

2009

Powerful and powerless speech styles in employment mock interviews

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**POWERFUL AND POWERLESS SPEECH STYLES
IN EMPLOYMENT MOCK INTERVIEWS**

A Thesis

Submitted in Partial Fulfillment
of the Requirements for the Designation
University Honors with Distinction

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May 2009

This Study by: Amanda M. Wilson

Entitled: Powerful and Powerless Speech Styles in Employment Mock Interviews

has been approved as meeting the thesis requirement for the Designation

University Honors with Distinction.

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Acknowledgements

Special thanks to Jessica Moon, Honors Program Director, for her assistance and encouragement throughout my undergraduate experience, culminating in this senior honors thesis. To Dr. Cynthia Dunn, my thesis advisor, for her critically important guidance, feedback, and support. To the professional staff of Career Services and my fellow Career Peer Advisors, for their cooperation with my research.

Abstract

This thesis examines powerful and powerless speech styles in employment mock interviews. A powerless speech style is defined as the use of linguistic features that have negative effects on how the speaker is perceived. Features analyzed in this study include intensifiers, hedges, and hesitations. A powerful speech style is defined as the absence of powerless linguistic features within speech. Twenty-eight examples of employment mock interviews conducted in the office of Career Services at the University of Northern Iowa were recorded for analysis in this thesis. Four common questions within the interviews were selected and the responses were transcribed and analyzed, examining the occurrence and function of intensifiers, hedges, and hesitations. The research presented here is important in its potential to improve our understanding of how powerless features are used in naturally occurring speech, particularly in an employment interview setting where speech is key to successful self-presentation.

Introduction

This thesis examines powerful and powerless speech styles in employment mock interviews. A powerless speech style is defined as the use of linguistic features that have negative effects on how the speaker is perceived. Features analyzed in this study include intensifiers, hedges, and hesitations. Previous studies have found that the use of powerless speech results in the speaker being perceived as less attractive and less credible (Erickson, Lind, Johnson, and O'Barr 1978) and as less persuasive (Johnson and Vinson 1990). It also results a decrease in message forcefulness and an increase in the negative evaluation of the speaker (Blankenship and Holtgraves 2005).

A powerful speech style is defined as the absence of powerless linguistic features within speech. Studies specific to employment interviews have found that the use of powerful speech may contribute to success in the interview (Einhorn 1981), that it is a key factor in potential success and acceptance in the interview (Wiley and Eskilson 1985), and that it results in the speaker being perceived as more competent and employable (Parton, Siltanen, Hosman, and Langenderfer 2002). Powerless speech in employment interviews has been found to have a negative effect on hiring decisions (Russell, Perkins, and Grinnell 2008). In this thesis, a powerful speech style can be understood as the relative lack of use of a powerless speech style.

For my thesis, I recorded twenty-eight examples of employment mock interviews conducted in the office of Career Services at the University of Northern Iowa. I then selected four common questions within the interviews and transcribed and analyzed the responses, examining the occurrence and function of intensifiers, hedges, and hesitations. This thesis makes a distinctive contribution to the field of linguistic anthropology and research on the use of powerful and powerless speech styles in a variety of settings, specifically the employment

interview. The research presented here is important in its potential to improve our understanding of how powerless features are used in naturally occurring speech, particularly in an employment interview setting where speech is key to successful self-presentation. Findings could be applied to improve the feedback provided for interviewees in the employment mock interview, which ultimately should prove beneficial to the interviewees' performance in actual employment interviews.

Literature Review

Much research has been conducted on powerful and powerless linguistic features in a variety of contexts. An early analysis by Lakoff (1975) defined powerful and powerless forms in terms of gender, with powerless language ascribed more to women than to men. However, it was found that both men and women use powerful as well as powerless linguistic features. The landmark study of Erickson et al. (1978) in the context of a courtroom setting laid the foundation for understanding powerful and powerless linguistic features as separate from gender. In Erickson et al.'s research, the following forms were considered as powerless features: intensifiers ("so," "very," and "surely," as in "I surely did."), hedges ("kinda," "I think," "I guess," etc.), especially formal grammar (the use of bookish grammatical forms), hesitations ("uh," "well," "you know," etc.), gestures (e.g. the use of hands and expressions such as "over there" while speaking), and questioning forms (e.g., the use of rising, question intonation in declarative contexts). (For a summary table of features across all sources cited here, see Figure 1 at the end of the literature review.) Using a tape recording of an actual court trial testimony as the kernel message, the researchers then modified the speech and made four new recordings to incorporate four independent variables: speech style (powerful vs. powerless), mode of presentation (written vs. oral), sex of witness, and sex of subject. These four recordings were then evaluated by

undergraduate students. The study found that using fewer powerless forms resulted in a greater perception of attractiveness and credibility in both men and women.

More recently, Blankenship and Holtgraves (2005) conducted two experiments to examine the influence of hedges (e.g., “sort of,” “probably”), hesitations (e.g., “um...,” “ah...,”) and tag questions (e.g., “right?,” “isn’t it?,” “don’t you think?”) on persuasive power. In their first experiment, the researchers used written editorial statements regarding a change in academic policy to examine the effect of powerless language on persuasion, with six versions of the statement being evaluated by undergraduate students (hesitations vs. hedges vs. no linguistic marker x high vs. low relevance). They found that powerless language decreases message forcefulness and increases the probability of a negative evaluation of the speaker, depending on the high or low relevance of the message. In their second experiment, they added tag questions and used audio recordings instead of written statements. Similar to their first experiment, they found that powerless features had negative effects within high-relevance messages.

Hosman and his associates have done extensive research over the past 20 years on the evaluative consequences of powerful and powerless speech styles as well as a multitude of other factors (Hosman 1989, Hosman and Siltanen 1994, Hosman and Siltanen 2006, Smith, Siltanen, and Hosman 1996). Hosman’s 1989 study looked at the effects of hedges (“sometimes,” “sort of,” “maybe”), hesitations (ellipses “...” filled pauses and ellipses “er...”), and intensifiers (“very,” “definitely,” “really”). Two research questions were posed: 1) Do hedges, hesitations, intensifiers, and respondent gender affect or interact to affect perceptions of a speaker’s authoritativeness, sociability, and character? 2) Do messages containing hedges, hesitations, and/or intensifiers produce different evaluative consequences than a prototypically powerless message (one that includes “you know” and meaningless particles such as “oh, well,” “let’s see,”

and “now” in addition to hedges, hesitations, and intensifiers)? The study created nine different written messages using a defendant’s account of an auto accident, which were then evaluated by undergraduate students. Messages without hedges or hesitations were perceived to be the most authoritative, while messages high in hedges and low in hesitations were seen as the most sociable. Messages with low intensifiers, hedges, and hesitations, or with high intensifiers and low hedges and hesitations were perceived as more authoritative than the prototypically powerless message.

Hosman and Siltanen (2006) has expanded this research into the effects of powerless language on impression formation. Using written messages that described a defendant’s involvement in a burglary, the researchers examined the effect of powerless language on perceived “control of self” and “control of others.” It was found that although intensifiers can act as a powerful linguistic feature, their effect may be muted in the presence of other powerless features.

Johnson and Vinson (1990) has also contributed research on impression formation and powerless language forms. Their study examined the effect of beginning an interaction with a powerless speech style and ending with a powerful speech style, and vice versa with regard to witness credibility and persuasiveness. Powerless linguistic features included in the study were hedges (“I guess,” “I think”), and hesitations (“uh,” “um,” “ah,” “well,” “you know”). Undergraduate students evaluated four constructed transcripts in order to decide how to hypothetically allocate funds for a student club. The use of written transcripts is noted as being equivalent to audio recordings in the effects of powerless language. It was found that both starting and ending with powerless speech had negative effects on witness credibility and persuasiveness.

There is a prolific amount of research on powerful and powerless language forms within the context of the employment interview. A strong focus has been on the potential factors that influence the success of the interviewee. Einhorn (1981) described 93 communicative behaviors that may contribute to success in employment interviews, including the use of powerful language as well as a lack of hesitations or fillers. Her analysis is broadly based in rhetorical theory rather than specific linguistic analysis, but it still offers useful evidence of powerful language as a success factor. Einhorn's study is notable for analyzing 14 actual employment interviews and questionnaires that were given to interviewers and interviewees.

Bradac and Mulac (1984) used hypothetical employment interview excerpts to analyze the effect of powerless language on impressions of communicator power. Seven variables were addressed: hedges ("well," "kind of," "sort of"), tag questions ("right?," "isn't it?"), intensifiers ("really," "very"), polite forms ("thank you," "please," "sir"), hesitations ("uh..."), deictics ("over there," "like," gesturing), and powerful speech (no powerless features). Undergraduate students evaluated excerpts from a hypothetical job interview. They found that the effect of powerless language depends on the context in which it is used, and suggest further research into the interaction of powerless forms.

Wiley and Eskilson (1985) examined the role of powerful and powerless language in employment interview evaluations. Two hypothetical job interview excerpts were designed for the study, one with powerless linguistic features including hesitations, hedges, intensifiers, and questioning forms, and one without these features (which is therefore powerful). Each version of the interview was paired with a male or female photo, for a total of four different versions, which were then evaluated by undergraduate students who responded using a questionnaire. Regarding potential success and acceptance, use of powerful speech was found to be a key positive factor.

Interestingly, women were found to be more perceptive in evaluating speech style differences than men.

Building on Wiley and Eskilson, Parton et al. (2002) critically compared the effects of powerful and powerless language in employment interviews. In a departure from Wiley and Eskilson, these researchers chose to omit intensifiers from their study of powerless linguistic features, focusing only on hedges (“kind of,” “sort of,” “I think”) and hesitations (“uh,” “well,” “you know”). The effect of intensifiers is a frequent research question, the results of which remain inconclusive. In their study, Parton et al. investigated the differences in evaluation of audio recorded hypothetical employment interview excerpts by undergraduate students and by professionals. They found that the use of powerful language results in a more favorable evaluation of competence and employability than the use of powerless language. Additionally, they found that students gave higher overall evaluations than professionals.

Similar to Parton et al. (2002), Russell, Perkins, and Grinnell (2008) found that students were overall more likely to hypothetically “hire” the interviewees compared to professionals. They conducted a study in which professionals and students each evaluated three sets of interview recordings, to determine the effect of hesitation and discourse markers (“uh” and “like”) on simulated hiring decisions. The use of “like” was found to have the most negative influence on hiring decisions, followed by “uh” and finally the control group without hesitations.

With regard to methodology, Sniad (2007) has analyzed employment mock interviews through transcription of real samples. Sniad examined the use of mock interviews as a training tool in a work-training program in the hospitality industry by transcribing actual occurrences of employment mock interviews and analyzing their speech content. In other studies, it has been consistently more common for the researcher to construct powerless samples by inserting

powerless linguistic features into an otherwise powerful statement (Blankenship and Holtgraves 2005; Bradac and Mulac 1984; Hosman 1989; Hosman and Siltanen 2006; Johnson and Vinson 1990; Parton et al. 2002; Russell et al. 2008; Smith et al. 1996; Wiley and Eskilson 1985). Constructed speech samples include or omit certain powerless linguistic features in order to compare a control statement with one that contains the features in question. This is frequently done in place of analyzing naturally occurring speech or actual interviews (Einhorn 1981; Hosman and Siltanen 2006; Smith et al. 1996; Sniad 2007). The use of naturally occurring speech, while less frequent, offers a unique opportunity for real-world analysis and application. Studies also differ on their use of written or spoken speech samples, and this choice can yield significantly different results (Blankenship and Holtgraves 2005, Parton et al. 2002, Russell et al. 2008). The advantages and disadvantages of these approaches and the methodology for my research will be addressed in the next section.

Figure 1: Summary of Intensifiers, Hedges, and Hesitations for all sources cited

	Erikson	Blankenship	Hosman	Johnson	Bradac	Parton	Russell
<u>Intensifiers</u>							
really			really		really		
very	very		very		very		
so	so						
surely	surely						
definitely			definitely				
<u>Hedges</u>							
kinda/of	kinda				kind of	kind of	
I think	I think			I think		I think	
I guess	I guess			I guess			
sort of		sort of	sort of		sort of	sort of	
probably		probably					
sometimes			sometimes				
maybe			maybe				
<u>Hesitations</u>							
(...)			(...)				
um		um		um			
uh	uh			uh	uh	uh	uh
ah		ah		ah			
err			er				
well	well		oh, well*	well	well*	well	
you know	you know		you know*	you know		you know	
*Hosman: "oh, well" and "you know" categorized as meaningless particles							
*Bradac: "well" categorized as hedge							
<u>Discourse Markers</u>							
like					like		like

Methodology

Many previous studies on powerless language and employment interviews have chosen to use constructed interview excerpts, often by inserting powerless features into an otherwise powerful sample of naturally occurring speech. These constructed excerpts are then presented in an audio or written format, to be evaluated by undergraduate students, with the results then interpreted by the researchers. This approach, of inserting powerless linguistic features into a powerful message, is internally valid due to researcher control of the linguistic variables. However, it may lack external validity because it is unclear how these constructed excerpts relate

to the use of powerless features in naturally occurring speech. Therefore this thesis will examine naturally occurring speech in employment mock interviews in order to contribute a better understanding of powerless language as it is actually used.

The employment mock interview is a speech event, the explicit purpose of which is to allow the interviewee to practice his or her interview skills and receive constructive feedback in preparation for the job search and real interviews. The interviews examined in this study take place in interview rooms or offices at the office of Career Services on campus, and are scheduled from 8am to 4pm Monday through Friday. An average mock interview will last 10-15 minutes, with the remaining portion of the hour used to offer feedback on the interview and also the resume. The participants are two students, with one student employed as a Career Peer Advisor in the office of Career Services and the other being a member of the general student body. The roles they take are clearly defined: the Career Peer Advisor is the interviewer, and the general student is the interviewee. Career Peer Advisors are trained on how to conduct a mock interview and may initially be supervised in their appointments. Students schedule employment mock interviews for a few common reasons: if they have a real interview in the near future, if they are required to do so for a class, or if they wish to improve their interview skills in general.

In the interview, participants sit in chairs facing each other across a desk. The desktop between the two participants is used to hold the interviewer's question sheet, evaluation form, the resume of the interviewee, and a laptop computer for recording the interview. The overall format of the employment mock interview is that the interviewer asks the questions and the interviewee responds. To give a more detailed picture of the employment mock interview as a speech event, it is helpful to outline its formal agenda (see Figure 2). Although each interview

varies, this is the general format used by Career Peer Advisors in the office of Career Services at the University of Northern Iowa.

Figure 2: Outline of an Employment Mock Interview

1. Greetings, small talk, introductions
2. The interviewer begins by asking the interviewee to “Tell me a little bit about yourself.” The interviewee responds.
3. The interviewer asks another “getting to know you” question, such as “Where do you see yourself in five years?” or “What are your career goals?” The interviewee responds.
4. The interviewer moves on to asking behavioral-based questions, one example being “Tell me about a time when you experienced conflict with an employer or customer and how you handled it.” The interviewee responds.
5. The interviewer asks two to four more behavioral-based questions, centering on abilities of leadership, problem solving, communication, teamwork, and the like. The interviewee responds each time.
6. The interviewer asks a few more general questions, for example “What are some of your strengths and weaknesses?” or “What would you say has been your biggest accomplishment?” Again, the interviewee responds accordingly.
7. The interviewer wraps up the interview by asking the interviewee if he or she “has any questions for me?”
8. The interviewee is expected to ask 3-5 pertinent questions. The interviewer answers these questions.
9. Interviewer and interviewee thank each other.
10. End of interview.

With consent of the participants, 28 examples of employment mock interviews conducted in the office of Career Services at the University of Northern Iowa were recorded as data for this thesis. Nine interviewers conducted these interviews. A short questionnaire was administered to the participating interviewees to gather basic data on their gender, age, year in school, major, and reason for participating in a mock interview.

Four specific questions and responses within the interviews were transcribed for analysis. Questions and responses were selected for analysis from the beginning, middle, and end of the interviews. The selected questions include:

- Tell me about yourself.
- What are your career (or long-term) goals?
- Tell me about a recent group experience (...)
- What are some of your strengths and weaknesses?

These questions were selected for their location in the interview as well as for their variety. It is important to note that the questions vary to a certain degree in their form, due to the variety of interviewers.

All interviews were listened to in their entirety and the series of questions asked within were written down in a list for each interview. At this point, four of the twenty-eight samples were discarded as unusable due to critiques and feedback given within the interview. Next, the twenty-four remaining lists of questions were compared and the four most common questions were selected to be transcribed. Each interview does not contain all four questions, as interviewers individually select which questions to ask from a sheet of suggested questions. The total sample size for each question is listed below (see Figure 3).

Figure 3: Total sample size for each question included in analysis

Total number of interview samples= 24

1. Tell me about yourself	N= 21
2. What are your career (long-term) goals?	N= 17
3. Tell me about a recent group experience...	N= 18
4. What are some of your strengths and weaknesses?	N= 21

Even among the sample for one question, each interviewer may phrase the question in a different way. Interviewers do not follow a set script even though they may be drawing from the same sheet of questions. Examples of the variety in each of the four questions selected are presented below (see Figures 4A-D).

Figure 4A: Examples of Question 1: Tell me about yourself.

(I): Okay. Why don't you start off by telling me a little bit about yourself.

(I): Well thanks for coming in. Annd umm first I would just like you to tell me about yourself.

(I): Umm well _____, why don't you go ahead and tell me a little bit about yourself.

Figure 4B: Examples of Question 2: What are your career goals?

(I): Umm. What are some of your career goals?

(I): What do you kinda see as your career goals, like what do you wanna see five years down the road, ten years down the road?

(I): So (.) to being (.) I guess tell me a little bit more about your long-term goals (.) in life.

Figure 4C: Examples of Question 3: Tell me about a recent group experience...

(I): Could you think of a recent group experience and tell me how the members of the group would describe you?

(I): Can you talk about a time when you really had to buckle down and work with a team to complete a project?

(I): Umm tell me about a time where you had a group project, and umm maybe someone wasn't really doing their part or wasn't coming to meetings, kind of how did you deal with that group member?

Figure 4D: Examples of Question 4: What are some of your strengths and weaknesses?

(I): Could you share with me a few of your strengths and weaknesses?

(I): How would you describe some of your strengths and weaknesses?

(I): And what would you say are your strength- your biggest strength and then your biggest weakness?

Following question selection, the occurrence of intensifiers, hedges, and hesitations in the transcripts were carefully analyzed. For this study, intensifiers were defined as features that emphasize a statement in a positive manner. Intensifiers included:

- really
- very
- surely
- definitely
- a lot
- always

In the transcripts, intensifiers were marked in **bold**. It is useful to show how these intensifiers are used. For example:

(S): *Umm* (.) **really** interested in *um* training and development I can see myself being training and development coordinator eventually some day something that **really** interests me I **really** think *umm* (.) training employees appropriately is **very** important part of any organization so that's **very** interesting to me.

Hedges were defined as features that weaken a statement. Hedges included:

- kinda/of
- I think
- I guess
- sort of
- probably
- sometimes
- maybe
- a little (bit)
- some

Hedges were marked in *bold italics*. An example of hedge usage:

(S): *Um I kinda-* my goal *um* is *kinda* to work with inner-city kids in _____ 'cause I *kinda- well* I'm from there originally and I *kinda* just know where they're coming from and can **really** relate to 'em. *Um* so I would say working with kids somewhere for sure.

Hesitations were defined as features that are used to fill a pause or hold the floor while the speaker thinks about what to say next. In addition to filling a pause, "you know/y'know" may be used in an attempt to build rapport. Hesitations included:

- um
- uh
- ah
- er
- well
- you know/y'know

Hesitations were marked in *italics*. An example of hesitation usage:

(S): *Umm* I would say that I'm a **very** *umm* (.) organized person- a **very** focused- *you know* I've good time management skills... *Umm you know* all through college and grad school I've held a job I've volunteered *you know* I had extracurricular activities and balanced *you know* family friends and school.

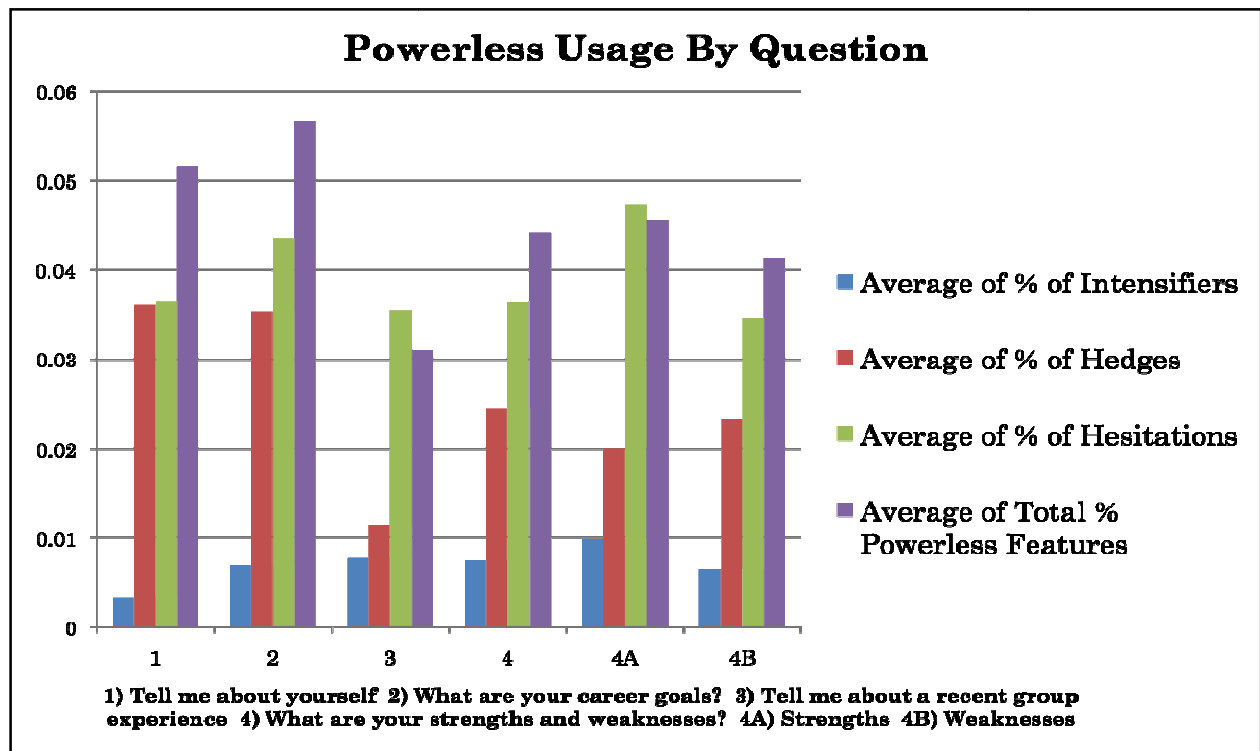
For each response, the total number of intensifiers, hedges, and hesitations were divided by the total number of words and then multiplied by 100 to obtain a percentage that would be comparable across all responses. These data are examined in the following section.

Results and Findings

A. Patterns in the Use of Intensifiers, Hedges, and Hesitations

There were a number of general patterns of usage for intensifiers, hedges, and hesitations across the four selected questions. In Figure 5 below, question 4 “What are your strengths and weaknesses?” has been broken down into 4A, strengths only, and 4B, weaknesses only.

Figure 5: Intensifiers, hedges, and hesitations total by percentage for each question



The results are striking: hesitations are most common overall. Hesitations, which are used to fill a pause or hold the floor when the speaker is uncertain about what to say next, may be high throughout due to a number of reasons. Interviews, even mock interviews, are high stakes events in which the speech of the interviewee is the main focus. The perceived importance of the event may contribute to the high use of hesitations. It might also be due to the relative lack of experience of many of the student interviewees. It is possible that older, more experienced

interviewees would feel more comfortable with the interview process and therefore use fewer hesitations. The spike in hesitations for question 4A, “What are your strengths?” is also noteworthy. A transcript excerpt serves to illustrate this usage (For reference, interviewer speech is always represented by (I) while (S) stands for the interviewee):

(S): *Umm* I would say that I’m a **very umm** (.) organized person- a **very** focused- *you know* I’ve good time management skills.= ...**I think** that is important and *umm* (1.0) also *umm* (.) **I guess** I would say *umm* (.) I- I- **I think** I have good communication and personal- interpersonal skills in terms of I’ve had **a lot** of experience with **some** of the jobs I’ve held. *Umm*.

The interviewee uses “um” six times in only sixty-five words in this excerpt. It appears that interviewees are particularly uncomfortable when asked to state their strengths.

By contrast, intensifiers are the least common overall, with significantly lower percentages than either hedges or hesitations. Intensifiers are close in value for each question, but highest for question 4A, “What are your strengths?” This seems fitting as intensifiers are used with the intention of intensifying or emphasizing a statement, usually in a positive manner.

Examples responding to “What are your strengths?” include:

- (S): I feel like I can relate with people **really** well.
- (S): One of my strengths is I’m **very** organized.
- (S): I’m **really** good at communicating with kids.
- (S): *Umm* but I’m **very** passionate about what I do and I’m **very** empathetic.

Still, the use of intensifiers for question 4 is much lower than that of hedges or hesitations, and low across all selected questions. If the purpose of an interview is to present one’s best self in order to get hired, why aren’t intensifiers used more frequently? It is debated by researchers whether or not intensifiers achieve a positive effect. It has been suggested that the use of hedges and hesitations in conjunction with intensifier mutes or negates any positive effect they may have. With the highest percentage of hesitations also occurring for question 4A, it is likely that the intensifiers are being muted and can therefore be considered either neutral or powerless.

The use of hedges varies greatly from question to question, with higher amounts in questions 1,2, and 4(A-B) compared to questions 3. Hedges are the hallmark of powerless speech. They serve to break down and weaken statements. Examples include:

- (S): So I *kind of* am hoping to end up working in the outdoors with people with special needs... *Kind of*, I've found a passion that **a lot** of those people are *kind of* forgotten about.
- *I guess* I see myself *umm* hopefully working in a human resource setting.

If the hedges used in the above examples were omitted, the statements would be much more straightforward and powerful.

The low use of hedges for question 3, "Tell me about a recent group experience..." could be due to the concrete nature of the response. Because the response is necessarily grounded in a real, specific example, interviewees may be stumbling or searching less than they do for the other three selected questions, which are more opinion-based in their response. This analysis could also apply to the total use of powerless features, as question 3 had the lowest percentage of powerless features overall.

Looking at intensifiers and hedges together, it is interesting to note their inverse relationship in questions 1-4(A and B). The hedges decrease as intensifiers increase (albeit slightly) in questions 1-4(A and B). This relationship potentially implies that the two categories of features are not used together or are used with different intentions. However, there are numerous examples of co-occurrence between hedges and intensifiers which would seem to show otherwise. Examples include:

- (S): ...just to **really kinda** broaden my knowledge base
- (S): So I *kind of* would **really** enjoy working...
- (S): I would say *uh* **definitely maybe** working...
- (S): I **really** enjoyed business *um I guess*.

Used in close proximity, hedges and intensifiers clearly contradict each other, and the resulting effect is arguably powerless. Overall, the interaction between intensifiers, hedges, and hesitations is complex and further research in this area would be beneficial to the study of powerful and powerless speech styles.

Breaking the data down further, it is interesting to look at the occurrence of individual linguistic features within each category. Which specific features are used the most and least frequently? For intensifiers, “really,” “a lot,” and “very” stand out as the top three most frequently used features. Surely was never used, although it has been included in previous studies.

Fig. 6A	Intensifiers					
Question	Really	Very	Surely	Definitely	A lot	Always
1	8	1	0	0	4	1
2	14	3	0	3	7	0
3	12	7	0	3	4	4
4	6	9	0	1	8	8
Grand Total	40	20	0	7	23	13

As for hedges, “kinda/of” is twice as frequently as the second most popular hedge, “I think.” “Maybe” and “I guess” are used somewhat frequently, while “sort of” was never used. This is surprising as it would seem that “sort of” functions in the same manner as “kind of,” the most frequently used feature.

Fig. 6B	Hedges						
Question	Kinda/of	I think	I guess	Sort of	Probably	Sometimes	Maybe
1	11	3	3	0	2	0	1
2	18	2	6	0	0	1	3
3	27	10	2	0	0	1	10
4	8	17	5	0	4	7	7
Grand Total	64	32	16	0	6	9	21

Finally, the hesitations category has the highest percentage of powerless feature usage. “Um” is used three times as often as the next most frequent feature, “uh.” “You know/y’know” is the third most frequent, while “ah,” “er,” and “well” are used least frequently.

Fig. 6C	Hesitations					
Question	Um	Uh	Ah	Er	Well	You know/Y’know
1	69	21	0	2	13	4
2	52	12	0	0	3	16
3	81	31	1	3	2	16
4	69	22	1	1	0	8
Grand Total	271	86	2	6	18	44

From this data, it is clear that the frequency of feature usage is heavily weighted by just a few features within each category. This feature favoritism will become more evident in examples in the remaining sections.

B. Patterns by Interviewee

The total use of powerless features varies considerably across the different interviewees.

Figure 7: Total percentage of powerless features by interviewee
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Lakoff’s (1975) analysis initially ascribed powerless features to the female gender, but many studies have since shown otherwise. Today, the use of powerless features is generally not tied to speaker gender. This analysis continues in that tradition. There were sixteen female interviewees, compared to seven male interviewees. From the chart above, it is clear that male interviewees overall fall somewhere in the middle of the female range for total percentage use of powerless features. Females are at both the higher and lower end of the spectrum of powerless language usage, potentially due to their larger sample size.

While no interviewee used a completely powerful speech style, certain individuals (both male and female) are more powerful than others. One female interviewee (18) demonstrated a powerful speech style in the following responses:

(I): *Why don't you start off by telling me a little bit about yourself.*

(S): Okay. *Um* my name is _____. I'm a junior at the University of Northern Iowa, UNI. *Umm* in sch- I am a communication (.) student and so- and I'm an organizational communication major. And my minor is business communication. My wh- I'm not totally sure exactly what I want to do and that's why I am interested in (.) looking at internships and that I've done two in the past. And so I'm looking for a more focused career but I enjoy *um* planning events and organizing, helping others. I enjoy meeting new people, that's one of the- *um* my hobbies I love meeting new people and learning more about others and- other organizations such as on campus and whatnot. So I also like to be in the sun and I like my- to hang out with my family and be with my friends. (1.0)

(I): *Umm what would you say are your career goals, even if you're not sure where you're going?*

(S): My career goals would be (.) to (1.5) either work in human resources *um* planning, such as event planning or wedding planning. Or I have also thought about going on to school and getting a master's degree in student affairs or human resources. *Um* or- or communication studies which would also just keep my (.) focus in communication and broadening those *um* skills.

Although a few hesitations can be found within her speech, there are no instances of either hedges or intensifiers in these excerpts. These responses are representative of some of the more powerful examples of naturally occurring speech transcribed for this study.

Among the males, interviewee 17 had a much lower frequency of powerless feature usage compared to his peers. His responses included:

(I): *First I was just gonna ask you to tell me about yourself.*

(S): Okay. I'll try not to make this too long and monologue here for you. My name is _____. I'm originally from southeast Iowa, Burlington area. I came up here to Cedar Falls, got married, got employed, and got in school. So (.) I dunno if that's the right order but I- I got it done. I came first to Hawkeye Community College, knocked out my associates degree in a year and a half and then came directly to UNI in summer of '07. Been here (.) *uh* spring summer fall solid. (.) Gonna get this done here in the spring of '09. I'm a outdoor recreation and tourism major (.)

(I): *mhm=*

(S): =in the field of Leisure. (.) I believe that if we're so caught up in our lives doing everything that we're obligated to do and leave no time for- to do what we want to do (.) life's **really** not worth living. So. (.)

(I): *mhm.*

(S): I aim to find a job in doing what I love.

(I): *Um* what do you consider to be your strengths?

(S): I would say that my strengths as an individual and as a leisure (.) leader and educator would be the fact that I'm outgoing, I'm relational. I try and find the common ground (.)

(I): Mhm=

(S): =with anybody and everybody that I meet. I'm in a waiting room with- *uh* standing in line to pay at the *uh you know* café or with the lunch or whatever. *Uh*. But besides being relational I'm sincere (.)

(I): Mhm=

(S): =If I- If I compliment somebody, I wholeheartedly mean it. I'm sarcastic at times once I get to know somebody but overall I'm sincere.=

(I): =mhm.

(S): I believe I have the leadership and the discipline (.) *uh* skills (.) *uh* necessary (.) to get the job done.=

(I): =mhm.=

(S): =To basically take care of business, ensure as I said before, that any leisure activity that I'm involved with is inclusive. That everyone takes part- everyone gets *some* benefit from it. So I believe that's my *uh* overall strengths.

Again, although his responses include a few "uhs", interviewee 17 uses very few powerless features overall. One thing that could affect his powerless speech style is his use of pauses, which break up the flow of his speech and could potentially act as hedges. There is also frequent feedback from the interviewer, which could affect his speech style as well. These issues will not be examined in this study but it would be useful to consider them in future research.

At the opposite end of the spectrum, the majority of interviewees use a higher frequency of powerless features. Male interviewee 27 had the highest percentage of powerless feature usage among males and demonstrates frequent powerless feature usage as follows:

(I): *Tell me, in five years from now, where do you see yourself?*

(S): *Umm* that's *kind of* a tough question. I would say *uh* **definitely maybe** working with kids in a- in a sports related *um* area. *Um* I *kinda*- my goal *um* is *kinda* to work with inner-city kids in _____ 'cause I *kinda*- well I'm from there originally and I *kinda* just know where they're coming from and can **really** relate to 'em. *Um* so I would say working with kids somewhere for sure.

(I): *Now I know you've been on the _____ team and you've had many team situations. Can you draw on an experience when maybe uh it got tough. Or when the group didn't have as good cohesion. And maybe it wasn't even on a _____ team, maybe it was in a class project. Maybe it*

was in a group at work, when you had difficult people to work with. *Um* can you describe to me just one experience from that and *uh* (throat clears) how you handled it?

(S): *Um* I would say a good example is that- is this year is- it's my senior year. And *uh kind of* in the past I played when I was a freshman I didn't start but I started my sophomore and junior year. And *um* at the beginning of the season I started the first couple games and then *kinda* coach came up to me and we have a couple **really** good new guys on the team and *um* he just asked how I felt about not starting this year. He was- basically *kinda* told me that I wasn't gonna start *y'know*. And *uh um I kinda* thought about it and I just **really** wanted what was best for the team. And *uh I think* I could've **definitely** (hh) having started and *kinda* getting demoted in a way *um* could **really** put somebody down. But *I think* I- I handled it in the proper way. And just said whatev- whatever you think coach is best for the team I- I'm down for. And *uh* it's actually *kinda* worked out **really** well this year. So *I think* I could've (.) *um* basically on a team situation I mean if you have one person go south or one person *uh* have a bad attitude it *kinda* trickles down to the whole team so.=

(I): =mhm=

(S): =Me being _____ I didn't want to have any- any of that happen. And so, *I think* I handled it in a *kind of* mature- mature way. (hh)

Upon examining interviewee 27's responses to the above questions, a pattern of "feature favoritism" begins to emerge. For interviewees who used a high percentage of powerless features, there appeared to be a tendency to repetitively use the same features. Interviewee 27 repetitively uses "*kinda*," "*I think*," and "*um*," along with a mixture of other, less frequently occurring features. Female interviewee 21 also displays feature favoritism and had the highest percentage of powerless feature usage among all interviewees. Consider the following examples:

(I): Could you describe a few of your strengths and weaknesses?

(S): *Some* of my strengths are I'm **very** organized. I like getting stuff done early. I'm not a procrastinator at all. I'm- **a lot** of my friends think it's weird I do projects months in advance because I don't like being under- under **a lot** of pressure that type of stuff which could fall into my weakness. I *kind of* crumble when there's **a lot** of pressure but I like to get 'em done early. *Um* another weakness would be *um* I'm *kind of* too over organized and that type of stuff which could be- *some* people could think of as being (1.0) a perfectionist type of stuff. But (.) that's just *kind of* how I am. I like things **very** organized. (1.0) But (.) *kind of* (.) I've learned that relaxing **a little bit** is also good. So I'm becoming more relaxed is *probably* what I'm trying to do to kind- 'cause being a perfectionist can push **a lot** of people away from you. And just trying to realize that I'll get it done when it gets done. Not having so much pressure on myself is gonna make it- *uh* the atmosphere **a lot** better for coworkers and stuff like that.

(I): Could you think of a recent group experience and tell me how the members of the group would describe you.

(S): *Um* actually I just got done having a huge presentation for one of my general ed classes, visual perceptions. And I'm *kind of* the individual that likes- I don't like to take complete control but I like having things in my hands 'cause I trust myself **a lot** more than other people so its. I *kind of* went and- went through the chapter 'cause we had to do a presentation on a chapter so I took the chapter and *kind of* thought of ideas and stuff like that and brought it to the group and *kind of* made a PowerPoint of what I thought would be important to bring to the rest of the class. And *kind of* that allowed the other *um* participants *er* other members of my group to actually think further so then they *kind of* gave input and I was able to utilize what they thought about the project too. So it was (1.0) *kind of* a cooperation between the two, I *kind of* started trying to brainstorm type of stuff and trying to get them to elect new ideas. So I'm *kind of* the person that tries to get other people to think of new things and (.) start (1.0) actually working, type of stuff *kind of* help motivate. I'm a **very** motivational person. And it was **a lot** of underclassmen so I'm *kind of*- I *kind of* stepped up as the leader, just because I- I've been here longer so.

Interviewee 21 is unusual for her lack of hesitations, instead favoring the use of hedges. Her responses are an excellent example of feature favoritism. For interviewee 21, the favorite feature is clearly "*kind of*." As noted in the previous section, the frequency of feature usage is heavily weighted by just a few features within each category. This sort of trend also appears to be possible for each individual interviewee.

While many speakers used a powerless speech style throughout their responses to the selected questions, certain others appeared to be more inconsistent in their usage across questions. Interviewee 16, for example, begins with a highly powerless style in his response to question 1:

(I): Why don't you start off by telling me **a little bit** about yourself.

(S): *Umm well* I'm 27 years old so **I guess** I'm not the traditional college student. *Umm* (.) I'm in my senior year now I was- I started off as a Business major and I **really** enjoyed business *um I guess*- in high school I was nominated the business representative of the year whatever that meant or whatever so I was like "Oh **I think** I'll just pursue that in my collegiate career" so *um* did that for two years and then (.) ran into **some** money trouble with loans or whatever we were still writing it out and sending it in and **I think** everyone else was electronically doing it and so UNI wanted **some** money from me and I didn't have it so I was like "*Well* I don't **really** know what I'm doing right now" so I stepped back, went to work for two years in a- at a park and rec agency and was like "Oh. This is **kinda- maybe** this is where I wanna go with it." *Umm*. (.) Grew up **a little bit I guess**, working in the real world. And came back and got into yout- leisure youth and human services and I- it's totally changed around. Grades have gone through the roof and I'm just having a good life now. (hhh)

But later in response to question 4, his style is much more powerful:

(I): **Could you share with me a few of your strengths and weaknesses?**

(S): *Umm* (.) Strengths *ahh* I believe (.) that I do have that high energy for my field for what I'm- for what I'm going into. High energy and motivation for everything I do? No, I'm not gonna claim that but for the field that I am in and for the job that I am looking for that's what I love to do and ***I think*** it shows when I'm doing my work. So (.) *uh*. A weakness (.) I would say is my- my organization. And that showed from my first few years of school. *Um* unorganized (.) not going to class as I should whether it be 'cause I forgot it or 'cause I didn't want to or not getting my assignments done 'cause I didn't write 'em down. But now coming back I- I got my little office space ready in my house, my little computer desk and my assignment book right there. Write everything down, sit in the front row of class most of the time. *You know*, pay attention. So, it might still be a weakness but it's something (throat clears)- pardon me- something I'm **definitely** working on and trying to fix about myself 'cause I know that's a weakness and something I need to improve on. So.

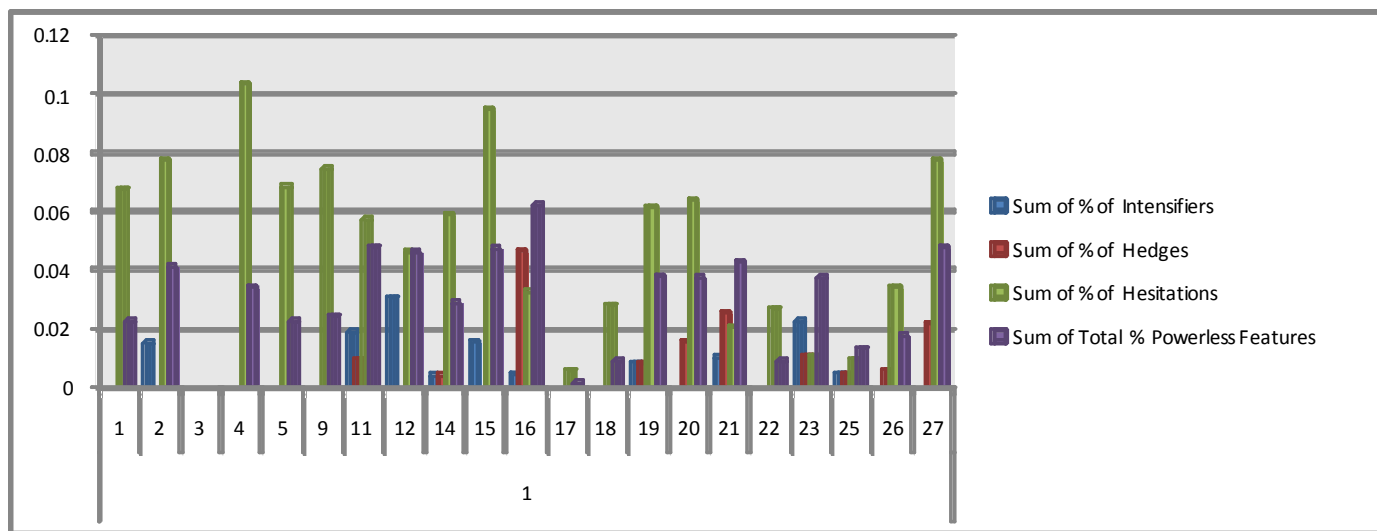
Again, his more powerful response is not free from powerless features, but there is a visible difference between his two answers of roughly the same length. This variation by question is an important point. While some interviewees could be described as generally having either a powerful or a powerless speech style across questions, others can be seen to fluctuate considerably in their usage. For now, this example raises doubts about attempting to label a speaker as having a strictly powerful or powerless speech style. In the future, a clearer picture could perhaps be drawn of the fluctuations in usage if each interviewee's entire interview were to be transcribed. Within this thesis, analysis of each individual interviewee will be limited to the four selected questions as further described in the next section.

C. Patterns by Question

Responses to each of the selected questions can be compared between interviewees. In the charts in this section, the total number of intensifiers, hedges, and hesitations used by each interviewee were divided by the interviewee's total number of words for that response, then multiplied by 100 to obtain a percentage. This takes care to "even the playing field" so that longer responses, which have the potential for a higher number of features, are not unfairly

branded as having a higher frequency of powerless features. It is fascinating to observe the variety present in the twenty-one interviewees who were asked this question. It is important to remember that not every interviewee was asked the same questions, therefore the twenty-one interviewees have been assigned numbers ranging from one to twenty-eight out of the total sample.

Figure 8: Individual interviewees on Question 1: Tell me about yourself.



For question 1, “Tell me about yourself,” there is a significant variety across interviewees in the use of powerless features. For comparison of responses, interviewee 16 and 18 are an excellent contrast. Interviewee 16 has the highest total percentage of powerless features; while 18 has some hesitations (the most common feature overall) but a low total percentage of powerless features. Examine Interviewee 16’s response, filled with hedges, hesitations, and a few intensifiers, printed below.

(I): Why don’t you start off by telling me *a little bit* about yourself.

(S): *Umm well* I’m 27 years old so *I guess* I’m not the traditional college student. *Umm* (.) I’m in my senior year now I was- I started off as a Business major and I **really** enjoyed business *um I guess*- in high school I was nominated the business representative of the year whatever that meant or whatever so I was like “Oh *I think* I’ll just pursue that in my collegiate career” so *um* did that for two years and then (.) ran into *some* money trouble with loans or whatever we were still writing it out and sending it in and *I think* everyone else was electronically doing it and so UNI wanted *some* money from me and I didn’t

have it so I was like “*Well* I don’t really know what I’m doing right now” so I stepped back, went to work for two years in a- at a park and rec agency and was like “Oh. This is *kinda- maybe* this is where I wanna go with it.” *Umm.* (.) Grew up *a little bit I guess*, working in the real world. And came back and got into yout- leisure youth and human services and I- it’s totally changed around. Grades have gone through the roof and I’m just having a good life now. (hhh)

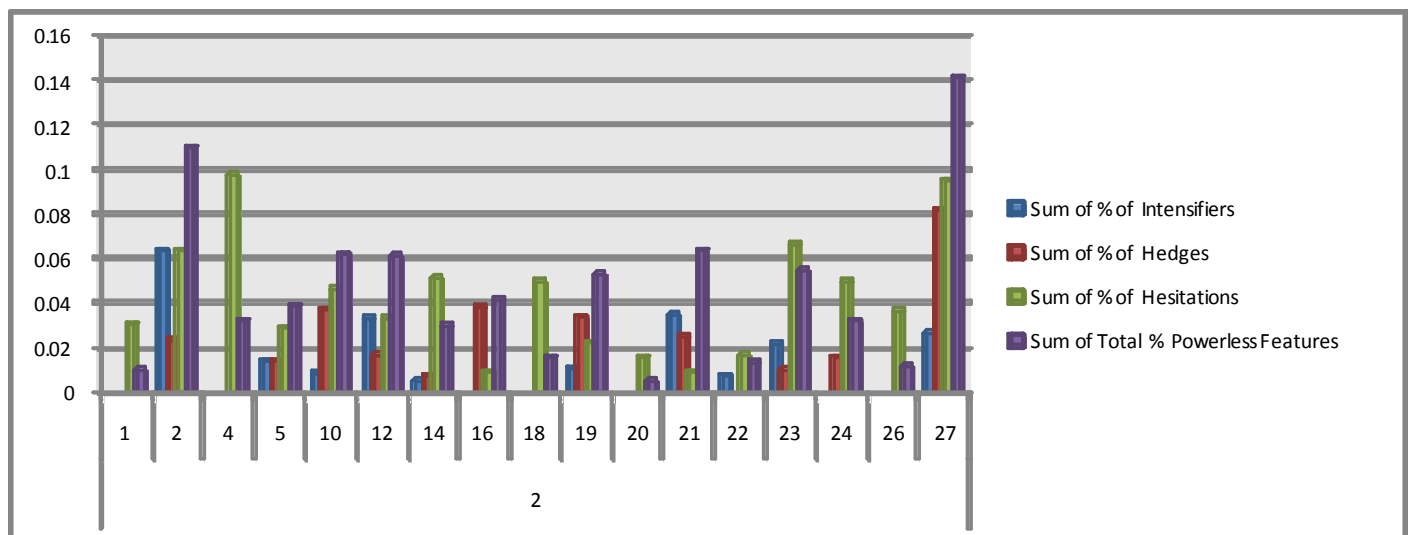
Compare that to Interviewee 18’s response, which contains a few “ums” but no other powerless features:

(I): Why don’t you start off by telling me *a little bit* about yourself.

(S): Okay. *Um* my name is _____. I’m a junior at the University of Northern Iowa, UNI. *Umm* in sch- I am a communication (.) student and so- and I’m an organizational communication major. And my minor is business communication. My wh- I’m not totally sure exactly what I want to do and that’s why I am interested in (.) looking at internships and that I’ve done two in the past. And so I’m looking for a more focused career but I enjoy *um* planning events and organizing, helping others. I enjoy meeting new people, that’s one of the- *um* my hobbies I love meeting new people and learning more about others and- other organizations such as on campus and whatnot. So I also like to be in the sun and I like my- to hang out with my family and be with my friends. (1.0)

Clearly, there is potential for a large difference in response. The same exact question can elicit strikingly different responses with regard to powerless feature usage.

Figure 9: Individual Interviewees on Question 2: What are your career goals?



Fewer powerless features are used overall in question 2 than in question 1, but there is still a large variety within the features used by each interviewee. Question 2, “What are your career

goals?” is marked overall by a high number of hedges and hesitations. Interviewee 10 is representative of the general use of powerless features for question 2:

(I): **So** (.) to begin (.) **I guess** tell me *a little bit* more about your long-term goals (.) in life.

(S): *Umm* in life. *Well I guess* (.) after college I **definitely** want to get a job in a high school.=

(I): =mhm=

(S): =And (.) stay there (.) *y’know* just (.) build up my repertoire and *y’know* just be like an inspiration to kids and get to know ‘em on like a personal basis and just set my feet like in that school.=

(I): =mhm=

(S): =Like make a name for myself but (.) **I guess** wherever life takes me like I’ll go. If something comes up (.) to do or another state or traveling or (.)

(I): mhm=

(S): =whatever. *Y’know I guess* I- just after college I just wanna get a job and whatever happens after that happens.=

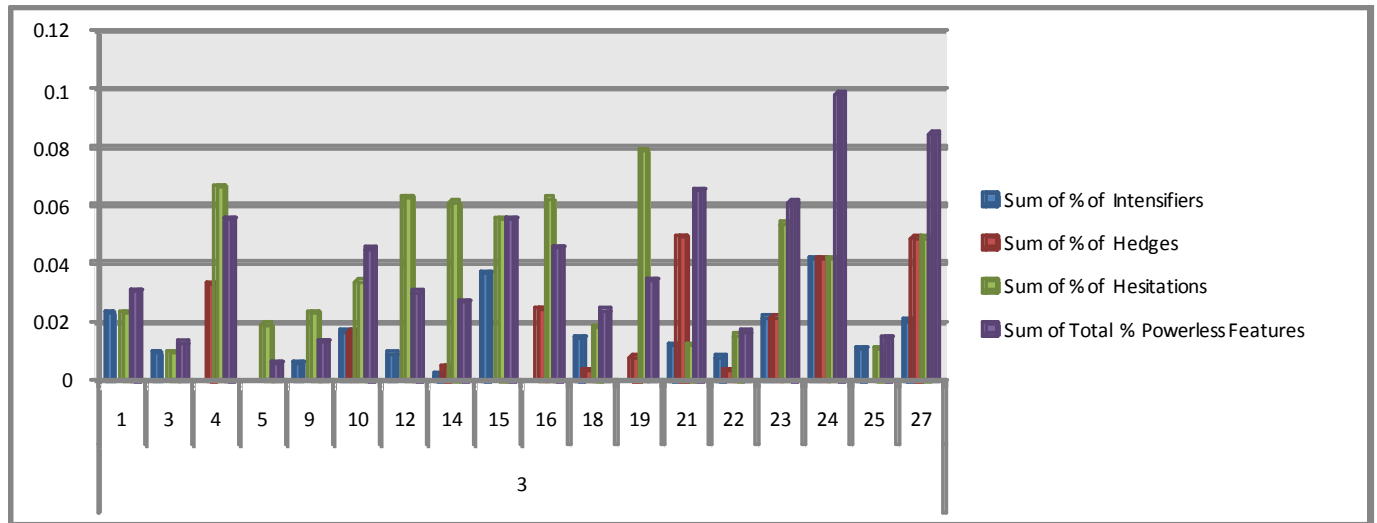
(I): =Okay=

(S): =**I guess**.

A useful point to make here is that there is a difference in feedback given by interviewers. Some interviewers appear to have a habit of providing more verbal feedback than others. Many interviewers may be giving nonverbal feedback which is not visible in the transcripts. It may also depend on the speaking style of the interviewee, which could invite participation or affirmation.

Another interesting occurrence to note in Interviewee 10’s response is the co-occurrence of intensifiers and hedges, as described in the General Patterns section. “*Well I guess* (.) after college I **definitely** want to get a job in a high school.=” states the interviewee. The proximity of “I guess” and “I definitely” delivers a contradictory message.

Figure 10: Individual Interviewees on Question 3:



The general focus of Question 3 is group experience or teamwork, but there is a very large variety within that. A few versions of Question 3 are listed below:

- *Um* I want you to think of a recent group experience (.) *um* it can be within the classroom or it can be on a job or internship that you might have done. And tell me how the other members of your group would describe you.
- *Umm* and building off that, tell me about a time when you used teamwork skills.
- *Umm* tell me about a time where you had a group project, and *umm maybe* someone wasn't really doing their part or wasn't coming to meetings, *kind of* how did you deal with that group member?
- *Umm* why don't you just tell me about a recent team project that you completed. *Um* it can be within a class or in your community in volunteering or anything.

From just these few excerpts, it is clear that there is a great variety in the form and content of the samples that have been gathered for Question 3. Another interesting point is that interviewers also use powerless language to varying degrees. A mixture of powerless features are present within the questions themselves. The interviewer directs the flow of the interview, but that does not necessarily guarantee that he or she will use powerful language. This may also be due to the fact that the interviewers are also students, albeit with training on how to interview and a fair amount of practice.

Responses to Question 3, "Tell me about a recent group experience..." are more difficult to categorize. Overall, the responses to Question 3 had the lowest total percentage of powerless

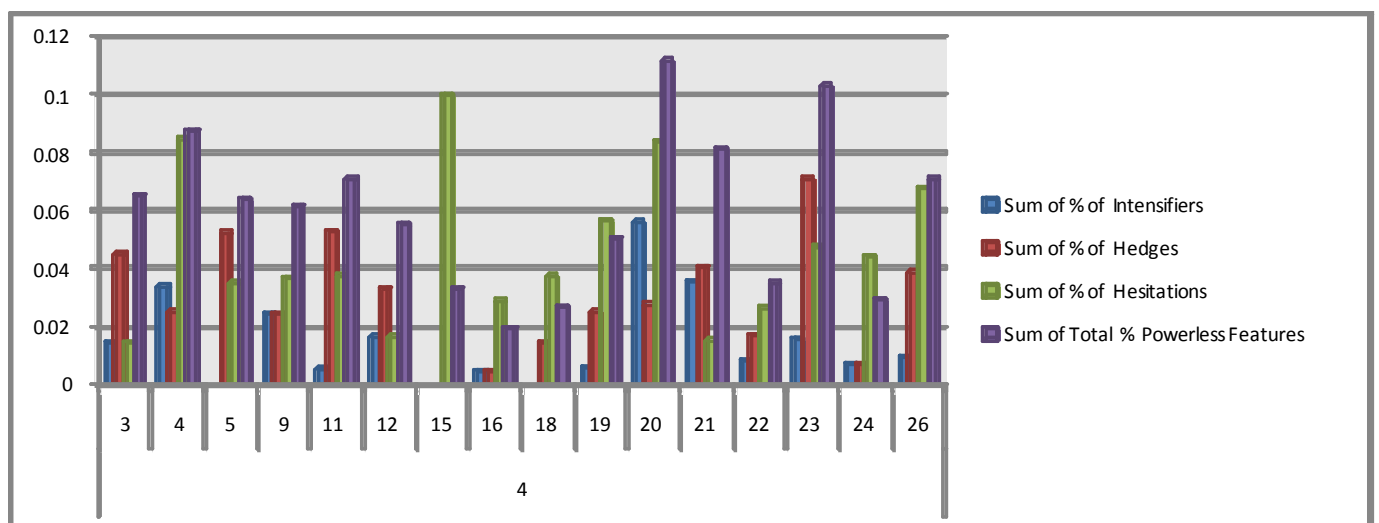
features out of all of the questions analyzed. An example from question 3 that is lacking in powerless features is demonstrated by interviewee 3:

(I) *Umm* and building off that, tell me about a time when you used teamwork skills.

(S): *Well* in class like I just said we had to- like the whole class was a team and we had to u- utilize like everybody in the class, otherwise it wouldn't have worked. And now I work at Olive Garden and I'm a host. And like I **really** realized through like a restaurant that everyone in the restaurant has to work together or nothing works smoothly like the host has to seat the right table and the server has to come over and then they have to- like the busser has to bus it later otherwise nothing works smoothly at all.

With only one hesitation and one intensifier, interviewee 3 gives a concrete example that appears to be powerful. However, in examining her response more closely, the word “like” is used again and again. “Like” and other discourse markers are not included as a part of this study, but they have been shown to have a negative effect on how the speaker is perceived. Interviewee 3’s use of “like” could jeopardize her otherwise powerful response.

Figure 11: Individual Interviewees on Question 4: What are your strengths and weaknesses?



Question 4, “What are your strengths and weaknesses?” has two obvious parts. Interviewees’ responses can be broken down into “strengths” (Question 4A) and “weaknesses” (Question 4B). In some cases, only one of the two sides to Question 4 is posed to the interviewee. For this reason, the responses were counted together as well as separately, as displayed in Figures 11, 12, and 13.

Figure 12: Individual Interviewees on Questions 4A:

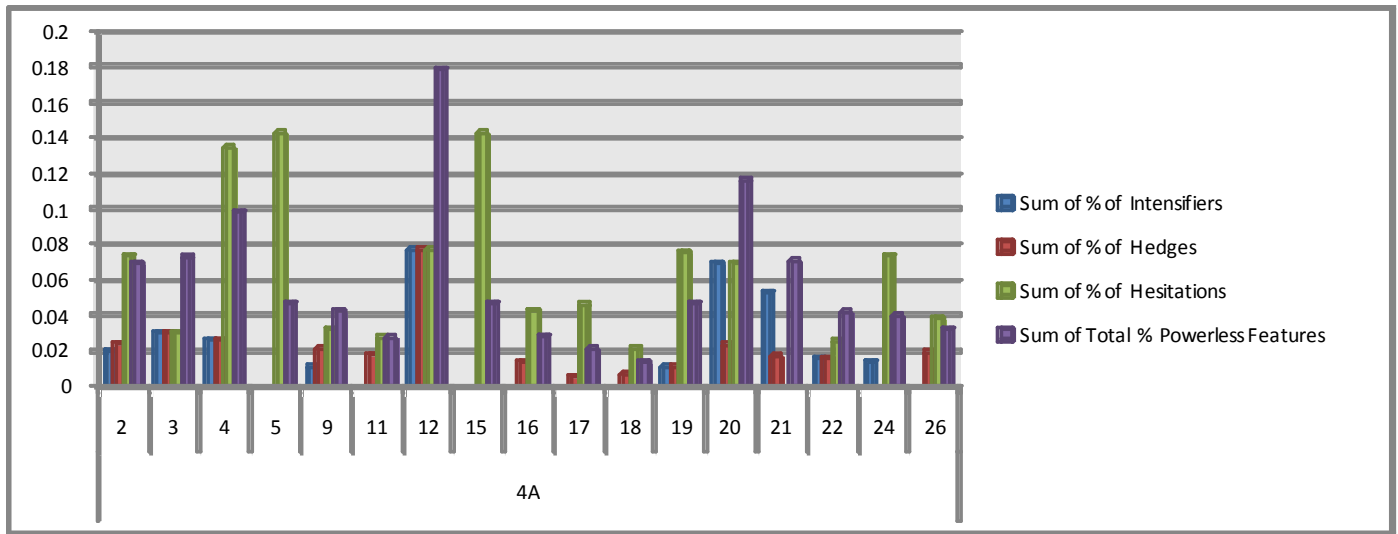
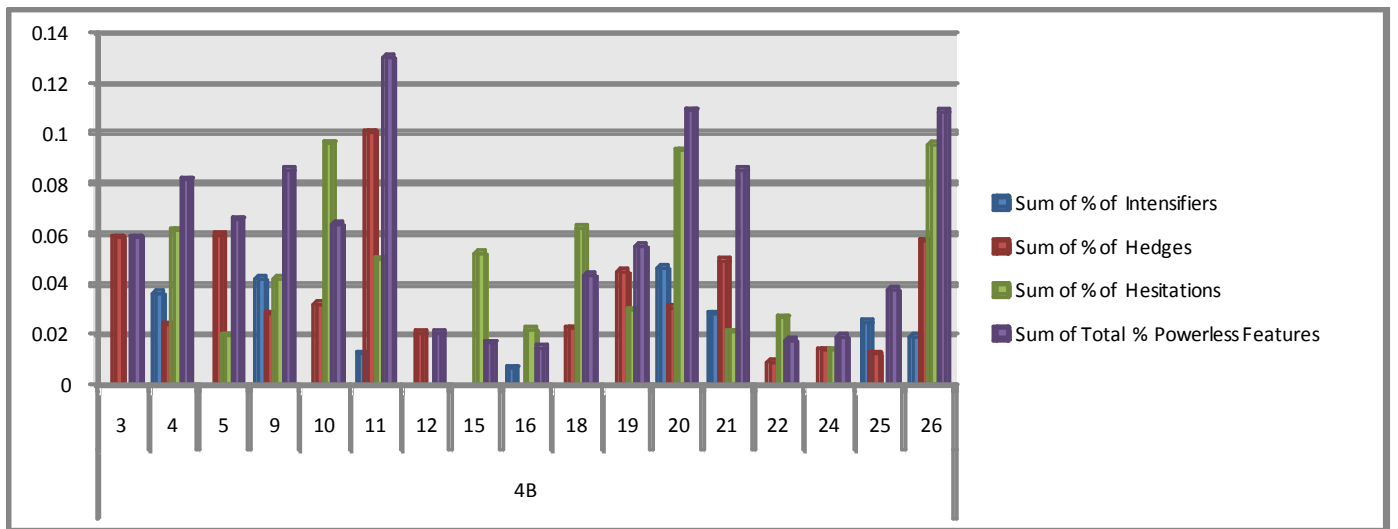


Figure 13: Individual Interviewees on Question 4B:



It is illuminating to compare the two sections (4A and 4B) of any one interviewee’s response to Question 4. Does the contrast between “strengths” and “weaknesses” elicit different levels of

powerless language? A look at Interviewee 11's two responses is illustrative of the differences that can exist:

(I): And what would you consider to be *some* of your strengths?

(S): *Ummm* (.) I'd say my leadership skills, actually. I- I'm a person that like I don't need to be the leader at all but I like to have *some* sort of direction- direction obviously, so like if there's a person above me that's completely fine. I will- I would- that's fine but *umm I think* even if someone is above me I still have leadership skills where I feel that I can lead people too so- and *um* lead them to the right direction as well and just leadership skills being like a positive attitude for everything 'cause I know being negative isn't the right way to go (.) so.

(I): Right. And along those lines, how bout *some* weaknesses?

(S): *Ummm* school basis procrastination is one of my *umm* problems but I realized *I think* I- I work better if I procrastinate y'know I [*kinda* like *a little* pressure.

(I): [mhmm

(S): So that's one of 'em. And *uhh* (.) I would say (.) *maybe* just like *a little* disorganization *maybe a little bit* but I use my planner *a lot* more than I used to (.) when I first started college so (.) yeah. Those are *some* of my weaknesses that I've been working on.

The difference in this excerpt is clear. While the strengths section contains a scattering of powerless language, the weakness section is filled with powerless features used in quick succession. Large amounts of powerless language can infest responses to the strength question as well, though. Interviewee 2 says on the subject of strengths:

(S): =*I think* that is important and *umm* (1.0) also *umm* (.) *I guess* I would say *umm* (.) I- I- *I think* I have good communication and personal- interpersonal skills in terms of I've had *a lot* of experience with *some* of the jobs I've held.

Good communication is not a strength that comes to mind when examining this excerpt. In summary, examination of each of the four questions selected for this study provides a wide-ranging view of the powerful and powerless speech styles and unique usage patterns present within.

Conclusion

This study has examined the use of hedges, hesitations, and intensifiers in mock employment interviews. Hesitations were found to be used most frequently overall, followed by

hedges. Intensifiers were used the least frequently, much less than either hesitations or hedges. There does not appear to be a strong gender difference in the use of powerless speech. The majority of both men and women were found to use a powerless speech style in this research.

The co-occurrence of hedges and intensifiers raises questions about the function and effect of intensifiers. Previous studies have regarded them as powerful when they are used separately from hedges and hesitations. This study, however, rarely found them occurring in isolation and more frequently found them occurring in close proximity to hedges and hesitations. Above all, they were used much less frequently than the other two categories of features, leading this researcher to conclude that their potentially powerful effect was negated or muted.

There also appeared to be a trend in feature favoritism or a repetitive preference of use for certain powerless features by different interviewees. Interviewees who used a higher amount of powerless features did not use more of the entire range of features, they instead seemed to use a few of the same features repeatedly. This also showed up in the overall frequency of individual features, with “really,” “a lot,” “very,” “kinda/of,” “maybe,” “um,” “uh,” and “you know/y’know” occurring the most frequently in each of the three categories.

Finally, it appears that a consistently powerful speech style is uncommon as shown in this research. Every interviewee used some amount of powerless features. The degree of powerless speech varied across questions and across individual interviewees. This would imply that speakers should not be strictly labeled as using a consistently powerful or powerless speech style. More extensive transcription analysis would contribute a clearer picture of this variation across questions and interviewees.

The data and analysis presented here offers a unique window into the way language is used in employment mock interviews. The fact that the data that is gathered and interpreted in

this study comes from transcripts of naturally occurring speech and not from constructed speech samples is an important distinction, as it serves a different purpose than previous studies of powerful and powerless speech styles. One method is not “better” than the other, however. Both contribute to our understanding of the mechanics of powerful and powerless speech styles.

Transcription analysis has been lacking in research on powerful and powerless speech styles and is an important contribution to the field. However, it has its drawbacks as well. It is impossible to isolate features to directly analyze their effect. It is also difficult to determine the “cause,” if there is one, for the use of a powerful or powerless speech style. What effect do age, gender, experience interviewing, reason for interviewing, and question type have on the use of either powerful or powerless language, individually and in combination? A larger sample and more extensive study could better investigate these factors.

Furthermore, it is important to note that a powerful or powerless speech style is only one component within the employment mock interview as a speech event. Nonverbal communication, rate of speech, volume, intonation, manner of dress, nervous mannerisms, and the perceived quality of the response (is it complete? does it make sense?) all contribute to the impression made by the interviewee in addition to the language forms used (whether powerful or powerless). These factors should be studied together or research findings should be grouped in order to gain a fuller understanding of their interactions within the employment mock interview.

The use of powerful and powerless speech styles in employment mock interviews provides a rich environment in which to examine the role of language in presentation of the self. Employment mock interviews are identical to actual employment interviews, except for their purpose. The goal of improving interviewee performance by giving feedback after the employment mock interview allows for a practical opportunity to share the findings of this

research. This thesis contributes to the growing body of research on the process of interviewing. It also makes a distinctive contribution to the field of linguistic anthropology and research on the use of powerful and powerless speech styles in a variety of settings, specifically the employment interview. It is this researcher's hope that further studies will be conducted to investigate the uniquely important role that language plays in interviewing.

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Appendix A

Transcript of Question 1: Tell me about yourself. (N=21)

(I): Okay. Why don't you start off by telling me *a little bit* about yourself. (1)

(S): *Uhh* I'm _____. I'm a senior Leisure Youth and Human Service major *umm* emphasis in recreational therapy. and I'm from _____. *Uhh* walking graduation in May but won't get my degree actually until the end of the summer when I finish my internship. (3.0)

(I): Alright *well* thanks for coming in. *Umm* first just go ahead and tell me about yourself. (2)

(S): *Umm* I'm in grad school right now for industrial organizational psychology I graduate in May annd I'm doing that in a year, it's an accelerated program. annd I graduated from UNI *umm* last May with my ma- *err* B.A. in psychology annd *umm* **really** liking school excited to be done annd *umm* I don't **really**- I don't **really** know what else to say. hhh.

(I): Why don't you just start by telling me *a little bit* about yourself? (3)

(S): Okay my name is _____ I'm 22 from _____ and I'm a leisure youth and human services major with an emphasis in program service administration. And then my minor is public relations.

(I): **K** why don't we first start by telling me *a little bit* about yourself. (4)

(S): *Umm* I'm majoring in therapeutic recreation *umm* it's a leisure youth and human service major. *Umm* (.) let's see I'm gonna do an internship here in the summer=

(I): =mkay=

(S): =for my major *umm*.=

(I): =at UNI here?=
(S): No *umm* I'm interviewing for places right now. Hopefully a clinical setting so in a hospital somewhere.

(I): Awesome.

(S): (.) *Umm*. Let's see. What else do you wanna know?

(I): *Umm* usually we **kind of** say your year in school and where you're going to school if you're going out of state=

(S): =Okay=
(I): =But since you're staying here.

(S): Yeah.

(S): Soo.

(I): *Well* thanks for coming in. Annd *umm* first I would just like you to tell me about yourself. (5)

(S): *Well* I'm senior at UNI and I graduate in May. *Umm*. I like to go out and have fun- going out and running outdoors. And being an energetic person.

(I): *Well* ____, tell me *a little bit* about yourself. (9)

(S): *Umm* I'm a Marketing major, I'm gonna graduate here in May, *uh* with a Marketing-Management degree, also gonna have a certificate in Marketing Research. *Uhh* which actually relates to my job I'm at right now, I'm working in marketing research doing primary secondary

research for *uh* _____. I'm calling employees, or calling *um* other companies and interviewing them through surveys case analysis. It's pretty fast, pretty broad *uh* broad spectrum of work.

(I): Okay.

(I): So why don't you tell me *a little bit* about yourself, _____. (11)

(S): *Umm well* I'm 21. I'm in the Leisure Youth and Human Services Department at the WRC (.) *Umm* my emphasis is programming (.) Soooo I **really**- I first started out I wanted to do *ummm* parks and rec stuff and work with kids and stuff like that=

(I): =ok=

(S): = and then I just realized that for programming I can *ummm* work special events and like do promotional stuff and I **really** want to work for a sports team, so (.) especially a professional sports team=

(I): =okay=

(S): =so I *kinda* want to do special events for them but *ummm* yeah. Graduating a year early so that's [pretty crazy but

(I): [Oh that's **really** exciting=

(S): =yeah.

(I): Ok. So, why don't you start off by telling me *a little bit* about yourself. (12)

(S): Ok. *Uhh* I'm a LYHS major, leisure youth and human services at UNI. I'm a senior. I will graduate in May (.) and then intern in the summer. Annd *ummm* I have **a lot** of background in like childcare. I've worked four- five years in childcare, after school programs, and camps so **a lot** of background in that. (.) *Umm* and I'm originally from northwest Iowa (.) so.

(I): Good.

(I): *Umm well* _____, why don't you go ahead and tell me *a little bit* about yourself. (14)

(S): *Well*, I am a graduate from the University of Northern Iowa. Graduated, my major is Leisure Youth and Human Services. *Um* previously I've *uh* raised a family, have three teenagers. *Um* and have basically been working for the past 10-12 years before I decided to go back to college and obtain my degree.

(I): Okay. (1.0)

(S): I actually in 2003 I started a non-profit organization in _____. Actually I'm from _____ and I came here *ummm* on the *uh* advice of my brother 'cause I have both brothers that graduated from UNI=

(I): =Great=

(S): =They talked about how great UNI was and the- the *uh* program and *ummm* the academic *uhh* the academics here (.) so and then that- that had me **really** excited. and *ummm* so I started to go back I started a non-profit organization in _____. It's a singles outreach ministry I started through my church. So I was able to *um* become tax exempt 501c3 (throat clears) and *uh* for- from then we put on different programs for at-risk youth in- in the neighborhood. *Umm* summer camps, day camps, (.) things of that nature- a carnival so they could enjoy and do things and explore the outside world- outside their environment. To *kinda* help them to grow. And see other things other than where they live. See the outside environment and learn about it. (.) so.

(I): Alright, _____. So tell me *a little bit* about yourself. (15)

(S): Okay *um* I'm a senior in *um* Leisure Youth and Human Service major and I already told you the *um* the double emphasis of therapeutic recreation and youth services.

(I): mhm

(S): *Umm* my main focus is on the therapeutic recreation. *Umm* I **really** enjoy volunteering at all the _____ events (.) and just volunteering *um* with people with mental disabilities, physical disabilities, elderly. (.) All that.

(I): (.) Ok. Great.

(I): Why don't you start off by telling me *a little bit* about yourself. (16)

(S): *Umm well* I'm 27 years old so **I guess** I'm not the traditional college student. *Umm* (.) I'm in my senior year now I was- I started off as a Business major and I **really** enjoyed business *um I guess*- in high school I was nominated the business representative of the year whatever that meant or whatever so I was like "Oh **I think** I'll just pursue that in my collegiate career" so *um* did that for two years and then (.) ran into *some* money trouble with loans or whatever we were still writing it out and sending it in and **I think** everyone else was electronically doing it and so UNI wanted *some* money from me and I didn't have it so I was like "Well I don't **really** know what I'm doing right now" so I stepped back, went to work for two years in a- at a park and rec agency and was like "Oh. This is *kinda- maybe* this is where I wanna go with it." *Umm*. (.) Grew up *a little bit I guess*, working in the real world. And came back and got into you- leisure youth and human services and I- it's totally changed around. Grades have gone through the roof and I'm just having a good life now. (hhh)

(I) Great. That's- what a success story.=

(S) =Yeah. It's **really** nice.

(I): First I was just gonna ask you to tell me about yourself. (17)

(S): Okay. I'll try not to make this too long and monologue here for you. My name is _____. I'm originally from _____. I came up here to Cedar Falls, got married, got employed, and got in school. So (.) I dunno if that's the right order but I- I got it done. I came first to _____ Community College, knocked out my associates degree in a year and a half and then came directly to UNI in summer of '07. Been here (.) *uh* spring summer fall solid. (.) Gonna get this done here in the spring of '09. I'm a outdoor recreation and tourism major (.)

(I): mhm=

(S): =in the field of Leisure. (.) I believe that if we're so caught up in our lives doing everything that we're obligated to do and leave no time for- to do what we want to do (.) life's **really** not worth living. So. (.)

(I): mhm.

(S): I aim to find a job in doing what I love.

(I): Good. Thank you.

(I): Why don't you start off by telling me *a little bit* about yourself. (18)

(S): Okay. *Um* my name is _____. I'm a junior at the University of Northern Iowa, UNI. *Umm* in sch- I am a communication (.) student and so- and I'm an organizational communication major. And my minor is business communication. My wh- I'm not totally sure exactly what I want to do and that's why I am interested in (.) looking at internships and that I've done two in the past. And so I'm looking for a more focused career but I enjoy *um* planning events and

organizing, helping others. I enjoy meeting new people, that's one of the- *um* my hobbies I love meeting new people and learning more about others and- other organizations such as on campus and whatnot. So I also like to be in the sun and I like my- to hang out with my family and be with my friends. (1.0)

(I): Great, thanks.

(I): Okay. Why don't you start by telling me *a little* about yourself? (19)

(S): *Um well* I'm from _____ area. I graduated from _____ high school. *Umm* my major at University of Northern Iowa is science education.=

(I): =mhm=

(S): =*Um* I would like to obtain a middle school position or a high school position. The more and more I find out about high school the more and more I like it. *Umm* I've worked at _____ for the last six years. It's *kind of* interesting about myself. *Umm* yeah I love- I love the people that I work with there, that **really** makes the job for sure. *Umm* yeah grew up around here this is where I was born and raised I love the area, so yeah.

(I): Great. *Well*, thank you.

(I): Why don't you start off by telling me *a little bit* about yourself? (20)

(S): *Well* I am a therapeutic recreation major with *um* also non-profit administration. And *um* my emphasis is on older adults, no formal education more experience in that area. That's *kind of* my interest- my interest lies in taking care of older adults. *Um* and I am currently looking to settle down in _____ and so that's why I'm interviewing here.

(I): Great, thank you.

(I): *Uh* Why don't you start by telling me *a little bit* about yourself. (21)

(S): *Um* I am a senior at UNI, graduating hopefully in May. Doing my internship in this summer and then who knows *probably* grad school after that. But *um* I am majoring in therapeutic recreation and outdoor recreation. So I *kind of* am hoping to end up working in the outdoors with people with special needs, anywhere from physical, mental, or even like intellectual disabilities. Kind of, I've found a passion that **a lot** of those people are *kind of* forgotten about and they're able to do pretty much- I've worked with blind girls, *um* quadriplegics *um* mentally handicapped individuals and they were able to do just the same stuff but just in a modified way. And I dunno, it's so exciting to see their smiles on their faces, knowing that they're able to do that is such a rewarding *kind of* job as far as stuff that I do. I- I love it. Being outside, I can't sit in an office. That's pretty much who I am I can't- that's how I've **always** been since I can remember. I'm not a person that sits around I like being on the move, constantly, so.

(I): That sounds like that'll be a good fit for you.

(I): Why don't you start by telling me *a little bit* about yourself. (22)

(S): Okay. *Well* I already told you my name is _____ and I'm a senior here at UNI. And my major is Leisure Youth and Human Services with an emphasis in *um* therapeutic recreation. *Um* I attended all four years here at UNI and while I've been here I've taken many opportunities to work in recreation since that's my major. I spent the past almost four years at the _____ doing various different jobs there everything from childcare to aquatics to youth sports and fitness, everything there. And now I've taken a job at _____ alongside the _____, I've cut my hours there. And I'm working with special needs adults there doing community events. *Umm* beyond

that I'm in the market for an internship for the summer so I can complete my requirements here at UNI and get my degree and then it's off to full-time employment.

(I): Excellent, thank you.

(I): Okay. Why don't you start by telling me *a little bit* about yourself. (23)

(S): K. I am an athlete here actually. That's usually how I start it's *a little bit* different from most students. *Um* I play golf here. I grew up in a small town and I have **a lot** of experience volunteering around in _____. Not much in _____, which is where I'm from. I volunteer at- at a lut- at _____ here in Cedar Falls and I'm **very** active in _____ as well. So that's where I get most of my experience in TR. So.

(I): Okay. *Well*, _____, would you like to ter- tell me *a little bit* about yourself? (25)

(S): Okay, *umm*, my name is _____, and I just graduated from the University of Northern Iowa in December. I double majored in Middle-level and Elementary Education. I double minored in math and literacy, which the literacy I'll finish this summer. Need to register for the class yet today actually. *Umm* and I student taught, my first placement was at _____ Middle School, I taught sixth and seventh grade math.=

(I): =mhm=

(S): =I taught basically all the sixth graders except for the handful that were pulled out for special ed. And I taught a **really** low-tracked class of seventh grade students who thought they were gonna fail and it was **really** about motivating and making sure they felt comfortable to at least try.=

(I): =mhm=

(S): =I did my second placement at _____ Elementary in fourth grade. I knew ahead of time going into the class that the major problem would be behavioral disorders. Several students have them and are getting counseling for them. So I made sure before I left _____ to talk to the special ed teacher and get **some** good ideas as to best help them so they could not only improve themselves but be able to learn and grow.

(I): Okay.

(I): Ok. So. So tell me about yourself, _____. (26)

(S): *Well* (.) *uh*, this'll be my fifth year in college. Fourth ye- *er* third year here at UNI. Majoring in Leisure Youth and Human Services (.) emphasis in therapeutic recreation. Do you guys know what that is? (.) Or do you want me to tell you what it is.

(I): Tell me about it.

(S): (.) Alright. *We uh* (.) provide recreation opportunities for people with all types of disabilities. *Uh* I've been **probably** volunteering and working in the field of therapeutic rec for about nine years now, on and off. *Uh* I first got started my dad was working for a hockey team and they asked him to bring players in to their basketball team and help volunteer. So I was about thirteen at the time and I would go in with 'em and *you know* I- I would learn a thing or two from 'em. And then eventually I went to a community college in Illinois (.) and I took a abnormal psychology class (.) and I- the final project was to volunteer forty hours in the field or write like a ten page paper and I decided to do the volunteer hours. And I hadn't gone back to where- this place I'd been working so I called them up and they said "sure come on out and volunteer." So I was- I got involved in more programs- doing more programs and I- I eventually like I got volunteer of the year for **I think** it was 2005 or something like that and I ended up just

asking around- *y'know* a place where- *y'know* what something like that was called like what a major for that was called and a guy pointed me to UNI and ever since then I mean I like the- I like the- the school here I mean and *y'know* I- I actually just last week accepted a internship *uh* in Boise, Idaho to work with their parks and rec department, people with disabilities out there.

(I): Okay.

(I): Okay. So, _____. Tell me *a little bit* about yourself. (27)

(S): *Umm* basically I- I would like to think that I'm a outgoing person. *Um* I try to keep a positive attitude all the time and. *Um* ever since I was a little child my dad *kinda* instilled in me to- to be a hard worker. *Um* he does the same- he *uh* basically had- grew up with no parents and had to *kinda* raise himself and he's- he's *uh* basically just given me those same- same values and- and work ethics. So, *um*. Basically I just enjoy being around people.

(I): Mokay.

Appendix B

Transcript of Question 2: What are your career goals? (N=17)

(I): Okay. (3.0). What are **some** of your long-term goals? (1)

(S): *Umm* I plan on getting hopefully an internship in a hospital. or a big rehab center. Annd to (.) get hired on, hopefully after my internship orr get a job in a hospital.

(I): *Umm*. What are **some** of your career goals? (2)

(S): *Umm* my career goals (.) **I guess** I see myself *umm* hopefully working in a human resource setting *umm* realizing I don't have **a lot** of experience and just *you know* looking to get in the door and gain as much experience as possible. *Umm* I'm hoping to possibly get like **some** type of HR generalist job just to **really kinda** broaden my knowledge base. *Umm* (.) **really** interested in *um* training and development I can see myself being training and development coordinator eventually some day something that **really** interests me I **really** think *umm* (.) training employees appropriately is **very** important part of any organization so that's **very** interesting to me. But **really** just moving up within the human resource field is where I see myself.

(I): What do you **kinda** see as your career goals, like what do you wanna see five years down the road, ten years down the road? (4)

(S): *Umm* I see me working as a rec therapist, *umm* (.) hopefully getting certified *umm* taking the exam to actually be certified and then *umm* I'd like to work with children *umm* (.) and then I'm interested in child life it's a major that's strictly related so possibly doing an internship in child life specialist and *um* working with with children in hospitals.

(I): *Umm* what are **some**- what goals have you established for yourself in the short term and the long term? (5)

(S): *Uh* short term **I think** I'd **really** just like to settle down with a company and prove to them that I can work.=

(I): =mhmm=

(S): =*Umm* and be a good hard worker and establish a reputation=

(I): =mhmm=

(S): =And in the long run, I'm hopin to find a job that I can settle down annd (.) just have confidence that I can stick with that job and move up within the company.=

(I):= mhmm

(I): **So** (.) to begin (.) **I guess** tell me **a little bit** more about your long-term goals (.) in life. (10)

(S): *Umm* in life. well **I guess** (.) after college I **definitely** want to get a job in a high school.=

(I): =mhm=

(S): =And (.) stay there (.) y'know just (.) build up my repertoire and y'know just be like an inspiration to kids and get to know 'em on like a personal basis and just set my feet like in that school.=

(I): =mhm=

(S): =Like make a name for myself but (.) **I guess** wherever life takes me like I'll go. If something comes up (.) to do or another state or traveling or (.)

(I): mhm=

(S): =whatever. *Y'know I guess* I- just after college I just wanna get a job and whatever happens after that happens.=

(I): =Okay=

(S): =*I guess*.

(I): What are *some* of your long-term goals? (12)

(S): *Umm* I would like to (.) five years from now have a stable job (.) *umm* (.) in something I **really** enjoy doing and ten years to like succeed succ- like **really** good at it and be able to go and experience more things and *maybe* like go to different states and see how they program things and like traveling and stuff.

(I) Okay. Okay.

(I): *Umm* what are *some* of your *umm* long-term career goals? (14)

(S): My long-term career goals are *umm* make sure all of my children attend college (hh) I have one in college already she's at _____ in _____. I have two teenagers that are at _____ so *um* once they *um you know* finish co- finish high school I wanna push them out into the world, start college, get them on their way and then what I plan to do is *umm um* (.) attend *um* here at UNI the grad level program which is *uh* masters in MBA. And then I want to couple that with my leisure youth degree and the MBA degree and I want to- my long- *you know* far down- down the way is the *um* I want to have a huge facility that houses different programs for the community. So it's gonna benefit the youth *you know as well as umm* older *you know* older from five to fifty as I said *you know*. To have programs which I know I'll need staff and that will be developed as I develop relationships and partnerships going in that direction through the years. *You know* just by my contacts and people I know and bringing others on board 'cause I know you can't do it by yourself.=

(I): =mhm=

(S): =But I've seen it done. 'Cause actually I've volunteered in _____ and **a lot** of different places (.) I tried to- now that I can do that, I try to volunteer **a lot** in different places in _____ and not just stay in one place one location but volunteer here at the _____ here at _____, just to get a feel of what's going on in the community and then just to grab *some* knowledge from those experts that are there. And then- and *some* networking *you know some* exchanges of numbers and things like that. Talking with people that know how to run a non-profit organization, they've had long-term experience. And so- and then have that and then *you know* in the future I'll be able to have this facility=

(I): =mhm=

(S): =*you know* to house all these things it's like the umbrella and then you got all these things in there *you know*.

(I): So tell me, what are your career goals? (16)

(S): Career goals. *Um I kinda*- I wanna be able to bring leisure to- to people who- who don't have the time or *kinda* have like forgotten about it like. 'Cause there's- in the world we live in today there's so much stress, we're so busy doing everything that *sometimes* it's just hard to get leisure time in. And I wanna be able to- to bring options to people who- who might not think they have the time but **really** do. And (.) *kinda* along that line just- just open up options for people that (.) that don't get to recreate as much as they would like. (.)

(I): Good.

(I): *Umm* what would you say are your career goals, even if you're not sure where you're going? (18)

(S): My career goals would be (.) to (1.5) either work in human resources *um* planning, such as event planning or wedding planning. Or I have also thought about going on to school and getting a master's degree in student affairs or human resources. *Um* or- or communication studies which would also just keep my (.) focus in communication and broadening those *um* skills.

(I): Good.

(I): And so you mentioned your career goals, *uh* could you **kind of** talk more about that? (19)

(S): Yeah, yeah. *Um* eventually I would like to obtain a middle school position or a high school position. I'm **kind of** leaning more toward the high school position now that I've had actual experience with it. I'm currently student teaching at _____. *Umm* most of my field experience has been in middle school. I've **kind of** been intimidated by high school but the more and more I'm around it the more and more I'm **kind of** getting the hang of it and **really** liking it, so.

(I): *Well* great.

(I): So what would you say then are your career goals involving the elderly or? (20)

(S): *Um* ultimately my career goal is to work at a non-profit organization that advocates for older adults. Whether it's caring for them on a day-to-day basis or it's advocating for them politically making sure that policies are implemented that take care of older adults and things like that.

Really it's just being there for a population that I care about.

(I): So then what are your specific career goals? (21)

(S): *Um* I just wanna be well-respected is one major thing for me is I want people to look at me and (.) think that I'm actually helping the profession move forward and not just **kind of** making it stagnant- of where it is today. I wanna move it forward and bring programs to (.) other individuals that are kind of- **a lot** of homebound 'cause **a lot** of people are stuck in institutions and I wanna give them the opportunity to do that 'cause here in Iowa there's not **a lot** of opportunities for people with disabilities that are more physical, to actually compete against one another. So I **kind of** would **really** enjoy working towards allowing them to have the same opportunities. 'Cause **a lot** of people focus on mentally ill and *um* mental retardation, whereas people with physical disabilities kind of- of the *um* different aspects of therapeutic rec- **kind of** get the back burner. So **I think I really** wanna focus on physical disabilities because they- often just people teach them how to do it and then **kind of** forget about them. So that's one- just being **very** respected individual and (.) focusing on physical disabilities.

(I): Sure, *well* thank you.

(I): So, what are your career goals with full-time employment? (22)

(S): *Umm* I **definitely** want to work on the side of community recreation versus clinical. In TR we have two types. And what community recreation is is working in a non-medical environment. So for instance my main goal actually is to work for like a governmental agency such as ____ parks and recreation or another city's parks and recreation. And often times they have their own therapeutic rec department or adapted sports department. Whereas I would be a professional that programs, implements various activities, everything from sports to fine arts and fitness, aquatics

for people of any need, whether it be physical disabilities or *uh* mental disabilities. To make programs work for them, the participants needs I suppose.

(I): Okay.

(I): **So what are your career goals with therapeutic recreation? (23)**

(S): *Um* actually *uh well* I hope to get my internship and see how that goes **really** because I'm not sure that this is where I want to stay for the rest of my life. I'm actually thinking about going on for nursing. *Um* I didn't have that opportunity because of _____. I would've liked to start here and gone on to _____. *Umm* but hopefully in the future it depends if I **really** like my internship **really** this summer. So *umm* do my internship and **maybe** move on to nursing.

(I): Okay.

(I): **And what are *some* of your career goals? (24)**

(S): Career goals, *umm* I would like to within the next like five years be like a director or a manag- up in management *uh* in **some** area, either tourism or programming. *Uh* be in the _____ area and just learn as much as I can about the field that I am in, so I can educate others.

(I): Okay, great.

(I): ***Um* what are your career goals (.) in leisure? (26)**

(S): Oh I *uh* I plan on- *uh* after completing the internship- I plan on (.) possibly if there's a spot open there, staying there. Or *uh* working in a c- it's called community based therapeutic recreation, which is- there's community and clinical based, clinical based is working in a hospital setting with (.) *you know* older folks or mentally ill. And I've- I've done that and *you know* I don't mind it but I've been in the community based setting long enough where I would- I enjoy the community based setting and I can se- I see myself working in a community based setting. Also I plan on becoming certified. Certified therapeutic recreation specialist and you complete that- there's a test you complete that after you graduate, when you're in the field for like a year.

(I): Okay.

(I): **Tell me, in five years from now, where do you see yourself? (27)**

(S): *Umm* that's **kind of** a tough question. I would say *uh* **definitely maybe** working with kids in a- in a sports related *um* area. *Um* I **kinda**- my goal *um* is **kinda** to work with inner-city kids in _____ 'cause I **kinda**- *well* I'm from there originally and I **kinda** just know where they're coming from and can **really** relate to 'em. *Um* so I would say working with kids somewhere for sure.

(I): Okay.

Appendix C

Transcript of Question 3: Tell me about a recent group experience... (N=18)

(I): =great. (3.0). *Um* I want you to think of a recent group experience (.) *um* it can be within the classroom or it can be on a job or internship that you might have done. And tell me how the other members of your group would describe you. (1)

(S): (2.0) *umm* I'm pretty well with communication. Good getting things done on time. and helping the rest of the group if they can't finish something or need help getting it done. (1.5) **definitely** wanna do the best I can to get- get a good grade.

(I) *Umm* and building off that, tell me about a time when you used teamwork skills. (3)

(S): *Well* in class like I just said we had to- like the whole class was a team and we had to utilize like everybody in the class, otherwise it wouldn't have worked. And now I work at Olive Garden and I'm a host. And like I **really** realized through like a restaurant that everyone in the restaurant has to work together or nothing works smoothly like the host has to seat the right table and the server has to come over and then they have to- like the busser has to bus it later otherwise nothing works smoothly at all.

(I): [great.

(S): [and everyone fights.=

(I): =Alright

(I): *Umm* tell me about a time where you had a group project, and *umm maybe* someone wasn't **really** doing their part or wasn't coming to meetings, *kind of* how did you deal with that group member? (4)

(S): *Umm* that actually happened to me *umm* it can be frustrating when someone doesn't show up. *Umm* first we talked to that person and *kind of* remind them "hey we're in a group doing this together" *umm* and if- see what their feedback is and *maybe* they just didn't realize it. *Maybe* they'll work better and if they don't *umm* we usually would go talk to somebody higher so, in this case the professor (.) *umm*. And see what he can do. Or she to try an help us. So.

(I): An did the situation *kinda* turn out okay?=
(S): =Yeah=
(I): =That's **always** good. (.) Didn't turn into a big fias[co hhh. That's for sure.
(S): [yeah hhh

(I): What teamwork experience have- (3.0) Tell me about a time when you worked with a team. (5)

(S): *Umm* when I worked at _____ - at the jewelry store we constantly had to work as a team at night when closing down. We had to put away all the jewelry and make sure all the m- the cash register was counted down and all the jewelry was securely in their safe.

(I): mhmm. (.) good.

(I): *Umm* give me a specific example of when you had to sell the idea of something to a group and how you did that. (9)

(S): Oh, that's a good question, *umm*. I actually just participated in a (throat clears) competition. It was called the _____ marketing competition and *uh* just a quick *um* what it is- quick

definition is it's a competition that was in _____. *Umm* and we- I actually went down with a team from UNI and I was our team leader and we had a artist- individual music artist *uh* assigned to us- assigned to us and we had to come up with a promotion campaign- advertising promotion campaign. And then we had six weeks to put it together and then we had to (.) present it to a panel of judges from _____. And *uhh* (throat clears) we had to just convince them that she was a amazing artist and why they should sign her. They obviously weren't going to sign her but they were just- we were pretending like we were [presenting

(I): [yeah

(S): to a record label which was **very** fun, one of the best times of my life.

(I): Tell me about a time when you've worked (.) in a team setting (.) and the group didn't cohere as well as it should've. How did that experience relate to- how did- how did you deal with this experience? (10)

(S): I've had a few experiences like that because *well* when I work in a group I'm **always** looked at like the work *kinda* gets put on me

(I): mhm

(S): and others just slack and stuff so I didn't like it so *I guess* by dealing with it I would confront them- *er* I did and just like try to divvy it up between all (.) of the people

(I): mhm (.) What exact situation can you tell me about?

(S): *Umm* it was *uhh* a project in Spanish class- it was like a video.

(I): Okay

(S): Like it was the whole semester long so it was like a semester test only video.

(I): mhm

(S): And there's a **lot** to it. It was a pretty big project.

(I): Okay

(S): We had a few weeks to work on it. (.) yeah.

(I): *Umm* (throat clears) can you tell me a time about a recent group experience? And *umm* how your other members of your group would describe you. (12)

(S): *Umm* I was in a group of five and we were to *umm* (1.0) *uh* like run an event like organize it and everything and I was the main *umm*- I was the person to go to for all the information like I organized (.) *you know* like our charts and stuff and like our to-do lists and (.) things like that. Like our timelines and when everything needs to be due. They basically did what they had to do and reported back to me saying they did it so I could check it off our list and things like that.

(I): Good. And how would you group members describe you? (12)

(S): I would say as a **very** organized person. And *um* (2.0) *uh* (.) yeah. organized.

(I): *Umm* why don't you just tell me about a recent team project that you completed. *Um* it can be within a class or in your community in volunteering or anything. (14)

(S): Oh (.) great. *Umm* (.) I worked this summer with _____ over on _____ there's a project it's called garden project where *um uh* in the summer- I worked in the summer and we would have- I would have groups to come to the garden (.) in _____ we had groups _____, _____, _____, groups of young- of young kids starting from *maybe* seven to (.) sixteen or seventeen. _____ *um* _____ (.) so they might be **a little bit** younger than that 'cause _____ they have a **lot** of younger kids like yeah- I'd say from five to seventeen. And _____ they have *you know* quite a few teens (.) so those different groups would come in during the

week and we would *umm*- I had curriculum activities, *um* teaching them about *umm*- which all centered around gardening. So they were able to *um* plant- pick a fruit or vegetable that they wanted to grow. And plant it (.) and nurture it, cultivate it, keep it *uh* watered and *uh* watch it grow. And it was- it wasn't just that- it wasn't just- that wasn't just the aspect of it, it's the teamwork that was involved. It's *umm um* the sharing *uh* getting to know one another (.)

(I): mhm=

(S): = It's the times of conversation (.) it's *sometimes*- it's too- it's a time of getting away from problems and coming to the garden. (.)

(I): mhm.

(S): *You know* like a release (.) from what's going on, what they been doing all day long. **So** *um* and then we have a curriculum- we have a activity- sheet activities centered around the garden that they can learn about *you know* the different *umm uh* fruits and vegetables, the type of fruit the type of vegetable (.) *uh* what group it's from. The five pyramid group (.) so things like that (.) and they were *um* teens also.

(I): okay. (.)

(S): so we did the same thing with the teens. Most of the teens come from _____ and so- and and because _____ they not only have *umm* just- just families that just want to bring their children there- there's peop- just to *um* say "I need help with my teenager."=

(I): =mhm=

(S): =But we had runaways *um* with dis- *uh* behavioral problems (.) things like that. And when they come to the garden (.) they were eager, they couldn't wait to come to the garden. Because people don't know the hel- the s- the spiritual and the health benefit or the *umm* just of being in the garden=

(I): =mhm=

(S): = it's peaceful. It's peaceful in the garden. (.)

(I): **definitely**=

(S): *you know* I experienced when they- when everybody left and I was there and I was just checking out the garden and making sure- just looking and seeing if there was anything needs to be picked any weeds need to be pulled. And then we even- we were out there, we talked about *umm*- like when you sow seeds=

(I): =mhm=

(S): =*you know* and *you know* I'll ask *um* okay what nice things have you sown in somebody's life today? *You know* you use life lessons. *you know* like when we're sowing we're putting down seeds ok- what- how many seeds can you sow in somebody's life, can you tell them *you know* "your hair looks nice today" or "you look-" instead of like they say hatin' on each ot[her].

(I): [yeah

(S): *You know* have you sown the seed in *some*- 'cause once you sow that, it'll come up. It might not come up through that person but it'll come up and you'll get a compliment back from someone else *you know*. **So**. (.)

(I): yeah **definitely**.

(I): Can you talk about a time when you **really** had to buckle down and work with a team to complete a project? (15)

(S): *Umm* group projects are **always** challenging if I'm not- like if one person does more of the work than others. (.)

(I): mhm=

(S): =so you **really** have to encourage everyone to pitch in. And then if someone doesn't (.) *you know* make sure you pick up *you know* their slack and talk to them to about it.

(I): [right right.

(I): Right.

(I) Can you think of a recent grou- group experience and tell me how the other members of your group would describe you? (16)

(S): *Umm* for group experience **I think** I would have to go with *uh* my softball team. It's just a rec softball team through *um* the city of _____. (.) *Uh* (.) I've taken it upon myself to do the managing part of it, to set it up, to make the phone calls, to gather the money which as everyone knows is the hardest part (hh) whether it be getting the money from the people or finding a sponsorship. *Um I think* they would- **I think** they would *uhh* (.) describe me as being (1.0) *ahh* (1.0) I could go around and say a good leader *umm* (.) they might say organized. That's one thing I need to work on, though. *Uh um* caring would be a good word 'cause **I think** we have a good relationship with everybody on the team. That's one thing I try to get the chemistry of the team more than- more than trying to find the ten best players to play. (1.0)

(I): Great=

(S): = So, yeah.

(I): Can you think of another recent group experience and tell me how the other members of the group would describe you? (18)

(S): Yes. (1.5) In my organizational communication class we came together and did a project- a pr- *er* a- it was a oral communication project. And so we had to meet and schedule our times together. *Um* and I took charge and because we were having trouble figuring out when we could meet and putting everyone's schedule together. So I took the *um* initiative to get everyone's emails and I emailed everyone and I put together a schedule and we ended up *uh* meeting once a week for about like- two months prior to the project so that we could get a start on it. And it ended up being a **very** successful group project and we all got along **really** well because we just **always** had that hour once a week that we were gonna meet. And so I'd say that my group members in that project would describe me as **very** organized and (1.0) empathetic in the way that they would contact me and if they had to miss or if they were having trouble that *y'know* I would understand and I wouldn't get mad and I wouldn't create conflict and that they could trust me and if they had problems or they didn't want to do a certain part of the group project that they knew that I would help them or switch or talk to the other group members about it. And **I think** they would also say I have good time management because I was looking at the project and how long it would take us. So I feel that those are a few skills that they would say I possess.

(I): Thank you.

(I): *Umm* could you tell me about a recent team project you completed or a group that you worked with? (19)

(S): *Um* yeah actually I worked on a grant over in _____. *Um* it's for- it's called _____ curriculum development *uh* in _____ for young children. And *uh* I was a member of the student team associated with that, it was myself and another student and I worked *uh* directly with another graduate student. *Uh* we were supervised through *um* this *uh*- the center for early childhood over in _____. *Um* but directly I worked with them in completing pre and post tests for assessments and things like that, gathering data *umm* oh man, assessing the data, making

graphs. Actually our stuff that we did was actually reported to NSF, the National Science Foundation, for the grant. So that was *kind of* exciting.

(I): That is excellent!

(I): Could you think of a recent group experience and tell me how the members of the group would describe you. (21)

(S): *Um* actually I just got done having a huge presentation for one of my general ed classes, visual perceptions. And I'm *kind of* the individual that likes- I don't like to take complete control but I like having things in my hands 'cause I trust myself **a lot** more than other people so its. I *kind of* went and- went through the chapter 'cause we had to do a presentation on a chapter so I took the chapter and *kind of* thought of ideas and stuff like that and brought it to the group and *kind of* made a PowerPoint of what I thought would be important to bring to the rest of the class. And *kind of* that allowed the other *um* participants *er* other members of my group to actually think further so then they *kind of* gave input and I was able to utilize what they thought about the project too. So it was (1.0) *kind of* a cooperation between the two, I *kind of* started trying to brainstorm type of stuff and trying to get them to elect new ideas. So I'm *kind of* the person that tries to get other people to think of new things and (.) start (1.0) actually working, type of stuff *kind of* help motivate. I'm a **very** motivational person. And it was **a lot** of underclassmen so I'm kind of- I *kind of* stepped up as the leader, just because I- I've been here longer so. (.)

(I): Could you think of a recent group experience and tell me how other members of your group would describe you? (22)

(S): A group that I was leading or just?

(I): Any group project anything.

(S): Okay. *Umm* We'll use my work for that. I work with- as I said at _____ with special needs adults and something we do every week is we go to- we take- it's a one on one basis with staff and client. *Umm* and one staff will take one client to an event. So once you get to the event you're in a group setting, 'cause its staff and clients. And the event that we go to every Monday is a- it's *kind of* a social group thing and it's at a local bar, actually it's not alcoholic but- and then they play a DJ and they have music and everyone dances and everything. And I would say that my peers at this place would say that I'm outgoing because I'm **always** taking my client- he's in- my client's in a wheelchair. So I make sure he gets out there and dances and if he's- we're working on socializing so- 'cause he's **very** shy. So I would say that they would say that I like to *um* take initiative on to things. I'm fairly new there but yet I've taken my own *uh* look into things. Like they- they once t- my client's name is _____ and they say "_____ doesn't dance. _____ doesn't do this" but since I've been going with him he doesn't want to do anything but dance because I took the initiative to get him out there and get him like he is, so.

(I): **Very** good.

(I): Think of a recent group experience. Tell me how the other members of the group would describe you. (23)

(S): *Umm* that would be _____ **definitely**. Because I'm actually a leader for _____. _____ my advisor actually chose me as the leader *um* this past winter. And *um* so I- **I think** my fellow helpers **I guess** the other UNI students would describe me as- as a leader. And I like to take charge and- and I'm **very**- I like to get things done in a mannerly time. I am an organizer. *Um* so I- I just mainly think they would describe me as a leader. *Um* hopefully a good one (hh)

(I): *Um* why don't you tell me about a recent team project you completed. (24)

(S): Team project. *Umm* recently I- I'm in a group communication class right now and (.) *umm* (.) we had to put together a communication pitfalls in a group setting, and we *kinda* had to put together a brochure and do a pre- presentation in front of our class, and it went **really really** well. *Umm* it- we *kind of* did have *some* pitfalls as my professor would say, but it went **really** well.

(I): Great.

(I): *Umm* tell me about a time that you've worked in a group situation. And *umm* possibly *maybe* a member of your group didn't perform as well as they should. Or *maybe* the group didn't have as good cohesion as it- one should. *Umm* tell me *a little bit* about that experience and what you learned from it. (25)

(S): *Umm*. I worked with (.) a team teaching math lessons at _____. And (.) as a group we had a hard time. Cause there was four teachers and there was only two students, splitting up things so that everyone was **really** getting a chance to teach and getting a good experience out of it. And we just talked about it and made sure that we (.) knew that someone was gonna do this and this and this and this, ahead of time. So it wasn't a worry when we were there.

(I): Okay.

(I): Now I know you've been on the _____ team and you've had many team situations. Can you draw on an experience when *maybe uh* it got tough. Or when the group didn't have as good cohesion. And *maybe* it wasn't even on a _____ team, *maybe* it was in a class project. *Maybe* it was in a group at work, when you had difficult people to work with. *Um* can you describe to me just one experience from that and *uh* (throat clears) how you handled it? (3:00) (27)

(S): *Um* I would say a good example is that- is this year is- it's my senior year. And *uh kind of* in the past I played when I was a freshman I didn't start but I started my sophomore and junior year. And *um* at the beginning of the season I started the first couple games and then *kinda* coach came up to me and we have a couple **really** good new guys on the team and *um* he just asked how I felt about not starting this year. He was- basically *kinda* told me that I wasn't gonna start *y'know*. And *uh um* I *kinda* thought about it and I just **really** wanted what was best for the team. And *uh I think* I could've **definitely** (hh) having started and *kinda* getting demoted in a way *um* could **really** put somebody down. But *I think* I- I handled it in the proper way. And just said *whatev- whatever* you think coach is best for the team I- I'm down for. And *uh* it's actually *kinda* worked out **really** well this year. So *I think* I could've (.) *um* basically on a team situation I mean if you have one person go south or one person *uh* have a bad attitude it *kinda* trickles down to the whole team so.=

(I): =mhm=

(S): =Me being _____ I didn't want to have any- any of that happen. And so, *I think* I handled it in a *kind of* mature- mature way. (hh)

(I): Yeah, I would say so.

Appendix D

Transcript of Question 4: What are your strengths and weaknesses? (N=21)

(I): *Umm*. What are **some** other strengths that you haven't gotten a chance to talk about yet? (2)

(S): *Umm* I would say that I'm a **very** *umm* (.) organized person- a **very** focused- *you know* I've good time management skills.=

(I): =Mhmm=

(S): =*Umm you know* all through college and grad school I've held a job I've volunteered *you know* I had extracurricular activities and balanced *you know* family friends and school.=

(I): =mhmm=

(S): =*You know* and successfully as shown on my grades *you know* so=

(I): =mhmm=

(S): =**I think** that is important and *umm* (1.0) also *umm* (.) **I guess** I would say *umm* (.) I- I- **I think** I have good communication and personal- interpersonal skills in terms of I've had **a lot** of experience with **some** of the jobs I've held. *Umm*. And in grad school in terms of presentations, in terms of **really** having to speak to other people speak to people who are above you in terms of level in school or elsewhere in the workplace

(I): mhmm

(S): and **I think** that's **really** helped me to be more confident and *umm* intelligent speaker in terms of *you know* getting across my ideas

(I): mhmm

(S): in a functional way. So **I think** my communication skills can be an asset *umm* as well. And just also just my confidence in general in terms of being able to talk in front of people and *you know* have a comfortable conversation with someone that I may not know **very** well. Which is important in the workplace because you meet people new all the time *you know* whether it's a client a customer, things of that nature.

(I): mhmm

(I): And what would you consider to be your strengths and also your weaknesses? (3)

(S): *Umm I think* my strengths are that I like find positive things in every situation and I try to **always** have a positive attitude and teamwork is like number one for me. And **I think** my weaknesses are that like when I am a team I- I like to like lead the team? And **sometimes** I don't take in consideration other people, like what they're saying.

(I): What do you consider to be your strengths and then wea- on the flip side, your weaknesses?

(4)

(S): *Uhh* my strengths I believe *umm I think* I'm a hard worker *umm* will get everything done somebody asks me to. *Umm very* punctual person I like to be on time and *um* have a set schedule (.) *umm*. My weakness is **probably** *um* leadership skills, I feel like I've **always** been a follower versus leader to where somebody tells me what to do I'm good at doing it but *umm* I been working on leadership skills I've- I did camp adventure for experience job and that helped me to **really** *um* become a leader 'cause I actually had to (.) *umm* be put out there and lead different groups, **so**. (.) **I think** it's something I'll **always** be working on.

(I): **definitely**. Gaining that ex[perience and having those opportunities.

(I): *Umm* are there any other strengths that you'd like to talk about that you haven't been able to discuss yet? (5)

(S): *Umm*. (.) No I do not think so.

(I): *Umm* what do you consider one of your weaknesses and how are you working to improve that? (5)

(S): *Umm* .I believe my- one of my weaknesses is *sometimes* I like to do stuff too in depth.

(I): mhmm=

(S): =where *sometimes* I know you just need to get the surface (.)

(I): mhmm=

(S): =of what the main issues. And *sometimes* I like to go too far in-depth to find out the real problem. (.)

(I): mhmm. (1.0) K.

(I): *Umm* (.) What would be *uhh*- what would you describe as your greatest strength or weakness? (9)

(S): I'd say my personability (.) *uhh* would be my greatest strength. Just because I feel like I can relate with people **really** well. And **I think** that also translates into good leadership skills. *Umm* (.) being able to understand people and listen but at the same time relate with them, because you're listening, **I think** is (.) a good- good strength because then you can work in a team but you can also delegate tasks to individuals that (.) need it or to get something done quicker. *Umm* as far as my great- my greatest weakness?

(I): Yeah

(S): Okay hhh. My greatest weakness I would say would **probably** be my *umm* attention to detail. *Um* I **always**, especially when I write (.) I **always** know how I want it to sound and *uh* usually I take however long it's going to take me to finish that writing but I **always** like to go through it twice or three times and *sometimes* I can mess up (.) time deadlines and (.) punctuality.

(I): What would you consider being your greatest weakness? (10)

(S): *Umm* (.) My greatest weakness (3.5) would be (.) just (.) I dunno (4.0) **maybe** pressure (.)

(I): mhm

(S): Being put in the hot spot (.) *y'know* having to be [*y'know*

(I): [mhm

(S): clutch (.) and know what to do when under pressure.

(I): And what would you consider to be **some** of your strengths? (11)

(S): *Ummm* (.) I'd say my leadership skills, actually. I- I'm a person that like I don't need to be the leader at all but I like to have **some sort of** direction- direction obviously, so like if there's a person above me that's completely fine. I will- I would- that's fine but *umm* **I think** even if someone is above me I still have leadership skills where I feel that I can lead people too so- and *um* lead them to the right direction as well and just leadership skills being like a positive attitude for everything 'cause I know being negative isn't the right way to go (.) so.

(I): Right. And along those lines, how bout **some** weaknesses? (11)

(S): *Ummm* school basis procrastination is one of my *umm* problems but I realized **I think** I- I work better if I procrastinate *y'know* I [**kinda** like **a little** pressure.

(I): [mhmm

(S): So that's one of 'em. And *uhh* (.) I would say (.) *maybe* just like *a little* disorganization *maybe a little bit* but I use my planner **a lot** more than I used to (.) when I first started college so (.) yeah. Those are *some* of my weaknesses that I've been working on.

(I): Ok *umm* can you tell me one of your strengths and one of your weaknesses? (12)

(S): One of my strengths is I'm **very** organized. *Umm* extremely organized **I guess** and then for a weakness *some* people may say I'm too organized and if things are going according to like my timeline or my to-do list or something I could get frustrated. But I'm working on that how I have to relax more (.) 'cause that's gonna happen.

(I): What do you consider to be one of your greatest strengths? (15)

(S): *Umm* working with others.=

(I): =okay=

(S): I would consider that one of my strengths. *Um* (1.0) And (1.5) Tryin to think of *uh* (1.0) yeah. (hh[h])

(I): [That's okay.

(I): How about one of your greatest weaknesses? (15)

(S): *Umm* (.) I still need to improve on leadership like getting more confidence in front of like large crowds or=

(I): =okay. (.) Great.

(I): Could you share with me a few of your strengths and weaknesses? (16)

(S): *Umm* (.) Strengths *ahh* I believe (.) that I do have that high energy for my field for what I'm for what I'm going into. High energy and motivation for everything I do? No, I'm not gonna claim that but for the field that I am in and for the job that I am looking for that's what I love to do and **I think** it shows when I'm doing my work. So (.) *uh*. A weakness (.) I would say is my- my organization. And that showed from my first few years of school. *Um* unorganized (.) not going to class as I should whether it be 'cause I forgot it or 'cause I didn't want to or not getting my assignments done 'cause I didn't write 'em down. But now coming back I- I got my little office space ready in my house, my little computer desk and my assignment book right there. Write everything down, sit in the front row of class most of the time. *You know*, pay attention. So, it might still be a weakness but it's something (throat clears)- pardon me- something I'm **definitely** working on and trying to fix about myself 'cause I know that's a weakness and something I need to improve on. So.

(I): Good.

(I): *Um* what do you consider to be your strengths? (17)

(S): I would say that my strengths as an individual and as a leisure (.) leader and educator would be the fact that I'm outgoing, I'm relational. I try and find the common ground (.)

(I): Mhm=

(S): =with anybody and everybody that I meet. I'm in a waiting room with- *uh* standing in line to pay at the *uh you know* café or with the lunch or whatever. *Uh*. But besides being relational I'm sincere (.)

(I): Mhm=

(S): =If I- If I compliment somebody, I wholeheartedly mean it. I'm sarcastic at times once I get to know somebody but overall I'm sincere.=

(I): =mhm.

(S): I believe I have the leadership and the discipline (.) *uh* skills (.) *uh* necessary (.) to get the job done.=

(I): =mhm.=

(S): =To basically take care of business, ensure as I said before, that any leisure activity that I'm involved with is inclusive. That everyone takes part- everyone gets *some* benefit from it. So I believe that's my *uh* overall strengths.

(I): Good, thank you.

(I): What are *some* of your strengths and weaknesses? (18)

(S): *Some* of my strengths are that I have good time management. I like to prioritize my day and I like to make lists and I like to know what I have for today and then *y'know* what I need for- for homework what I need to do for the next day *so* that I don't forget to do things. And *um* another strength would be that I enjoy helping people. I love seeing other peoples' days be brightened by a friendly hello, even just a small conversation. And I'm organized. I like *um* even the small things such as my bedroom I like- I like my bedroom to be organized. I like my school work to be organized *so* that it's easier for me to find things, it's easier for other people to help me when I need help. And I would say *umm* (1.0) that (1.0) *some* things I need to work on would be (1.5) balancing *um* work with relaxation or work with *um* (.) just doing other things that help me *um* stay positive and just *um* (.) not all consumed by work. And *um* just *so* that I can keep my creative mindset going and *so* I've been trying to work on that by scheduling time in my day where I just go for a thirty minute walk. Or I *um* will talk on the phone to my mom for thirty minutes. And *so* it just helps me *kind of* relax *a little bit* and then I can just- I'm w- almost more motivated to keep working and keep *um* doing things that I need to work on.

(I): **Very** good, thank you.

(I): Could you share with me a few strengths and weaknesses? (19)

(S): Yes. *Umm* (hh) one of my biggest weaknesses is procrastination. *Umm* I do work on it and I do complete things on- I do complete things on time and I do complete things well. But *I think* the procrastination *kind of* puts more stress on myself and *I think* that if I could (hh) push myself to get stuff started earlier, it could help me throughout. *Umm* I'm **really** good at communicating with kids. I feel like *um* if a kid's not **really** understanding something well I can explain it in mult- multiple different ways *um* to help them understand. *Umm* (.) and I'm also (hh) despite my procrastination I am a fairly good organizer. *Um I think* that keeping things organized in class will help kids- *you know* what I mean the kids who- who can't necessarily focus or kids who need help focusing and stuff like that *uh* the organization will help them down the long run, so.

(I): How would you describe *some* of your strengths and weaknesses? (20)

(S): *Umm I think a lot* of my strengths are that I'm positive and I keep morale up. *Umm* but I'm **very** passionate about what I do and I'm **very** empathetic. I *um*- I feel like I can recognize what people are going through. *Umm* (.) *some* of my weaknesses *I think* I've mentioned before was **really** *umm* (1.0) wanting to see people be as passionate as I am about older adult issues which is actually pretty unique. *Umm* to recognize those issues I don't think **a lot** of people *um* (.) can necessarily pinpoint older adult issues. *Umm* and so **really** working with people that *um* don't recognize these issues.

(I): Could you describe a few of your strengths and weaknesses? (21)

(S): *Some* of my strengths are I'm **very** organized. I like getting stuff done early. I'm not a procrastinator at all. I'm- **a lot** of my friends think it's weird I do projects months in advance because I don't like being under- under **a lot** of pressure that type of stuff which could fall into my weakness. I *kind of* crumble when there's **a lot** of pressure but I like to get 'em done early. *Um* another weakness would be *um* I'm *kind of* too over organized and that type of stuff which could be- *some* people could think of as being (1.0) a perfectionist type of stuff. But (.) that's just *kind of* how I am. I like things **very** organized. (1.0) But (.) *kind of* (.) I've learned that relaxing *a little bit* is also good. So I'm becoming more relaxed is *probably* what I'm trying to do to kind- 'cause being a perfectionist can push **a lot** of people away from you. And just trying to realize that I'll get it done when it gets done. Not having so much pressure on myself is gonna make it- *uh* the atmosphere a lot better for coworkers and stuff like that.

(I): Describe to me *some* of your strengths and weaknesses? (22)

(S): *Umm* one of my number one strengths I would say is my energy. I have (1.0) *probably* almost an excessive amount and I'm one- I've learned through experience in life *I guess* how to channel that where it needs to be channeled. And because of that like I never- I don't give up ever. I- I'm willing to g- take the extra step to make things just right. And it's almost made me- almost of a (.) perfectionist. Not necessarily a perfectionist but I strive to be like **really** well 'cause I take pride in my work and *uh* **very** intrinsically motivated, so. So *uh* (.) it's because I take such pride in my work I wanna (.) be good at that. And as far as a weakness (.) I would say (.) *umm* (1.0) I- *maybe* my clerical skills. I'm- I'm *uh* learning Excel right now I know that's important thing to be- have in most fields. And I'm taking it upon myself to learn it right- as we speak. But I'm still learning as I say so (.) it's not the best. As far as word processing I'm fine with that. But other *umm* clerical things such as I know evaluating forms and stuff like that. I'm not familiar with tons of different things but as a new student coming out I'd like to become more familiar with the different techniques that people use.

(I): Finally, could you describe your strengths and weaknesses? (23)

(S): *Uh*. My strengths. I- my strengths can convert into weaknesses as well because *um* I can be **very** persistent and *I guess* *um* strong minded. And *sometimes* it gets to be too much *I guess*. But I'm so confident *sometimes* that it- it may *y'know* come off as something else, *maybe a little* too confident and *I guess* cocky would be a word. But *um* I try to keep it professional and *I think* confidence is so key because I mean coming in to an interview if you're not confident, they're not gonna want you. And *um* (.) I- confidence is a **very** big thing for me. But as for weaknesses that is the same answer (hh) so. *I think* they both convert, good and bad. (.) So.

(I): And what would you say are your strength- your biggest strength and then your biggest weakness? (24)

(S): My biggest strength I would say *umm* is my follow-through or follow-up. *Umm* in everything that I do, either with people from like working at the Y following up with members once they've become- *er* people once they become members, following up with them in their experience. *Uh* following through on *uh* any assignments. I just have **always** been determined and been able to get things done. For my weakness, I would say prioritizing. I *kinda* have a tendency to *uh* put things that I would like to do first but not- not necessarily need to be done

first. But I am working on that and I have been making to-do lists. And from one to like five, I've been putting them down from immediate done now to not so often- or not so soon.

(I): Great.

(I): Now (.) tell me, we all have strengths and weaknesses. What do you consider your greatest weakness. (25)

(S): (1.0) I can be *kind of* a perfectionist.

(I): Mhm.

(S): Which (.) I need to make sure that I don't expect too much of myself and too much of my students. But yet to still have **really** high expectations. But I do think in a way that it makes me keep trying and not giving up because I **really** expect them to succeed and I wanna find a way to help them do that. And to help myself do that- improve myself, so.

(I): Okay.

(I): *Uh* what do you *um* consider your greatest weakness? (26)

(S): (2.0) Just in general?

(I): Mhm

(S): (1.5) I don't **really** know *maybe uh* (.) *maybe* not **always** putting forth like the most effort (1.0) *uh* like with school work and stuff like that *maybe* not *y'know* trying the hardest *y'know* I- school's not a huge- not a big fan of it but (.) *y'know* I can get through it.

(I): Okay.

(I): *Uh* what do you consider your greatest strength? (26)

(S): My greatest strength? **I think** I'm able to talk to people and *uh y'know* I can- I can help others out. I can become like a good leader and things like that. (.) I'm good in leadership roles, if people give it to me I can- I can come through for 'em.