	Raises-Receptionist	21	95%	22	1%
Perks	Bonus	Incentives-Economist/Manager	1			
ATTITUDE	Mental position or feeling	Love what they do-School counselor/FBI agent	14	100%	14	0%
DECISION MAKING	Act of inducing a choice or, judgment	Make the final decision-Judge	10	100%	10	0%
Totals			3317		3317	100%

*Note.* The subjects identified 3,317 Constructs to distinguish amongst the jobs. These were coded out of potentially 3,696 Constructs.

*Tasks.* A general definition of the *Task* theme is a piece of assigned work, job, duty, or chore. The researchers analyzed student responses resulting in sub-categories of general tasks, such as “work with people,” “work with things,” “work with ideas,” and “work with data.” Subjects identified constructs describing what is done on the job. Student responses included “install,” “use cash register,” “lots of paper work,” “construct,” “analyze paper work,” “tells you what is wrong with you,” “typing,” “draw,” “travels,” “does not travel,” “write a lot,” and “don't write.”

*Work conditions/style.* The definition of the *Work Conditions/Style* theme alludes to the nature of the job, state of affairs, or manner/method of how a job is performed. The subjects identified constructs associated with this category, including “work with strength,” “work with mind,” “works alone,” “works with others,” “use light,” “mind read,” “lots of paper work,” “construct,” “big companies,” “don't work in big companies,” “uses a lot of tools,” and “not too much tools.”

*Characteristics (introvert/extrovert).* The *Characteristics* theme relates to personality styles related to the job, such as introvert or extrovert. Subjects identified constructs related to this category including “artistic,” “church religion,” “work hard,” “cheat/lie,” “creativity,” “not too much creativity,” “use imagination,” “use information,” “good social skills,” “good at concentrating,” “masculine job,” and “feminine job.”

*Skills.* The *Skills* theme refers to abilities on the job and was further differentiated into mechanical, people, technical, manual, logical, and other. Subjects identified different types of skills, general and specific, which are listed under the different types of abilities. Examples included “fixes cars,” “good with people,” “good with words,” “good with hands,” “life skills,”

“wants you to understand,” “beginners,” “know what they are doing,” “control a machine,” “speak other language,” “figure things out,” and “just imagination.”

*Education.* The *Education* theme refers to schooling and was differentiated by subjects into five types of groupings: none, low, medium, high, and training. Subjects identified different levels of education. Examples included “education,” “no education,” “require higher education,” “doesn’t require,” “goes to college,” “go to beauty school,” “masters degree,” “no degree,” “need training,” “no training needed,” “high school grad,” and “no high school grad.”

*Location.* The *Location* theme refers to where a job is situated. Student responses further differentiated where jobs are performed: inside, outside, home, office, etc. Subject responses included “work in office,” “work in garage,” “office setting,” “works in garage,” “desk job,” “anywhere job,” “work in office,” “work on stage,” “same location,” “different locations,” and “works out of snow.”

*Job categories.* *Job Categories* theme refers to job class, group, kind, or division of work. Subject examples included “non-sport career,” “sport career,” “work with medicine,” “don’t use medication,” “they are educator,” “goes to the moon,” “artistic,” “clergy,” “law,” “physical,” “builds houses,” and “keeps books.”

*Earnings/salary/wages.* The *Earning/Salary/Wages* theme refers to the payoff or benefits of working. Responses by the subjects further divided Earnings/Salary/Wages into high, low, and wealth (income constructs). Student responses included “earn less than 30,000,” “earn more than 30,000,” “pay,” “low pay,” “higher pay,” “blue collar,” “high income,” “minimum wage,” “make BANK!,” “make less money,” “more cash,” and “little cash.”

*Tools.* The *Tools* theme refers to constructs denoting use of specific tools and materials. Subject examples included “operate machinery,” “meteors,” “computer work,” “mail box,”

“paperwork,” “little paperwork,” “drugs,” “needles,” “work with books,” “work with tools,” “works with food,” and “work with a computer.”

*Leadership and power.* *Leadership and Power* relates to influence, authority, power, and control in the workplace. Subjects identified constructs for influence as “high rank,” “authority,” or “has charge over people.” Further student examples included “preside over people,” “work over people,” “authority,” “no authority,” “guiding,” “fixing it,” “in charge,” “listens to instructions,” “influence,” “powerless,” “supervise,” and “box lifting.”

*Values.* The *Values* theme refers to qualities of worth, such as patience, peace in the world, respect, ethical, family, prestige, etc. Subjects identified different values as they relate to different jobs, such as “job security,” “unsteady job market,” “worldly,” “spiritual,” “prestige,” “grunt,” “have to set down rules,” “no rule makers,” “respected,” “not respected,” “works with family,” and “works alone.”

*Time.* Constructs used in the *Time* theme reference days, hours, etc. By identifying time-related constructs, subjects were aware of its important role in careers. Student examples included “take their time,” “do it fast,” “long hours,” “few hours,” “work everyday,” “work 3-4 days,” “time consuming,” “don’t take very much time,” “schedules,” “free time,” “day jobs,” and “all around time jobs.”

*Appearance/image.* The *Appearance/Image* theme refers to outward look, such as uniforms, badges, etc. Subjects identified constructs that indicated appearance related to work, including “get dirty,” “doesn’t get dirty,” “wear uniforms,” “wears normal clothing,” “visually appealing,” “mentally appealing,” “wear suits to work,” and “sells land/houses.”

*Work attitude.* *Work Attitude* means mental position or feeling. Subjects recognize mental and emotional connection to jobs. Subject responses included “helps kids,” “hate kids,” “love what they do,” “smells,” “argumentative,” and “accepting.”

*Decision making.* The *Decision making* theme refers to an act of inducing a choice or judgment. Subjects identified responsibilities on the job, including “take orders,” “decisions for others,” “want you to take the right decision,” “not a lot of education,” “decision makers,” “indecisive,” “decide punishment,” and “navigation.”

*Miscellaneous.* This theme refers to constructs that could not be categorized in a broad category. One subject identified the usefulness of a bonus; several other constructs were also unidentifiable. Examples of unidentified constructs included “potentials self motivated,” “glass ceiling,” “smells,” “get elegamikuted,” “piece pull,” and “installation.” These subjects also presented constructs that were personally relevant to them in terms of their experiences in a world that may be different from the norm.

### *Latent Themes*

In addition to the manifest content analyses already described, qualitative analysis to identify latent themes in participants’ responses was conducted. Review of participants’ responses yielded the following themes.

1. Careers were interpreted based upon individuals’ experiences with real life encounters with that particular occupation. The students tended to generalize their own exposure to an occupation rather than rely upon standard role descriptions or abstractions typical in the career counseling literature. For example, participants made the following linkages: *Always late = Pharmacist* and *Judge/Manager = Makes people get in trouble*. Often, these descriptions captured what happens “in real life” rather than the supposed

function/purpose of an occupation: *Telemarketer = Cons people* and *Pediatrician = Doesn't resolve problems*.

2. Participants described high variability and detailed nuances within manual/low-wage occupations. Typically these occupations were narrowly defined and minimized in the traditional career counseling literature. However, participants seemed to differentiate quite readily between many aspects of manual/low-wage occupations—for example, between Hogi-Yogi employee and Savers employee. Conversely, participants were less able to differentiate between occupations that require graduate or professional education. For example, *Psychiatrist/Case worker = Department of Child and Family Services*.
3. Participants tended to interpret opportunities and income relative to economic deprivation rather than economic abundance. Perceptions differed from traditional “middle-class” norms about income and opportunities. Occupations that might be seen as “lower status” among middle-class participants were seen as respectable occupations. For example, *Contractor = Highly respected*. Similarly, income that might be seen as below average by middle-class students was seen as above average for participants in this study. For example, *High income = Police officer* and *Private Investigator/car salesman = High pay*.
4. The role of education and training was frequently misunderstood relevant to career preparation. Several participants did not distinguish between occupations that required differing levels of training. For example, *Lots of education = Car salesman* but *Low education = Car mechanic*. Similarly, participants’ perceptions of the amount of education required were sometimes inaccurate: *Governor = Not a lot of school*, *Radiology = No training needed*, and *Truck driver = Need training*. Regardless of

accuracy, participants did use the amount of training required as a way to distinguish among occupations.

5. Criminal activities were construed as possible occupations, or viable options for earning a living. For example, *Pimp = Works with people*, *Dangerous = Drug dealer*, and *Creates stories = Scam artist*. For obvious reasons, the career counseling literature completely excludes illegal methods for earning money. However, this still appeared to be a viable career construct for the participants in this study.

### *Summary of Results*

In summing up the findings of the manifest and latent codings, it became evident that the participants' perceptions reflect several factors. These include what their individual experiences are, what the participants have in common with each other, and what they have in common with the rest of the population in terms of career knowledge.



## CHAPTER FIVE

### DISCUSSION AND CONCLUSIONS

The purpose of this study was to report the career perceptions of disadvantaged youth and more specifically of TRIO Upward Bound students. The responses generated by these students indicate the utility of constructive alternativism. This theory implies that a person using his/her repertoire of concepts will construe in many ways and one who lacks a large repertoire will construe the same event in few ways. It also implies that reality and what we make of it is built up of contrasts rather than absolutes and these can be described in terms of constructs (Kelly, 1955).

A construct is the basic unit of description and analysis in rep-test methodology. We construe things by means of constructs to make sense of something. To construct means to have a personal understanding of something or to find meaning in it. The findings from this study, as represented in Table 6, indicated sixteen manifest themes and five latent themes about the world of work as suggested by participating students.

#### *Theoretical Relevance*

The use of Personal Construct Psychology in understanding an idiographic matrix of meanings, or constructs, was particularly useful for this population. Using bipolar bases of distinction among relevant aspects of experience or vocational constructs provided access to the channels through which events are viewed. This helped organize and systematize the vocational experiences of these students, lending order and meaning to what they construe as work.

Table 6

*Thematic Distribution*

Themes	Description	Percentage of Student Responses
<b>Major Themes</b>		
Tasks	A piece of assigned work, job, duty, chore	100%
Work Conditions/Style	Nature of the job/State of affairs/ manner or method	98%
Characteristics	Personality	96%
Skills	Abilities	93%
Education	Schooling	86%
Location	Where situated	84%
Job Categories	Job class, group, kind, division	84%
Earnings/Salary/Wages	Payoff/Benefits	77%
Tools	Denoting use of specific tools	73%
Leadership/Authority	Influence	70%
Values	Worth	64%
<b>Sub Themes</b>		
Time	Reference to hour, day night, year, period or duration	38%
Appearance/Image	Reference to outward look	38%
Attitude	Mental position or feeling	21%
Decision Making	Act of inducing a choice or, judgment	14%
Miscellaneous	Unclear	2%

Kelly (1955) made the assumption that individuals differ not only in the particular content of the constructs they bring in making vocational judgments, but also in the overall organization, or structure, of that matrix of meaning he referred to as the “vocational construct system” (p. 740). This was evident in each individual grid in Appendix D.

As evident in the results section, for most of the Upward Bound students, it appeared that careers were interpreted based upon their individual real life experiences with those occupations. They described high variability and detailed nuances within manual and low-wage occupations. They tended to interpret opportunities and income relative to economic deprivation rather than economic abundance. Also several participants did not distinguish between occupations that required differing levels of training. It also became evident that career counseling may be inadequate with some individuals unless the values, ethics and legality of jobs is considered with clients who have exposure to role models involved in illegal means of securing income.

### *Significance of Findings*

Based on the results of this study, the students’ seemed to have only a superficial understanding of the world of work and careers. However, the results obtained will provide a baseline, from which further studies can be conducted. The constructs identified represent the students’ entry-level knowledge about work and related issues. Specific details are outlined as follows.

This study found that over 64% of the participants identified with 11 of the 16 overall themes about work, which indicated that they have had work experience. Furthermore, one hundred percent (100%) identified different tasks that are performed on jobs indicating familiarity with aspects of the world of work. The MAXQDA program has an interesting capability to show relationships of constructs through the process of co-occurrences. This

analysis showed that when the participants were writing down a response, they were thinking of how it related to other responses. For example, a finding in the data analysis procedure showed evidence that *Work Conditions/Style* is a construct that co-occurs with a number of other constructs – *Characteristic, Leadership Power/Authority, Tools, Job Categories, Tasks, Education, Location, Skills, and Values*. This means that constructs about the nature of the job seemed to show up together with constructs describing what is done on the job. Respondents frequently mentioned both of these things in the same line of response (frequency 289). There were also co-occurrences between *Work Conditions/Style* and *Job Categories* (frequency 63). The nature of the job and specific jobs frequently showed up in the same line of response. *Work Condition/Style* (the nature of the job) also showed up together with specific skills (mechanical, people, technical, manual, logical) for a number of responses (frequency 80). This is important because it indicated some level of differentiation as the participants thought about different aspects of careers.

Tasks also co-occurred with a number of constructs including *Characteristics, Leadership and Power, Tools, Job Categories, Work Conditions/Style, Location, Skills, and Values*. This suggested that, when presented with several occupations, respondents frequently made sense of these occupations based on what is done on the job together with another concept, especially *Work Conditions/Style, Skills, and Job Categories*. These constructs seem to work together in enabling the respondents to conceptualize the occupations presented to them. Again, this is an indication of being able to differentiate between aspects of careers and being able to sort them in an organized way.

### *Limitations of the Study*

The motivation of participants in completing the grids was directly impacted by the attitude of the college mentors who were assisting with the administration of the instrument. The negative attitude of a couple of the mentors may have negatively affected the attitude of the students they were assisting—decreasing their motivation for fully engaging in the study. Also, during the administration it became apparent that some of the students found it difficult to make the cognitive shift to think about contrasts after thinking linearly about similarities; it took them longer to complete the tasks at hand (Refer to Appendix D, Table 50 for missing items

### *Implications of the Research*

This study has many interesting findings. It raised questions that could prompt further research. These findings could also be used in practice such as career counseling. This study could also be used as a basis for new theory.

*Future research.* This research should be replicated with other groups to determine common factors with this particular age group and to make other possible comparisons. Analysis of the elements (occupations) generated by the participants could reveal more of their understanding of the different types of jobs and the analysis of the ratings in the grids could reveal more of the career narrative that is not evident at this point for this study. To fully explore the meaning of work for this population, further analysis should be conducted using other theories such as the Holland's (1964) in identifying the different job types. Further research could also study Kelly's (1955) corollaries separately to identify their implications on how students understand constructs that relate to careers.

*Career counseling.* According to Young and Collin (2005), constructivism challenges the basis of career development theories (Super, 1953, 1980; Super, Savickas, & Super, 1996),

which is a normative and predictable sequence of developmental stages. According to Mahoney (2003), constructivism regards human development as a process that is dynamic and dialectical, embracing both variability and disorder. At the same time, social constructionism's assertion that knowledge is historically and culturally specific questions the existence of a stable and orderly environment, which is implied by the notion of normative development. It further challenges the assumption that an individual could be judged objectively and evaluated against such a normative sequence, and so undermines the concept of career maturity.

Constructivists recognize that construction is an active process, that individuals acting together and in concert with history, culture, and other broad factors jointly construct the world in which they participate. Part of the construction of career takes place through other means, such as language and narrative in dialogue with counselors and other practitioners. Richardson (2005) sees this as crucial to how people construct their lives in changing times; he views this as the emergence of new intentions in subjective experience.

Influential proponents of constructivist counseling include Neimeyer (1993), who has used Kelly's (1995) personal construct theory, and Peavy (1992), who considered that counselors have to pay attention to relationship, agency, meaning making, and negotiation. Likewise, Cochran's (1997) approach to the process of constructing a career as a narrative process as well as a product and emphasis on how counselors use narrative to facilitate the meaning-making process of their clients is also consistent with constructivist approaches.

Kelly (1955) suggested that the matrix of inquiry provides a model for a psychological hyperspace. Within that space, one may understand a person in depth rather than plotting him or her in one dimension at a time, as researchers do, for example, when they look for the correlates of intelligence. The above statement suggests that not only should we see a person in more than

one dimension at a time, but also that we should vary the devices by which we manipulate and measure along each of those dimensions.

For this study, instead of using a traditional career inventory like the Strong Interest Inventory (1994), which already has embedded constructs generated by its author, the participants were prompted to individually construct relevant matrices of careers based on people they know in different occupations. They in turn, using their own words and choices, provided descriptions of those occupations as they understood them and from which our multidimensional analysis was based.

*New Career Construct Theory.* The closer relationship between career counseling practice and career theory and research, facilitated by constructivisms, challenges theorists and researchers to re-frame their identity and work together reflectively and in new ways, creating the opportunity for more relevant work (Collin, 1996). This study therefore proposes the following Career Construct Theory as an alternative in guiding Upward Bound students and clients through relevant career processes.

Based on this study, the author proposes using Kelly's (1955) Personal Construct Theory as a basis for an alternate approach to career counseling. The following is an adaptation of Kelly's personal construct theory to the world of work.

1. Fundamental Postulate: The way in which a person anticipates careers will channelize his career-related processes (i.e., personal development, career knowledge, career assessment, career decision making, career satisfaction, etc.).
2. Construction Corollary: A person anticipates careers by construing their replications.
3. Individuality Corollary: People differ from each other in their construction of careers.

4. Organization Corollary: Each person characteristically evolves, at his own convenience, in anticipating careers by a construction system that embraces ordinal relationships between career-related constructs.
5. Dichotomy Corollary: A person's career construction system is composed of a finite number of dichotomous constructs.
6. Choice Corollary: A person chooses for himself that alternative in a dichotomized corollary through which he anticipates the greatest possibility for extension and definition of his career construct system.
7. Range Corollary: A career construct is only convenient for the anticipation of a finite range of career-related events.
8. Experience Corollary: A person's career construction system varies as he successively construes the replication of career-related events.
9. Modulation Corollary: The variation in a person's career construction system is limited by the permeability of the constructs within whose ranges of convenience the variants lie.
10. Fragmentation Corollary: A person may successively employ a variety of career construction subsystems which are inferentially incompatible with each other.
11. Commonality Corollary: To the extent that one person employs a career construction system that is similar to that employed by another; his career construction processes are similar to that of the other person.
12. Sociality Corollary: To the extent that one person construes the career construction processes of another; he or she may play a role in a social or educational process



involving that person. An implication of the sociality corollary is that we must be able to construe the career construction processes of those we wish to help.

### *Conclusion*

As evident from this study, the constructs provided by the participants are indicative of the multi-dimensional processes of the human experience, as summarized in the above corollaries. This is an exploratory study designed to find the career perceptions of a specific group of rural, low income high school students. These subjects had a limited exposure to the world of work yet they had already developed certain views of the world. The hope of this study is that with these findings and more from studies replicated with other students in various locations that the profession of career counseling could be improved. Curriculum could be developed for career education for specific target groups, particularly those who are disadvantaged.

## REFERENCES

- Adams-Webber, J. R. (1979). *Personal construct theory: Concepts and application*. Toronto: Wiley.
- Brown, D., & Brooks, L. (1991). *Career choice and development: Applying contemporary theories to practice*. San Francisco: Jossey-Bass.
- Carson, A. (2003). *Dictionary of vocational psychology*. Retrieved May 30, 2007 from <http://vocationalpsychology.com/termvocationalpsychology.htm>
- Charmaz, K. G. (2000). *Grounded theory: Objectivist 2<sup>nd</sup> constructivist methods*. Thousand Oaks, CA: Sage.
- Chickering, A. W. (1969). *Education and identity*. San Francisco: Jossey-Bass.
- Crites, J. O. (1969). *Vocational psychology: The student of vocational behavior and development*. New York: McGraw-Hill.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage.
- Epting, F., & Landfield, A. W. (1985). *Anticipating personal construct psychology*. Lincoln, NB: University of Nebraska Press.
- Fransella, F. (2003). *International handbook of personal construct theory*. England: Wiley, J., & Sons, Ltd.
- Fransella, F., Bell, R., & Bannister, D. (2004). *A manual for repertory grid technique (2<sup>nd</sup> ed.)*. New Jersey: Wiley.
- Grubb, W. N. (2002). *Who am I: The inadequacy of career information in the information age*. University of California, Berkley Aug. 2002, Retrieved September 20, 2004 from <http://www.google.com> Wikipedia

- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations [Monograph]. *Journal of Counseling Psychology*, 28, 545-579.
- Gottfredson, L. S. (1996). Gottfredson's theory of circumscription and compromise. In Brown, D., & Brooks, L. (Eds.), *Career Choice and Development* (3<sup>rd</sup> ed., pp. 179-231). San Francisco: Jossey-Bass.
- Harper, T.O.P. (1996). *The meaning of personal efficacy judgements*. Unpublished doctoral dissertation, Brigham Young University, Provo, UT.
- Jankowicz, D. (2004). *The easy guide to repertory grids*. England: John Wiley & Sons, Ltd.
- Kelly, G. A. (1955). *The psychology of personal constructs* (Vol. 1). New York: Norton.
- Kelly, G. A. (1969). The psychotherapeutic relationship. In Maher, B. A. (Ed.), *Clinical psychology and personality: The selected papers of George Kelly* (p. 97). New York: Wiley.
- Kelly, G. A. (1970). A brief introduction to personal construct theory. In Bannister, D. (Ed.), *Perspectives in person construct theory* (pp. 2-12). London: Academic Press.
- Kenny, V. (1984). *An introduction to the personal construct psychology of George A. Kelly*. Retrieved August 30, 2002, from <http://www.oikos.org/vincpcp.htm>
- Kenny, V. (1984). *The psychological reconstruction of life: An introduction to personal construct psychotherapy*. Retrieved August 30, 2002, from <http://www.oikos.org/vintherapy.htm>
- Kortas, L., Neimeyer, G. J., & Prichard, S. (1992). Structure and style in career decision making. *Journal of Career Development*, Vol.18 (3), 199-213.
- Landfield, A. W., & Epting, F. A. (1986). *Personal construct psychology: Clinical and personality assessment*. New York: Human Sciences Press, Inc.

- Lori-Eiseinscheck, R., & Neimeyer, G. J. (1996). The stability of vocational differentiating integration, and conflict & A replication & extension. *Journal of Career Assessment*, 4(3), 229-314.
- Neimeyer, G. J. (1988). Cognitive integration and differentiation in vocational behavior. *The Counseling Psychologist*. 16(3), 440-475.
- Neimeyer, G. J. (1989). Personal construct systems in vocational. *Journal of Career Development*. 16(2), 83-96.
- Neimeyer, G. J. (1992). Personal constructs in career counseling and development. *Journal of Career Development*. 18(3), 163-173.
- Neimeyer, G. J., & Metzler, A. (1987). *Journal of Vocational Behavior*. 30(1), 16-32.
- Neimeyer, G. J., & Nevill, D. D. (1985). Cognitive structures in vocational development. *Journal of Vocational Behavior*. 27, 191-220.
- Oppenheimer, E. A. (1996). The relationship between certain self construct and occupational preferences. *Journal of Counseling Psychology*. 13(2), 191-197.
- Ponterotto, J. G. (2005). *Qualitative research in counseling psychology*. Thousand Oaks, CA: Sage.
- Raskin, J. D. (2002). Constructivism in psychology: Personal construct psychology, radical constructivism and social constructivism. *American Communication Journal*. 5(3), 1-17.
- Reiss, A. J. (1961). *Occupations and social status*. New York: Free Press.
- Roe, A. (1977). *The psychology of occupations*. New York: Arno Press.
- Schwandt, T. A. (2000). *Three epistemological stances for qualitative inquiry*. Thousand Oaks, CA: Sage.

Salmon, W. A., & Salmon, R. T. (2000). *The mid-career tune-up: Ten new habits for keeping your edge in today's fast paced workplace*. New York: American Management Association.

Shaw, M. L.G. (1980). *On becoming a personal scientist: Interactive computer elicitation of personal models of the world*. New York: Academic Press.

VERBI Software. (2004). MAXQDA Qualitative Data Analysis. Berlin,Germany:  
Consult.Sozialforschung GmbH.

Walsh, W.Bruce and Savickas, Mark I., (2005). *Handbook of vocational psychology* (<sup>3rd</sup> ed.). (pp. 181-215). New Jersey: Lawrence Erlbaum Associates.

Yost, E. B., & Corbishley, M. A. (1987). *Career counseling*. San Francisco, CA: Jossey-Bass.

## APPENDIX A

### Anticipation of Vocations Survey

Thank you for your willingness to complete this survey. This study is trying to understand how people's anticipation of vocations effect their other ways of functioning. Although your participation in this study is anonymous, we will share the overall results for all participants with you at the end of the study.

Questions about who you are:

1. How old are you? \_\_\_\_\_ Years
2. What is your gender? \_\_\_\_\_ (M/F)
3. What is your grade level? \_\_\_\_\_
4. Have you ever done work outside your home that you were paid to do? \_\_\_\_\_
5. With which religion are you most familiar? \_\_\_\_\_ (Catholic, LDS...)
6. Please circle the answer that best describes how much schooling you have completed.
  - A. middle or junior high school
  - B. high school
  - C. college
6. Please circle the answer that best describes your GPA at your last level of schooling:
  - A. 1.0 - 1.9
  - B. 2.0 - 2.5
  - C. 2.6 - 3.0
  - D. 3.1 - 3.59
  - E. 3.6 - 4.0
7. What race are you? \_\_\_\_\_ (African American, White, Asian ...)

## Instructions

The form of this survey may differ from others you have taken, and filling it out is relatively easy. The survey is in the form of a grid with rows and columns. There are three steps to this survey. You will be asked to do the following:

**Step One:** You will need the Weingarten Occupational Awareness Reptest (WOAR) and a Student Response Sheet for this part. Begin by placing the Response sheet in front of you; place the Reptest next to the Response sheet, for convenience to referring to the Reptest. Insert your responses to the Reptest items at the top of the columns in the order given. Name the career or job of the people you know listed in the 33 items of the Reptest. Now move to the rows on the grid where you will identify the bipolar constructs you will choose on which to rate three occupations.

**Step Two:** Choose three careers on each row and identify two that are similar and different from the third and write how they are similar and different on the lines provided to the right of the matrix. The items for comparing and contrasting for items 1 – 11 are already circled. You may circle any three items of your choice to compare and contrast for item 22 – 33.

**Step Three:** Rate the 33 occupations (elements) along 33 different dimensions (constructs). The columns name the occupations while the rows name the dimensions to rate. Each occupation will need to be rated on a scale of 1 through 7, 7 being the closest to the left and 1 closest to the right of the bipolar constructs.

Weingarten Occupational Awareness RepTest (WOAR)

- A. The career I know the most about.
- B. My dad's career.
- C. My mother's career.
- D. My brother's career (if you don't have a brother or if he doesn't have a career, write the name of the career of a person who has been like a brother to you).
- E. My sister's career (if you don't have a sister or if she doesn't have a career, write the name of the career of a person who has been like a sister to you).

**\*FROM THIS POINT ON DO NOT REPEAT ANY CAREER THAT HAS ALREADY BEEN LISTED, SIMPLY MAKE ANOTHER CHOICE.**

- F. The career of someone you really trust. The career of someone with whom you would be willing to discuss your personal problems.
- G. The career of the happiest person you know.
- H. The career of the most successful person you know.
- I. The career of the most ethical person you know.
- J. The career of someone you know that is highly respected in the community.
- K. The career of someone you know that has the most money.
- L. The career I would want if I had good grades in school.
- M. The career I'm heading for if I don't study.
- N. The career I'd want if I get financial aid.
- O. The career I'd want if I don't get financial aid.
- P. The career of someone you know who is creative. (Artistic)
- Q. The career of someone you know who likes science, math and likes to solve problems.  
(Investigative)
- R. The career of someone who likes to keep records and is fussy about details.  
(Conventional)
- S. The career of someone you know who works a lot with his/her hands or tools.  
(Realistic)
- T. The career of someone you know who works with a lot of people. (Social)



- U. The career of a person you know who has speaking, sales skills and has a lot of power.  
(Enterprising)
- V. The career of a person you know who is outgoing or an Extrovert.
- W. The career of a person you know who prefers to work alone or is an Introvert.
- X. The career of a person you know who can recall information quickly. (Sensing)
- Y. The career of a person you know who is very intuitive. (Intuition)
- Z. The career of a person you know who is non-emotional when making a decision.  
(Thinking)
- AA. The career of a person who throws him/herself into the situation, emotions and all to  
make a decision. (Feeling)
- BB. The career of a person you know who prefers to plan ahead and resist's changes in his  
plans. (Judging)
- CC. The career of a person you know who does not like to plan ahead because something  
may come up which is more appealing than what was planned. (Perceiving)
- DD. The career of a person you know who is logical, analytical, mathematical, technical  
and scientific. (Quadrant A)
- EE. The career of a person you know who is controlled, conservative, organizational and  
administrative in his ways. (Quadrant B)
- FF. The career of a person who is imaginative, synthesizes, artistic, and thinks non-  
linearly. (Quadrant D)
- GG. The career of a person who is social, emotional, spiritual, and talkative. (Quadrant C)

APPENDIX B

Sample of Completed Student Response Sheet

Table 1

*Grade Bridge: Subject 8*

	Similar Contracts	Physical therapist A	Bus driver B	Secretary C	Flight attendant D	Chef E
1	Works with hands	7x	5	7x	7	7
2	Requires more education	6	4	4	5	6x
3	Gives info.to people	4	3	3	7	7
4	Medical	7	1	1	1	1
5	Hospital	7	1	1	1	1
6	Creative	4	3	2	2	5
7	Works with people	7	7	7	7	6
8	Works with family	7	4	3	5	4
9	Works with others	7	7	7	7	7
10	Schooling	7	2	3	3	5
11	Begin with "P"	7	1	1	1	1
12	Doesn't work with medicine	5	7	7	7	7
13	Mostly women	7	4	5	6	6
14	Work in schools	1	7	6x	1	1
15	Make new things	1	1	1	1	6
16	Works with food	1	1	1	1	7x
17	Works with people	7	7	7	7	6
18	Wear uniform	7	1	1	7	7
19	Works with law	1	1	1	1	1
20	Doesn't work with God	1	1	1	1	1
21	Work with medicine	7	1	1	1	1
22	Lots of education	5	3	3	3	5
23	Teach people	1	4	4	6x	4
24	Gives shots	1	1	1	1	1
25	Doesn't work with teeth	7	7	7	7	7
26	Works with crime	1	1	1	1	1
27	Begin with B	1	7x	1	1	1
28	Uses computers	4	4	7x	4	2
29	Medical field	7	1	1	1	1
30	Needs bachelors degree	7	1	1	1	1
31	Works with fire & heat	6	1	1	2	7
32	Work in a school	1	6	5	1	4
33	Talks to crowds	1	1	1	7	1

Table 1 (continued.)

Computer technologist	Teacher	Chiropractor	Prophet	Doctor	Neurosurgeon	Lawyer	Nurse
F	G	H	I	J	K	L	M
7	7	7	4	7	7	5	7
6x	7	7	6	7	7	7	7
4	7x	7	7x	7	6	7	7
1	1	7	4	7x	7x	1	7
1	1	1	4	7	7	1	7x
5	6	2	4	4	2	7	4
5	7	7	7	7	6	7	7
1	6	7	7	7	6	5	5
5	7	7	7	7	7	7	7
7	7	7	7	7	7	7	7
1	1	1	7	1	1	1	1
7	7	1	4	1	1	7	1
6	4	3	0	4	2	4	6
2	7	1	1	1	1	1	4
3	4	1	1	1	1	7	1
1	1	1	1	1	1	1	1
5	7	7	7	7	7	7	7
1	1	7	7	7	7	7	7
1	1	1	1	1	1	7	1
1	1	1	7	1	1	1	1
1	1	7	4	7x	7	1	7
7	7	7	7	7	7x	7x	7
4	7x	7	5	3	3	3	3
1	1	1	1	5	6x	1	6
7	7	7	7	7	7	7	7
1	1	1	6	1	1	7	1
1	1	1	1	1	1	1	1
7x	5	4	4	4	6	6	7
1	1	7	4	7x	7	1	7x
7	7	7	6	7	7	7	7
1	1	1	1	1	1	1	1
3	7	1	1	1	1	1	5
1	7	1	7	1	1	7x	1

Table 1 (continued.)

Doctors assistant	Dental hygienist	Sculptures	Engineer	Management	Mechanic	Social worker	Marketer
N	O	P	Q	R	S	T	U
7	7	7	7	5	7	5	5
7	7	5	5	5	4	5	5
7	7	4	4	7	2	7	7
7	7	1	1	1	1	1	1
7x	5	1	1	1	1	1	1
4	4	7x	4	7x	1	5	3
7	7	4	6	6	3	7x	7x
5	5	3	2	1	1	7	1
7	7	4	7	7	5	7	6
7	7	4	6	6	4	7	7
1	1	1	1	1	1	1	1
1	1	7	7	7	7	2	7x
6x	6	4	4	4	3	4	4
1	1	1	1	1	1x	1	2
1	1	7x	7	4	1	4	4
1	1	1	1	1	1	1	1
7	7	4	7	7x	2	7	4
7	7x	1	6	5	7	6	6
1	1	1	1	1	1	7x	1
1	1	1	1	1	1	1	1
7	7	1	1	1	1	1	1
7	7	4	6	6	4	7	1
3	3	3	3	3	2	5	1
2x	6	1	1	1	1	1	1
7	1	7	7	7x	7	7	7x
1	1	1	1	1	1	6	1
1	1	1	1	1	1	1	1
4	1	6	6	3	5	7	4
7	1	1	1	1	1	1	1
7	7	1	7x	1	7	7x	7
1	1	4	2	1	5	1	1
1	1	1	1	1	1	3	1
1	1	1	1	1	1	2	1

Table 1 (continued.)

Pediatric	Artist	Genealogist	Detective	Policeman	Firefighter	Politician	Burger flipper	Chemist
V	W	X	Y	Z	AA	BB	CC	DD
7	7	4	6	5	7	5	6	7
7	3	2	5	4	5	7	1	7
7	3	4	6	6	6	7	2	5
7	1	1	1	1	1	1	1	1
7	1	1	1	4	1	1	1	1
3	7	3	6	4	4	7	1	7
7	4	7	4	7	7	7	6	4
7x	2	7x	2	3	3	1	2	1
7	3	4	2	7x	7x	7	6	7
7	4	5	5	5	5	7x	1	7x
7	1	1	1	7	1	7	1	1
1	7	7	7	7	7	7	7	7
3	4	5	2	4	4	4	4	4
1	1	1	1	1	3	1	1	1
4	1	7	6	1	1	7	1	7x
1	1	1	1	2	1	1	1x	7
7	4	4	6	7	6	7x	3	3
7	1	1	1	7	7x	7	7	7
1	1	1	7	7x	7	7	1	1
1	1	1	1	1	1	1	1	1
7x	1	1	1	1	1	1	1	1
7	4	5	5	5	5	7	1	7
1	1	1	5	1	5	1	1	1
6	1	1	1	1	1	1	1	1
7	7	7	7	7	7	7	7	7
1	1	1	7x	7	1	7x	1	1
1	1	1	1	1	1	1	7x	1
3	7	6	6	2	6	1	5	5
7	1	1	1	1	1	1	1	1
1	1	7	1	1	1	7	1	7
1	1	1	1	4	7x	1	7	6x
1	1	1	1	5x	1	1	1	1
1	4	1	1	5	1	7	1	1

Table 1 (continued.)

Principal EE	Actress FF	Public relations GG	Opposing Constructs
6	7	6	Drives a bus
4	4	5	Not so much school
7	7	7	Works in medicine
1	1	1	Law
1	1	1	Dentist office
7	7	7	Math
7	7	7	Works with cars
5	1	1	Works alone
7	7	7	Works alone
6	6	6	No schooling
7x	1	7x	Acts
7	7	7x	Works with medicine
4	7x	4	Mostly men
1x	1	2	Works on cars
3	4	6	Serves drinks
1	1	1	Doesn't Works with inside management
7	7	7	Teaches
7	7	5	Teaches
1	1	1	Works on backs
1	1	1	Work with out God
1	1	1	Works with history
6	5	6	Not so much
6	2	7	Doesn't teach
1	1	1	Cracks backs
7	7	7	Works with teeth
4	1	1	Works with kids
1	1	1	Act
5	2	5	Communes with God
1	1	1	Clay & stone
7	1	7	Colors & draws
1	1	1	Deals with history
7x	1	4	Works on cars
7	7	7x	Makes food

# APPENDIX C

## MAXQDA

### Data Analysis

The data from the matrices were analyzed using the MAXQDA Qualitative Data Analysis Program (citation) to facilitate the qualitative content analysis. Descriptive statistics were generated to summarize some aspects of the content analysis of the elements and constructs. Related demographic information was also considered.

MAXQDA is a qualitative data analysis system which uses four distinct quadrants as shown in Figure 1. They are identified as “Text Group,” “Text Browser,” “Code System,” and “Retrieved Segments.”

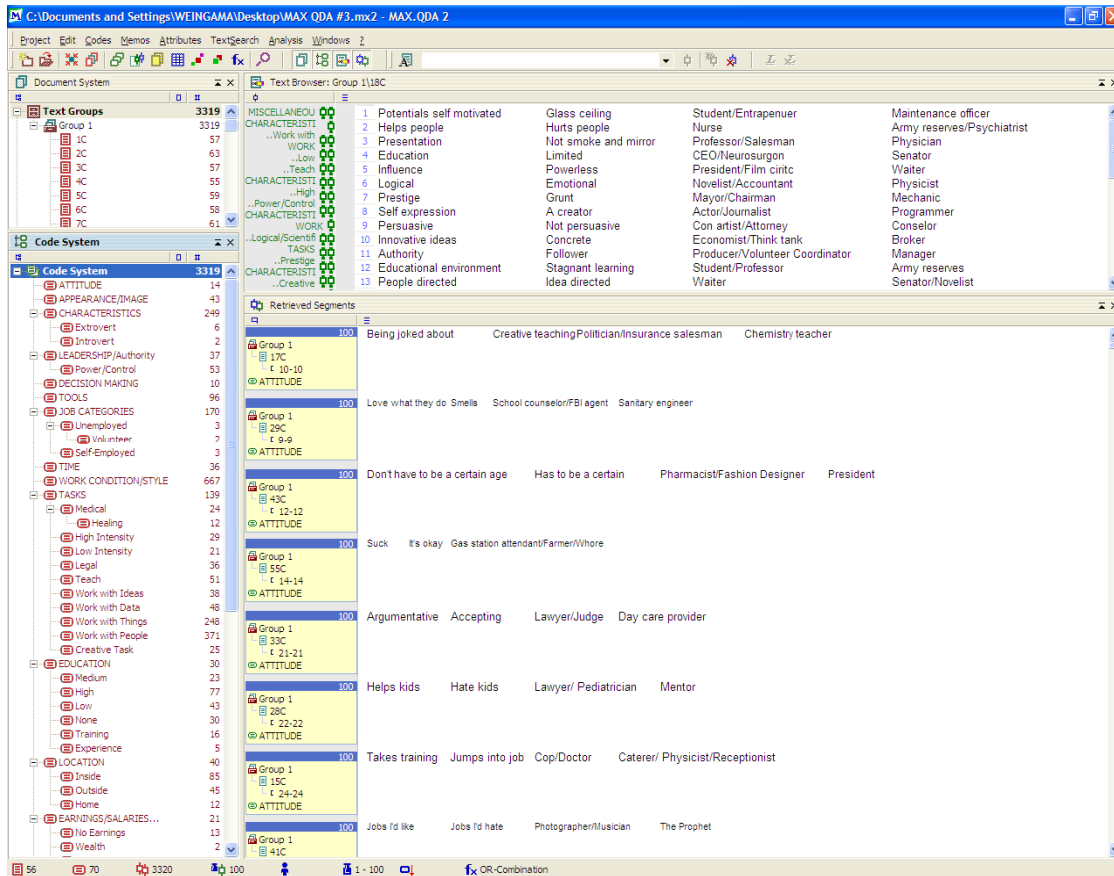


Figure 1. MAXQDA screen.



*First step.* The constructs and the context (jobs) derived from the students’ grids were typed into a Word document. This is called “Constructs in Context Data.”

*Second step.* Constructs in Context data were imported into MAXQDA “Text Browser” segment as shown in Figure 2.

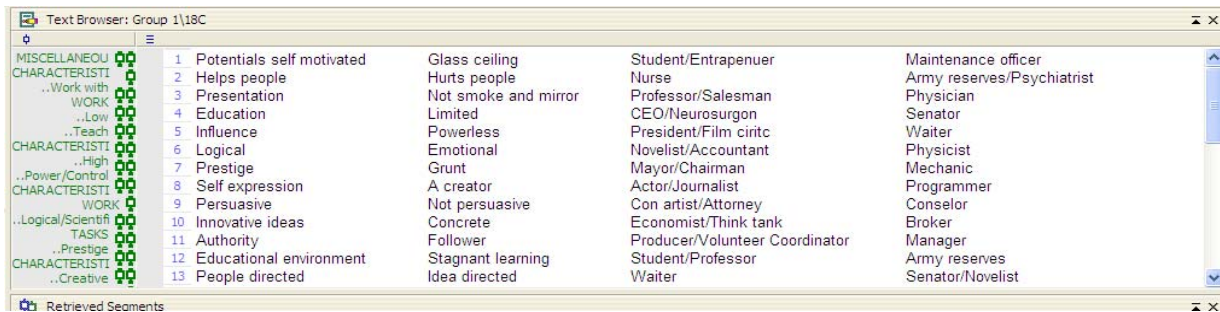


Figure 2. MAXQDA Text Browser.

*Third step.* The contents of the text in text browser were then sorted under the “Text Group,” which is shown in the upper left column as shown in Figure 3.

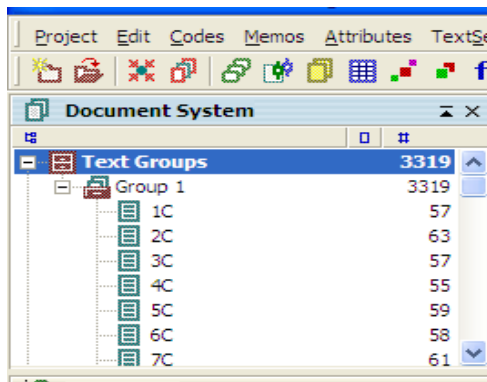


Figure 3. MAXQDA Text Group.

*Fourth step.* Text results were sorted into themes and then refined in the “Code System” as shown in the lower left column as in Figure 4.

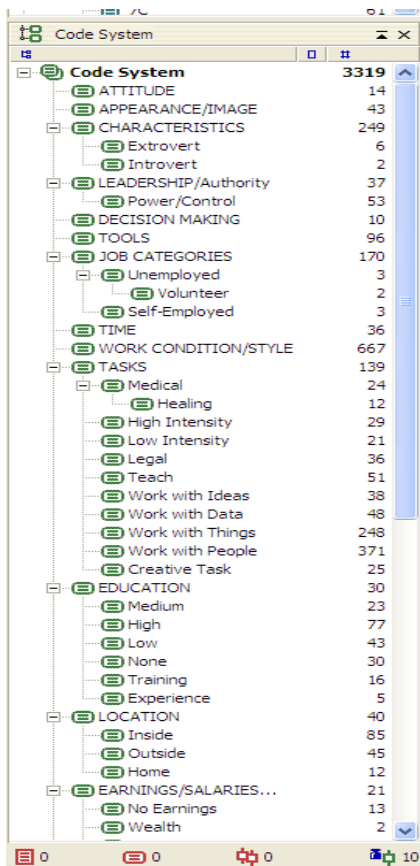


Figure 4. MAXQDA Code System.

*Fifth step.* “Retrieved Segments” summarized core categories of individuals and group as shown in Figure 5.

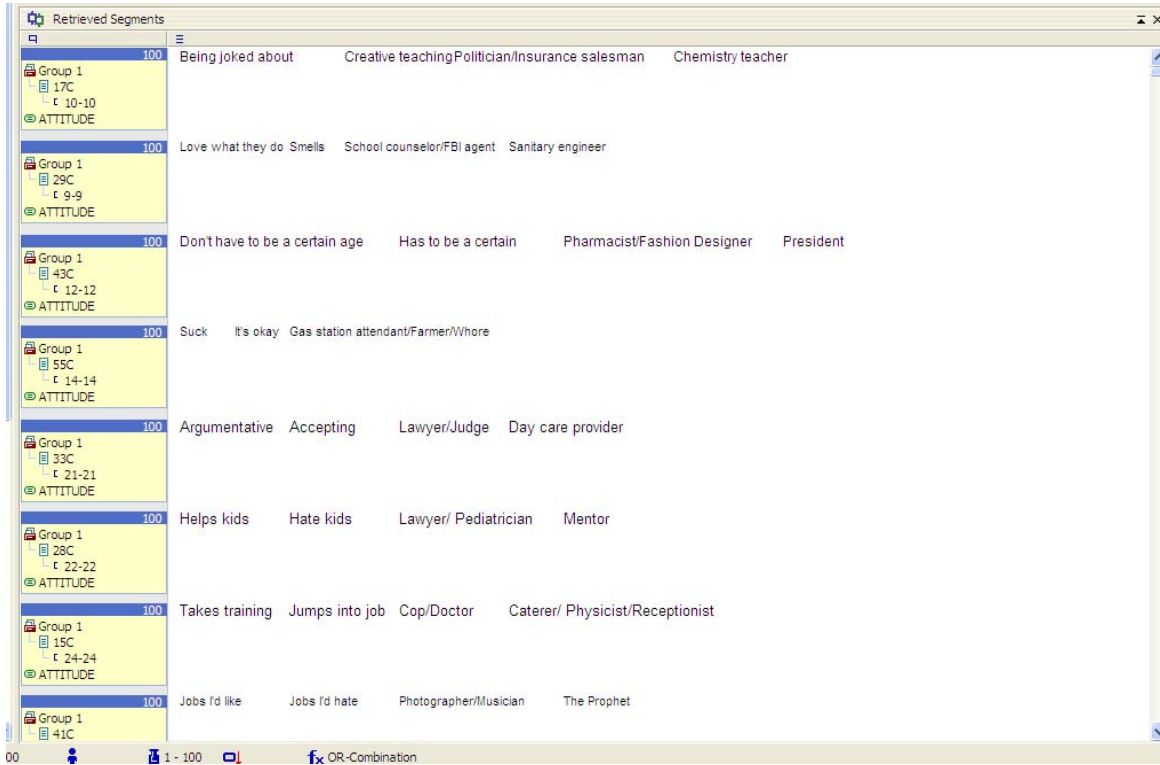


Figure 5. MAXQDA Retrieved Segments.

*Sixth step.* Results from the “Retrieved Segments” were typed into a Word document.

*Seventh step.* Results were then tabulated into core categories.

## APPENDIX D

Table 2

*Career Construct Repertoires of Upward Bound Subject 1*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works alone	Cabinet/Door Installation	Works with others	Assistant store manager
Mathematical	Scientist/Physics	Emotional	Psychologist
Electronics	Electrician/Radiologist	Arrest	Police officer
Operate machinery	Mental engineer/Computer technician	Meteors	Meteorologist
Physical labor	Old person janitor/Cashier	Physical science	Chemical engineer
Typing	Mechanical engineer/Office worker	Draw	Artist
Lots of paper work	Councilor/Corporate managers	Construct	Construction worker
Low money	Professional wake border/Cleaning engineer	Big money	Lawyer
Normal job	Technician/Cashier manager	Weird job	Physic reader
Convincing		Delivery	Mail man/Politician/Psychologist
Artistic	Free lance writer/Painter	Church religion	Bishop
Piece pull	Cabinet installation/Artist/Bishop	Installation	
Patience	Door installation/Cashier/Painter	Work with money	
Take their time	Assistant store manager/Chemical engineer/Free lance writer	Do it fast	
Science study	Scientist/Old person janitor/Psychologist	Janitorial work	
Work hard	Physics/Meteorologist/Politician	Cheat/lie	
Computer work	Psychologist/Computer technician/Mail man	Mail box	
Compute	Electrician/Mental engineer/Cashier manager	Weld	
Technical work	Radiologist/Police officer/Technician	Enforce the law	
Use light	Radiologist/Police officer/Physic reader	Mind read	
Work with strength	Electrician/Mental engineer/Lawyer	Work with mind	
Clean	Psychologist/Computer technician/Cleaning engineer	Technician	
Study hard	Physics/Meteorologist/Professional wake border	Sports	
Lots of school	Scientist/Old person janitor/Corporate managers	Little school	
Lots of experience	Assistant store manager/Chemical engineer/Councilor	Little experience	
Install	Door installation/Cashier/Construction worker	Use cash register	
Fair job	Cabinet installation/Artist/Office worker	Unfair job	
Power tools	Door installation/Mechanical engineer	Paints	
Paper work	Assistant store manager/Artist/Office worker	Multiple talent	
Same location	Scientist/Cashier/Construction worker	Different locations	
Works with people	Physics/Chemical engineer/Councilor	Lab work	
Overwhelming job	Psychologist/Old person janitor/Corporate managers	Easy job	
Non sport career	Electrician/Meteorologist/Professional	Sport career	wake border

*Note.* Subject: 1; School: Provo (suburb); Classification: L.I./F.G. (Low Income/ First Generation College); Grade: 9; GPA: 2.6; Race: Hispanic

Table 3

*Career Construct Repertoires of Upward Bound Subject 2*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Design houses	Architect/Architect	Works with people	Nurse
Interact with people	Flying attendant/Accountant	Works on the forest	Wild life ranger
Works with people	Barber/Pope	Works for Gov.	Federal Gov. employee
Works with people	Vice principal/Lawyer	Works out of space	Astronaut
Works with children	Doctor/Teacher	Cooks food	Food server
Both uses computers	Graphic designer/Secretary	Works with chemicals	Chemist
Both uses advertising	Plumber/Sales person	Works with students	Counselor
Both worked as waiters before becoming what they are	Waiter/Artist	Spy on people	Detective
They have to be smart	Stockbroker/Scientist	Just acting	Actor
Both fix problems for others	Judge/Mother	Math and gravity	Physicist
Check the working place	Supervisor/Director	Leads the people	Prophet
High pay	Lawyer/Judge	Low pay	Architect
Cure others	Nurse/Doctor	Cut hair	Federal Gov. employee
Leaders	Pope/Prophet	Teach others	Teacher
Service work	Barber/Food server	Talks to people	Counselor
We always need their services	Barber/Doctor	Serves food	Waiter
Paper work	Accountant/Sales person	Make movies	Director
Works in school	Teacher/Counselor	Works with technology	Scientist
High income	Barber/Judge/Director	Low income	
Work with chemical	Scientist/Physicist	Works with medicine	Doctor
Use a lot of math	Architect/Actor/Physicist	Less Math	
Work with laws	Lawyer/Judge	Work with patients	Nurse
Discover new things about the future	Scientist/Physicist	Use forest as working device	Wild life ranger
Drawing skills	Architect/Graphic designer	Talk to students	Counselor
Creativity	Architect/Director	Not too much creativity	Waiter
Fix things by hand	Architect/Plumber	Fix things by talking	Counselor
Reasoning	Scientist/Physicist	Not too much reasoning	Barber
Loving others	Mother/Prophet	Taking care of others	Doctor
Manual work	Barber/Graphic designer	Thinking work	Stockbroker
Long hours	Lawyer/Judge	Few hours	Plumber
Work outdoor	Nurse/Wild life ranger	Work indoor	Astronaut
Uses a lot of tools	Barber/Astronaut	Not too much tools	Judge
Big companies	Lawyer/Doctor	Don't work in big companies	Waiter

*Note.* Subject: 2; School: Provo (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 3.0; Race: Hispanic

Table 4

*Career Construct Repertoires of Upward Bound Subject 3*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Work with children	Babysitting/Resource engineer	Work with adults	Drivers license office
Analyze paper work	Hotel management /Radiology	Work with teens	T.C.
Work with mind	Secretary/Engineer	Work more with heart	Reverend
Examine people	Surgeon/Doctor	Listen to people	Governor
Work everyday	Physical therapist/Vocal performer	Work 3 - 4 days	Fast food worker
Organized (needs to be)	Anatomical researcher/Filer	Creative	Potter
Help people	Mechanic/Social worker	Con people	Telemarketer
Works with #'s	Mathematician	Work with people	Comedian/Psychologist
Deal with crime	Detective/Policeman	Deal with fire	Fireman
Convince others	Politician/Insurance salesman	Work with science	Physics
Entertain people	Actress/Fortuneteller	Control people	Principal
Takes more education	Physics/Principal	Entertainment	Actress
Saves lives	Fireman	Advertise	Politician/Insurance salesman
Work with #'s	Mathematician	Work with people	Detective/Policeman
Make people laugh	Comedian	Convince people	Telemarketer/Psychologist
Work with cars	Mechanic	Work with papers	Filer/Social worker
Use imagination	Vocal performer/Potter	Use information	Anatomical researcher
Work with people	Doctor/Physical therapist	Work with food	Fast food worker
Preside over people	Reverend/Governor	Work over people	Surgeon
Organized	Radiology/Secretary	Work with plans	Engineer
Work with kids	Resource engineer/T.C.	Watch over progress	Hotel management
Work with crime discipline	Babysitting/Drivers license office/Resource engineer/T.C.	Work with kids	
Uses good teaching skills	Resource engineer/T.C.	Patience	Drivers license office
Analyze paper work	Hotel management/Secretary	Tells you what is wrong with you	Radiology
Use imagination	Engineer	Use leadership skills	Reverend/Governor
Good social skills	Fast food worker	Good at concentrating	Surgeon/Doctor
Use medical knowledge	Physical therapist	Convey feelings	Vocal performer/Potter
Work with mind	Anatomical researcher/Filer	Work with hands	Mechanic
Convince others	Social worker/Telemarketer	Make others laugh	Comedian
Takes more education	Psychologist/Mathematician	Takes more imagination	Detective
Saves lives	Policeman/Fireman	Convince others	Politician
Leadership skills	Principal	Cooperation skills	Insurance salesman/Physics
Entertain people	Actress/Fortuneteller	Use mind	Physics

*Note.* Subject: 3; School: Union (rural); Classification: L.I./F.G.; Grade: 11; GPA: 3.0; Race: Caucasian

Table 5

*Career Construct Repertoires of Upward Bound Subject 4*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Need training	Truck driver/Transit orator	No training needed	Radiology
Deal with paper work	Office worker/Pharmacist	Don't use paper work	Fast food
Take a lot of education	Vet/Nurse	No education	Inventor
Work with people	Doctor/Doctor's assistant	Don't work with people	Care giver
Use imagination	Interior design/Story teller	Not creative	Cashier
Sit at desk	Accountant/Receptionist	Walk around	Quilt maker
Deal with people	Teacher/Telemarketer	Work alone	Carver
Need to use head a lot	Computer programmer/Detective	Don't need to think a lot	Hairdresser
Work with law	Judge/FBI agent	Don't work with law	Homemaker
need to be creative	Wedding planner/Chemist	Not veer creative	Writer
Try to better the world	Lawyer/Church leader	Work on their own	Artist
Work with medicine	Pharmacist/Nurse	Don't use medication	Transit orator
Deal with paper work	Doctor's assistant/Receptionist	Don't use paper work	Story teller
Do investigations	Detective/FBI agent	Don't investigate	Telemarketer
Inside office	Radiology/Chemist	Outside office	Church leader
Take care of someone	Vet/Care giver	Don't take care of something	Fast food
Creativeness	Quilt maker/Carver	Little creativeness	Cashier
Time consuming	Homemaker/Wedding planner	Don't take very much time	Hairdresser
Get to move around office	Office worker/Lawyer	Sit alone	Truck driver
Need imagination	Inventor/Interior design	Need knowledge	Doctor
Paperwork	Accountant/Teacher	Little paperwork	Computer programmer
Creativeness	Writer/Artist	Little creativeness	Judge
Work with food	Fast food/Homemaker	Work with fabric	Quilt maker
Can do at home	Quilt maker/Home maker	Out of home	Office worker
Work with children	Teacher/Homemaker	Work with all kinds of people	Doctor
Creativeness	Cashier/Interior design/Writer	Knowledge	
Help people unable to help self	Care giver/Hairdresser	Work with food	Fast food
Work with chemicals	Pharmacist/Chemist	Work with wood	Teacher
Work with court	Judge/Lawyer	Work with colors	Wedding planner
Artistic	Carver/Writer	Work with numbers	Computer programmer
Work with number	Accountant/FBI agent	Artistic	Inventor
Not much education	Interior design/Church leader	Work for organization	Transit orator
Imagination	Carver/Writer	Knowledge	Nurse

*Note.* Subject: 4; School: Wasatch (rural); Classification: L.I./F.G.; Grade: 12; GPA: 3.0; Race:Caucasian

Table 6

*Career Construct Repertoires of Upward Bound Subject 5*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
School oriented	U.B. Advisor	Not school oriented	Social Worker/Store Worker
Have to have a computer	Student/Researcher	Doesn't have to have a computer	Counselor
Family oriented	Homemaker/Prophet	Not family oriented	Banker
Work with healing	Vocal Therapist/Psychologist	Doesn't work with healing	Real Estate
Individualist	Performer/Designer	Not an individualist	McDonalds
Working with sciences	Engineer/Nurse	Not working with sciences	Artist
Lots of hard work	Black smith	Not lots of hand work	Mortition/Graphic Designer
Working with substances	Oil Worker/Chemist	Not working with substances	Institute Teacher
Sets & enforces values & laws	Seminary Teacher/Lawyer	Not working with laws	Choiristor
Medical field	Doctor/Physician	Not medical field	Fireman
Enforcing the law	EMT/Policeman	Not enforcing law	Public Speaker
Have to work flexibly	Fireman/EMT	Not flexible hours	Policeman
Problem solvers	Doctor/Physician	Not problem solvers	Choiristor
LDS gospel oriented	Institute Teacher/Seminary Teacher	Not LDS gospel oriented	Lawyer
Mental work	Graphic Designer/Chemist	Physical work	Oil Worker
Have to deal with dead people	Nurse	Not have to work with dead people	Black Smith/Mortition
Creative	Designer/Artist	Not creative	Engineer
Involves lots of drama	Psychologist/Performer	Doesn't involve drama	McDonalds
Spiritual reward	Prophet/Vocal Therapist	Money reward	Real Estate
Out of the home work	Counselor/Banker	Not out of the home	Homemaker
Independent workers	Student/Researcher	Not independent	U.B. Advisor
Academically	U.B. Advisor/Student	Not academically	Store Worker
Have an office	Researcher/Counselor	Doesn't have an office	Homemaker
Earn money in job	Banker/Vocal Therapist	Doesn't earn money	Prophet
Require higher education	Real Estate/Psychologist	Doesn't require	McDonalds
Visual arts	Designer/Artist	Not visual arts	Performer
Get dirty	Engineer/Black smith	Doesn't get dirty	Nurse
Don't work with computers	Mortition/Oil Worker	Works with comp.	Graphic Designer
Job teaching	Institute Teacher/Seminary Teacher	Not teaching	Chemist
Not involved with music	Lawyer/Doctor	Involved with music	Choiristor
Work outside	Fireman/EMT	Doesn't work outside	Physician
Masculine job	Oil Worker/Policeman	Feminine job	Homemaker
Earn less than 30,000	Store Worker/McDonalds	Earn more than 30,000	Mortition

*Note.* Subject: 5; School: Union (rural); Classification: L.I; Grade: 10; GPA: 4.0; Race: Caucasian



Table 7

*Career Construct Repertoires of Upward Bound Subject 6*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with people	Barber/News reporter	Study stars	Astronomer
Need more math	Accountant/Dental assistant	Works with outdoors	Wild life ranger
Works with anybody	Federal Gov. employee/Bishop	Teaches history	History teacher
They are educators	Principle/Book writer	Goes to the moon	Astronaut
Mostly deal with food	Food service worker/Flying attendant	More into sport	Basketball player
They are both teachers	Art teacher/biology teacher	Not a teacher more like an assistance	Administrative assistant
Helps people more	Plumber/Sales man	Gets people in trouble	Police man
They both have a lot of paper work	Waiter/Engineer	Doesn't have a lot of paperwork	Detective
They all make easy money	Tarot card reader/Actor/Actress	Need more school time	Scientist
They both deal more with people	Judge/Lawyer	Deals with math	Mathematician
They deal more with people	Counselor/Pope	A little more conservative	Artist
They are in NASA	Astronomer/Astronaut/Plumber	Deals with tools	
They teach at school	Art teacher/Biology teacher/Engineer	He need clues to find an answer	
They help people which need help	Bishop/Pope	They sale stuff	
They preach	Bishop/Sales man/Pope	They arrest people dofo dime	
They perform art	Dental assistant/Art teacher	Works at an office helping	
They pass out food	Food service worker/Police man/Waiter	They use the law	
They need to go further in school	Biology teacher/Detective	They need to take law school	
Writes and reads scripts	News reporter/Book writer/Flying attendant	Deals with technology	
Works with helping students	History teacher/Art teacher/Scientist	Works with measuring	
The need medicine	Dental assistant/Biology teacher/Engineer	Works on tables/desks	
Can't mess up in their work	Barber/Food service worker/Sales man		
Creative	News reporter/Art teacher/Plumber/Artist	Doesn't need to be too creative	
Fix things in you or on you	Dental assistant/Book writer/Scientist	They need to write a lot	
	Wild life ranger/Biology teacher/Mathematician	Knows too much math	
Deal with outdoors	History teacher	Does a lot of experiment	Administrative assistant/Scientist
Deal with administration	Accountant/Flying attendant/Detective	Works in the air	
Works on ground	Barber/Bishop/Plumber	Counseling	
Manual labor	Astronomer/Wild life ranger/Actor/Actress	Works outside of an office	
Deals with cameras/acting	News reporter/Police man/Counselor	Try's to make it smaller	
Makes problems bigger	Accountant/Book writer/Flying attendant	Low income	
High income	Federal Gov. employee/Biology teacher/Lawyer	Not too much teamwork	
Team work	Astronaut/Engineer/Pope	Doesn't need to study	
Need to study a lot			

*Note.* Subject: 6; School: Provo (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.0; Race: Hispanic

Table 8

*Career Construct Repertoires of Upward Bound Subject 7*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with people	Partyland employee/Counselor	Works alone	Draftsman
Cleans	Saver's employee/Nanny	Does not clean	City planner
Respected	Politician/Seminary teacher	Not respected	Student
Worldly	CEO/Psychiatrist/Manager	Spiritual	
A lot of schooling	Nurse/Illustrator	Little schooling	Psychologist
Cognitive	Accountant/Construction work	Artistic	Professor
Not respected	Coach/President	Respected	Actor
Travels	Office worker/Massage therapist	Does not travel	Doctor
Works with hands	Physicist/Judge	Works with head	Fire fighter
Indoors	Fisherman/Principal	Outdoors	Mathematician
Helps people	Principal/Social worker	Does not	Choreographer
No schooling	Partyland employee/Saver's employee	Schooling	Draftsman
Meets people	Counselor/Saver's employee	Does not	Draftsman
Organize other peoples lives	Nanny/City planner	Does not	Student
Religious	Seminary teacher/CEO	Not religious	Politician
Authority position	Psychiatrist/Manager	Not so much	Psychologist
Works with body	Coach/Office worker	Not so much	Doctor
Medical related	Physicist/Fire fighter	Not so much	Principal
Mentally related	Fisherman/Principal	Physically related	Choreographer
Gets paid	Nurse/Illustrator	Does not	Student
Uses pictures	Professor/President	Does not	Psychologist
Has a supervisor	Partyland employee/Saver's employee	Does not	Student
Both are teachers	CEO/Accountant	Are not	Coach
Fix people	Illustrator/Social worker	Does not	
Artistic	Professor/Choreographer	Not artistic	
School related	Accountant/Principal	Not related	
Number related	Construction work/Principal	Not related	
Authority	Actor/Mathematician	No authority	Coach
They are elected	Politician/Actor	Not elected	Judge
Uses bodies possibly	President/Judge	Does not	Actor
Little schooling (formal)	Coach/Office worker	More schooling	Fire fighter
Boring	Construction work/Doctor	Exciting	Physicist
A lot of paper work	City planner/Accountant	Not so much	Massage therapist

*Note.* Subject: 7; School: Orem (suburb); Classification: F.G.; Grade: 912 GPA: 4.0; Race: Caucasian

Table 9

*Career Construct Repertoires of Upward Bound Subject 8*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with hands	Physical therapist/Secretary	Drives a bus	Bus driver
Requires more education	Chef/Computer technologist	Not so much school	Flight attendant
Gives info.to people	Teacher/Prophet	Works in medicine	Chiropractor
Medical	Doctor/Neurosurgeon	Law	Lawyer
Hospital	Nurse/Doctors assistant	Dentist office	Dental hygienist
Creative	Sculptures/Management	Math	Engineer
Works with people	Social worker/Marketer	Works with cars	Mechanic
Works with family	Pediatric/Genealogist	Works alone	Artist
Works with others	Policeman/Firefighter	Works alone	Detective
Schooling	Politician/Chemist	No schooling	Burger flipper
Begin with "P"	Principal/Public relations	Acts	Actress
Doesn't work with medicine	Marketer/Public relations	Works with medicine	Physical therapist
Mostly women	Doctors assistant/Actress	Mostly men	Bus driver
Work in schools	Secretary/Mechanic/Principal	Works on cars	
Make new things	Sculptures/Chemist	Serves drinks	Flight attendant
Works with food	Chef/Burger flipper	Doesn't	
Works with people	Management/Politician	Works with inside management	Computer technologist
Wear uniform	Dental hygienist/Firefighter	Teaches	Teacher
Works with law	Social worker/Policeman	Works on backs	Chiropractor
Doesn't work with God	Prophet/Nurse/Marketer/Detective	Work with out God	
Work with medicine	Doctor/Pediatric	Works with history	Genealogist
Lots of education	Neurosurgeon/Lawyer	Not so much	Artist
Teach people	Flight attendant/Teacher	Doesn't teach	Physical therapist
Gives shots	Neurosurgeon/Doctors assistant	Cracks backs	Chiropractor
Doesn't work with teeth	Management/Marketer	Works with teeth	Dental hygienist
Works with crime	Detective/Politician	Works with kids	Pediatric
Begin with B	Bus driver/Burger flipper	Act	Actress
Uses computers	Secretary/Computer technologist	Communes with God	Prophet
Medical field	Doctor/Nurse	Clay & stone	Sculptures
Needs bachelors degree	Engineer/Social worker	Colors & draws	Artist
Works with fire & heat	Firefighter/Chemist	Deals with history	Genealogist
Work in a school	Policeman/Principal	Works on cars	Mechanic
Talks to crowds	Lawyer/Public relations	Makes food	Chef

*Note.* Subject: 8; School: Wasatch (suburb); Classification: F.G.; Grade: 11; GPA: 4.0; Race: Caucasian

Table 10

*Career Construct Repertoires of Upward Bound Subject 9*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Help people	Teacher/Nurse	Hands on	Landscaper
Higher education	Police man/Counselor	Lower education	Beautician
Wears nice clothes at work	Teacher/Pilot	Manual labor clothes	Construction
Higher education	Lawyer/Psychologist	Not as much education	Board of BSA
Academy	Air force/Police man	No previous experience	Waitor
Intersting	Artist/Biologist	Boring	Accountant
Help people mentally	Doctor/Motivational speaker	Don't help people	Mechanic
Stressful	Sales associate/Paramedic	Not as stressful	Artist
Need degree	Clinical Psysh/Psychic	No education required	Janitor
High pay	Judge/Doctor	No pay	Homemaker
Talent	Dancer/Football player	No talent needed	Manager
Responsibility	Doctor/Manager	No responsibility	Dancer
Education	Psychic/Judge	Not required	Homemaker
Reg. degree	Paramedic/Clinical Psysh	No expereince	Janitor
Sociable	Motivational speaker/Sales associate	Solo	Artist
hands on	Mechanic/Doctor	Not hands on	Accountant
Interesting	Police man/Artist	Boring	Biologist
People	Psychologist/Waitor	No people	Air force
Education	Board of BSA/Lawyer	Zero education	Construction
Help people	Counselor/Teacher	Doesn't help people	Pilot
Education	Nurse/Beautician	Zero education	Police man
Less pay	Teacher/Police man	High pay	Nurse
High pay	Manager/Football player	Low pay	Homemaker
Stressful	Paramedic/Judge	No stress	Janitor
Hands on	Mechanic/Artist	No hands on	Motivational speaker
Math skills	Air force/Accountant	No math	Artist
People	Lawyer/Waitor	No people	Construction
Help people	Police man/Counselor	Don't help people	Pilot
Pay	Teacher/Beautician	Low pay	Nurse/Police man
Low income	Police man/Counselor	High income	Landscaper
Interesting	Counselor/Pilot	Boring	Board of BSA
Require degree	Board of BSA/Psychologist	No degree	Air Force
Hands on	Police man/Mechanic	Zero hands on	Biologist

*Note.* Subject: 9; School: Orem (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 3.0; Race: Caucasian

Table 11

*Career Construct Repertoires of Upward Bound Subject 10*

<i>Constructs-Similar</i>	<i>Context-Similar</i>	<i>Constructs-Contrast</i>	<i>Context-Contrast</i>
Drive a lot	Oilfield worker/Bus driver	Doesn't drive (while working)	Photography
Wear uniforms	Army National guard/Doctor	Wears normal clothing	Babysitter
Specific schedules	Teacher/Social worker	Work various shifts	Waitress
Interact with people	Lawyer/Therapist	Work in office	Business manager
Have their own desks	Professor/Receptionist	Work everywhere	Janitor
Designing with buildings	Interior Designer/Architect	Work in office	Office Asst.
Office setting	Psychologist/Manager	Works in garage	Mechanic
Spend a lot of time with cars	Car Salesman/Police officer	Works with numbers	Accountant
No minimum education required	Nanny	College required	Surgeon/Forest Svc.
Work with numbers	Bus executive/Math Teacher	Work with tools	Locksmith
Help you obtain knowledge	Librarian/Bishop	No specific knowledge required	Roto roter
Called at the spur of the moment	Oilfield worker/Army National guard	Regular schedule	Bus driver
Help children learn	Babysitter/Teacher	Helps sick patients	Doctor
Deal with problems	Doctor/Social worker	Teach	Teacher
High education required	Social worker/Lawyer	No education required	Waitress
Clean up other peoples messes	Therapist/Janitor	Office worker	Business manager
Professional	Professor/Receptionist	Creative	Interior Designer
Technical jobs	Architect/Mechanic	Professional	Office Asst.
Influence people's thoughts	Psychologist/Car Salesman	Works in office	Manager
Assist community	Police officer/Surgeon	Work with numbers	Accountant
Tells people what to do	Nanny/Bus executive	Work in nature	Forest Svc.
Education required	Bus executive/Math Teacher	No education required	Roto roter
Work with books	Math Teacher/Librarian	Work with tools	Locksmith
Artistic	Photography/Interior Designer	Clergy	
High education required	Doctor/Professor	No education required	Photography
Responsible for small children	Bus driver/Babysitter	No children	Army National guard
Professional	Lawyer/Therapist	Non professional	Waitress
High school education	Business manager/Professor	No education required	Janitor
Artistic	Interior Designer/Architect	Conventional	Receptionist
Work in office	Office Asst./Psychologist	Work in garage	Mechanic
Work by themselves	Manager/Accountant	Work with customers	Car Salesman
Wear patches on uniforms	Police officer/Forest Svc.	Wears white uniform	Surgeon
Get locked out a lot	Nanny/Locksmith	Doesn't deal with money	Bus executive

*Note.* Subject: 10; School: Uintah (rural); Classification: L.I./F.G.; Grade: 12; GPA: 3.0; Race: Caucasian

Table 12

*Career Construct Repertoires of Upward Bound Subject 11*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Desk	Computer/Secretary	Stand up	Hogi Yogi
Law	Drug dealer/Jurior	Physical	Yoga instructor
Inspiration	Musician/Construction owner/Prophet	Draft	
Problems	Mayor/Business owner/Physiciatrist	Selling product	
People with problems	Telemarkerter/Therapist/Drug counselor	People hang up	
paper work	Artist/CSI/Clerk	Creativity	
Something to sell	Artist/Teacher/Salesman	Grades	
Design	Interior design/Seamstress/Chiropractor	Bones	
Older	Principal/Dentist/Skater	Daring	
Schooling	Judge/Rock climber/Chemical engineer	Easy	
Wording	Physiciatrist/Case worker/Poet/Philosopher	DCFS	
Dr.'s degree	Physiciatrist/Artist/Dentist	Fun	
Decisions for others	Hogi Yogi/Mayor/Judge	Take orders	
Drugs	Drug dealer/Drug counselor/Seamstress	Needles	
People ripping you off	Drug dealer/Prophet/Telemarkerter/Drug counselor/Teacher/Salesman	Robes	
Teaching	Prophet/Telemarkerter/Teacher	Phone calls	
Crime	Hogi Yogi/CSI/Rock climber	Food	
Creativity	Musician/Artist/Rock climber	Hammer	
Telephone	Secretary/Telemarkerter/Artist	Visual	
Children	Teacher/Dentist/Skater	Skateboard	
Ideas	Hogi Yogi/Computer/Artist	Food	
Minimum wage	Hogi Yogi/Jurior/Dentist	Respect	
You need new materials	Hogi Yogi/Artist/Poet	Not greasy	
Good pay	Physiciatrist/Seamstress/Judge	Clothes	
Mental health	Physiciatrist/Therapist/CSI	Murders	
Computers	Computer/Business owner/Dentist	Teeth	
Physical	Yoga instructor/Skater/Poet	Words	
Dangerous	Hogi Yogi/Drug dealer/Rock climber	Gross	
Health	Mayor/Principal/Dentist	Cities	
Sterotyped	Yoga instructor/Philosopher	Sterotyped	
Body	Drug counselor/Teacher	Student	
Boss	Seamstress	Sewing	
Men dominate	Hogi Yogi/Drug dealer/CSI	Ghetto	

*Note.* Subject: 11; School: Independece (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.0; Race: Caucasian

Table 13

*Career Construct Repertoires of Upward Bound Subject 12*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Help people	Fast food/Post office employer	Cleans stuff	Custodian
Deals with health & human body	Surgical Tec./Marriage therapist	Makes low	Mayor
Makes & programs computers	real estate audit/Journalist	Deslyes people into buying something	Computer programmer
Work with hands	Geologist/Architect	Works with people	Doctor
Use a lot of math	3-d graphic design/Engineer	No Education required	Cashier at K-mart
Help people	Teacher/Liberian	Draws & paints	Artist
Help people	T.C./Car salesman	Builds houses	Brick mason
Work by themselves	Actor/Computer net worker/Archelaleus	Works with a lot of people	
Border out of skill	Asenable mine worker/Bum	Makes decisions	CEO
Works with law	Judge/Detective	Toss the dice	Gambler
A lot of college	U.B. Administrator/Game designer/Nursing	Not a lot of college	
A lot of college	Surgical Tec./Computer programmer	Not a lot of college	Fast food
Cleans stuff	Custodian/Marriage therapist	sells stuff	real estate audit
Deals with paper work	Journalist	Deals with mail	Post office employer/Mayor
Paper work	Mayor	Health	Surgical Tec./Computer programmer/Geologist
Health	Marriage therapist/Doctor	Sells things	real state audit
Deals with codes	Architect	Write a lot	Mayor/Journalist
School	Computer programmer/Geologist	No school	Cashier at K-mart
Deals with computers	real estate audit/3-d graphic design	Writes a lot	Doctor
Builds and designs builds	Engineer	No school	Journalist/Architect
Deals with history	Geologist/Artist	Not a lot of education	Cashier at K-mart
Has years of school	Teacher	Deals in art	Doctor /3-d graphic design
Builds houses	Architect/Engineer	Keeps books	Liberian
Works with hands	Artist/Brick mason	Deals with money	Cashier at K-mart
Tutors people	Teacher/T.C.	Draws stuff	3-d graphic design
Designs cars	Engineer/Car salesman	Keeps books	Liberian
Deals in the arts	Artist/Actor	Works with hands	Brick mason
Works in Ed.	Teacher/T.C.	Works with computers	Computer net worker
Keeps rulers of the past	Liberian/Archelaleus	Sells things	Car salesman
Little education required	Actor/Asenable mine worker	Works with hands	Brick mason
Are in charge	T.C./CEO	Works with computers	Computer net worker
Lives in a trailer	Archelaleus/Bum	Sells cars	Car salesman
Long periods of poverty	Actor/Bum	Almost no education	Asenable mine worker

*Note.* Subject: 12; School: Wasatch (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 3.0; Race: Caucasian

Table 14

*Career Construct Repertoires of Upward Bound Subject 13*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Deal with children	Baby sitting/Mom	On the road a lot	Truck driving
Use science	Scientist/Nurse (dr)	Helps kids	School Counselor
Instruct people	Kid teach/Prophet	Work with pipes	Plumber
Heal people	Heart Surgeon/Kid Dr.	Get people out of trouble	Lawyer
Low paying job	Burger flipper/Janitor	Teaches people	Eng. Teach
Help people	Pref. Baby sitter/Receptionist	Teaches people	Science Teacher
Deal with mechanics	Engineer/Car sales man	Helped trouble teens	Helping Juvenile Delinquents
Deal with details	Writer/Therapist	Uses a computer	C.G. engineer
Help students	Principal/T.C.	Works with dogs	Kennel owner
Tell people what to do	Judge/Math teacher	Cooks food	Chef
Has religious outlook	Mortician/Seminary teacher	Paints	Professional artist
Look after kids	Baby sitting/T.C.	Helps kids	Kid Dr.
Work with teens	Nurse (dr)/Pref. Baby sitter/Math teacher	Work with little kids	
Needs patients	Mom/Kennel owner	Work with comps	Engineer
Help troubled youth	Prophet/Helping Juvenile Delinquents	Work alone	Truck driving
Helps kids	Eng. Teach/T.C.	Drives a lot	Truck driving
High pay	Lawyer/Kid Dr.	Low pay	Burger flipper
Deal with people	Receptionist/Principal	Fix pipes	Plumber
Use proper english	Eng. Teach/Writer	Deal with kids	Mom
Deal with children	Kid teach/Helping Juvenile Delinquents	Deal with teens	T.C.
Teach & (wip?)	School Counselor/Math teacher	Clean up	Janitor
Need science	Scientist/Heart Surgeon	Wip with problem	Therapist
Helps	Pref. Baby sitter/ Judge	Drives	Truck driving
Deal with physical bodies	Nurse (dr)/Mortician	Bad kids	Helping Juvenile Delinquents
Kids	Baby sitting/Kid teach	Problems	Therapist
Teach kids	Science Teacher/T.C.	Have kids	Mom
Use comps	Scientist/C.G. engineer	High pay	Lawyer
Long hours	Truck driving/Helping Juvenile Delinquents	Dead bodies	Mortician
Work in school	School Counselor/Eng. Teach	Dogs	Kennel owner
Machines	Truck driving/Engineer	Hearts	Heart Surgeon
Cleans stuff out	Plumber/Janitor	Listens	Therapist
Believe in God	Kid Dr./Seminary teacher	Go watch kids	T.C.
Directs kids	Prophet/Pref. Baby sitter	Paints	Professional artist

*Note.* Subject: 13; School: Union (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.0; Race: Caucasian



Table 15

*Career Construct Repertoires of Upward Bound Subject 14*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Creative come up with ideas	P.T./Engineer	Doesn't come up with ideas	Sales Rep.
Have to be organized	Secretary/Teacher	Lots of quick memorization	Waitress
Not a lot of pay	Massage therapist/Ecclesiasticle teacher	Paid a lot	Inventor
Human health	Doctor/Biochemist	No medical required	Businessman
Need degrees	Scientist/Athletic trainer	General education not required	Salesman
Goes to college	Accountant/Med. Assistant	Got to beauty school	Hair stylist
Usually on feet all day and working with hands	Welding/Nurse	More relaxed work	Advisor
Deals with diseases	Pathologist/Pharmist	Protects environment keeps it safe	Policeman
Planning skills (plan in advance)	Manager/Coordinator	Discovers and solves	Detective
Aid in increasing health	Assist retired people/Nuclear medic	Travels	Truck driver
Creative	Chef/Designer	Interesting fun	Public motivational speaker
Go to graduate school	Doctor/Biochemist	May not go to graduate school -	P.T.
Assists doctors	Med. Assistant/Nurse	Experience more	Athletic trainer
Works in lab	Biochemist/ Pathologist	Works alone	Truck driver
Dependent on creativity	Hair stylist/Designer	Works outside	Massage therapist
Good with words	Businessman/Public Motivational Speaker	Dependent on feel	Welding
Problem solving	Policeman/Detective	Good with hands	Ecclesiasticle teacher
Good with math	Engineer/Chef	Instructs	Coordinator
Harder work intense	Accountant/ Policeman	Leader to people	Waitress
Mainly deal with paperwork	Secretary/Pharmist	Not so hard - easy to pick up	Nuclear medic
Leadership or business degree	Businessman/Manager	Look and determines x-ray pick	Salesman
More creative doesn't go by rules	Massage therapist/ Inventor	Independent	Teacher
Deal with money or handles money	Sales Rep./Waitress	Sticks with rules	Engineer
Healing-spiritual, physical	Ecclesiasticle teacher/Doctor	Deals with mechanics	Businessman
Science related knowledge	Biochemist/Scientist	Does not deal with healing	Salesman
Deals with looks, appearance	Athletic trainer/Hair stylist	No science knowledge needed	Accountant
Public safety	Nurse/Policeman	Deals with numbers	Advisor
Are over people/in charge	Coordinator/Assist retired people	Not concerned with public safety	Truck driver
Use computers	Nuclear medic/Designer	Over self	Chef
Societies problems	P.T./Detective	Uses food	Businessman
Schedule appointments for patients	Secretary/Med. Assistant	Business	Public motivational speaker
Both effected by sales and cost	Sales Rep./Manager	Has appointments	Welding
Need to be C.N.A. certified	Teacher/Nurse/ Assist retired people	Effectted by what creates	Professional artist
		Teachers degree	

*Note.* Subject: 14; School: Orem (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 3.9; Race: Hispanic

Table 16

*Career Construct Repertoires of Upward Bound Subject 15*

<i>Constructs-Similar</i>	<i>Context-Similar</i>	<i>Constructs-Contrast</i>	<i>Context-Contrast</i>
Moving around	Video/graphic/Genealogist	Sitting	Truck driver
Education to get job	Pay roll/Teacher	Chance	Football player
High income	Pentagon/Psychologist	Minimum wage	Bagger
Work with latest tools	Inventor/Industrial designer	Old school	Home maker
Works with people	Technician/Graphic designer	Works alone	Fast food
Helps people	CSI/Secretary	Doesn't help people	Architect
Hands on	Mechanic/Activities coordinator	Non tactile	Mayor
Work with paper and #	Writer/Mathematician	No mental labor	Recreation
work with law	Social worker/Cop	No association with	Construction
Works with medicine	Doctor/Physicist	Doesn't work with med.	Caterer
Uses insparation	Artist/Prophet	Follows rules	Receptionist
Need high education	Video/graphic/Football player	Little education	Bagger
Work with computers	Pay roll/Pentagon	Paper work	Truck driver
Work with present	Teacher/Psychologist	Deals with past	Genealogist
High status job	Football player	Mediocre	Bagger/Home maker
Travel out of work	Pentagon/Inventor	Stationary	Pay roll
Put out new	Teacher/Industrial designer	Original	
Work with machines	Architect/Mechanic	Doesn't work with machines	Fast food
Forensics/science	Technician/CSI	Not""	Activities coordinator
Society needs	Mathematician/Cop	Society wants	Mayor
Group work	Writer/Doctor	On on one	Construction
Extra schooling	Mathematician/Doctor	Common sense	Cop
Work outdoor	Construction/Caterer	Work indoor	Cop/Physicist
Takes training	Cop/Doctor	Jumps into job	Caterer/ Physicist/Receptionist
Variety of jobs	Caterer/Artist	Routine	Doctor/ Physicist /Receptionist
Communicate with people	Doctor/Prophet	Paper work	Receptionist
Write a lot	Teacher/Psychologist	Don't write	Fast food
Organized	Genealogist/Teacher	Not organized	Fast food
Math	Technician/ Mathematician/Physicist	No math	
Work with law	Social worker/Cop	Doesn't""	
Resolve peoples problems	Secretary/Mayor/Artist	Doesn't resolve	
Creative	Secretary/Caterer/Artist	Boring	
Projects	Pentagon/CSI	Lazy	Caterer

*Note.* Subject: 15; School: Union (rural); Classification: L.I./F.G.; Grade: 11; GPA: 3.3; Race: Caucasian

Table 17

*Career Construct Repertoires of Upward Bound Subject 16*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Work with kids	Dance teacher/Mom/cleaning	Doesn't work with kids	Gov. worker
Hands on	Mows lawns/Cosmetologist	Paper work	Bank secretary
Work more	School counselor/Teacher	Work less	Bishop
A lot with people	Doctor/Psychologist	Not as many people	Mayor
More fun	Dancer/Dance coach	No fun	Beggar
Outgoing	Writer/Spy	Quiet	Librarian
Socialize	Nurse/Sales person	Little socialization	Mechanic
Outgoing	Clown/Detective	Quiet	Website designer
Strict	Police man/Judge	Not strict	Actress
Inventive	Inventor/Engineer	Non inventive	Accountant
Spiritual	The pope/Wedding planner	Not spiritual	Artist
In charge	Bishop/Doctor	Listens to instructions	Cosmetologist
Personality job	Dancer/Spy	Non-personality job	Judge
Writing	Gov. worker/Writer	No writing	Clown
Creative	Teacher/Inventor	Non-creative	Mows lawns
Figure things out	Psychologist/Detective	Just imagination	Artist
Interacts with people	Cosmetologist/School counselorMechanic	Works alone	
More use of talent	Actress/The pope	Less use of talent	Librarian
Interacts with people	Sales person/Police man/Engineer	Less interaction	
Do your own thing	Website designer/ Wedding planner	Do it a certain way	Accountant
Education	Dance coach/Nurse	No education	Beggar
College education	Bank secretary/Mayor	No college education	Mom/cleaning
Does a look with books	Teacher/Librarian/Dance teacher	Doesn't use books	
Medical	Doctor/Nurse	Not medical	Clown
Works with government	Gov. worker/ Police man/Psychologist	Not with government	
Creative	Dancer/Artist	Less creative	Accountant
Solves mysteries	Spy/Detective	Doesn't solve mysteries	Bank secretary
Fixes things	Mechanic/Engineer	Doesn't fix things	Mayor
Works with government	Gov. worker/School counselor/Dance coach	Not with government	
Different/little education	Cosmetologist/Actress/Nurse	College education	
Fixes things	Mechanic/Engineer	Doesn't fix things	Mom/cleaning
Spiritual	Bishop/The pope	Not spiritual	Website designer
Teaches	Dance teacher/ Teacher	Doesn't teach	Spy

*Note.* Subject: 16; School: Union (rural); Classification: L.I./F.G.; Grade: 11; GPA: 3.2; Race: Caucasian

Table 18

*Career Construct Repertoires of Upward Bound Subject 17*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Keep people safe	Father/Sanitation	Being on your feet	Pizza hut
Work with people	Towing/Mechanic	Work with cars	Professor
Easy work	Military/D.E. teacher	Constant training	Food services
Anatomical work	Doctor/Family MD	Sports	FB coach
Saving lives	Medical/EMS	Working for tips	Waitress
A job	Coffee shop/Management	Free time	Retirement
Persuasive	Recruiting (military)/Telemarketer	Work with hands	Small engine repair
Medical	Psychologist/Physician	Lower income	Nail tech.
Require work	Tennis coach/Student	No income	Unemployed
Being joked about	Politician/Insurance salesman	Creative teaching	Chemistry teacher
Guiding	Principal/RC willey salesman	Acting	Actress
Food services	Pizza hut/Waitress	Mechanical work	Small engine repair
No work	Retirement	Work	Father
Works around food	Food services/Coffee shop	Cleaning	Sanitation
Mechanical work	Towing/Small engine repair	Study of the mind	Psychologist
Teachers	Professor/Principal	Saves lives	EMS
Works on engines	Mechanic/Small engine repair	Walks on people	Waitress
Military/recruitment	Military/Retirement	Doctor	Physician
Persuasive	Food services/ Telemarketer	Doctor	
Teachers	Professor/D.E. teacher	Salesman	Insurance salesman
Coaching	FB coach/Tennis coach	Being a boss	Management
Doctor	Doctor/Family MD	Being in school	Nail tech.
Directs	Family MD/RC willey salesman	Needs to be directed	Nail tech.
Machine work	Mechanic/Small engine repair	People/Food work	Waitress/Insurance salesman
Keeps us safe	Sanitation/Medical	Takes care of us (kinda)	
People you can depend on	EMS/Principal	Smells good (coffee)	
Sells food stuff	Food services/Coffee shop	Does nails	Psychologist
In charge of self	Retirement/ Unemployed	Works for others	Chemistry teacher
Needs proper training/degrees	D.E. teacher/ Management	Talented	Actress
Guiding	Tennis coach/RC willey salesman	Fixing it	Small engine repair
Works in military	Military/Recruiting (military)	Doesn't work	Unemployed
Salesmen	Telemarketer/RC willey salesman	Guiding	Towing
Requires anatomy classes	Nail tech./Physician/Actress	Needs acting classes	Spy

*Note.* Subject: 17; School: Wasatch (suburb); Classification: L.I.; Grade: 11; GPA: 3.4; Race: Caucasian

Table 19

*Career Construct Repertoires of Upward Bound Subject 18*

Constructs- Similar	Context- Similar	Constructs- Contrast	Context- Contrast
Potentials self motivated	Student/Entrapener	Glass ceiling	Maintenance officer
Helps people	Nurse	Hurts people	Army reserves/Psychiatrist
Presentation	Professor/Salesman	Not smoke and mirror	Physician
Education	CEO/Neurosurgon	Limited	Senator
Influence	President/Film cirtc	Powerless	Waiter
Logical	Novelist/Accountant	Emotional	Physicist
Prestige	Mayor/Chairman	Grunt	Mechanic
Self expression	Actor/Journalist	A creator	Programmer
Persuasive	Con artist/Attorney	Not persuasive	Conselor
Innovative ideas	Economist/Think tank	Concrete	Broker
Authority	Producer/Volunteer Coordinator	Follower	Manager
Educational environment	Student/Professor	Stagnant learning	Army reserves
People directed	Waiter	Idea directed	Senator/Novelist
Manipulator	Actor/Con artist	Does not manipulate	Mechanic
Incentives	Economist/Manager	Lack of moitve	Maintenance officer
Presentation	Salesman/ CEO	Creates illusion	Nurse
Political	President/Mayor	A political	Physicist
Higher pay	Attorney/Broker	Blue collar	Programmer
Risk taker	Entrapener/ Producer	Conservative	Psychiatrist
Medical	Physician/ Neurosurgon	Outside body	Film cirtc
Numbers	Accountant/ Chairman	Not numbers	Journalist
Service	Conselor/Volunteer Coordinator	Self-motive	Think tank
Physical material	Waiter/Physicist	Ideals	Chairman
Creating	Con artist/ Producer	Abstaining	Broker
Capitalist	Entrapener/CEO	Moronic	Professor/ Programmer
Manual	Mechanic/ Programmer	Not manual	Film cirtc
Control	Conselor/Manager	Follower	Maintenance officer
Bureaucracy	Psychiatrist/Senator President	Self determined	
Certification	Accountant/Actor/ Attorney	No special skills	
Abstract	CEO/Think tank	Concrete	Army reserves
Legal	Accountant /Con artist/Producer	Does not deal with law	
Recall facts	Student/Physician	Knowledge = no	Nurse
Action oriented	Psychiatrist/Mayor	Not action oriented	Waiter

*Note.* Subject: 18; School: Provo (suburb); Classification: L.I.; Grade: 12; GPA: 3.3; Race: Caucasian

Table 20

*Career Construct Repertoires of Upward Bound Subject 19*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with people	Barber/Nurse	Works with plants	Botanist
Works indoor	Dental assistant/Forest ranger	Works outdoors	Accountant
Knows history	President/Factory worker	Doesn't really know history	History teacher
Require a lot of school	Lawyer/Doctor	Not a lot of school	Governor
Works	None/Football player/Flight attendant	Doesn't work	
Help society	Art teacher/Detectives	Business	Administrative assistant
A lot of papers	Policeman/Salesman	Not so much	Mechanic
Smart	Engineer/Mathematician	Not so smart	Waiter
Stationary	Stockbroker/Scientist	Not so stationary	Actor
School	Judge/Astronaut	No school	Mom
Counsels people	Counselor/Artist	Not too much counsel	Pope
Pay wage (high)	Dental assistant/Flight attendant	Low pay wage	Scientist
Works with law	Detectives/Policeman	Doesn't work with law	Mom
Teacher	History teacher/Art teacher/Engineer	Not a teacher	
Assistant	Dental assistant/Administrative assistant	Not an assistant	Scientist
Creative		Not so creative	None/Artist
Not hard work	Factory worker/None/Scientist	Hard work	
A lot of school	Governor/Doctor/None	Not a lot of school	
Leader	President/Governor/None	Not a leader	
Science	Botanist/Doctor/Flight attendant	Not a lot of science	
Smart	Botanist/Factory worker/Astronaut	Not so smart	
Works with school	History teacher/Scientist/Counselor	Works with technology	
Work with medicine	Doctor/Scientist	Doesn't work medicine	
Need computer	Accountant/Stockbroker/Mom	Don't really need a computer	
Act	Actor/Artist/Pope	Preach	
Help people	Lawyer/None/Judge	Doesn't help people	
Fun	Nurse/Football player/Actor	Not really fun	
Draw	Art teacher/Detectives/Artist	Work for Gov.	
Fix stuff	Mechanic/Engineer/Counselor	Help people	
Do math	Accountant/Mathematician/Scientist	Do science	
Smart	President/Doctor/None	Not smart	
Creative	Botanist/Flight attendant/Astronaut	Not so creative	
Work with machines	Mechanic/Engineer/Pope	Don't work with machines	

*Note.* Subject: 19; School: Provo (suburb); Classification: L.I./F.G.; Grade: 9; GPA: 1.9; Race: Hispanic

Table 21

*Career Construct Repertoires of Upward Bound Subject 20*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Teaches people about thing	Lighting sales/Teacher	Defend the USA	Military
They both work at at school	Retard teacher/Councilor	Works at wal mart	Wal Mart Emp.
Served and serves in nation in military	Retired military/NCO in military	Inherited success	Lucky bastard
Lead nation	President/Secretary of D	teach nation	History teacher
Works with numbers	Successful business/Banker	flips burgers	Fast food
Both use math	Math teacher/Secretary	paipits	Artist
Tells people about their problems	Landscaper/Psychologist	Lead nation	Secretary of S.
Help people with mental problems	Social worker/Accountant	Does not	Selfish bastard
Help out with problems	Psychic/God father	Does not	Freak
Makes people get in trouble	Judge/Manager	Gives good food	Fast food flipper
Likes to be creative	Secretary/Designer	Good to talk to	Administrator
In charge of something	Freak/Manager/Administrator	Makes random noise	
Legal	Fast food flipper/Designer	Not	God father
Knows what's going on	Psychic/Judge	Doesn't	Secretary
Selfish at times	Selfish bastard/Freak/Manager	Makes random movement	
Uses money at work	Accountant/God father	Uses food at work	Fast food flipper
Helps nation	Social worker	Fools nation	Psychic/Judge
Large part in nations defense	Military/Secretary of S. Retired military/God father/Psychologist/Accountant	Not wanted	Selfish/bastard/Freak
Usually aid		Usually young	
Manual labor	Landscaper/Social worker/ Psychic	Sit down job	
Secretary in name	Secretary/Secretary of S.	Sales man	Lighting sales/Selfish bastard Wal Mart Emp./Math teacher/Psychologist/Accountant
Military oriented	Military/Retired military	Not	
Smart	Artist/Landscaper	Work	Social worker
Have power	President/Judge	Does not	Secretary
Helps people	Councilor/Psychic	Money	Banker
Manual labor	Artist/Landscaper	?	Successful business
Education required	History teacher/Secretary	Not	Fast food
Number	Banker/Math teacher	Cool job	Secretary of D.
Power	President/Successful business		Artist
Cool job	NCO in military/History teacher	Zit face	Fast food
Important	Lucky bastard/ Secretary of D.	Boring job	Banker
Military oriented	Retired military/President	Not	Successful business
Cool job	History teacher	Not	Councilor/NCO military

*Note.* Subject: 20; School: Independence (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 1.5; Race: Caucasian

Table 22

*Career Construct Repertoires of Upward Bound Subject 21*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
include work around the house	Carpet installer/house wife	Military defend our country	Military
are people you can talk too	Sibling/Jan, counselor	Artillery low stuff up	field artillery/13B
are respectable symbols of authority	Retired, airborne/Airborne infantry/Cop	They retire	
are important in our community	Mayor/My doctor/Teacher	More important	
are both powerful and looked up to	Successful business man/President/Truck driver	Truck drivers are dirt bags	
usually good looking	Art teacher/X-files/Secretary	More important (Good show)	
both used the things around them	Mechanic/Hadley video/General salesman	Usually persuasive but snotty	
require good education	Social worker/Accountant/Genius	Someone you can talk too	
don't always make you successful	Janitor/Nurse/Gambler	respected and important	
will show you who's "boss"	Judge/Fast food/Boxer	Worthless teenagers	
can lift your spirits	Babysitter/Stripper/Motivational speaker	Take care of your children	
require coordination	Carpet installer/Art teacher/Nurse	Nurse barely does	
could watch over us	Jan, counselor/Mechanic/Babysitter	Mechanics are important for something different	
require a lot of education	My doctor/Accountant/Fast food	Fast food doesn't	
are trashy	House wife/Truck driver/Stripper	House wives clean and cook	
don't require education	Retired, airborne/ Babysitter/Stripper/Motivational speaker	Retired airborne years of training	
can wear the same outfit	Cop/Hadley video/Stripper	Usually with ears suit	
work for government	Military	Gambler owes the government	X-files/Gambler
signs of authority	field artillery/13B/Successful business man/Judge	Field artillery blow stuff up	
dead end jobs	Hadley video/Janitor/Babysitter	Janitor more important	
extremely important for this country	Military/Cop/Social worker	Not as important	
are unemployed	Sibling/Genius/Stripper	Make ok money	
could be sexy	House wife/Mayor/Hadley video	Mayor can't	
important	Airborne infantry	Are not	Secretary/Judge
take care of me	President/General salesman/ Babysitter	U don't	
care for people	Jan, counselor/Retired, airborne/Teacher	depends	
work for gov	Military/X-files/Motivational speaker	doesn't	
are stupid	Mayor/Gambler/Fast food	Mayor isn't	
are looked up to in society	Sibling/President/Accountant	Siblings aren't	
dress fancy	Military/Secretary/Judge	Military shower	
are not important	field artillery/13B/Art teacher/ Gambler	is very important	
begin with the letter "S"	Airborne infantry/ Social worker/Stripper	doesn't	
retire successfully, usually	Military/Successful business man/ Fast	Fast good doesn't	Councilor/NCO military

*Note.* Subject: 21; School: Independence (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.4; Race: Hispanic



Table 23

*Career Construct Repertoires of Upward Bound Subject 22*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Get dirty	Army/Coolent specialist	Lazy	Drug dealer
Raise people	Street pharماسist/House wife/Counselor	Lazy	
Control your fate	Teacher/Pilot/Construction	Work with computers	
On top	Board of BSA/Lawyer/Psychologist	Just rented	
No money	Waitor/Air force/Police man	Too greasy	
Works with their hands	Artist/Biologist/Accountant	Not smart	
Works with people	Mechanic/Doctor/Motivational speaker	Works with cars	
Gay	Sales associate/Artist/Paramedic	Evil	
Fake	Clinical Psysh/Janitor/Psychic	Barks a lot fleas	
Deals with crap	Judge/Homemaker/Doctor	Takes your wife	
Broke	Manager/Dancer/Football player	Mad with power	
Deals with people	Army/Drug dealer/House wife	Deals with family	
Work with people	Coolent specialist/Street pharماسist/ Counselor	Works by themselves	
Lies	Teacher/Construction/Lawyer	No life	
Powerful people	Pilot/Board of BSA/Psychologist	Cheap plastic badge	
Greasy	Waitor/Police man/Biologist	Has a job	
Deals with paper	Air force	Deals with nothing	
Crazy	Mechanic/Motivational speaker/Artist	Oily	
Smart	Sales associate/Paramedic	Tan	
Liars	Clinical Psysh/Psychic/ Homemaker	Adrenalin junky	
Smells	Janitor/Judge/Homemaker/ Doctor	Get elegamikuted	
Work for themselves	Homemaker/Manager/ Football player	Gets wiped	
Uniform	Army/House wife/ Construction	No uniforms	
Job	Drug dealer/Police man/Paramedic	No job	
Own boss	Lawyer/Motivational speaker/ Football player	Has boss	
Gets screwed	Counselor/Police man/ Manager	Normal	
Government	Army/Pilot/Biologist	Not government	
Deal with drugs	Street pharماسist/Teacher/Board of BSA	Don't deal with drugs	
Insane	Coolent specialist/Psychologist/Artist	Not insane	
No fun	Waitor/Sales associate/Janitor	Fur	
Authority figure	Pilot/Accountant/Football player	No authority	
Stays on ground	Board of BSA/Motivational speaker/Homemaker	Drives form airplanes	
retire successfully, usually	Air force/Artist/Mechanic	Doesn't take pictures	

*Note.* Subject: 22; School: Independence (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.7; Race: Caucasian

Table 24

*Career Construct Repertoires of Upward Bound Subject 23*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Supervise	Baby sitting/Supervisor	Box lifting	Box lifting
Cleaning	Janitorial/Housekeeping	Law enforcement	Police
Help people	English teacher/Tutor	Investigate	Detective
Help people	Firefighter/Lifeguard	Don't help people	Chef
Help people	Martial artist/Teacher/Cooks	Don't help people	
Help people	Chemistry teach./Mech. Draft Teach.	Don't help people	Card player
Help people	Computer Teach./Principal	Don't help people	Sales person
Business	Office worker/Stock Salesman	Non-business	Motivational speaker
Help people	Poker player/President/Psychic	Don't help people	
They have a boss	Engineer/Electrician	Own boss	Business owner
Direct	Dance director/Director	Non-direct	Carpet cleaner
Direct	Martial artist/Director	Non-direct	Baby sitting
Not much education	Box lifting/Carpet cleaner	Education	Teacher
A lot of thinking	Supervisor/Cooks/Dance director	Not much thinking	
Not much education	Janitorial/Card player	Education	Business owner
Help people	Police/Chemistry teach.	Don't help people	Electrician
Help people	Housekeeping/Mech. Draft Teach.	Don't help people	Engineer
Help people	English teacher/Computer Teach.	Don't help people	Psychic
Help people	Principal/President	Don't help people	Detective
Bluff	Tutor/Sales person/ Poker player	Don't help people	
Help people	Firefighter/Motivational speaker	Don't help people	Stock Salesman
Help people	Lifeguard	Don't help people	Office worker
Boring	Motivational speaker/ Stock Salesman	Non-boring	Chef
Boring	Sales person/Poker player	Non-boring	Martial artist
Education	Teacher/Principal	Not - much education	President
Fun	Cooks/Computer Teach.	Not fun	Psychic
Careers	Mech. Draft Teach./Engineer	No carrers	Card player
Help people	English teacher/ Chemistry teach.	Don't help people	Electrician
Careers	Mech. Draft Teach./Business owner	Don't help people	Card player
Help people	Computer Teach./Dance director	Don't help people	Cooks
Help people	Teacher/Principal	Don't help people	Carpet cleaner
Help people	Martial artist/Director	Don't help people	Sales person
Help people	Tutor	Don't help people	Chef/Motivational speaker

*Note.* Subject: 23; School: Provo (suburb); Classification: L.I./F.G.); Grade: 9; GPA: 3.2; Race: Hispanic

Table 25

*Career Construct Repertoires of Upward Bound Subject 24*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Work with math	Computer programming/Accountant	Work with people	Teacher
Help people in trouble	Nurse/Wild life ranger	Drawing	Architect
Work with a lot of people	Federal government employee/Pope	Makes people look good	Barber
Work with people with different problems	Principle/Lawyer	Universe	Astronomer
Give food to people	Food server worker/Flying attendant	Cure illness	Doctor
Work with comp	Graphic designer/Secretary	Work with chemical	Chemist
Get pay for hair services	Plumber/Sales person	Help people for emotional problems	Counselor
A artist are waiter before	Waiter/Artists	Not much money	Detective
They act	Tarot card reader/Actor	Smart	Scientist
they have to make decisions	Judge/Mother	Math	Physicist
Check that everything is good	Supervisor/Director	Take care of church	Prophet
Have to teach other people	Teacher/Prophet	Give food	Flying attendant
They have to use computers	Computer programming/ Graphic designer	Give instructions	Director
They use math	Accountant\Chemist	Give instructions	Supervisor
Measure stuff	Architect/Physicist	Paper work	Secretary
Take care of people	Nurse/Plumber/Mother	Fix stuff	
Help someone who did something bad	Counselor/Judge	Help the forest	Wild life ranger
Get pay less	Barber/Sales person	Get pay more	Actor
Serve people	Federal government employee/Waiter	Science	Scientist
Uses their emotions	Pope/Artist	Show the future	Tarot card reader
Research	Detective/Scientist	They work with people	Principle
Deal with the law	Lawyer/Judge	Work chemicals	Chemist
Need comp	Astronomer/Graphic designer	Help people	Counselor
You use food	Food server worker/ Chemist	Sale stuff	Sales person
They work in a office	Doctor/Secretary	Work at a restaurant	Waiter
Fun	Flying attendant/Artist	Not fun	Plumber
They work at schools	Graphic designer/ Counselor	Other don't	Detective
Deal with science	Chemist/Tarot card reader	Don't deal with it	Sales person
Boring job	Secretary/Waiter	Not boring	Scientist
Entertainment	Artist/Actor	Not entertainment	Plumber
Help people	Counselor/Detective/Judge	Doesn't'	
Care more about money	Sales person/Tarot card reader	Doesn't'	Mother
Deal with science	Scientist/Physicist	Doesn't'	Waiter

*Note.* Subject: 24; School: Provo (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.5; Race: Hispanic

Table 26

*Career Construct Repertoires of Upward Bound Subject 25*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Work with a lot of people	Federal government employee/Pope	Makes people look good	
Uses their emotions	Pope/Artist	Show the future	Tarot card reader
Fun	Flying attendant/Artist	Not fun	Plumber
Boring job	Secretary/Waiter	Not boring	Scientist
Care more about money	Sales person/Tarot card reader	Doesn't	Mother
They have to make decisions	Judge/Mother	Math	Physicist
Get pay for hair services	Plumber/Sales person	Help people for emotional problems	Counselor
Get pay less	Barber/Sales person	Get pay more	Actor
Entertainment	Artist/Actor	Not entertainment	Plumber
Check that everything is good	Supervisor/Director	Take care of church	Prophet
They have to use computers	Computer programming/ Graphic designer	Give instructions	Director
They use math	Accountant\Chemist	Give instructions	Supervisor
They work at schools	Graphic designer/ Counselor	Other don't	Detective
They work in a office	Doctor/Secretary	Work at a restaurant	Waiter
Serve people	Federal government employee/Waiter	Science	Scientist
Measure stuff	Architect/Physicist	Paper work	Secretary
Work with people with different problems	Principle/Lawyer	Universe	Astronomer
Deal with science	Chemist/Tarot card reader	Don't deal with it	Sales person
You use food	Food server worker/ Chemist	Sale stuff	Sales person
Take care of people	Nurse/Plumber/Mother	Fix stuff	
They act	Tarot card reader/Actor	Smart	Scientist
Give food to people	Food server worker/Flying attendant	Cure illness	Doctor
Have to teach other people	Teacher/Prophet	Give food	Flying attendant
Deal with the law	Lawyer/Judge	Work chemicals	Chemist
Work with comp	Graphic designer/Secretary	Work with chemical	Chemist
Help someone who did something bad	Counselor/Judge	Help the forest	Wild life ranger
Research	Detective/Scientist	They work with people	Principle
Work with math	Computer programming/Accountant	Work with people	Teacher
Need comp	Astronomer/Graphic designer	Help people	Counselor
Help people	Counselor/Detective/Judge	Doesn't	
Help people in trouble	Nurse/Wild life ranger	Drawing	Architect
Deal with science	Scientist/Physicist	Doesn't	Waiter

A artist are waiter before

Waiter/Artists

Not much money

Detective

*Note.* Subject: 25; School: Orem (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.5; Race: Hispanic

Table 27

*Career Construct Repertoires of Upward Bound Subject 26*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
They work with people	Vet/Engineer	They don't work with people	Desk worker
They both save peoples lives	Life guard/Business man	They just help people	Construction
They are re not so religious	Computer man/Lawyer	They are very religious	Prophet
They both work with money	Banker/Enterprise owner	They don't as much	Computer designer
They both work with animals	Vet/Pet keeper	They work with humans	Fast food
They both use the force	Private investigator/Police	They use their hands	Artist
They both sell stuff	Stock market/Sales man	they just build stuff	Construction
They both work people	Nutritionist/Teacher	They work with person	Lawyer
They work with people	Babysitter/Social worker	They work with teams	Athletic advisor
They both need labs	Lab worker/Scientist	They use the labs	Drinker
They don't need the religion	Pianist/Bishop	They are very religious	Citizen
They work in a lab	Citizen/Pianist	They do stupid stuff	Scientist
They both have jobs	Athletic advisor/ Lab worker	They work with children	Drinker
They work with adults	Teacher/Babysitter	They talk about food	Social worker
They fight for what they want	Sales man/Lawyer	they just build stuff	Nutritionist
They work with lots of money	Construction/Stock market	They use their hands	Police
They both start with P's	Pet keeper/Private investigator	They are common people	Artist
They both own companies	Enterprise owner/Fast food	They are very religious	Vet
Not too religious	Banker/Computer designer	They are greedy	Prophet
They are just so cool	Business man/Computer man	They just help people	Lawyer
Save peoples lives	Construction/life guard	Their very religious	Desk worker
They are not religious	Vet/Engineer	Sit on butt	Bishop
Work with hands	Engineer/ Construction	Both either or	Desk worker
Their both men	Business man/Computer man	Very religious	Life guard
Not too religious	Lawyer/Banker	Gets bad pay	Prophet
Work with company	Computer designer/ Enterprise owner	Work with their hands	Fast food
Work with animals	Vet/Pet keeper	They don't have one	Artist
both use the law	Private investigator/Police	They work by hand	Construction
They both sell stuff	Sales man/Nutritionist	They work with kids	Stock market
They work with grown-up	Teacher/Babysitter	They work with kids	Lawyer
They both in school	Social worker/Athletic advisor	They work in a lab	Lab worker
Their important	Drinker/Citizen	Not so important	Scientist
Not so religious	Vet/Pianist	Too religious	Bishop

*Note.* Subject: 26; School: Orem (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.5; Race: Hispanic

Table 28

*Career Construct Repertoires of Upward Bound Subject 27*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with food	Food business/Waitress	Work with P.C.	Translator
Work with kids	Babysitting/School teacher	Work with employees	Manager
Business	Party land/Telemarketing	Religion	Prophet
High pay	Mayor/Dentist	Low pay	Housekeeping
Lots of education	President/Sports medicine	Little education	Construction worker
Creative	Artist/Inventor	Think fast	Police
Helps others	Machines/Counselor	Helps your self	SS salesman
Schedules	Bus driver/Lawyer	Free time	Rock climber
Works in a building	Night stocker/House wife	Works in machine	Car instructor
Works in office	Governor/Professor	Works in lab	Sales lady (clothes)
A charge	Principal/Architect	Not in charge	Server (food)
In education business	Professor/Principal	Not in education	Architect
High school grad.	Professor/Principal	No high school grad.	Sales lady (clothes)
Older people	Professor/Governor	Younger people	Sales lady (clothes)
A girl	House wife/Sales lady (clothes)	Guys	Governor
No paper work	Night stocker/House wife	Paper work	Governor
Work in the day	Car instructor/ House wife	Works late at night	Night stocker/Mayor
Don't need degree	Car instructor/ Night stocker	Need degree	Lawyer
Drives	Bus driver/Car instructor	No driving	Lawyer
Uniform	Bus driver/Lawyer	Free style	Inventor
Out of shape	SS salesman/Bus driver	In shape	Rock climber
Organized	Counselor/Rock climber	Not organized	SS salesman
Not religion involved	Waitress/School teacher	Religion "	Prophet
Food related	Food business/Manager	No food "	Party land
Uses computers	Translator	Don't use comp	
Telemarketing		Babysitting	
Works with others	Mayor/Construction worker	Alone	Artist
Highly recognized	President/Inventor	Not recognized	Housekeeping
Heavy equipment	Sports medicine/Dentist	Weapon	Police
Uses machines	Machines/Car instructor	Uses your self	Rock climber
Works at night	Night stocker/Bus driver	Work in day	Counselor
Walk a lot	SS salesman/House wife	Don't walk a lot	Lawyer
Don't work with hands	Governor/Professor	Works with hands	Architect
Venders	Sales lady (clothes)/Server (food)	Non venders	Principal

*Note.* Subject: 27; School: Orem (suburb); Classification: L./F.G.I; Grade: 12; GPA: 3.5; Race: Asian

Table 29

*Career Construct Repertoires of Upward Bound Subject 28*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Helps people	CAN		Home painter/Carpenter
Work out of office	Pilot/Dentist	Works inside office	Accounting
Medical skills	Psychology/EMT	Not medical skills	School teacher
Resolve peoples problems	Lawyer/Mentor	Don't resolve problems	Pediatrician
Works with computer	Graphic designer/Secretary	Don't work with computers	McDonalds
Works with teens	Swim coach/School counselor	Don't work with teens	Scientific
Works with society	Social worker/Mayor	Don't work society	Farmer
Organization	Recreation/Bank clerk	No organization	Writer
Work outside of home	Construction worker/Fireman		Detective
Science	Biologist/Chemist	No science	Electrician
Creative	Receptionist/Artist	No creative	Priest
Works with numbers	Chemist/ Receptionist		Artist
Works in labrotary	Biologist/Chemist	Doesn't work in la	Electrician
Need protection	Construction worker/Fireman	No protection	Biologist
Write a lot	Bank clerk/Detective	Don't write	Construction worker
Computer	Writer/Bank clerk	Activities	Recreation
Maker their own business	Social worker/ Recreation	Works for someone else	Mayor
High education	School counselor/Social worker	High school education	Farmer
Works with water	Swim coach/Scientific	Works on the ground	School counselor
Good communications	Secretary/Swim coach	Artistic skills	Graphic designer
High pay	Pediatrician/ Graphic designer	Low pay	McDonalds
Helps kids	Lawyer/ Pediatrician	Hate kids	Mentor
Patients	Psychology/Lawyer	Hard	EMT
Physical labor	School teacher/ Psychology	Rest all the time	Accounting
Works a lot with math	Pilot/Accounting	Math is not necessary	Dentist
Use instruments	Carpenter/CAN/Pilot	Work with hands	
Teaches stuff	School teacher/Swim coach	Hates to teach	Lawyer
Travels a lot	Mentor/Mayor/Receptionist	Stays in the same place	
Creativity	Graphic designer/Writer	Not creative	Farmer
Gets to know more people	Electrician	Loner in office	School teacher/Scientific
Save lives	EMT/Fireman	Not often	Secretary
Care of others welfare	Social worker	Don't care	CAN/Artist
Ask too many questions	School counselor/Detective	Don't ask questions	Dentist

*Note.* Subject: 28; School: Orem (suburb); Classification: L.I./F.G.; Grade: 11; GPA: 3.2; Race: Hispanic



Table 30

*Career Construct Repertoires of Upward Bound Subject 29*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with kids	Elementary Ed./Homemaker	Works in sewer	Plumber
Computers	Computer programmer/Pharmacist	Inspirational messages	Bishop
High education	Lawyer/Heart surgeon	Deals with adolescents	Secondary educator
Deal w/ underprivileged people	Sheriff/Psychologist	Navigation skills	Air plane pilot
Lower education	Grocery bagger/Cashier	Money	Nurse
Work inside	Author/Office assistant	Works outside in rain	Biology professor
Have people they're over	Architect/Manager	Can't get personally involved	Social worker
Doesn't have people skills	Inventor/Accountant	Have speaking skills	Dance teacher
Love what they do	School counselor/FBI agent	Smells	Sanitary engineer
Interact with people	Wedding planner/Food server	Solitary	Chemist
Creative	Artist/Sign maker	Practical	Principal
Focus on self wants	Chemist/Artist	Focus on wants of others	Principal
Has an education	Chemist/Principal	Doesn't need an education	Food server
Worries about food served	Wedding planner/Food server	Doesn't worry about food	Chemist
Goes help people	Sanitary engineer/FBI agent	People come to them	Wedding planner
Keeps records of things	Accountant/School counselor	Memorize pick-up route	Sanitary engineer
New ideas	Inventor/School counselor	Specific way to do things	Accountant
Self employed	Dance teacher	Has some one over them	Inventor/ Accountant
Diff groups mix people	Manager/Dance teacher	Family groups	Inventor
Keeps files	Office assistant/Social worker	Doesn't keep files	Architect
Works in office	Biology professor/Office assistant	Works outside of office	Architect
Usually a professional in field	Author/Biology professor	Not profession	Office assistant
Works with people	Nurse/Cashier	Works with self	Author
Helps person's health	Psychologist/Nurse	Helps carry stuff	Grocery bagger
Carries people's stuff	Air plane pilot/Grocery bagger	listens to problems	Psychologist
Advance instruments	Heart surgeon/Air plane pilot	Guns	Sheriff
A lot of schooling	Lawyer/Heart surgeon	Voted in	Sheriff
Not in for money	Bishop/Secondary educator	Money maker	Lawyer
Helps cure people	Pharmacist/Bishop	Helps with ed.	Secondary educator
Equipment used	Homemaker/Computer programmer/ Pharmacist	Improves with what one has	
Paid with money	Plumber/Homemaker/Computer programmer	Paid with satisfaction	
Works with kids	Elementary Ed./Nurse	Works with employees	Sign maker

*Note.* Subject: 29; School: Wasatch (rural); Classification: L.I./F.G.; Grade: 12; GPA: 3.8; Race: Caucasian

Table 31

*Career Construct Repertoires of Upward Bound Subject 30*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Medical	Labor & Delivery Nurse	Operational	SWBRD operator/Medical Transcriptions
Inside	Cashier/Secretary	Works on cars	Car shop
Works with kids	Elementary Ed/Family Nurse Practitioner	Works with adults	Bishop
Medical	Physician/Surgical Doctor	Paper work	Company owner
Kids/babies	O.B. nurse/Hygienist	Food	Grocer
Work with people	Fast food	Animals	Biology/Church sec.
Work with people	Doctor sec./Transliterator	Medical	Dentist
Computers	Computer programmer/writer	Works with people	Physical therapy
Help/protect people	Counselor/Police officer	Works at home/inside	Homemaker
Work with people/kids	Lawyer/Baby sitter	Works with chemicals	Chemist
Work with people/kids	District attorney/Pediatrics nurse	Paints	Painter
Outdoors	SWBRD operator/Car shop	Indoors	Medical Transcriptions
Paper	Secretary/Elementary Ed	Money	Cashier
Non religious	Family Nurse Practitioner/Physician	Religious	Bishop
High rank	Company owner/Surgical Doctor	Low rank	Grocer
Medical	O.B. nurse/Hygienist	Non-medical	Fast food
Big training	Biology/Dentist	No training	Church sec.
Medical	Doctors sec./Physical therapy	Work with people	Transliterator
Computers	Computer programmer/writer	Work at home	Homemaker
Protect/defend people	Police officer/Lawyer	Analyze	Counselor
Work w/ people	Baby sitter/District attorney	Chemicals	Chemist
Medical	Labor & Delivery Nurse/Pediatrics nurse	Paint	Painter
Computers	Medical Transcriptions/Cashier	Mechanical	Car shop
People	Elementary Ed/Family Nurse Practitioner	Paper	Secretary
Help people	Bishop/Physician	Boss	Company owner
Medical	Surgical Doctor/O.B. nurse	Non-medical	Grocer
Education after High School	Hygienist/Biology	No education after High School	Fast food
Medical	Church sec./Dentist	Non-medical	Doctors sec.
Work with people	Transliterator/ Physical therapy	Machinery	Computer programmer
Help people	Homemaker/Counselor	Write	Writer
Protect/defend people	Police officer/Lawyer	Kids	Baby sitter
Create things	Chemist/Painter	Defend	District attorney
Medical	Labor & Delivery Nurse/Pediatrics nurse	Non-medical	SWBRD operator

*Note.* Subject:30; School: Wasatch (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.4; Race: Caucasian

Table 32

*Career Construct Repertoires of Upward Bound Subject 31*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Takes orders	Student/Machine Operator/Takes Check Orders	Works for orders	Maker/Counselor
Comforting	Front Desk Hotel/Home Maker/Counselor	Not comforting	Investor
Tending to peoples needs	Bartender/Entertainer	Tending your own needs	Real Estate Agent/Security
Advertising for your jobs	Screen Maker	Helps boss	Sales Person
Influences people	Teacher/Actor	Convinces people	Interior Designer
Collects information	Teacher Assistant/ Historian	Collects fabric	Assistant Coordinator
Works with appliances	Electrician/Doctor	Works for a purpose	Assistant Attorney
Takes orders from doctors	Mortition/Medical Transcription	Takes orders from lawyers	Event Coordinator
Works with machines	Radiology Assistant/Carpenter	Planner	Printer
Uses evidence	Cop/Scientist	Uses paper	Chief
Disciplined	Lawyer/Athletic Coach	Lienant	Machine Operator
Making people happy	Takes check orders/Front desk hotel	Make themselves happy	Bartender
Listens	Home maker/Counselor	Non listeners	Investor
Tend to peoples needs	Counselor/Bartender	Doesn't tend need	Real estate agent
Keeping updated	Investor/Entertainer	Doesn't keep updated	
Alcoholics	Bartender/Investor/Entertainer	Non alcoholic	Student
Work with peoples body's	Mortition/Athletic coach	Works with mind	Security/Sales person
They both need to advertise	Screen maker	Doesn't need advertising	Interior designer
Artists	Teacher/Actor	Not creative	Entertainer
Stories information	Historian/Carpenter	Doesn't store info	Electrician
Educate people	Teacher assistant/Historian	Doesn't educate	Home maker
research needs	Mortition/Cop	Doesn't need research	Machine Operator
Takes orders	Front desk hotel/Bartender	Doesn't take orders	Electrician
Organized	Interior designer/Mortition	Non-organized	Security
Time consuming	Investor/Real estate agent	wastes time	Athletic coach
Medical	Cop/Lawyer	Doesn't make plans	
Making plans	Medical Transcription/Carpenter/Printer	Non medical	Electrician
Cook food	Home maker/Chief	Doesn't cook	Historian
There to help people	Doctor/Assistant Attorney	Help themselves	Takes check orders
Makes things for those who need it	Home maker/Bartender	Makes thing for thos4e who need it	Sales person
Influence people	Actor/Teacher Assistant	Doesn't influence people	Investor/Event Coordinator
Work with equipment	Real estate agent/Security/Mortition/Radiology Assistant	Doesn't work with eq.	Electrician
Day jobs	Actor/Teacher Assistant	All around time jobs	SWBRD operator

*Note.* Subject: 31; School: Cottonwood (rural); Classification: F.G.; Grade: 12; GPA: 3.1; Race: Polynesian

Table 33

*Career Construct Repertoires of Upward Bound Subject 32*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works for school	Bus driver/Janitor	Doesn't work for school	Dance choreographer
Require some education	Fire extinguisher specialist/ Answering service lady	No education	Babysitter
Handles people	Pepsi plant manager/Fast food	Handles food & drinks	Repertory therapist
Work with patients	Health care service manager/Pediatrician	Work with criminals	Jailer
Handles babies/children	Day care/OB nurse	Does not have kids involved	Poet
Make more money	Police investigator/Elementary school teacher	Make less money	Artist
Doesn't work with machines	Connections site facilitator/Avon sales lady	Works with machines	Mechanic
Deals with prescriptions	Car salesman/Clerk	Deal with money	Pharmacist
Works for a business	Bar Tender/Waitress	Owens a business	Music & Games Business Owner
Talks to people regularly	Computer technician/Homemaker	Don't talk to people	Science college professor
Helps people	Office worker/Social worker	Cooks food	Chef
Work with people/no schooling	Answering service lady/Fast food	Requires CDL	Bus driver
Works around people	OB nurse/Bar tender	Works alone	Avon sales lady
Works with kids	Repertory therapist/Pediatrician	Works to find things	
Helps kids have fun	Dance choreographer/Connections site facilitator	Works on machines	Mechanic
Schooling involved	Babysitter/Police investigator	No schooling involved	Computer technician
Works with health	Health care service manager/Pharmacist	Work for school	Janitor
Meaningful job	Elementary school teacher/Office worker	Un meaningful job	Waitress
No schooling required	Clerk/Waitress	Schooling required	Bar tender
Handles big situations	Pediatrician/Science college professor	Handles small situations	Office worker
Works medical field	Repertory therapist/Pharmacist	Doesn't work medical field	Fire extinguisher specialist
Non-high school dropout	Dance choreographer/Science college pProfessor	High school drop out	Fast food
Creative	Artist/Computer technician	Not creative	Janitor
Serves food	Jailer/Chef	Doesn't serve food	Avon sales lady
Answers phones	Answering service lady/Social worker	Doesn't answer phones	Homemaker/
Takes care of kids	Babysitter/Day care	Doesn't take care of kids	Chef
Works with hands/machines	Mechanic/Waitress	Works with paper/hands	Office worker
Helps people in need	Repertory Therapist/Health care service manager	Drives bus	Bus driver
Sells things	Avon sales lady/Car salesman	Fixes things	Mechanic
Serve for people	Fast food/Pediatrician	Doesn't serve for people	Artist
Boring job	Bus driver/Homemaker	Exciting job	Dance choreographer
Works with cars	Mehcanic/Car salesman	Works with people	Social worker
Exciting & interesting jobs	Jailer/Health care service manager	Not exciting & interesting	

*Note.* Subject: 32; School: Urban (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.5; Race: Caucasian

Table 34

*Career Construct Repertoires of Upward Bound Subject 33*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Field of medicine	Nurse/Medical asst.	Always different	Student
Various locations	Landscaping/Delivery	Usually one place	Art Student
Save lives	Fireman/Police	Cause harm	Graphic design
Paid a lot	Investor/Lawyer	Little money	Research psych.
Educates others	Professor/Elementary teacher	Does not	Food service
Work with youth	Ceramics teacher/Math teacher	Work with adults	Pay roll acct.
Many details	Mechanic/Day care provider	Repitive	Receptionist
Handle money	Sales associate/Accountant	No money	Artist
Deal with others minds	Clinical psych./Psychic	Deal with body	Architect
Notable careers	Judge/Doctor	Hack jobs	Homemaker
Get paid	Manager/Designer	Free	Volunteer
Constant learning	Student/Art student	Steady education	Food service
Pay taxes	Food service/Sales associate	Don't get taxed	Homemaker
Office jobs	Accountant/Clinical psych.	No office	Architect
Law practice	Police/Investor	Not law practice	Lawyer
Manipulates number	Math teacher/Pay roll acct.	Manipulates objects	Ceramics teacher
Highly educated	Research psych./Professor	Little education	Food service
Job security	Accountant/Clinical psych.	Unsteady job market	Artist
Office setting	Investor/Receptionist	Not in an office	Art student
Work for free	Homemaker/Volunteer	Work for money	Doctor
Argumentative	Lawyer/Judge	Accepting	Day care provider
Supervisory position	Day care provider/Manager	Supervised	Delivery
Expressive	Student/Graphic design	Rules to follow	Food service
Make others work	Math teacher/Manager	Made to work	Mechanic
Protect others	Medical asst./Police	Don't	Artist
Convince others to like	Sales associate/Architect	Doesn't convince	Homemaker
Visually appealing	Landscaping/Graphic design	Mentally appealing	Professor
Handles large amounts of money	Investor/Pay roll acct.	No money involved	Elementary teacher
Art	Art student/Ceramics teacher	generalized	Research psych.
A lot of names to remember	Student/Pay roll acct.	Few names	Designer
College degree	Nurse/Lawyer	No education	Delivery
Health care	Medical asst./Clinical psych.	Not health care	Manager
Service others directly	Delivery/Food service	Indirectly	Artist

*Note.* Subject: 33; School: Provo (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 3.4; Race: Caucasian

Table 35

*Career Construct Repertoires of Upward Bound Subject 34*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Low pay	Fast food/Teacher's aid	High pay	Computer programmer
College education	Architectural engineer/School teacher	High school grad	Eligibility specialist
Work with numbers	Small business owner/Architect		Church leader
Spend time outdoors for work	Farmer/Artist		Network administrator
Lead others	Janitor/Computer gamester		Doctor
Different raises	Music teacher/Chemist		Receptionist
Lead others	Principal/Senator		Park ranger
Learning environment	Academic advisor/Student		Author
Uphold law	Police officer/Judge		Testing specialist
Work without assurance	Counselor/College professor		Accountant
Work with kids	Librarian/Substitute teacher		Prison warden
Teach others	College professor/Substitute teacher		Librarian
Work in office	Counselor/Accountant		Testing specialist
Law enforcement	Police officer/Judge		Student
Leaders	Senator/Academic advisor		Author
Lot of time on telephone	Receptionist/Principal		Park ranger
Good timing	Music teacher/Chemist		Doctor
Work with computer	Network administrator/Computer gamester		Janitor
Work outdoors	Farmer/Artist		Church leader
Do math	School teacher/ Small business owner		Architect
Work with people	Teacher's aid/Eligibility specialist		Architectural engineer
Spend time alone	Computer programmer		Fast food/Prison warden
Work with books	College professor/Librarian		Accountant
Philec intent	Judge/Counselor		Testing specialist
Work with words	Author/Student		Police officer
Take charge	Principal/Senator		Academic advisor
Work alone	Chemist/Park ranger		Receptionist
Have passion	Doctor/Music teacher		Computer gamester
Low income	Artist/Janitor		Network administrator
Simple rules	Church leader/Farmer		Architect
Office environment	Eligibility specialist/Small business owner		School teacher
Computer codes	Computer programmer/Architectural engineer		Teacher's aid
Part time	Fast food/Substitute teacher		Prison warden

*Note.* Subject: 34; School: Wasatch (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.4; Race: Caucasian

Table 36

*Career Construct Repertoires of Upward Bound Subject 35*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works well with adults	Lawyer/Marketing	Works with kids	Mother
Works well with people	Waiter/Telemarketer	Works with tools	Handyman
Inspiration	Entrepreneur/Prophet	Works with money	Cashier
Over a lot of people	Mayor/CEO/Pediatrician	Work with kids	
Builds	Construction/Architect	Makes software	Engineer
Logical	Microbiologist/Accountant	creative	Artist
Speaks to others	Counselor/President	makes food	Chef
work in office	Office Worker/Doctor	work on stage	Actor
Help others	Massage Therapist/Fire Fighter	Scientific	Physicist
Work inside	Fisherman/Mathematician	Work outside	Judge
Outgoing	Choreographer/Psychologist	Help children	Principal
Lots of Money	Lawyer/Pediatrician	Less Money	Telemarketer
Political	Mayor/President	Not Political	Fisherman
Deal with Money	Entrepreneur/Accountant	Science	Physicist
Serve People	Pediatrician/President	Help Themselves	Mathematician
Organized	Microbiologist/Judge	advertiser	Marketing
Higher Education	Engineer/Office Worker	More expensive	Handyman
Ideal Person	Entrepreneur/Choreographer	Follows Rules	Physicist
Billing	Waiter/Accountant	Action	Fire Fighter
Campaign	Mayor/President	Convenience	Marketing
Inventive	Artist/Chef	Repetative	Telemarketer
Health Motivated	Pediatrician/Fisherman	Inside	Physicist
Physical	Fire Fighter/Choreographer	Mental	Counselor
Healers	Prophet/Massage Therapist	Find Solutions	Microbiologist
Well known	CEO/Actor	Blend in the crawl	Fisherman
Risk Takers	Entrepreneur/Fire Fighter	Abstract	Artist
Use charts and Graphs	Pediatrician/Physicist	Get Cabinet to help	President
Work with fire	Mother/Architect	Get what they want	Fisherman
Responsible	Construction/Fire Fighter	Stay in room	Psychologist
Work with graphs	Microbiologist/Doctor	Introduce new materials	Entrepreneur
Work with fire	Chef/Fire Fighter	Work with body	Choreographer
Responsible	Mayor/President	Orderly	Mathematician
Praise Measurements	Handyman/Architect	Instructs	Fisherman

*Note.* Subject: 35; School: Orem (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 4.0; Race: Hispanic

Table 37

*Career Construct Repertoires of Upward Bound Subject 36*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Doesn't get pay enough	Cashier/House Keeping	Get pay a lot	Brick maker
Work with computers	Operator/Counselor	Work with machines	Mechanic
Need a lot of education	Graduate Student/Medicines	Need less education	Father
Require profession	Judge/Medical Assistant	Less profession	Singer
Long years	Doctor/Pharmacist	Less years	Store Manager
Work with people	Mentor/Teacher	Work with clothing	Designer
4 year degree	Scientist/Principal	Don't need a 4 year degree	Telemarketing
Lots of school	Computer Engineer/Historian	Less school	Photographer
Have to have experience	Tarot Card Reader/Wedding Planner	Less experience	Soldier
Deal with law	Lawyers/Jury	Deal with people	Math Teacher
Work with math	Banker/Architect	Spiritual leader	Bishop
Work with paper, pencils, cal.	Cashier/Graduate Student	Get very dirty	Mechanic
They tell people what to do	Judge/Store Manager	They know what to put together	Designer
Work with pictures	Scientist/Photographer	Work with cards and globals	Tarot Card Reader
Use phones most of the time	Operator/Medicines	Cement & tools	Brick Maker
They help to see what's wrong with you	Doctor/Mentor	They travel a lot	Singer
Work with programs	Principal/Computer Engineer	Fights for others and their rights	Soldier
You confess thing with them	Counselor/Father	They do a lot of cleaning	House Keeping
They assist people	Medical Assistant/Teacher	Get things ready for you	Pharmacist
They fix things around us	Historian/Wedding Planner	Sales things	Telemarketing
Go to college	Graduate Student/Judge	Just go to school	Mechanic
They create new material	Designer/Scientist	Make orders	Store Manager
They say what's right	Photographer/Tarot Card Reader	Deal with a lot of paper	Lawyers
Help the people	Operator/Medicines	Something fun	Singer
They know what's wrong	Doctor/Mentor	Gives rules	Principal
Work for the law	Soldier/Jury	Work for public	Computer Engineer
Help children	Counselor/Medical Assistant	He just listens	Father
Deal with problems	Pharmacist/Teacher	Sales market	Telemarketing
They study history	Historian/Math Teacher	Keeps organized	Wedding Planner
Take colleges (different)	Graduate Student/Judge/Store Manager	Takes different jobs	
Study science	Designer/Scientist	Takes pictures	Photographer
They get business done	Lawyers/Banker	Card reader	Tarot Card Reader
Settle things	Architect/Bishop	Deals with medicine	Medicines

*Note.* Subject: 36; School: Independence (suburb); Classification: L.I./F.G. ; Grade: 11; GPA: 2.0; Race: Hispanic



Table 38

*Career Construct Repertoires of Upward Bound Subject 37*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Lots of thinking	Interpreter/Accountant	Lots of work	Home maker
Help people	Lawn Care/Babysitter/Counselor	Works outdoors	
Health	Social Worker/Doctor/Lt. Colonel	Strategies	
Safety	Mayor/Cardiologist	Fun	Basketball Coach
Work with numbers	Cashier/Pediatric/Pharmacy Tech	Words	
Paper work	Detective/Office Worker	Art	Graphic Designer
Work with computers	Mechanic/Secretary	Social skills	Motivational Speaker
Detail	Actor/Scrapbooker	Problem solving skills	Scientist
Plan before action		Help others make plans	
Need a team in order to work	Bishop/Soldier	Work alone	Wedding Planner/Supreme Court Judge/ Pro Surfer/ Rock Scientist
Help you to reach goals	Banker/Preacher	Entertains	Cartoonist
Meet a lot of people	Interpreter/Social Worker	Works mostly by themselves	Lawn Care
Work with equipment	Lt. Colonel/Mechanic	Work with numbers	Accountant
Want u to make right decision	Cardiologist/Motivational Speaker	Not a lot of education	Banker
Want your safety	Babysitter/Bishop	Makes things look good	Graphic Designer
Require lots of education	Pediatric/Rock Scientist	Less education	Wedding Planner
Works with government	Soldier/Supreme Court Judge	Work for television	Cartoonist
Work in teams	Office Worker/Scientist	Works alone	Pro Surfer
Artistic	Actor/Scrapbooker	Serious Personality	Detective
Work at an office	Pharmacy Tech./Secretary	Travels	Basketball Coach
Good pay	Doctor/Mayor	Less pay	Cashier
Human resources	Home Maker/Counselor/Cardiologist/Banker	Understands diff. ideas	
Draw	Rock Scientist/Cartoonist	Hands on	Mechanic
Life skills	Babysitter/Bishop	Wants you to understand	Interpreter
Work with math	Accountant/Banker	Design	Scrapbooker
Stressful	Pediatric/Wedding Planner	Body strength	
Work for government	Supreme Court Judge/Rock Scientist	Teach by experience	
Need experience	Mechanic/Soldier	Able to give out messages	
Sit at a desk	Cashier/Secretary	Talks to people	Cartoonist
Make you understand	Social Worker/Bishop	Imagination	Pharmacy Tech.
Want to reach a goal	Basketball Coach/Supreme Court Judge	Help understand yourself	Office Worker
Have better planning skills	Lt. Colonel/Mechanic	Adaptation	Interpreter/Graphic Designer
Draw	Home maker/Cashier/Cartoonist	Harder work	Medicines

*Note.* Subject: 37; School: Independence (suburb); Classification: L.I./F.G.; Grade: 10; GPA: 2.5; Race: Hispanic

Table 39

*Career Construct Repertoires of Upward Bound Subject 38*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Can be teenager	Baby sitter/News Writer	Have to be older	Juvenile Worker
Use physical effort	Oil Rig Worker/Rock Climbing specialist	Does boring stuff	Social Worker
Spiritual all the time	Seminary Teacher/President Of Church	Does bad stuff	Drug Dealer
Works with blood	Lawyer/Real Estate Agent	Both lie/cheat	Doctor
Get lots of money	Surgeon/Nurse	Gets fat	Fast Food
Work with wood	Carpenter/School Teacher	Work with people	School Counselor
Work with computers	Computer designer	Abstract	Artist/Small Business Owner
Keep specific details	Physicist/Pilot	Design grass	Landscaper
They travel for work	Gypsy/Taxi Driver	Judge people	Judge
Help people	Vet/Translator	Get peoples money	Car Salesman
Work in mouth	Dentist/Orthodontist	Work with the appearance	Cosmetologist
Rich suckers	Orthodontist/Dentist	Change languages	Translator
Cheat you out of money	Taxi Driver/Car Salesman	Takes care of animals	Vet
Nomadic	Pilot/Gypsy	Need to know what to dance	Judge
Designs how it looks	Computer Designer/Landscaper	Work with technology	Physicist
Need to use your brain	Small Business Owner/Artist	Works with people who own a lot	School Counselor
Use tools	Nurse/Carpenter	Make you work	School Teacher
Need lots of education	Doctor/Surgeon	Need no education	Fast Food
Wear suits to work	President of Church/Lawyer	Sells land/houses	Real Estate Agent
Any work hours	Rock Climbing Specialist/Drug Dealer	Teaches scriptures	Seminary Teacher
Not physical labor	News Writer/Social Worker	Physical labor	Oil Rig Worker
Don't need education	Baby Sitter/Juvenile Worker	Make people look good	News Writer/Cosmetologist
Inform others of whets happening or what to do	Juvenile Worker/News Writer	Work hard	Oil Rig Worker
Teach people	Rock Climbing Specialist/Seminary Teacher	Takes children away	Social Worker
Needs to be alone	President of Church/Lawyer	Shouldn't be done	Drug Dealer
Sell a product	Real Estate Agent/Fast Food	Fix broken bodies	Doctor
Work with drugs legally	Surgeon/Nurse	Shares wood	Carpenter
Work in schools	School Teacher/School Counselor	Creates a lot	Artist
Uses computers a lot	Small Business Owner/Computer Designer	Mows grass	Landscaper
You can earn a living	Physicist/Pilot	Is a floozy	Gypsy
Deal with cars a lot	Taxi Driver/Car Salesman	Contradicts people	Judge
Use a drill	Vet/Dentist	Knows more than own language	Translator
Make you look better	Orthodontist/Cosmetologist	Has crappy hours	Baby Sitter

*Note.* Subject: 38; School: Union (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.2; Race: Caucasian

Table 40

*Career Construct Repertoires of Upward Bound Subject 39*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Builds	Climb Specialist/Tech Engineer	Speaks/vocal	Court Interpreter
Energetic	Tree Trimmer/Rec.Score Keeper/Prophet	Lazy	
Search	Missionary/Photographer	Finds	Construction Worker
One on one	Bishop/Entrepreneur	Runs group	Sports Psychology
Always moving	Garbage Man/Architect/EMT	Draw	
Helps people	Bank Owner/Student Council	Creative	Artist
Creative	Musician/Small Business Owner	Sales	Realator
Outdoor	Physicist/Math Teacher	In door	Landscaper
Sells	Car Sales Man/Bike Salesman	Cooks	Burger Flipper
Social	Waiter/Telemarketer	Helps	Computer Engineer
Inventive	Co Owner of Business/Ceramist	Leader	Scout Leader
Use computers	Co Owner of Business	Imaginative	Computer Engineer/Ceramist
Sells	Bike Salesman/Telemarketer	Takes order	Waiter
Use Math	Car Sales Man	No knowledge	Math Teacher/Burger Flipper
Use land	Realator/Landscaper	Use chemical	Physicist
Desk Job	Student Council/Small Business Owner	Makes music	Musician
Own stuff	Artist/Bank Owner	Drives ambulance	EMT
College required	Sports Psychology/Architect	No education	Garbage Man
Make Business	Contruction Worker/Entrepreneur	Counsels	Bishop
Teach gospel	Prophet/Missionary	Takes pics	Photographer
Use soft chairs	Court Interpereter/Rec. Score Keeper	Climbs trek	Tree Trimmer
Use tools	Tech Engineer/Tree Trimmer	Uses language	Court Interpreter
Travel	Prophet/Missionary	Watch	Rec. Score Keeper
Works with people	Photographer/Bishop	Works with materials	Contruction Worker
Hard work	Entrepreneur/Sports Psychology	Lazy work	Garabage Man
Draws	Architect/Artist	Saves lives	EMT
Uses numbers	Bank Owner/Student Council	Uses land	Musician
Use buildings	Small Business Owner/Realtor	Sells	Landscaper
Teaches	Physicist/Math Teacher	Builds Bikes	Car Sales Man
Dead end job	Burger Flipper/Waiter	Calls people	Bike Salesman
Good money	Computer Engineer/Co Owner Of Business	Makes chemicals	Telemarketer
Quick decisions	Missionary/EMT	Makes songs	Physicist
Fixes	Construction Worker/Bike Salesman	Instructs	Musician

*Note.* Subject: 39; School: Orem (suburb); Classification: L.I./F.G.; Grade: 11; GPA: 2.1; Race: Hispanic

Table 41

*Career Construct Repertoires of Upward Bound Subject 40*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Deals with food	KFC ANW/Smiths	Doesn't deal with food	Arns wood shop
Both deals with a company	Computer Programmer/Ice Deliverer	Doesn't deal with food	House Wife
Teachers	German Teacher/The Prophet	Doesn't deal with a company	Bag Ice
Take a lot of science	Dentist/Volcanoligest	Doesn't teach	Principal
Both deals with burgers	Burgerflipper/Burgerking	Doesn't take a lot of science	Artist
Both do a lot of paper work	Detective/Office Worker	Doesn't deal with burgers	Art Teacher
Sells stuff	Auto Place/Sales Company	Doesn't do a lot of paper work	Cashier
Work together with wood	Pizza Place/Woodworker	Doesn't sell stuff	Secretary
Both help the younger generation	TC/Bishop	Doesn't work with wood	Detective Work
Both deals with the law	Judge/Police Officer	Doesn't do that	Bookkeeping
Helps people	Trio Program/Counselor	Doesn't deal with the law	Painter
Deals with food	KFC ANW/Pizza Place/Secretary	Doesn't help people	
Work with wood	Arns Wood Shop/Sales Company/Woodworker	Doesn't deal with food	
Deal with money	Smiths/Cashier/Detective Work	Doesn't work with wood	
Helps with computers	Computer Programmer/Auto Place/TC	Doesn't deal with money	
Both work in an office	House wife/Office Worker/Bishop	Doesn't help with computers	
Both deal with the law	Ice Deliverer/Detective/Judge	Doesn't work in an office	
Both helps a company	Bag Ice/Art Teacher/Bookkeeping	Doesn't deal with the law	
Both teach in schools	German Teacher/Burgerking/Police Officer	Doesn't deal with a company	
Both study something	The Prophet/Artist/Trio Program	Doesn't teach in schools	
Both teach students	Principal/Burgerflipper/	Doesn't study something	
Painter			
Make a lot of money	Dentist/Volcanoligest/Counselor	Doesn't teach students	
Earns a fair amount of money	Principal/Painter	Doesn't make a lot of money	
Helps youth a lot	The Prophet/Trio Program	Earns a lot of money	
Doesn't work with food	German Teacher/Police Officer	Doesn't help with a lot	
Deals with paper	Artist/Bookkeeping	Works with food	
Used ice	Ice Deliverer/Burgerking/Judge	Doesn't deal with paper	
Both are teachers	Art Teacher/Bishop	Doesn't use ice	
Helps people	Detective/TC	Not a teacher	
Both work in an office	Office Worker/Detective Work	Doesn't help people	
Works with wood	Arns Wood Shop/Woodworker	Doesn't work in an office	
Works with money	KFC ANW/Cashier	Doesn't work with money	
Doesn't call people to buy things	Arns Wood Shop/Pizza Place	Calls people to buy things	

*Note.* Subject: 40; School: Vernal Jr. (rural); Classification: L.I.; Grade: 10; GPA: 2.4; Race: Caucasian

Table 42

*Career Construct Repertoires of Upward Bound Subject 41*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Working alone	Drug dealing/Interior Decorator	Cutting up animals	Butcher
Working with hands	Steal Work/House Keeping	You just sit there	Telemarketing
Highly respected	Real Estate Agent/Ritz Carlton Hotel Contractor	Working with buildings	Governor
Helps people	The Prophet/Child Therapist	Too technical	Microsoft
Fair amount of money	Teacher/Office Assistant	Greasy food!!	McDonalds
Deal with numbers	Science Professor/Accountants	creativity	Photographer
Work with people	Mental Therapist/President	Use hands	Tile Layer
Not paid very much	Rock Climber/Unemployed	Really smart	Genius
Not with people very much	Poet/Sonic	Strict	Principal
Working conditions	Hogi Yogi/KFC	Numbers	Math Teacher
Helping children	Foster Mother/Bishop	Solo work!	Musician
Church related	The Prophet/Bishop	Organized	Ritz Carlton Hotel Contractor
Working in an office	Real Estate Agent/Office Assistant	Being creative	Musician
Working with dead animals	McDonalds/KFC	Not much work	Unemployed
Writing music or words	Poet/Musician	Making tough decisions	Governor
Really smart	Science Professor/Math Teacher	Not much effort involved	Telemarketing
Physical endurance	Steal Work/Rock Climber	Nasty smells	Sonic
Working in a school	Teacher/Principal	Working at home	Foster Mother
Needs masters degree	Child Therapist/Mental Therapist	No degree required	Drug Dealing/KFC
Too much math!	Accountant/Math Teacher	layed back work	Drug Dealing
Working with mechanics	Steal Work/Microsoft	Fun to do	Photographer
Jobs I'd like	Photographer/Musician	Jobs I'd hate	The Prophet
Dealing with the law	Governor/President	Annoying kids or people	Teacher
Spontaneous work	Photographer/Poet	Not very good	Drug Dealing
Should be bi-lingual	Teacher/Math Teacher	Have 2nd job for financial reasons	Musician
Visionary	The Prophet/Photographer	Cheap work dude!	Hogi Yogi
Family members do it	Drug Dealing/Musician	No family members do this	The Prophet
Boring!!	Telemarketing/Accountant	Exciting	Rock Climber
Very important	Child Therapist/Mental Therapist	Not important	Unemployed
Deals with houses	Interior Decorator/House Keeping	Making a difference	Mental Therapist
Have to dress nice	Accountant/President	Ugly clothing or uniform	McDonalds
Someone I respect	President/Foster Mother	Dangerous	Butcher
No dignity	McDonalds/KFC	Dignified people	Governor

*Note.* Subject: 41; School: Independence (suburb); Classification: L.I./F.G.; Grade: 9; GPA: 3.0; Race: Caucasian

Table 43

*Career Construct Repertoires of Upward Bound Subject 42*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with kids	Babysitter/Bus Driver	Works with everyone	Store Manager
Works with books	Library Page/Librarian	Works with machines	Lawn Mower
Head over others	Theater Owner/Prophet	Works under offices	Fast Food Service
Teach kids	Seminary Teacher/Teacher	Installs carpet	Carpet Store Owner
Little college	Cashier/Secretary	Lots of college	P.I.
Work with kids	Science Teacher/Home Maker	Work with few people	Photographer
Works with many people	Bank Teller/Car Dealer	Work with few people	Contractor
Services for the people	Fire Fighter	Services for many people	Scamstress/Day Care Owner
Drives vehicles	Police man/Truck Driver	Sits at computer desk	Author
Trying new things	Mayor	Do same thing	Student/Heart Surgeon
Gives medicine	Principal/Dental Assistant	Use brush/paint	Art Major
Safety/be careful	Bus Driver/Contractor	Own business	Carpet Store Owner
Lots of paperwork	Secretary/Day Care Owner	Use imagination	Art Major
Works on people/medicine	Heart Surgeon/Dental Assistant	Fixs books	Librarian
Little school	Truck Driver	Lots of school	Car Dealer/Student
Works for the city/county	Fire Fighter/Mayor	Goes to school	Art Major
Does what others want	Fast Food Service/Secretary	Does own thing	Carpet Store Owner
Work with lots of money	Store Manager/Theater Owner/Cashier	Has little money	
Be creative	Photographer/Scamstress	Not creative	Bank Teller
Enforce rules	Police man/Principal	Use english rules	Author
Makes food	Fast Food Service/Home maker	Cleans food off teeth	Dental Assistant
Brings in money	Store Manager/Carpet Store Owner	Distributes money	Bank Teller
No specific hours of work	Fire Fighter/Author	Work specific hours	P.I.
Need college	Librarian/Science Teacher	Don't need college	Babysitter
Repairs things	Contractor/Heart Surgeon	Doesn't repair things	Seminary Teacher
Reads to kids	Library Page/Day Care Owner	Reads religious books	Prophet
High pay	P.I./Car Dealer	Low pay	Bus Driver
Visits a lot of places	Photographer/Truck Driver	Stays in one place	Heart Surgeon
Need education	Science Teacher/Author	Not much education needed	Library Page
Teach kids good hygiene	Teacher/Dental Assistant	Doesn't teach	Store Manager
Works with machine	P.I./Fire Fighter	Doesn't work with machine	Mayor
Clean surroundings	Carpet Store Owner/Heart Surgeon	Dirty surroundings	Store Manager
Works weird hours	Fire Fighter/Art Major	Works normal hours	Carpet Store Owner

*Note.* Subject: 42; School: Union (ruarl); Classification: L.I./F.G.; Grade: 9; GPA: 3.3; Race: Caucasian

Table 44

*Career Construct Repertoires of Upward Bound Subject 43*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Work with people	Derickman/Transcription	Don't work with people	Performer
Talkative	Waitress/Social Worker	Non talkative	Machanic
Think very hard	Biologist/Computer Technician	Don't think very hard	Prophet
Work on people	Mortician/Dentist	Don't work on people	Lawyer
Creative abilities	Artist/Music Teacher	Non creative abilities	Lab Worker
Read a lot	Composer/Librarian	Don't read a lot	Environmentalist
Interact with people	Day Care/Salesman	Doesn't work with people	Farmer
Works in an office	Accountant/Psychiatrist	Doesn't work in an office	Florist
Find the trust	Detective/Judge	Doesn't find the truth	Teacher
Interact with people	General/Actor	No good oratory skills	Pharmacist
Know style & try to improvise	Fashion Designer/Hair Stylist	Don't style anything	President
Don't have to be a certain age	Pharmacist/Fashion Designer	Has to be a certain	President
Good verbal skills	Actor/President	Non verbal skills	Pharmacist
Punctual	General/Actor	Always late	Pharmacist
Disciplined	Teacher/General	Non disciplined	Actor
Mean	Judge/General	Nice	Teacher
Evaluate other people	Psychiatrist/Judge	Solve a problem	Detective
Find answers	Psychiatrist/Detective	Does math	Accountant
Deal with money	Salesman/Accountant	No money involved	Florist
Work with people	Day Care/Salesman	Work alone	Florist
Quiet	Librarian/Day Care	Loud	Farmer
Work with the land	Environmentalist/Farmer	Doesn't work with the land	Librarian
Deal with music	Music Teacher/Composer	No music	Environmentalist
Work with instruments	Music Teacher/'Composer	Doesn't work with instruments	Lab Worker
Have to get degrees	Dentist/Lawyer	Don't have to get degrees	Artist
Work with people	Mortician/Dentist	Doesn't work with people	Prophet
Work indoors	Social Worker/Computer Technician	Work out door	Biologist
Work with machines	Derickman/Mechanic	Don't work with machines	Transcription
Good listener	Librarian/Psychiatrist	Not a good listener	Salesman
Work with computers	Transcription/Computer Technician	Don't work with computers	Hair Stylist
Deal with the law	Lawyer/Judge	Don't deal with the law	Hair Stylist
Hard labor	Mechanic/Farmer	Not a lot of hard work	Hair Stylist
Talkative	Waitress/Hairstylist	Non talkative	Composer

*Note.* Subject: 43; School: Union (rural); Classification: F.G.; Grade: 10; GPA: 3.5; Race: Caucasian

Table 45

*Career Construct Repertoires of Upward Bound Subject 44*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with buttons	Pilot/Engineer	Doesn't work with buttons	Tutor
Helps people	Manager/Handyman	Doesn't help people	Tester
Over people	Producer/Prophet	Not over people	Cashier
Powerful	Mayor/CEO	Not powerful	Allergist
Moves around	DJ/Architect	Doesn't move around	Lawyer
Teaches	Art Teacher/K-6 Teacher	Doesn't teach	Accountant
Serves people	Chef/Student Counselor	Doesn't serve people	President
Directs	Director/Farmer	Doesn't direct	Machinest
Isn't dangerous	Chiropracter/Physist	Dangerous	Firefighter
Outdoors	Judge/Mathmatician	Outdoors	Fisherman
Helps kids	Principal/Psychologist	Doesn't help kids	Choreographer
Thinks weird	Principal/Choreographer	Doesn't think weird	Mathmatician
Outside	Firefighter/Fisherman	Not outside	Judge
Doesn't deal with health	Farmer/Chiropracter	Doesn't deal with health	Physist
Bossy	President/Director	Retries	Machinest
Works in the kitchen	Chef/Student Counselor	Doesn't work in the kitchen	Accountant
Teaches kids	Art Teacher/K-6 Teacher	Doesn't teach kids	Architect
More education	Allergist/Lawyer	Less education	DJ
President	Prophet/CEO	Not a President	Mayor
Works with movies	Handyman/Producer		Cashier
Logical	Tutor/Tester	Not logical	Manager
Flys on planes	Pilot/Engineer	Doesn't fly on planes	Psychologist
Smart	Mathmatician/Principal	Dirty job	Fisherman
Deals with elementry	Physist/Firefighter	Yells at people	Judge
Deals with machines	Machinest/Farmer	Doesn't deal with machines	Chiropracter
Rich	President/Director	Not rich	Student Counselor
Help people with numbers	K-6 Teacher/Accountant	Has health issues	Chef
Drums	Lawyer/Architect	Doesn't draw	Art Teacher
Both in charge of big snow	CEO/DJ	Boring	Allergist
Works with money	Producer/Mayor	Too religious	Prophet
Stays in one spot	Manager/Cashier	Hard labor	Handyman
Requires college	Engineer/Tutor	People test stuff on you	Tester
Creative	Choreographer/Psychologist	Not creative	Pilot

*Note.* Subject: 44; School: Orem (suburb); Classification: L.I.; Grade: 10; GPA: 3.0; Race: Persian



Table 46

*Career Construct Repertoires of Upward Bound Subject 45*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Manual labor	Chef/Sales Lady	Intellectual	Translator
Handles ground	Sitter/Lead Counter	Handles money	Landscaper
Uses hands	Carpenter/Waitress	Sales pitch	Real Estate Agent
Masters degree	Pediatrician/Lawyer	No degree	Artist
Not good pay	McDonald Worker/Teacher	Good pay	Auto Body Worker
Right hem of brain creative	Scientist/Accountant	Left hem of brain	Poet
Works with people	Acad.Advisor/Social Worker	Works with metal	Plumber
Kills people	Counselor/Physician	Helps people	Assassin
Helps physically	Financial Aid/Wedding Planner	Helps mentally	Therapist
Creative	Planner/D.J.	Knowledge	Biologist
Manage people	Manager/Prophet	Uses clay	Potter
Work with comp	D.J./Biologist	Doesn't work with comp.	Manager
Plan events	Wedding Planner/Planner	Gives money	Financial Aid
Uses hands	Physician/Therapist	Uses guns	Assassin
Give advise	Acad.Advisor/Counselor	Doesn't give advice	Social Worker
Works with numbers	Scientist/Accountant	Works with pipes	Plumber
Uses supplies (paper,pens)	Teacher/Poet	Uses tools	Auto Body Worker
Don't need degree	Artist/McDonald Worker	Needs degree	Lawyer
Serves people	Waitress/Pediatrician	Sells to people	Real Estate Agent
Stressful	Sitter/Lead Counter	Non stress	Carpenter
Interacts with people	Translator/Sales Lady	works with grass	Landscaper
Uses hand tools	Chef/Potter	uses mind tools	Prohet
Plan stuff	Wedding Planner/Planner	Don't plan	D.J.
Heal muscles	Physician/Therapist	Don't heal muscles	Financial Aid
Work in offices	Social Worker/Counselor	Don't work in offices	Assassin
Works while sitting down	Accountant/Acad.Advisor	Work not sitting	Plumber
Uses knowledge to teach	Teacher/Scientist	Doesn't use knowledge	Poet
Work in office building	Lawyer/McDonald Worker	Work at buildings garage	Auto Body Worker
Easy work	Waitress/Artist	Hard work	Pediatrician
Work on Desks	Lead Counter/Real Estate Agent	Doesn't have a desk	Carpenter
Manual work	Landscaper/Sitter	Electronics work	Sales Lady
Guide people	Chef/Prophet	Doesn't guide	Translator
Work with raw material	Biologist/Potter	Works with pre made material	Manager

*Note.* Subject: 45; School: Orem (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 3.6; Race: Hispanic

Table 47

*Career Construct Repertoires of Upward Bound Subject 46*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Education	Military/Wal-Mart	No education	Nursing O.B.
Deal with people	Waitress/Teachers Aid	Machines	Truck Driver
Lots of money	Babysitter/Priest	Less money	Doctor
Talk a lot	Surgeon/Dental Assistant	Talk less	Counselor
Little kids	Day Care/Teacher –K-	Older people	Lab Work Nursing
Building	Chief Police/Secretary	Desk	Architect
Machines	Mechanic/Computer Sales	Talking	Public Speaker
On your own	Party Planner/Artist	Rules, regulations	Banker
Own talking	Detective/Business Owner	Listen	Therapist
Education	Judge/Lawyer	None	Mother
Teenagers & kids	Teacher High School/Principle	Alone	Sculpture
Helpful to people	Priest/Secretary	Off byself	Truck Driver
Teach	Teachers Aid/Teacher –K-	Help	Nursing O.B.
High dollar	Therapist/Lawyer	Lower class	Sculpture
Get in front of people	Public Speaker/Judge	Own work	Surgeon
Always around people	Babysitter/Banker	Mostly alone	Architect
Schools	Teacher High School/Principle	Boot camp	Military
Important (needed)	Doctor/Chief Police	Wanted	Waitress
One on one	Conselor/Business Owner	Lube work	Lab Work Nursing
Common sense	Wal-Mart/Mechanic	Extra school	Dental Assistant
Little kids	Day Care/Mother	Grown ups	Computer Sales
Imagination	Party Planner/Artist	Do job	Waitress
Hospital	Nursing O.B./Surgeon	Outdoors	Detective
Assistant	Teachers Aid/Secretary	Own work	Lawyer
Listeners	Counselor/Teacher –K-	Own thing	Truck Driver
Main attention	Public Speaker/Judge	In front at few	Doctor
Outside a lot	Military/Architect	Inside	Banker
Hands involved	Dental Assitant/Sculpture	Talking	Waitress
In charge all	Cheif Police/Mother	Take their ideas	Party Planner
Play around	Babysitter/Mechanic	Have to always do	Lab Work Nursing
Take order	Teacher High School/Principle	Listen	Therapist
Not a lot of work really	Priest/Day Care	Work hard	Wal-Mart
Use own mind	Artist/Detective	Use quotes	Computer Sales

*Note.* Subject: 46; School: Uintah (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.4; Race: Caucasian

Table 48

*Career Construct Repertoires of Upward Bound Subject 47*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Serves food	Shelving Shelves/Lunch Lady	Responsibilities	Manager of a department
Deals with mental	Machine's Helper/Welder	Deals with kids	Babysitter
Lots of money	Fast Food Worker/Ice Shaver	Not much money	Computer parts manager
Keep track of records	Stewart & Main Manager/Airline Ticket Seller/Librarian	Keep track of people	
Fast food easy	Arby's/Subway	Work with tracking things to do	Secretary
Use your hands	Artist/Carver	Organizer	A Filer
Deals with people	Mechanic/Utilities Sales person	Deals with tools	English Teacher
Can go outside	Pharmacist/Meat Cutter	Can be found in a store	P.E. Teacher
Has to take care of you	T.C./Nurse	Has to put out a ticket	Police Officer
Paid through district	Math Teacher/Science Teacher	Paid through management	Cashier
Deals with school	Foreign Language Teacher/History Teacher	Deals with church	Seminary Teacher
Teaches	Utilities Sales Person/Math Teacher	Does not teach	Arby's
Uses sharp implements	Manager of a Department/Carver	Uses (stan) guns	Police Officer
Beginners	Shelving Shelves/Babysitter	Know what they are doing	Librarian
Food!	Lunch Lady/Arby's	No food	Secretary/English Teacher
Responsibilities	Computer Parts Manager/Stewart & Main Manager	Not much responsibility	
Deals with fixing or making	Machine's Helper/Welder	Making foods	Ice Shaver
Desk job	Airline Ticket Seller/A Filer	Anywhere job	Artist
Forceful (mentally & physically)	Mechanic/P.E. Teacher	Not forceful	Pharmacist
Watches over people	T.C./Nurse	Works with people	Meat Cutter
Teaches people	Foreign Language Teacher/Seminary Teacher	Helps people earn money	Cashier
Uses some type of math	Math Teacher/Science Teacher	No math	History Teacher
Has to have some managing skills	Stewart & Main manager/Utilities Sales Person	No managing skill	Carver
First jobs	Shelving Shelves/Arby's	Specialist	Seminary Teacher
Makes records	Manager of a Department/Computer Parts Manager	Keeps track of records	Secretary
Around expensive machines	Mechanic/Nurse	No or cheap machines	Fast Food Worker
Prepares food	Lunch Lady/Subway	No preparing food	Computer Parts Manager
Make things in order	Librarian/A Filer	Keeps people in line	Babysitter
High paying job	Pharmacist/Police Officer	Not so high paying	Machine's Helper
Deals with kids	English Teacher/T.C.	No kids	Airline Ticket Seller
Teaches people in schools	Math Teacher/Science Teacher	No teaching in schools	Welder
Deals with people around you	Foreign Language Teacher/History Teacher	Deals with people in a small area	Cashier
Based on skills	P.E. Teacher/Seminary Teacher	Outside of school	Utilities Sales Person

*Note.* Subject: 47; School: Union (rural); Classification: L.I./F.G.; Grade: 10; GPA: 2.9; Race: Hispanic

Table 49

*Career Construct Repertoires of Upward Bound Subject 48*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Helping people	Nursing/Dad (cant work)	Up all hours of the night	Fast Food
Helping kids	Military/M.H. Worker	Dangerous	Foster Mom
Helping people mentoby	H.V. Nurse/Therapist	Works with people More with church	Profit
Helps save people	Police Office/R.N.	Works outside	Jeff Hill Construction (owner)
Not much education	Wendys/Office Worker	Needs	R.N. (that works with babies)
Teacher	Art Teacher/Bio Teacher	Just helps with pursual things	School Counselor
Deal with people	Teacher/Telemarketing	Don't deal with people	Mechanic
Pay money up	Social Worker/Writer	Boring	Mathmatician
Calling orders	Drill Military Instructor/Homemaker	Asking	Social
Judging	Judge/Doctor	Just does it	Surgical Doctor
Make money	Reception/Artist		Bishop
Mecical	Nursing/R.N.	School	School Counselor
Pay money down	Fast Food/Wendys	Pay money up	Military
Works in office	Office Worker/Reception	Moving not just sitting	Doctor
Church (clean)	Profit/Bishop	Outside (dirty)	Mechanic
Works in a school	Bio Teacher/School Counselor	Works at home	
Works at home	Dad (cant work)/Homemaker	Works at school	
Tells you what to do	Drill Military Instructor/Homemaker	Works outside	Jeff Hill Construction (owner)
Mental needs	Therapist/School Counselor	Physical need	Doctor
They are both RN	R.N./R.N. (that works with babies)	Office work	Telemarketing
Military	Military	Teaches	Drill Military Instructor
Need math	Mathmatician/Surgical Doctor	Works on cars	
Medical	H.V. Nurse/Surgical Doctor	Has just finished aid	
Takes care of people	Nursing	Talks on phone	
Helps mentally	School Counselor	Does not	
Schooling	R.N./Teacher/Surgical Doctor	Does not need	Fast Food
Medical (schooling)	Nursing/Surgical Doctor	Boring	
Math	Nursing/Mathmatician	Church	Profit
Specialize	Nursing/M.H. Worker	Does not	Fast Food
Don't need school	Wendys/Telemarketing	Just a dad	Dad (cant work)
Works in office	Profit	Does not need	Nursing/Office Worker
Teaches	Dad (cant work)/teacher	Just works	Wendys
Math	Mathmatician/H.V. Nurse		

*Note.* Subject: 48; School: Independence (suburb); Classification: L.I./F.G.; Grade: 129; GPA: 2.0; Race: Caucasian

Table 50

*Career Construct Repertoires of Upward Bound Subject 49*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with equipment/machinery	Framer/Heavy Equipment Operator	Works with people	Psychologist
Works more independently	Roofer/Marine Biologist	Works with people	Therapist
Electronic equipment	Music Artist/Computer Analyst	Paperwork/cases	Judge
Works in legal field	Mayor/Lawyer	Business sales	Entrepreneur
Works in hospital/patients	Brain Surgeon/Nurse	Works with food	Crew Member at Taco Bell
Creative/analytical thinking	Photographer/Engineer	Doesn't require creative thinking	Secretary
Boss people around	Coach/President	Gets bossed around	Mechanic
Work with people	Wedding Planner/Teacher	Works solo	Author/Writer
Deals with future/ or past	Psychic/Social Worker	Deals with drugs	Narcotics Office
Build sale gain	Sales Rep./Architect	Maintain the law	Correctional Officer
Well planned schedules	Dentist/Pastor	Schedule varles	Choreographer
Work outside often	Heavy Equipment Operator/Marine Biologist	Works in studio/inside	Music Artist
Build/fix houses	Framer/Roofer	Fix/help people	Therapist
Works for company	Psychologist/Secretary	Works for God	
Use math skills	Computer Analyst/Entrepreneur	Use writing skills	
Uses tools	Framer/Mechanic	Gives speeches	
Do sales	Crew Member at Taco Bell/Sales Rep.	Work on top of houses	
Work with people	Therapist/Narcotics Officer	Uses art in work	
Work with the law	Judge/Lawyer	Works under water	
Have power and control	Coach/President	Use lots of science	
Works with peoples mind	Teacher/Social worker	Uses mind to build	
Music involved	Music Artist/Choreographer	Peoples life in hands	
Detailed jobs	Nurse/Wedding Planner	Not dependable	
Lots of math, science, involved	Engineer/Architect	Involved with lots of people	
Good writing skills	Music Artist/Author/Writer	Knowledgeable about law	
Work with mental, emotional	Psychologist/Therapist	Work with physical body	
No degree required	Framer/Crew Member at Taco Bell	College degree required	
Work with motor vehicles	Heavy Equipment Operator/Mechanic	Vehicles unnecessary in job	
Mostly works outdoors	Framer/Roofer	Works in office/inside	
Highly respected	Judge/Mayor	Minimum wage	
Heal people	Psychologist/Brain Surgeon	Fix material object	
Physical fitness	Coach/Choreographer	Office job	Secretary
Help people	Social Worker Dentist	Fix cars	Mechanic

*Note.* Subject: 49; School: Independence (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 1.4; Race: Native American

Table 51

*Career Construct Repertoires of Upward Bound Subject 50*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Helps people	R Nurse/Fireman/EMT	Helps around the house	Homemaker
Require high education	Contractor/Occupational Therapist	Don't need very much education	Fast Food
Being able to work under stress	Chef/Pro Jockey Player	Peacemaker	Prophet
Persuade to do things	Principal/Real Estate	Perform assistance	Surgeon's assistant
Improve appearance	Dentist/Cosmetologist	Improves technology	Inventor
Design & build	Interior Design/Mechanical Engineer	Awther	Business Owner
Tries to fix	Orthodontist/Psychiatrist	Tries to sell	Car Salesman
Doesn't work with environment	Secretary/Police	Works with environment	Environmentalist
Work with people	Detective/Physical Therapist	Work with animals	Zoo Keeper
Work outdoor	Pro Snowboarder/Derikman (eig)	Work indoor	Lawyer
Creative	Artist/Special ed. Teacher	Not creative	Store Owner
Keep track of records	Derikman (eig)/Store Owner	Draws	Artist
Don't work with law	Zoo Keeper/Pro Snowboarder	Work with law	Lawyer
Solves crimes	Police/Detective	Works with hands	Physical Therapist
Work under people	Car Salesman/Secretary	Work on own	Environmentalist
Work with people one on one	Orthodontist/Car Salesman	Work with a lot of people	Psychiatrist
Most women career	Cosmetologist/Interior Design	Most men career	Mechanical Engineer
Medicine	Surgeon's Assistant/Dentist	Inventor	Inventor
Leadership jobs	Prophet/Principal	Tries to sell	Real Estate
Work with food	Homemaker/Contractor	Athletics	Occupational Therapist
Work with homes	Homemaker/Contractor	Work with people	Occupational Therapist
Work with people	R Nurse	Save people	Fireman/EMT
Intense	Fast Food	Laid back	
Works with food	Fast Food/Chef	Works with people	Occupational Therapist
Begin with "P"	Pro Hokey Player/Prophet	Works with teeth	Dentist
Works with needles	Surgeon's Assistant/Inventor	Sells houses	Real Estate
Tries to make people look better	Dentist/Cosmetologist	Tries to make inside look better (of buildings)	Interior Design
Uses hands	Mechanical Engineer/Orthodontist	Owner	Business Owner
Messes with mind	Psychiatrist/Car Salesman	Messes with environment	Environmentalist
Works with law	Police/Detective	Works behind desk	Secretary
Require more education	Physical Therapist/Lawyer	Require less education	Zoo Keeper
Try to sell stuff	Business Owner/Car Salesman	Look stuff	Chef
Social skills	Psychiatrist/Special ed. Teacher	Building skills	Contractor

*Note.* Subject: 50; School: Wasatch (rural); Classification: L.I./F.G.; Grade: 10; GPA: 3.8; Race: Caucasian

Table 52

*Career Construct Repertoires of Upward Bound Subject 51*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Goes outside	Baseball Placer/Machinery	Stays inside	Rest Manager
Helps people	Truck Driver/Waitress	Does not help people	Salesman
Medical	Doctor/EMT	Non medical	Welter
Requires college	President/Airforce	No need college	Boilermaker
Helps hurt people	Ski Patrol/Surgeon	Does not help hurt people	Fast-Food
Does not get messy	Sheriff/Dentist	Gets messy	Art Teacher
People come to them	Carpenter/Counselor	They go to people	Chemical Salesman
Has to do with science	Scientist/Science Teacher	Does not have science	P.E. Teacher
Uses evidence	Detective/Fisherman	Does not use evidence	Social Worker
Very athletic	Tennis Player/Rock Climber	Very lazy	Math Teacher
Gets money	Reporter/Priest	Does not get money	Hobo
Has career	Math Teacher/Reporter	Doesn't have career	Hobo
Goes outside	Rock Climber/Hobo	Stays inside	Math Teacher
Works out of snow	Waitress Chemical Salesman	Works in snow	Ski Patrol
Helps other people	Art Teacher/Social Worker	Helps no one	Baseball Player
Persuasive	Salesman/Chemical Salesman	Not persuasive	Boilermaker
Athletic	Baseball Player/Rock Climber	Not athletic	Scientist
Enforces law	Sheriff/Detective	Non enforce law	Boilermaker
Stays inside	Rest Manager/Salesman	Outside	Baseball Player
No persuade	Truck Driver/Welder	Persuades	Salesman
Makes less	Salesman/Welder	Makes more	Doctor
Makes a lot	President/Surgeon	Makes less	Fast-Food
Uses heavy equipment	Machinery/Truck Driver	Doesn't	Rest Manager
Doesn't touch food	Waitress/Welder	Touches food	Salesman
Medical	Doctor/EMT	Non medical	President
Requires college	EMT/Airforce	Little college	Boilermaker
Makes lot	Boilermaker/Airforce	Makes little	Fast-Food
Teachers	P.E. Teacher/Science Teacher	Doesn't teach	Counselor
Doesn't build	Sheriff/Counselor	Builds	Carpenter
Inside	Math Teacher/Priest	Outside	Welder
Makes money	Tennis Player/Math Teacher	No money	Hobo
Uses science	Science Teacher/Detective	No science	Tennis Player
Inside	Science Teacher/Social Worker	Outside	Tennis Player

*Note.* Subject: 51; School: Orem (suburb); Classification: L.I./F.G.; Grade: 9; GPA: 2.9; Race: Polynesian

Table 53

*Career Construct Repertoires of Upward Bound Subject 52*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Works with kids	Babysitting/Teacher	Don't work with kids	Cashier
Lot of money	Oil Field/Psychologist	Not a lot of money	Deli Worker
Religious	Pope/Priest	Not religious	Nurse
Education	Business Committee Leader/Pediatrician	Not a lot of education	Home Maid
No money	Pizza Hut/Ute Petroleum	Money	Lawyer
Work with science	Science Teacher/Geography Teacher	Don't work with science	Art Teacher
Need cars	Mechanic/Car Salesman	Don't need cars	Social Worker
Work with kids in school	Consulter/Attendance Worker	Don't work with kids in school	Taxs Person
Action	Cop/Actor	No action	Wedding Planner
Teachers	Dance Teacher/Math Teacher/Tribal Repariman	Not teacher	
Work in school	Principal/Librarian	Don't work in school	Artist
Work in building	Pediatrician/Math Teacher	Don't work in building	Oil Field
Get paid	Cashier/Mechanic	Don't get paid	Priest
Medical	Psychologist/Pediatrician	Not medical	Actor
Work with Kids	Art Teacher/Consulter	Don't work with kids	Cashier
Messy	Oil Field/Mechanic	Little messy	Wedding Planner
More cash	Psychologist/Lawyer	Little cash	Home Maid
Go to homes	Home Maid/Social Worker	Don't go to homes	Dance Teacher
Get dirty	Oil Field	Stay clean	
Teaches people	Nurse/Geography Teacher	Don't teach	Pizza Hut
Work behind cash draw	Cashier/Ute Petroleum	Don't work behind cash draw	Priest
Helps people	Consulter/Tribal repariman	Little help with people	Deli Worker
Teach new things	Teacher/Geography Teacher	Teach new things	Actor
There for kids in school	Psychologist/Art Teacher	Not in school	Taxs Person
Can be man or woman	Cashier/Artist	Have to man	Priest
Not in school	Deli Worker/Consulter	In school	Mechanic
Create things	Science Teacher/Actor	Don't create anything	Home Maid
Solve problems	Psychologist/Social Worker	Don't solve things	Art Teacher
Educate people	Geography Teacher/Math Teacher	Don't educate	Deli Worker
Need smarts	Teacher/Taxs Person	Don't need smarts	Pizza Hut
Act	Ute Petroleum/Actor	Don't act	Psychologist
Need kids	Babysitting/Consulter	Don't need kids	Tribal Repariman
Doctoring	Nurse/Pediatrician	Non doctoring	Artist

*Note.* Subject: 52; School: Union (rural); Classification: L.I./F.G.; Grade: 9; GPA: 2.5; Race: Native American



Table 54

*Career Construct Repertoires of Upward Bound Subject 53*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Payment	Food Vendor/Oil Rig Worker	No payment	House Wife
In office	Admin. Assistant/Psychologist	Outside	Heat/AC installer
Work in a school	School Counselor/Teacher	Work in a church	Bishop
Rules	Mayor/Doctor	Imaginative	Writer
No education	Begger/Fast Food Worker	Education	Comp. Programmer
Not daring	Artist/Librarian	Daring	Scientist
Keep to themselves	Farmer/Sales Person	Socialized	Nurse
Keep up on tech.	Website Designer/Detective	Not at much tech.	Clown
Strict	Policeman/Judge	Not strict	Actress
Inventive	Inventor/Engineer	Non-inventive	Accountant
Religious	Pope/Wedding Planner	Not religious	Illustrator
Spend no time with kids	Oil Rig Worker/Heat/AC installer	Spend time with kids	House Wife
Help people with problems	Psychologist/Bishop	Make problems	Admin. Assistant
Work in school	School Counselor/Teacher	Not work in school	Mayor
Work alone	Writer/Begger	Work with people	Doctor
No education	Fast Food Worker/Artist	Education	Comp. Programmer
Work indoors	Scientist/Librarian	Outdoors	Farmer
Serious	Nurse/Sales Person	Funny	Clown
Work with law	Detective/Policeman	No law	Website Designer
Go to college	Judge/Accountant	Don't go to college	Actress
Creative	Inventor/Engineer	Not creative	Pope
Keep to themselves	Writer/Farmer	Deal with people	Fast Food Worker
Hard	Admin. Assistant/School Counselor	Easy	Begger
Help people	Nurse/Policeman	Occupy people	Clown
Boring	Fast Food Worker/Librarian	Fun	Doctor
Paid	Comp. Programmer/Detective	Doesn't get paid	House Wife
Use comp	Comp. Programmer/Website Designer	Doesn't use comp.	Bishop
Write	Teacher/Writer	Don't write	Psychologist
Famous people	Actress/Inventor	Not famous	Policeman
Deal with books	Writer/Librarian	Don't deal with books	Food Vendor
Work on comp	Comp. Programmer/Scientist	Doesn't work on comp	Admin. Assistant
Deal with sin	Bishop/Policeman	Doesn't deal with sin	Inventor
Work in a church	Bishop/Pope	Work outside of church	Farmer

*Note.* Subject: 53; School: Union (rural); Classification: L.I./F.G.; Grade: 9; GPA: 3.6; Race: Caucasian

Table 55

*Career Construct Repertoires of Upward Bound Subject 54*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Public speaking	Educator/Director	No public speaking	Radiologist
Stores things	Teacher/Pathologist	Don't store	Dancer
Problem solver	Warehouse worker/Librarian	Not problem solvers	Telemarketing supervisor
Legal responsibilities	Lawyer/Business Owner	No legal responsibilities	Dentist
No high education	McDonalds Cashier/Body Builder	High education	Dental Hygienist
Detail oriented	Detective/Accountant	Not detailed oriented	Photographer
Make a lot of money	Cardiologist/Business manager	Not a lot of money	Carpenter
Visual	Performer/Artist	Not visual	Paramedic
Deals with the mind	Clinical psychologist/Psychic	Not with the mind	Janitor
Have to set down rules	Judge/Homemaker	No rule makers	Pilot
Creative	Journalist/Designer	Not creative	Volunteer
Teaches	Educator/Teacher	Doesn't teach	
Medical	Pathologist/Cardiologist/Clinical Psychologist	Not medical	
Skills	Dancer/Business Manager/Homemaker	No special skills	
Artistic	Photographer/Artist	Not artistic	Psychic
Investigates	Lawyer/Detective	Do not investigate	Carpenter
Performs	Body Builder/Performer	Don't perform	Radiologist
In charge of people	Telemarketing supervisor/Business Owner	Not in charge	Pathologist
Deals with money	McDonalds Cashier/Accountant	Not with money	Director
Heavy lifting	Warehouse worker/Paramedic	Not heavy lifting	Dentist
Boring	Librarian/Janitor	Exciting	Dental Hygienist
Decision makers	Judge/Pilot	Indecisive	Volunteer
Organized	Director/Librarian	Not organized	Warehouse Worker
Authority	Telemarketing Supervisor/Teacher	No authority	Pathologist
Paper work	Lawyer/Business Owner	No paperwork	Dancer
Works with teeth	Dentist/Dental Hygienist	Doesn't work with teeth	McDonalds Cashier
Observant	Photographer/Detective	Not observant	Body Builder
Fix things	Carpenter/Cardiologist	doesn't fix things	Accountant
Deals with the arts	Performer/Artist	Not with arts	Business Manager
Helps people	Paramedic/Clinical Psychologist	Not help people	Janitor
No income	Homemaker/Volunteer	Income	Psychic
Not high education	Journalist/Designer	High education	Pilot
Authority	Telemarketing Supervisor/Business Owner	No authority	Dental Hygienist

*Note.* Subject: 54; School: Orem (suburb); Classification: L.I./F.G.; Grade: 12; GPA: 3.1; Race: Polynesian

Table 56

*Career Construct Repertoires of Upward Bound Subject 55*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Both are creative	Writer/Decorator/Gas Station Attendant	Less creative	
Both work with food	Fast food worker/Chef/Dancer	Doesn't work with food	
Both work with public	Mental hospital/Singer/Bar attendant	Less public	
Helps medical wise	Teacher/Dentist/Pharmacist	Non medical	
Get the people what they want	Restaurant worker/ Drug dealer/Truck driver	Delivers things	
Don't work with machings	Art teacher/Equipment manager/Office Assistant	Works with machines	
Works with people	Farmer/Social worker/States Rep.	Earth works with	
Illegal	Scam artist/Photographer/Whore	Legal	
Works with food	Pimp/Butcher/Food server	works with people	
A lot of school	Lawyer/Painter/Chemist	Less school	
Helps creat stuff	Educator/Florest/Walmart greeter	Talks to people	
Works with people	Writer/States Rep./ Scam artist/	Creates stories	
Designs art work	Decorator/Social worker/Photographer	Works to help people	
Suck	Gas station attendant/Farmer/Whore	It's okay	
Works inside	Fast food worker/Office assistant/Pimp	Works outside	
Works with food	Chef/Equipment manager/Butcher	Manages equipment	
Creates art	Dancer/Art teacher/Food server	Serves food	
Have legal issues	Mental hospital/Truck driver/Lawyer	Non legal issues	
Artistical	Singer/Drug dealer/Painter	Tonto	
Deal with food/people	Bar attendant/Restraunt worker/Chemist	Works with chemicals	
Teach things	Teacher/Pharmacist/Educator	Works with pills	
Works with people	Dentist/Florest/Walmart greeter	Cleans teeth	
Works with people	Writer/Restraunt worker/Walmart greeter	Writes about people	
Works with drugs	Pharamists/Drug dealer/Florest	Works with flowers	
Works at home	Dentist/Truck driver/Educator	Drives a lot	
Teaches	Teacher/Art teacher/Chemist	Chemicals	
Mixes things	Bar attendant/Equipment mananger/Painter	Manages equipment	
Has paper work	Singer/Office assistant/Lawyer	Entertains	
Works with food	Mental hospital/Farmer/Food server	Doesn't work with people	
Don't perform	Dancer/Social worker/Butcher	Performs	
Sale things	Chef/States Rep./Pimp	Cooks	
Not pleasant	Fast food worker/Scam artist/whore	Works with food	
Artistical	Decorator/Gas station attendant/Photographer	Pumps gas	

*Note.* Subject: 55; School: Union (rural); Classification: L.I./F.G.; Grade: 10; GPA: 2.0; Race: Caucasian

Table 57

*Career Construct Repertoires of Upward Bound Subject 56*

Constructs-Similar	Context-Similar	Constructs-Contrast	Context-Contrast
Fix stuff	Cabinetry/Maintenance	Work with kids	Sp. Ed. Teacher
Help people	Asst. Nurse/Missionary	Work with special people	Rise Worker
Uplifting	Bishop/Pres. Of Church	Repair	Machine
Respected people	Car Dealership Owner/ Vs. Pres.	Help people	Doctor
Messy work	Oil Rigs/Surgeon	Teach people	School Teacher
Works with money	Bank Owner/Counselor	Draw	Artist
Create stuff	Painter/Computer designer	Take charge	Small Business owner
Study maps	Landscape/Pilot	Smart people	Physicist
Drive cars	Cop/Taxi driver	Make the final decision	Judge
Help people understand things	T.C./Translator	Fix animals	Vet
Work on teeth	Dentist/Orthodontist	Style hair	Hair stylist
Helps with work	T.C./Translator	Work on teeth	Dentist/Orthodontist
Work on living things	Vet/Dentist	Drives cars	Taxi Driver/T.C./ Translato
Decides where people go	Judge/T.C	Speaks other language	Taxi Driver/Vet/ Translator
Drives cars	Cop/Taxi Driver	Works with medicine	Vet/T.C./Judge
Decide punishment	Judge/T.C.	Navigation	Pilot/Cop/Taxi Driver
Take people places	Cop/Taxi Driver	Complicated stuff	Physicist/Pilot/Judge
Gets to see the outdoors a lot	Landscape/Pilot	Site at a pulpit	Physicist/Judge
Designing	Painter/Computer designer	Genius	Physicist
Take control	Counselor/Small Business owner	Creative	Artist
Went to school	School teacher/Bank Owner	Didn't go to school	Oil Rigs
Operates on people	Doctor/Surgeon	Works under someone	Vs. Pres.
Church leader	Bishop/Pres. Of Church	Sale Cars	Car Dealership Owner
Makes other peoples lives better	Missionary/Machine	Has to tolerate childishness	Rise Worker
Deal with people who have disabilities	Sp. Ed. Teacher/Asst. Nurse	Builds stuff	CabinetryRise Worker
Fix machines	Maintenance/Machine	Help kids with the work	Rise Worker
Leader	Pres. Of Church/Vs. Pres.	Go door to door	Missionary
Operating on something	Machine/Surgeon	Business owner	Car Dealership owner
Work with kids	School Teacher/Counselor	Help lead the country	Vs. Pres.
Work with art tools	Artist/Painter	Work in the yard	Landscape
Enforce the law	Cop/Judge	Owner of business	Small Business Owner
Control a machine	Pilot/Taxi Driver	Speak other language	Translator
Keep Charge of people	Cop/T.C.	Deal with bad breath	Dentist

*Note.* Subject: 56; School: Union (rural); Classification: L.I./F.G.; Grade: 9; GPA: 2.7; Race: Caucasian