

FORMATIVE EVALUATION OF HERITAGE INTERPRETATION CAREER
RECRUITMENT MEDIA TARGETING TEENAGERS

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ABSTRACT

Many fields, including heritage interpretation, are faced with a changing labor force, a lack of public awareness, and reduced university enrollment. Combined, these problems result in a smaller pool of qualified applicants to fill vacant positions. Presenting media with a unified message to a targeted audience is one possible solution to this problem. This research used formative evaluation to develop a recruitment media toolkit that increases teenagers' awareness of heritage interpretation as they explore vocational possibilities. The preproduction phase of formative evaluation included review of adolescent development, vocational development theories, and recruitment in other professions. The product development phase included prototyping a recruitment toolkit and evaluating the prototypes through four focus groups of high-school-aged teenagers in three U.S. cities. Focus group transcriptions were coded inductively using classical content analysis. Four themes emerged: (1) create a network of interconnected media, (2) tell authentic stories with real people, (3) personal contact is important to teenagers, and (4) offering a variety of media types will appeal to the largest array of teenagers. Sentiments toward prototyped media showed that teenagers spoke most often and positively about videos. Social media and career fair channels had the most attention, but the attention was largely critical and contained suggestions for improvement. The categories for accessibility/availability and information were coded most frequently when discussing media. During the discussion, participants described interpreters as social, communicative, and knowledgeable about cultural and natural history. Teenagers related most positively toward being outside, communicating knowledge, and being interested in cultural or natural history and interpretive media. These results show that future iterations

of a recruitment media toolkit should (1) increase and centralize an online and social media presence to connect information and improve availability/accessibility; (2) retain a variety of media types, but include more videos; and (3) highlight the action and variety of jobs within interpretation.

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CHAPTER I: INTRODUCTION

Justification

The American labor force will shrink and diversify over the next two decades. To anticipate this change in the hiring pool, heritage interpretation needs to develop measures to increase its competitiveness in attracting and retaining new talent (New Student Pipeline Task Force, 2017). Heritage interpretation also struggles with a lack of knowledge about the profession. A suite of recruitment media to share as a toolkit through a professional organization is one way to increase awareness of heritage interpretation careers. Having media available to tell the next generation about the field will ensure that interpreters have a say in how they are perceived.

Research Question

How is a recruitment media toolkit developed to increase teenagers' interest in heritage interpretation careers?

Subproblems

1. How can heritage interpreters deliver recruitment messages to teenagers?
2. How will a recruitment media toolkit be evaluated, improved, and released for use?

Abbreviations

- EE/I Environmental Education and Interpretation
- NAI National Association for Interpretation
- UWSP University of Wisconsin-Stevens Point
- Interp- Heritage interpretation and interpreters

Definitions of key terms

- *Formative evaluation* is the process of determining value or effectiveness during developmental stages (Cambre, 1981).
 - Preproduction Research occurs first in formative evaluation. This process researches audience characteristics that will affect a public campaign's media outlets, message formulation, and setting for desired behavior (Atkin & Freimuth, 2013).
 - Production testing occurs after preproduction research during formative evaluation. This process evaluates prototyped messages by the target audience before the final product is released (Atkin & Freimuth, 2013).
- *Heritage interpretation* is a communication process that guides visitors to discover meanings in objects, places, and landscapes (Buchholz et al., 2015).
- A *recruitment (media) toolkit* is a series of media, either digital or print, used to relate a positive message about a job or career path to a specific target audience.
- For the purpose of this study, a *teenager* is a youth between the ages of 14 and 19 in the life stage called *adolescence*, between childhood and adulthood.
- The *Elaboration Likelihood Model of Persuasion* is a communication theory concerning methods of persuading an audience to change their attitudes and behaviors.
- The *Self-concept Theory of Vocational Development* is a theory that describes how individuals create a career based on aligning their internal perceptions of themselves with their perceptions of vocational choices
- The *Career Construction Theory* describes how an individuals' personality, perception of self, series of vocational choices, and ability to find meaningful work are all part of career development over an individual's lifetime.

Limitations

- This project will not study the long-term effects of a recruitment toolkit on interpretation careers or NAI membership.
- The number of focus groups was limited, which may have prevented feedback from reaching saturation.
- By working with only NAI, the message of this project will be biased to their perspective and message, which could limit the reach of recruitment media.
- Three prototypes paired a media channel with a media type, which could have limited the scope of feedback from focus group participants.
- Most early research on career theories was done on middle-class white male students, with little to no emphasis on other demographics, which could limit how generalizable older research is.

Assumptions

- Recruitment activities, particularly recruitment media, will increase teenager awareness and interest in heritage interpretation.
- The recruitment media toolkit will be accessible and useful to teenagers, heritage interpreters, and career counselors who work with teenagers.
- Focus group participants gave honest feedback about their attitudes toward recruitment media prototypes. Assumption is based on voluntary participation in focus groups.

CHAPTER II: LITERATURE REVIEW

Justification for a Heritage Interpretation Recruitment Toolkit

These sections explain why a recruitment toolkit is needed for heritage interpretation, what media could be included in an early version of the toolkit, and why the target audience should be teenagers. The justification will cover topics such as a shrinking, diversifying, and competitive hiring pool, the stagnation in university enrollment, and the lack of diversity within heritage interpretation versus the diversity present in the United States. The prototyped toolkit will be largely based on other industries' recruitment toolkits, with modifications based on marketing to adolescent audiences. Young adults will be the target of this media campaign because development of concrete ideas about a future career path begins during adolescence.

Aging workforce. Since the mid-20th century, baby boomers and the influx of women have supported the growth of the American workforce. Baby boomers, the generation born in the two decades after World War II, will be 55 years old or older in 2020. The percentage of civilian workers estimated to be over 55 in the U.S. in 2018 has more than doubled since 1996; whereas, the percentage of workers ages 16-24 has remained the same, and the percent of workers between 24-54 has increased only 11% (U.S. Bureau of Labor Statistics, 2017). Toossi and Torpey (2017) show that the number of workers over age 75 has been increasing faster than the workforce as a whole, and predict the trend will continue. With the boomers remaining in the workforce, the American workforce has not seen the drastic declines predicted by Piktialis and Morgan (2003). However, the workforce is aging overall, and eventually the boomers will leave the workforce. Combined with the birthrate hovering beneath two births per woman, the

total number of workers in the U.S. will decline, leaving fewer workers to replace those who leave (United States Fertility Rate, 2018). Despite the reprieve from a drastically declining workforce, companies and professions still need to recruit and retain younger workers to replace the older workers as they leave the labor force. A smaller workforce overall will lead to increased competition to attract and retain talented employees.

Harrison and Hargrove (2006) suggest discovering what motivates people to choose a career and using that knowledge to recruit and retain new talent to replace retirees. Some research has focused on discovering what motivates individuals to get involved in interpretation-related activities. In natural resource programs, students cited continuous exposure to the outdoors and witnessing degradation of natural sites as motivations to join the field (Haynes & Jacobson, 2015). In Taiwan, teaching, learning, and sharing about and being connected to nature heavily influenced motivation to volunteer for an environmental organization (Tung & Zinn, 2004). For historical reenactors, motivations include social interaction/camaraderie, role-playing, and historical scholarship/education (Hunt, 2004). By knowing why individuals might choose a career, recruitment media can emphasize or target that motivation.

Diversifying workforce. The American population is diversifying, which means the workforce is increasingly diverse as well. The 2010 U.S. Census found that 36.3% of Americans identified with a minority population and predicts that the United States will be a minority-majority country by 2042 (Mesenbourg, 2012, slide 11). A diverse population creates a diverse hiring pool and a diverse audience. The National Association for Interpretation (NAI) is a professional organization of heritage interpreters with over 7,000 members (About NAI, n.d.). Bushman et al. (2016) found that only 14% of NAI's

members identified with a minority population. A diverse audience will better relate to heritage interpreters if they see more diversity among the professionals. Heritage interpretation needs to find a way to increase the diversity of its membership to better represent the U.S. population.

A University of Wisconsin-Stevens Point advisor cited several ongoing initiatives involving urban and youth organizations to increase diversity within the College of Natural Resources (B. Kubish, personal communication, October 19, 2017). The resources include recruitment media, connections to schools and organizations with underrepresented groups, an outlet to students and families interested in natural resources, and connections to other colleges, universities, recruiters, and educators. These initiatives could be resources for what media goes into the heritage interpretation recruitment toolkit and how the toolkit is distributed.

To promote diversity in heritage interpretation, barriers to inclusion need to be addressed. According to Haynes and Jacobson (2015), barriers to natural resource careers perceived by minority students include discrimination, financial pressures, and lack of confidence. According to Balcarczyk et al. (2016), lack of knowledge can be addressed through advertising to youth about career options in natural resources. Advertising can be in person, like at a career fair, or non-personal, like on a website. An online recruitment toolkit supplied through a professional organization could serve as a template to centralize and unify recruitment efforts, and it would be accessible to curious teenagers as they research vocational opportunities.

Reduced university enrollment. Many interpretive careers require or prefer a college degree. University enrollment is declining or stagnant overall, and thus a cause

for concern (National Student Clearinghouse Research Center, 2017, Figure 1). Since interpretation majors tend to be associated with environmental education and natural resources, the perceptions and general lack of knowledge of natural resource programs could be comparable to interpretation programs. The number of university students majoring in natural resources has rarely increased over the past 30 years (Balcarczyk et al., 2015). Gharis, Laird, & Osborne (2017) also found that many liberal arts majors already enrolled in universities have very little knowledge about natural resources in general. Those who do know about natural resources tend to associate the careers with being exposed to danger, low pay, few opportunities, and may not even see the career as a “real job” (Haynes & Jacobson, 2015). By supplying a recruitment toolkit, interpreters can begin a campaign to improve perceptions about themselves.

Lack of knowledge. If a profession is not represented by doctors, teachers, or otherwise featured prominently in the local culture, lack of knowledge is a common challenge in recruitment. Career clustering activities attempt to match a young person to a profession through a series of questions about their personality and preference. South Dakota Department of Labor and Regulation (2011) and Career Clusters activity (n.d.) are two examples of career clustering activities that do not mention heritage interpretation or related fields like environmental education, outdoor education, natural history, or reenactment. This omission could be the result of the newness of the profession, since Tilden wrote the first book defining interpretive principles in 1957 (Tilden, 2007/1957). Perhaps the omission is a failure to acknowledge “bridge” professions that straddle two seemingly disparate fields, like clinical informatics and urban forestry, which are also not

mentioned. Accessing this early introduction of careers to students could increase teenagers' awareness of heritage interpretation and similar careers.

Reflecting this lack of knowledge, a survey report from Lackey (2010) found that students did not know about the environmental education and interpretation major at UWSP until they were enrolled in the university. When asked how to increase awareness, over 60% of survey participants mentioned advertising or recruiting for the major. Of those alumni, 48% specifically suggested increasing recruitment within high schools. Haynes and Jacobson (2015) and Balcarczyk et al. (2015) also support increasing recruitment efforts within high school populations.

With the numerous names for interpretation, defining who heritage interpreters are and what they do could be difficult. A UWSP student found over 50 programs in the United States that include coursework about interpretation and environmental education, but "interpretation" is used twice in program names and four times in descriptions (Loomis, 2017). Perhaps interpreters are unwilling to talk about their profession because the diversity of jobs and responsibilities within the profession is challenging to describe succinctly. A dearth of literature discusses the identity of interpreters. Tilden (2007/1957) wrote a book that defined the profession, but not the people. LaPage (2014, 2018) wrote at least two opinion pieces for the NAI magazine, *Legacy*, that discussed the identity of interpreters as truth-tellers, sharers of passion and information, and provocateurs. In another issue of *Legacy*, Basman (2016) described interpreters as global therapists. Despite these respected interpreters' reflective writings, little to no peer-reviewed literature has explored how interpreters define themselves.

Role of professional organizations in recruitment. In an article on networking, Vega (1997) suggests professional organizations as a way to expand one's personal network. Through these contacts, an individual can find opportunities within a field. This network connects individuals to people who presumably have similar career interests as themselves (Vega, 1997). From the perspective of the organization, the member connects the organization to a vast network of nonmembers. Offering a recruitment media toolkit through a professional organization gives members materials that distribute a consistent message to potential members.

NAI board members have recognized the need for a recruitment toolkit designed specifically for heritage interpretation (Lackey, 2017). In support of this project, the NAI board members developed a document describing recruitment messages (see Appendix A). By prototyping an initial toolkit around a consistent message, the membership can tailor the content and toolkit to suit their specific needs.

The National Park Service (NPS) is the only interpretive organization the researcher found that offers any guide to recruiting new employees (U.S. Department of the Interior, NPS, 2008). The workshop workbook describes recruitment strategies and defines messages, materials, and resources for staff, which could be generalized to other careers related to natural and cultural history. However, park staff seem to be unfamiliar with this document (K. Gunsolus, personal communication, December 4, 2017).

Job seekers access websites devoted to advertising job openings across the United States. The North American Association for Environmental Education, National Environmental Education Foundation, and NAI websites all have regularly updated job boards focused on environmental education/interpretation (EE/I) careers. The Association

for Heritage Interpretation has a resources page that links to other interpretation organizations. These groups assume that people visiting their website are already members and involved in EE/I. In contrast, NPS devotes a large section of its homepage to “Get Involved,” which directs visitors to more targeted portions of the website about becoming a volunteer, student, citizen scientist, artist, permanent, or seasonal worker. Through this webpage, NPS offers a resource for getting involved in the agency that is useful to current and potential employees.

Existing recruitment toolkits illustrate a few media channels that heritage interpretation could use, including social media, an organization website, career fairs, and on-site advertisements. Audiences receive media as a myriad of types, including brochures, comics, podcasts, videos, display boards, websites, mailers, fliers, slide presentations, games, and more. Some recruitment toolkits available for free from professional organizations, non-profit organizations, and government agencies include:

- “Career Recruitment Tool Kit” (American Society for Clinical Laboratory Science, 2019)
- *Recruiting for the National Park Service: Participant Guide* (U.S. Department of the Interior, NPS, 2008)
- *Recruitment Toolkit: A Human Resources Guide* (Opportunity Culture, n.d.)
- *Recruitment and Retention Toolkit: A Journey Toward a More Inclusive Workforce* (American Institute of Certified Public Accountants National Commission on Diversity and Inclusion, 2019)
- *Recruitment Toolkit for the Electrical Distribution Industry* (National Association of Electrical Distributors, 2013)
- “Student Membership Recruitment Toolkit for Faculty” (American Physical Therapy Association, 2018)
- *Outdoor Recreation and Conservation Career Toolkit* (Transforming Youth Outdoors, 2019)

- *Manual of Best Practices for Recruiting and Retaining Underrepresented Groups in Ecology and the Environmental Sciences* (Petersen et al., n.d.)

Ehrhart, Mayer, & Ziegert (2012) describe the perceptions of a hiring entity based on the presentation of recruitment messages on their company webpage. Positive associations occur when the website is easy to navigate, and when the job seeker perceives a relationship between their own skills, values, and capabilities with the working environment and values of the company (Ehrhart et al., 2012). If available online to the public, this recruitment media toolkit needs to be easy to access and navigate.

Summary. Heritage interpretation is likely to suffer a decline in the number of qualified applicants due to reduced university enrollment. Combined with a larger number of older employees in the baby boomer generation leaving the profession, heritage interpretation needs to increase awareness of itself as a career option. One way to increase this awareness is to increase marketing efforts that deliver a consistent message to a targeted audience through a variety of media channels. A recruitment media toolkit would help the profession of heritage interpretation deliver a consistent message and help teenagers decide if they are interested in the profession.

Theoretical Framework

Why recruit during adolescent years? Teenagers are actively searching for their place in society. They are exploring careers to align their sense of self with a vocation.

Self-Concept Theory of Vocational Development and Career Construction Theory. According to the Self-Concept Theory of Vocational Development, a person spends their vocational development striving to align their sense of self with qualities they attribute to an occupation. This process begins very early in life. After an infant discovers their own independence and identity, the child begins to role-play and test their

sense of self against their role models. Perceptions they observe about themselves connect to each other to form self-concepts, which together form a self-concept system. Self-concepts tend to be “I am...” statements, like “I am an outdoorsy person.” Adolescents continue this exploration, role-play, and reality-testing as they translate self-concepts into vocational terms (Super, 1963). Crystallization is part of translation that occurs after the adolescent has confirmed their self-concepts in occupational terms, but before they have entered the workforce and actualized their vocational preference (Super, 1963). For example, a teenager could crystallize the earlier self-concept into vocational terms like “I would like to work outdoors, like a park ranger.” The teenager would not be able to actualize this vocational preference until they enter the workforce.

Career Construction Theory modernizes the Self-Concept Theory of Vocational Development by addressing the current global economy and diversity within the modern workforce. The Career Construction Theory recognizes three prongs to the development of a career: vocational personality, life themes, and career adaptability (Savickas, 2005). Vocational personality combines an individual’s internal self-concept with their personality traits (Savickas, 2005). Life themes occur as a person continues to experiment with expressing self-concepts through vocational choices (Savickas, 2005). Career adaptability focuses on an individual’s ability to find and participate in work that is meaningful to them (Savickas, 2005). For example, a person who loves to communicate and teach young people might first try teaching grade school. If they find that teaching in a formal education environment too restrictive, interpretation might be another vocational choice.

Self-Concept Theory of Vocational Development and Career Construction Theory support creating recruitment media that targets an adolescent audience. A recruitment media toolkit for heritage interpretation would promote and provide resources about interpretation-related career options. The media would have the most relevance during adolescence, when teenagers are exploring different occupations, translating self-concepts into occupational terms, and exploring their first few life themes.

Usinger and Smith (2010) researched the trajectory of students from 7th grade to high-school graduation. Usinger and Smith compared their findings to Self-Concept Theory and Career Construction Theory, and found that students who were able to define an internal self-concept system followed the progression defined by vocational development theories; these students made up 40% of their sample; the other 60% either allowed themselves to be defined by others, were overwhelmed by life circumstances, had deliberately disengaged from a career search, or were distracted from the future by a past negative life experience (Usinger & Smith, 2010)

Elaboration Likelihood Model of Persuasion. In their Elaboration Likelihood Model of Persuasion (ELM), Petty and Cacioppo (1986) discuss how people are persuaded to adopt an attitude or behavioral change through the cognition of a message. An audience processes messages through one of two routes: central or peripheral. The central route creates the strongest impression, and results in an attitudinal change that is long-lasting, resistant to further change, and predicts behaviors. The peripheral route is less desirable because it creates a temporary attitudinal change that is easily influenced and does not affect future behaviors. For a message to be processed through the central route, that message must relate to the audience and be understandable. The message is

even more likely to be processed through the central route if it is presented in a way that is free of distractions, repeated in several ways, and connects to prior knowledge within the audience (Petty et al., 1992, p. 81). The central route described in the ELM aligns with the interpretive principles of relating to the audience, revealing information in an understandable way, and provoking an action or response in the audience.

Two notable public communication campaigns have based their message development and evaluation on ELM. The VERB™ campaign targeted tweens, adolescents between young childhood and teenage years, and used ELM to explain the effectiveness of delivering a message about being more physically active (Huhman, Heitzler, & Wong, 2004). The “truth” campaign targeted teenagers and used ELM to explain teenagers’ reception of messages about the consequences of smoking (Dunlop, 2011). Both public information campaigns targeted young people and observed both central and peripheral routes of persuasion occur in their audiences (Dunlop, 2011; Wong et al., 2008).

Media Design Principles. The following paragraphs discuss theories, common practices, or “rules of thumb” that affect media development.

Fraction of selection. First discussed by Wilbur Schramm, the fraction of selection refers to the relationship between effort required to read a message and expected reward from reading the message. A low perceived effort with a high perceived reward likely means that the message will be read, and vice-versa (Schramm, 1949; Gross, Zimmerman, & Buchholz, 2006).

Message hierarchy. Also referred to as the “3-30-3” rule, message hierarchy refers to the visual cues used to guide a viewer or reader through information (Gross et

al., 2006). Some examples of visual cues include a change in text size, stance, weight, color, and placement. The reader's eye is guided to flow from the 3-second to the 30-second message, and then to the 3-minute message. More time devoted to reading the media results in more detail offered. A well-designed message hierarchy can influence the fraction of selection because it allows the reader to adjust their level of commitment to the messages. If a 3-second message appeals to the reader, they may choose to spend more time with the media because the effort is worth the reward.

Golden Ratio and the Rule of Thirds. While not equivalent, both the Golden Ratio and the Rule of Thirds direct placement of visual elements within a frame. The Golden Ratio is a specific number that describes a line divided into two segments: when the ratio of the shorter segment to the longer segment is equal to the ratio of the longer segment to the whole line. The longer line is approximately 1.618 times the shorter segment; the whole line is approximately 1.618 times longer than the longer segment. The Golden Ratio led to the discovery of the Fibonacci Sequence. In media, a grid divides the space according to this ratio of 1.618 to 1, and artists use the grid intersections to focus visual interest. The rule of thirds composes visual elements across a grid of 3x3, which breaks the image into 9 equal parts. This rule is more common than the Golden Ratio, possibly because it is easier to use. Both layouts discourage an evenly balanced or centered layout because such layouts are stable and formal. Dynamic layouts are more visually interesting because the eye moves actively across the media.

“C.R.A.P.” design. Williams (2008) described four design elements to increase visual interest: contrast, ***repetition***, alignment, and proximity. Contrast draws the eye; repetition unites the design; alignment organizes the visual elements with respect to the

whole; proximity arranges related visual elements together and separates unrelated elements.

Color theory. Color affects both other colors as well as our perceptions and emotions. Visually, colors interact to influence other colors' tone or vibrancy (Albers, 2006/1963). Our perception of color is based on color harmonies, that is, whether colors balance each other or clash, and personal experiences with colors (Albers, 2006/1963). Many books discuss color theory and its use. The text by Albers (2006/1963) guides students and experts through exercises that reveal color theory as relationships between colors. Color schemes can attract interest, support themes, and create mood. Colors can also emphasize the C.R.A.P. design principles discussed above.

Summary. These theories informed decisions concerning the creation of a prototype recruitment media toolkit. The theoretical framework supports the selection of teenagers as a target audience for the recruitment media. The Elaboration Likelihood Model of Persuasion guided the selection of initial media types and channels to appeal to teenagers and influenced the researcher to include questions about relating to the topic within the focus group protocol. The media design principles impacted the media in the following ways:

- layout gridded to divide by the rule of thirds
- message hierarchy helped the viewer move through the media logically
- color choices based on NAI's color scheme to help unify the media into a more professional toolkit

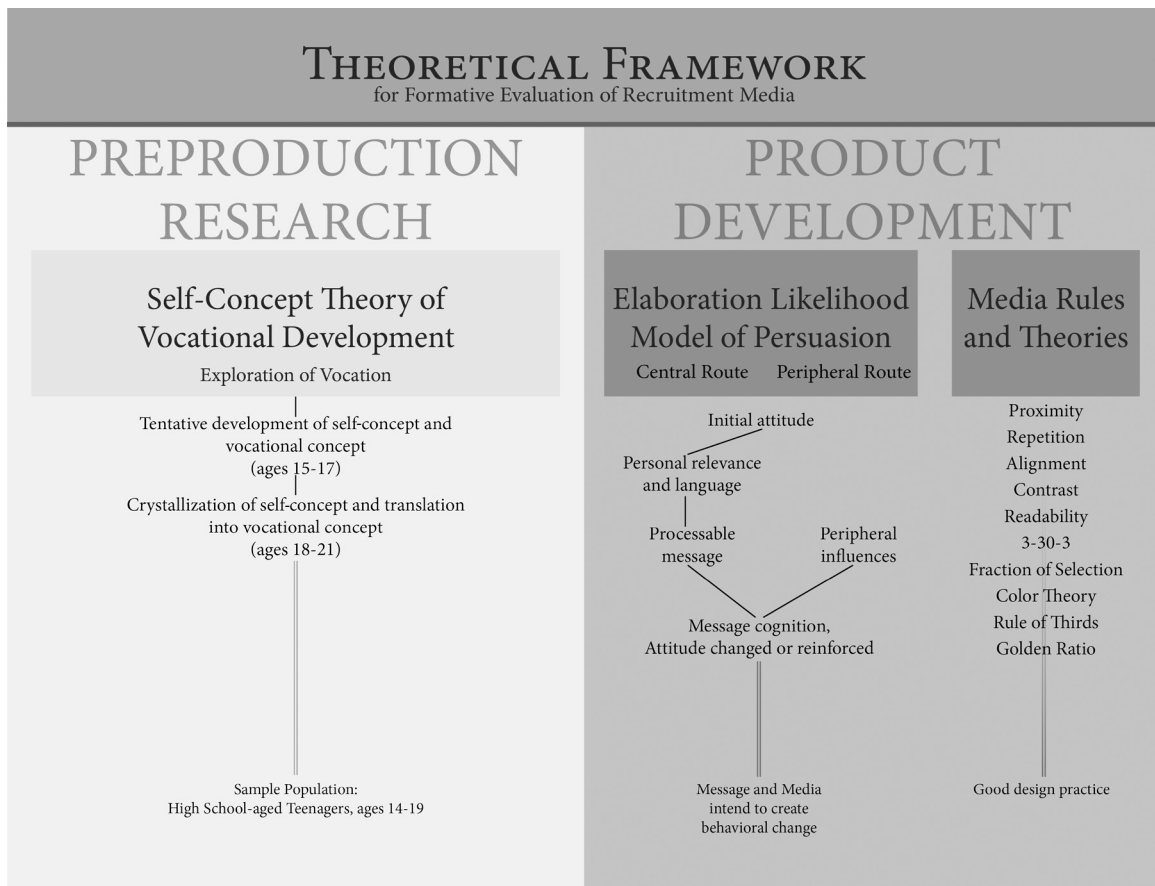


Figure 1. Theoretical Framework. A visual representation of Self-Concept Theory of Vocational Development, Elaboration Likelihood Model of Persuasion, and media rules and theories within the framework of formative evaluation.

Campaign strategy. While an overarching campaign strategy would organize efforts to efficiently deliver recruitment messages, it is outside the scope of this project. However, the researcher suggests that a recruitment media campaign be based on a public communications campaign. Both public communications and recruitment efforts target a specific audience, communicate a message through various channels, and aim to influence audience behavior. Atkins and Freimuth (2013) offer an overview of the development, implementation, and evaluation of public communications campaigns. The researcher applied their guidelines in the development of this toolkit.

The campaign designer can affect the source of the message, the message itself, and distribution of the message; the designer cannot affect who ultimately receives the message or what they do with the message (Atkin & Freimuth, 2013). For this project, NAI agreed to be the message source, help draft a basic message, and distribute the media through its website. Currently, NAI is the largest professional organization for heritage interpreters in North America and is participating in a Global Alliance for Interpretation to unite interpretive associations all over the world. NAI also organized a New Student Pipeline Taskforce and a Diversity, Equity, and Inclusion Committee to address the disproportionate demographics in the membership. These actions align with the recruitment goals of this project: to recruit new young interpreters and to increase the diversity of interpreters to reflect the diversity of the American public.

As a message source, NAI can speak through its professional members. Vega (1997) suggests that a professional organization is the connection between members. Professional members also connect an organization to nonmembers. This recruitment toolkit lends itself to the purpose of connecting NAI to new talent through its membership. Following publication of this thesis, NAI should release recruitment media to its members and the public. By hosting the recruitment media toolkit on its website, NAI will serve as a distributor, increase the toolkit's credibility, and continuously support the toolkit.

Marketing to Teens

Knowing your audience is a fundamental part of marketing, public communications, and interpretation (Huhman et al., 2008; Atkin & Freimuth, 2013;

Tilden, 2007/1957). Anyone involved in the production of media targeting teenagers should be aware of adolescent development and teen marketing strategies.

Adolescence is a turbulent time of social and physical growth. Humans experience the second largest amount of change in the shortest amount of time during adolescence (McNeely, 2011). As young people grow physically into mature adults, they also develop cognitively, socially, emotionally, sexually, personally, and morally (McNeely, 2011). To make this development more confusing, every part of development can occur at different and changing rates (McNeely, 2011). Because of this large range in physical and mental development, marketing to young people can be challenging.

The Teenage Research Unlimited has been surveying a national sample of U.S. teenagers since 1982 to help marketing companies understand this population segment (TRU | LinkedIn, n.d.). Surveyed youth preferred to be called “young adults” or “teenagers,” rather than “teens” or “adolescents” (Zollo, 2004). When targeting teenagers, marketers segment young people by their trendiness rather than their age. Teenagers of all ages typically fall into one of four trend segments (in order of largest to smallest percent of population): conformers, passives, edgy teens, or influencers (Zollo, 2004). Edgy teens are untraditional, independent, and set styles, but do not care for them; influencers are classic, confident, trendsetting teens; conformers are the normal teens who drive what becomes popular; passives tend to be scholarly and late to adopt new styles (Zollo, 2004). Behaviors that influence a teen’s trend segmentation could also affect willingness to experiment with career choices.

To reach teenagers, media and messages need to be accessible and attractive to teens. Teenagers spend most of their time in school, and then spend an average of three

hours per day in front of a screen outside of school hours (McNeely, 2011). Most of their free time is spent in a social situation, preferably in the company of friends, but family is also acceptable (Zollo, 2004). Teenagers prefer to be with others rather than alone, despite a strong desire to be independent (Zollo, 2004). Media should have a social component and be available both online and in locations where teens and their families gather.

Although teenagers are aware of their impending responsibility and adulthood, they often choose to make decisions that do not appear to benefit their future. According to McNeely (2011), this decision-making process is related to higher feelings of reward when risky behavior yields a positive outcome. Zollo (2004) reports that teens will often choose to have fun over fulfilling responsibilities because they predict that adulthood will not include time to have fun. A career search is, by nature, related to impending adulthood, so media should make the search more fun, blend into established behaviors, and highlight aspects of the career that are interesting and fun.

CHAPTER III: METHODOLOGY

Research Approach

This research used a multi-methods approach. The researcher gathered qualitative data through focus groups, with transcripts coded to identify repeated ideas and themes in participants' feedback about recruitment media. Quantitative data consisted of demographic surveys of focus group participants and code frequencies within the transcription data. Basic descriptive statistics were used to analyze the quantitative data.

Treatment of Subproblems

How can heritage interpretation connect with young adults through media to deliver recruitment messages? Knowing how teenagers think, what interests them, and where they look for information affects how media is designed to connect with them. To recruit new heritage interpreters, a designer should understand how teenagers search for career opportunities and what entices them into a profession. The researcher studied vocational development theories, communication theories, and other professional recruitment materials to determine the appropriate target audience and develop recruitment media prototypes. Vocational development theories support targeting high-school-aged teenagers for recruitment messages because they are actively translating self-concepts into vocational terms (Super, 1963). Communication theories informed message format and influenced the choice of media channels and types. Other professional recruitment materials and research about teens and media informed the focus group protocol and prototype development. Consequently, focus groups of teenagers interacted with three media prototypes to test a recruitment message, media channels, and media types.

How will a recruitment toolkit be evaluated, improved, and released for use?

Formative evaluation of a media toolkit involves preproduction research, product development, and product evaluation (Atkin & Freimuth, 2013). Preproduction research of vocational development theories, communication theories, and teenage behavior informed product development of recruitment media prototypes. The prototypes were evaluated within focus groups of high-school-aged teenagers. Within the focus groups, teenagers discussed the media and suggested improvements. The results from these focus groups will guide updates to the media and the plan for media distribution.

Methodological Background

Formative evaluation. Formative evaluation guided the production and evaluation of a recruitment media toolkit targeting teenagers. Formative evaluation is the process of determining value during the developmental stages of a product or research (Cambre, 1981). Atkin and Freimuth (2013) subdivided formative evaluation into preproduction research and production testing. In this thesis, preproduction research is synonymous with the literature review. Preproduction research established a theoretical framework and target audience, which was applied toward creating three recruitment media prototypes. Production testing began when experts in the field of interpretive media viewed initial drafts of recruitment media. The second longer stage of production testing utilized focus groups of teenagers to test prototyped media. Focus group participants evaluated and provided feedback on the clarity, approachability, attractiveness, effectiveness, and inclusiveness of the prototyped media. Revisions should be based on focus group results. At this point, formative evaluation is complete and process evaluation, the assessment of the implementation of a product or research, could

begin (Atkin & Freimuth, 2013). Process and summative evaluation are not within the scope of this project.

IRB Approval

In February 2018, the UWSP Institutional Review Board (IRB) approved and exempted this research project from IRB oversight. In April 2018, a Request for Changes was submitted to reduce the project scope into a manageable two-year timeframe. The IRB approved these changes on May 1, 2018.

Developing a Prototype Recruitment Media Toolkit

The researcher prototyped several new pieces of recruitment media based on other recruitment toolkits and teen marketing research. These prototypes used three channels for delivery: website, career fair, and social media (see Appendix F). Each channel supported a different type of media. The website hosted videos; the career fair displayed printed media; and the social media account shared an illustrated webcomic. Colors were unified with a triadic color scheme using NAI's orange, a royal blue, and a forest green. The following media became the prototyped toolkit evaluated during the focus groups.

Website channel and video media. The American Society for Clinical Laboratory Science (2019) hosts a website that includes a recruitment toolkit. This toolkit includes a large amount of recruitment resources and media, such as a video, a brochure, workforce statistics, and links to external resources on the internet. Ideally, heritage interpretation could create and support a similar toolkit. For the purposes of this prototyped toolkit, the researcher chose to develop a host website and a video.

The website was not directly associated with an organization, but instead focused solely on the recruitment message and media. The researcher built the website using a

free website builder called Wix (Figure F1). Main tabs focused on different messages and content, including an overview of interpretation, videos of different interpreters, the career fair toolkit, links to external resources, and a blog. The website also connected to the Instagram account, which is discussed below.

The original plan for videos involved creating two new “Day in the Life”-style videos that showed interpreters in a front-line role and a managerial role. Two youthful interpreters volunteered to record themselves answering a series of questions provided by the researcher and offered a tour of their interpretive site (Rizzo, 2018). Time constraints caused the researcher to reduce the scope to one video of the front-line natural history interpreter. The researcher replaced the second video with one that showed a teenager interviewing a cultural history interpreter about her job and her role at her site (Colonial Williamsburg, 2017) (Figure F2). This alternative allowed the researcher to save time, include historical and character interpretation in the toolkit, and experimented with an interview-style of video.

Career fair channel and printed media. The National Association of Electrical Distributors (2013) published a recruitment toolkit that described a career fair setup and tips for table hosts. This toolkit prompted the researcher to develop a larger 24”x18” poster and a series of smaller 8.5”x11” testimonial posters. The large poster featured a word cloud built using text from NAI’s blog and the computer software RStudio (2018) (Figure F3). The more frequently a word was used, the larger it appeared in the word cloud. Words were also different colors based on their frequency.

The smaller posters were testimonials on one side and career information on the other (Figures F4, F5, F6). The testimonials used photos of interpreters from the National

Park Service and Schmeeckle Reserve, a UWSP field station that supported this graduate research project. The researcher requested quotes about what interpretation is from interpreters on NAI Community Facebook pages. Career information on the back was a combination of modified messages from NAI (Appendix A) and information gathered from various career texts (Cassio & Rush, 2009; Deitcher, 2010; Fehl, 2010; Schlatter, 2008).

The Electrical Distributors' emphasis on table setup guided the researcher to render a heritage interpretation career fair table using SketchUp (2017), a 3D rendering software (Figure F7). The 3D model showed a career fair setup with rubber bracelets, a tablet, and the posters on a covered table. The silhouette of a table host showed relative size of the items, and a background photo of a career fair set the scene. Screenshots of the 3D model and the posters comprised the webpage for the career fair toolkit.

Social media channel and webcomic media. Research about teenagers and marketing supported using social media as a platform to distribute recruitment media. Zollo (2004) observed that teens are often trend-setters; anything that is up-and-coming is often popularized by teens. Social media has been a popular platform with teenagers since its inception, so it was a logical channel for a recruitment message. Instagram was the chosen platform because its casual image-based reputation supported the last media type, a single-frame webcomic that commented on humorous moments as an interpreter. The researcher drew and colored four comics in Photoshop CC (2018), then posted them to an Instagram account (Figures F8, F9, F10, F11).

Explaining heritage interpretation. The last piece of media developed for this project helped participants visualize jobs within the field of heritage interpretation. The

researcher compiled a series of short clips that showed a large variety of jobs that could be considered heritage interpretation. These clips came largely from Schmeeckle Reserve's video archives, but some were parts of the online resources for *The Interpreter's Guidebook* (Buchholz, et al., 2015). These clips were paired with another video released by NAI called "I am an Interpreter" (NAIinterpret, 2014).

Data Collection: Focus Groups

Overview. After product development, product testing using the media prototypes occurred from September to October 2018. Focus group participants interacted with and evaluated the recruitment media prototypes. The researcher followed guidelines from Morgan (1997) for the planning and research design of focus groups. Each group consisted of 3-15 high-school-aged teenagers and followed the same focus group protocol (Appendix B). The researcher provided snacks, drinks, and UWSP notepads and pens as a thank-you for participants during the focus group meetings. Before the session began, participants and their parents had time to ask questions about the research, sign or deliver the informed consent/assent form(s) (Appendix C), and complete an anonymous, four-question demographic survey (Appendix D). After participants completed and returned the surveys, the researcher turned on audio and video recording devices. The semi-structured focus groups lasted between one and two hours.

Description of focus group protocol. First, the researcher showed the recruitment media prototypes to participants to mimic initial interactions between the media and the intended audience. Participants discussed their first impressions and critiqued the media. The goal was to understand how participants responded (positively

and negatively) to the media channels and types. Questions that encouraged media critique included:

- Which piece of media appeals to you the most?
- Which piece of media is unappealing?

The researcher then guided groups to discuss their perceptions of heritage interpretation based on the media and then based on any past experiences. The goal of these questions was to determine whether the media communicated what types of jobs and people are within heritage interpretation, while also discovering which parts of heritage interpretation are most interesting to teenagers. Questions that encouraged discussion of heritage interpretation included:

- Based on what is presented here, how would you describe this profession?
- Where do you think you would find heritage interpreters?
- What qualities of a heritage interpreter did you or did you not relate to?

Finally, the group returned to the media and discussed improvements to the whole media toolkit and as individual pieces. These questions gave participants another opportunity to critique the media, but with a better understanding of the message that the media was trying to convey, and encouraged them to think creatively about how to communicate the recruitment messages to other teenagers. Questions that guided this discussion included:

- Based on what we discussed earlier, how accurately does this media present heritage interpretation?
- What additional insight do you have into how we might communicate to you and your peers?

After the focus group. Throughout the discussion, the researcher made notes on a new copy of the protocol (Appendix B). When the focus group discussion concluded,

the researcher turned off the recording devices. After participants left, the researcher reviewed the protocol notes and recorded any reflections based on the group's discussion onto the site-specific protocol. Once the recordings were downloaded, the researcher transcribed the audio using Sonority (2018). Video provided an alternative audio recording when the primary audio was garbled or quiet, allowed for transcription of many nonverbal cues, and identified a speaker when they spoke out-of-turn.

All videos and transcriptions are stored on a UWSP drive and backed up on an encrypted, password-protected flash drive. UWSP systems protect the drive behind network firewall protection, username/password authentication, and controlled access. Only Schmeckle Reserve staff have access to the UWSP drive where the data is stored, and all stored data has been anonymized. The flash drive protects the data using encryption and password authentication. Videos will not be shared, but researchers may share anonymized audio and transcriptions through presentations and publications.

Pilot focus group. On August 7, 2018, the researcher hosted a pilot focus group with university student staff of Schmeckle Reserve and a student's family. The focus group was composed of 2 maintenance staff, 1 office staff, and 1 invasive species crew member. These students were all older than 19 years old. The family included the wife of a staff member, 2 younger children, and one 15-year-old child. This group knew each other, so it did not take long for discussion to become comfortable. The researcher found that some questions regarding media were repetitive, especially toward the end of the discussion, and so did not ask them.

The media seemed well-balanced for the group, with different members responding positively to different media. The balanced response supports that the toolkit

will address various learning styles well. Modifications based on feedback from this practice discussion included:

- shortening the length of the “Day in the Life” video from 7 to 4 minutes
- adding more detailed information to the back of the mini-posters, including:
 - salaries
 - map of EE/I programs
 - job names and types of interpretive sites
- adding a contact card to the career fair display
- adding another post to Instagram

Population sampling for focus groups. Sampling for focus groups purposefully targeted teenagers from 14 to 19 years old. Teenagers are the intended audience of the heritage interpretation recruitment message and media, so this population segment provided applicable information concerning the media and message. Participation recruitment involved distributing fliers through interpretive or youth organizations. Fliers displayed research and contact information.

The researcher chose recruitment locations to increase the representation of NAI Regional Communities and demographic diversity of participants. NAI Regional Communities are Organizational Units that subdivide the United States and Canada into ten geographical regions. As seen in Figure 2, the researcher discussed hosting a focus group with organizations in six cities that spanned four NAI Regional Communities. Two potential focus group locations, marked with stars, did not advance past the planning stage. Three locations, marked with checkmarks, successfully hosted four focus groups (Stevens Point Area High School hosted two focus groups). One focus group, marked with an X, was cancelled. Organizations that participated included: Community Nature

Connection, Stevens Point Area High School, Cleveland Metroparks Zoo, and Mecklenburg County Park and Recreation. The organizations also hosted the focus groups to ease participants’ access and comfort.

Table 1. Organizations that Participated in Recruitment Activities

Organization	Location
Community Nature Connection	Los Angeles, CA
Stevens Point Area High School – Wisconsin River Academy	Stevens Point, WI
Stevens Point Area High School – Advanced Placement U.S. History	Stevens Point, WI
Cleveland Metroparks Zoo – Zoo Crew	Cleveland, OH
Mecklenburg County Park and Recreation	Charlotte, NC

High-school-aged adolescents, between 14 and 19 years of age, participated in the focus groups. Adolescents younger than 14 are more likely to be in the stage of exploration, before they begin translating self-concepts into vocational terms and experiencing pressure to choose a career path. Young adults older than 19 are more likely to be in the stage of actualization and to have already entered a degree program or a vocation. Thus, sampling adolescents between the ages of 14 and 19 aligned with the internal development of a vocational self-concept and the external social pressures to choose a vocation.

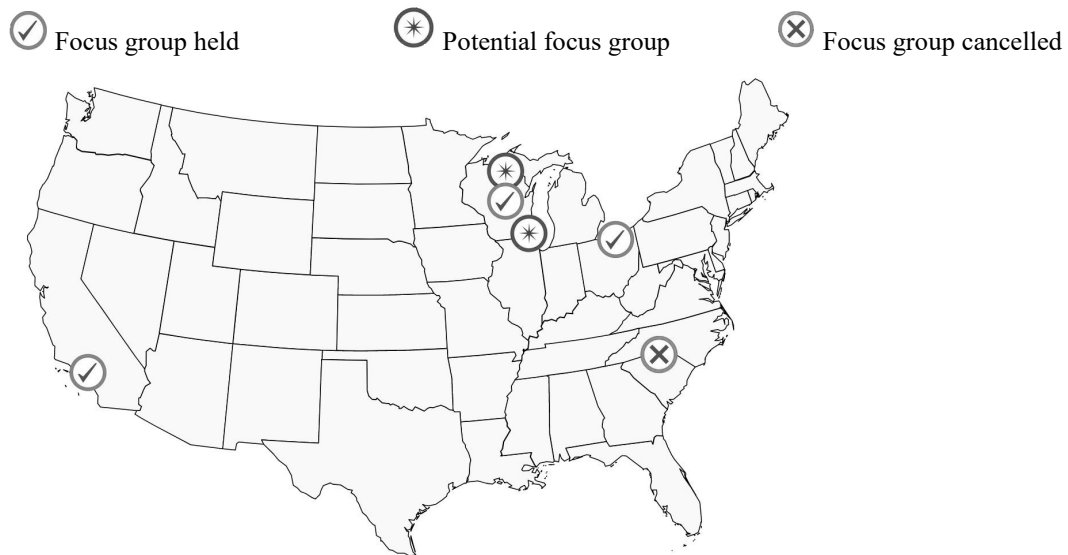


Figure 2. U.S. map showing focus group locations.

Mentors at the interpretive sites or youth organizations distributed fliers to recruit participants. Potential participants showed their interest in the research by contacting the researcher. Then, the researcher supplied the potential participant with the appropriate IRB form (Appendix C). If they consented to participate, subjects attended the focus group session at their respective locations with 2-14 other participants, whom they usually knew.

The recruitment process may have affected participant self-selection. Teenagers are social and want to spend time with their friends (Zollo, 2004). If participants knew the status of a peer or friend participating, this might have influenced their decision to participate. Mentors also have influence over teenagers' decision-making. When mentors distributed the fliers, their association might have influenced teenagers' willingness to participate. These influences could both negatively and positively affect participant self-

selection, so the researcher chose to accept the possibility of influence during participant recruitment and moved forward with the process.

Groups discussed the prototyped media and messages and offered revisions. The social nature of focus groups helped the researcher in “breaking the ice” and gaining insightful commentary. Interview questions were not intended to be of a private nature. Discussion sought opinions on printed or digital media, preference for media types, and career exploration behavior. The questions were not intended to and did not inspire participants to divulge deeply personal or private information.

Hosted focus groups. Each focus group followed the Focus Group Protocol (Appendix B). Differences between groups included the number of participants, the setting location, equipment availability, the time of day, and participant demographics. Age was the delimiting factor for participation, so all participants were between the ages of 14 and 19. The researcher travelled to each host location with a video camera, audio recorder, laptop, protocol, media, notepads, and pens. The researcher purchased snacks and drinks for refreshments near the host location.

All participants signed informed consent or assent forms before the focus group began. During the first two focus groups, parental consent was difficult to obtain. However, the demographic survey data revealed that most participants also needed parental consent for their data to be used in this study. After conferring with the IRB Chair, permission was granted to accept parental consent after the time of the focus groups. Some participants still did not supply the appropriate consent forms, so their data were removed from transcripts.

Discontinued or cancelled focus groups. In the course of this research, several potential host sites did not host focus groups, for a variety of reasons. Conserve School in Land O'Lakes, Wisconsin, was contacted early in the research process to assess its potential as a focus group site. This relationship was discontinued due to scheduling conflicts and the availability of a local high-school-aged, natural resources-focused group. Another group in Milwaukee, Wisconsin, called the Cream City Conservation Corps, was contacted late during data collection. This relationship was discontinued due to scheduling conflicts, dwindling time for data collection, and resource limitations.

One focus group was cancelled. This group was composed of students at East Mecklenburg High School that had a standing relationship with the Mecklenburg County Park and Recreation Nature Centers in Charlotte, NC. The meeting was scheduled for Saturday, September 29, 2018, one week after Hurricane Florence closed schools in the Carolinas for two days. Despite 6-9 students agreeing to attend the focus group, the number dwindled to 3 overnight, and none attended the focus group on Saturday morning. The researcher rescheduled to host the focus group virtually after school on October 17, 2018. After Tropical Storm Michael closed Charlotte Mecklenburg Schools again on October 11, the researcher and host site agreed that logistics were becoming burdensome and cancelled the focus group.

Transcription, Coding, and Data Analysis

Transcription began promptly after completion of each focus group. The researcher used Sonority (2018) to play the audio at a reduced speed and transcribed into Excel. Video recordings clarified speakers, acted as a back-up audio recording, and allowed the researcher to include nonverbal communications, like nods and head shakes,

in the transcriptions. A specific code corresponded to the date, time, and location of each focus group. Since all participants identified as male or female, the top male or female baby names from 2018 replaced participants' names to protect their identities. Then, each response was associated with the protocol question that preceded it.

After October 2018, data collection was complete. The researcher recorded demographic data into Excel and completed transcription in November. Demographic data recorded the focus group location as well as age, gender, race/ethnicity, and socio-economic status. Analysis of this data set generated percentages and comparisons between groups.

The researcher began the process of classical content analysis by developing codes inductively from the data in December 2018. Classical or conventional qualitative content analysis involves attaching codes to words or phrases within the transcript, and then grouping similar or related codes (Onwuegbuzie et al., 2009; Zhang & Wildemuth, 2016). This research was exploratory in nature, and so the researcher used inductive reasoning to develop codes directly from the raw data (Zhang & Wildemuth, 2016). Inductive reasoning is appropriate for exploratory studies because the researcher accumulates specific examples to generate a larger idea. The larger idea can then be tested using deductive reasoning and the scientific method.

Media and sentiments. First, the researcher identified every media type and channel that was mentioned during the focus group discussions. Codes identified media created for the prototyped toolkit, used during the explanation of heritage interpretation, and any media the participants mentioned outside of what the researcher brought.

Participants' sentiments toward media quickly became formulaic within the group discussions, so the researcher assigned sentiments to a 5-point scale:

- 1 = used the words "least favorite" or "really didn't like"
- 2 = used the words "didn't like," with or without a suggestion to improve
- 3 = was neutral or showed no obvious sentiment
- 4 = used the word "liked," with or without a suggestion to improve
- 5 = used the word "favorite" or "really liked"

Word frequency, keywords, and codes. Word frequency shows what words were used most often within a body of text. The researcher used software called RStudio (2018) to run a word frequency test on the transcription data set, first without removing common stop words (e.g., prepositions and pronouns) and then with stop words removed.

Participants would often address topics related to multiple questions in a single response. To address this, responses were tagged according to the question they answered. For example, the following response contains keywords and phrases that correspond with (1) how the participant responded to videos and social media and (2) how the participant related to a role that involved interpretive media and character interpretation:

No, I relate to the video part (1), but not about myself. We [SEACA] did a puppet show (2), we filmed like one minute of each of them to post on social media (1) so it would be attractive for little kids, since little kids wouldn't want to be looking at a kid talking for 5 minutes, so we decided to break it by 1 minute, and we made our own puppets and we had a voice in each character (2) so it would attract little kids' attention.

After sorting key phrases and words into groups, the researcher created code categories to find themes through focus groups and participant responses. For example, the code category *communicate or teach information and knowledge* aggregated the phrases “communicating with people,” “convey information,” and “educate people along the way,” among others. Keywords and phrases sometimes related to multiple code categories. For example, “get people out of their comfort zones” fell into the code categories of *inspires others/leader*, and *comfortable with being uncomfortable*. Each time a participant spoke, their response could have many different codes, but never more than one of each code. Participant responses that occurred at different times could have duplicate codes.

To test the coding scheme, the researcher calculated percent agreement between coders. The researcher used a random number generator to select 10% of all participant response lines. Independently, the researcher and research advisor coded 10% of the responses for keywords, media sentiments, and code categories. The researcher and research advisor adjusted the coding scheme until they tested 74% exact or close match between codes.

Research and Development Timeline

Fall 2017

- September: Established research question and subproblems.
- November: Determined target audience based on vocational development theory.

Spring 2018

- January: Designed first message and protocol for focus groups.
- February 1: Submitted protocol for IRB approval.
- February 6: Received recruitment message from NAI.

- February 15: Submitted proposal draft to graduate committee.
- February 26: Received IRB approval.
- February 27: Presented research proposal to graduate seminar.
- March-May: Explored ideal media toolkit based on marketing practices and existing toolkits.
- March 6: Contacted potential focus group population at Conserve School, Land O'Lakes, WI.
- March 13: Contacted potential focus group population at Mecklenburg County Park and Recreation, Charlotte, NC.
- March 16: Presented proposal to graduate committee.
- April 27: Contacted potential focus group population at Community Nature Connection, Los Angeles, CA.
- May: Completed literature review: vocational development, marketing practices, media development, formative evaluation, and existing recruitment toolkits and media. Began prototype recruitment media based on researcher strengths and time limitations.
- May 1: Reduced scope of project based on committee feedback; proposal updates approved by IRB.
- May 11: Drafted participant recruitment flyer.

Summer 2018

- May 21: Contacted potential focus group population at Cleveland Metroparks Zoo, Cleveland, OH.
- May 22, 2018: Contacted potential focus group population at Wisconsin River Academy-Stevens Point Area High School, Stevens Point, WI.
- May 31, 2018: A graduate committee member left UWSP.
- June 1, 2018: Compiled video clips of examples of heritage interpretation.
- June 8, 2018: Confirmed replacement graduate committee member.
- July 1, 2018: Completed first drafts of recruitment media toolkit.

- July 16, 2018: Contacted potential focus group population at Stevens Point Area High School-AP US History.
- September 5, 2018: Contacted potential focus group population at Cream City Conservation Corps, Milwaukee, WI.
- August 2018: NAI approved focus group travel reimbursement.
- August 1, 2018: Recruitment media prototypes completed. (“Day in the Life” video, Instagram comic, career fair media, website to compile all media, video clips of examples of interpreters)

Fall 2018

- November 12, 2018: Submitted travel receipts to NAI for travel reimbursement.
- August-October 2018: Conducted focus group to evaluate message and media.
 - August 7: Pilot, Schmeekle Reserve, 5-7 p.m.
 - September 13: Stevens Point Area High School-Wisconsin River Academy, 12-2 p.m.
 - September 18: Stevens Point Area High School-AP US History, 3-5 p.m.
 - September 22: Cleveland Metroparks Zoo Crew, 2-5 p.m.
 - October 20: Community Nature Connection, 1:30-3:30 p.m.
- November 14: Finished transcription of focus groups with Olympus Sonority.
- November 23: Completed initial coding and analysis of focus group data.
- November 29, 2018: Presented thesis poster during NAI National Conference, New Orleans, LA.

Spring 2019

- January 31: Completed coding focus group data.
- February 5: Completed analysis of focus group data, submitted Chapter 4 draft to research advisor.
- February 11: Submitted Chapter 1 manuscript draft to research advisor.
- February 19: Submitted Chapter 3 manuscript draft to research advisor.
- February 24: Submitted Chapter 4 manuscript draft to research advisor.
- March 12: Presented research to graduate seminar.

- March 23: Presented research during NAI Heartland Regional Workshop, Stevens Point, WI.
- March 29: Submitted Chapter 5 manuscript draft to research advisor.
- April 17: Manuscript submitted to research advisor.
- April 21: Manuscript submitted to graduate committee.
- May 10: Thesis defense with graduate committee.

CHAPTER IV: RESULTS

Reflection on Methods

The original research design went through several modifications. The first iteration of the project included a survey of youth leaders to inform the prototype production, and then 5-6 focus groups of 6-10 teenage participants to evaluate the prototypes. The survey of youth leaders was excluded due to time constraints of a two-year project. Seven total host focus group sites were contacted, but three fell through due to logistical conflicts.

During the four focus groups that met, a total of 37 participants discussed and evaluated a career recruitment media toolkit. They responded to questions about the media, the career, and how they did or did not relate to the content. Questions about media focused on the appeal of the media channels and types. The media channel is the platform or venue for delivering the media (e.g., career fair); the media type is the form the media takes within the channel (e.g., video). After viewing the recruitment toolkit, and again after viewing explanatory media, participants answered questions about the career of interpretation. Participants described how they perceived the profession and the people of interpretation. Finally, participants shared how they related to interpretation and interpreters.

Demographics

Before each discussion began, focus group participants anonymously provided basic demographic data about themselves. The short demographic survey collected each participant's age, race/ethnicity, gender, and socio-economic division. The city in which the focus group took place served as the geographic location. The four focus group locations are shown in Figure 3. In chronological order of host date, they are referred to as: Stevens Point Area – Wisconsin River Academy (SPA-WRA), Stevens Point Area – Advanced Placement History (SPA-APHist), Cleveland, OH (CleveOH), and Los Angeles, CA (LA-CA).



Figure 3. Focus group locations were within three regional communities of NAI. Cleveland, OH is in the Great Lakes Region; Stevens Point, WI is in the Heartland Region; and Los Angeles, CA is in the Wild West Region.

Although the question about gender allowed for participants to not answer or describe their own gender identity, all participants identified as either male or female. Figure 4 shows that female participants made up the majority of participants overall (65%). Males and females were evenly represented in SPA-WRA. In SPA-APHIST and CleveOH, females outnumbered males 4:1 and 2:1, respectively. LA-CA was the only group where males outnumbered females, at 2:1.

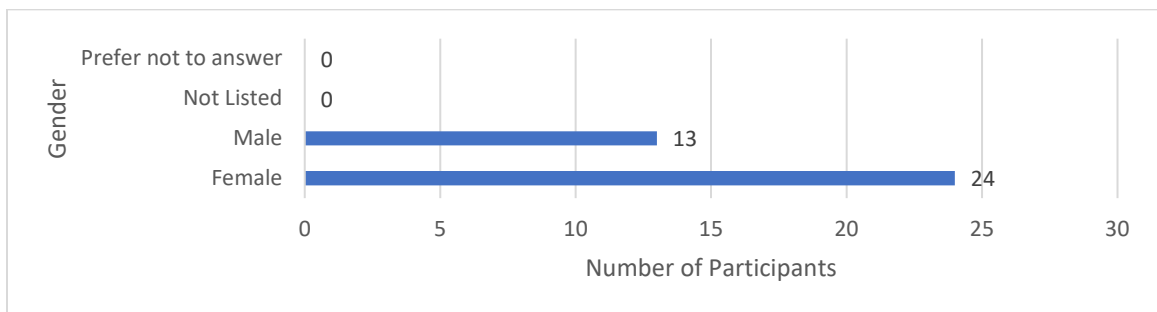


Figure 4. Participants answered either male or female to the demographic survey question “With which gender do you most identify?”

Figure 5 shows the distribution of ages for all participants. No participants identified as age 19. Ages 15 and 17 were best represented, largely due to the SPA-WRA and SPA-APHIST groups. SPA-WRA consisted of high school seniors that had participated in a natural resources-focused program called Wisconsin River Academy. SPA-APHIST consisted of Advanced Placement U.S. History students, mostly sophomores. CleveOH and LA-CA participants were recruited from extracurricular groups and demonstrated more variety, although CleveOH skewed younger and LA-CA skewed older.

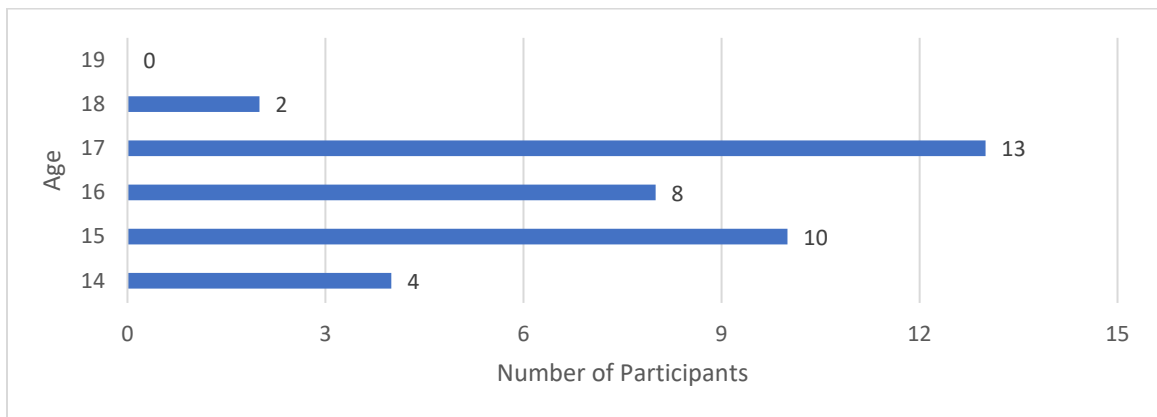


Figure 5. Participant answers to the demographic survey question “What is your age?”

Since participants were minors and unlikely to be involved directly in family finances, the question about socioeconomic status allowed participants to answer based on their own knowledge (Figure 6). Most participants identified as middle class (67%). None identified as wealthy and one participant preferred not to answer. SPA-WRA and SPA-APHIST participants identified mostly as middle class with a few identifying as upper-middle class. Approximately half of CleveOH participants identified as middle class (44%), with the others identifying as poor, lower-middle, or upper-middle class. LA-CA participants identified as middle (33%) or lower-middle class (66%).

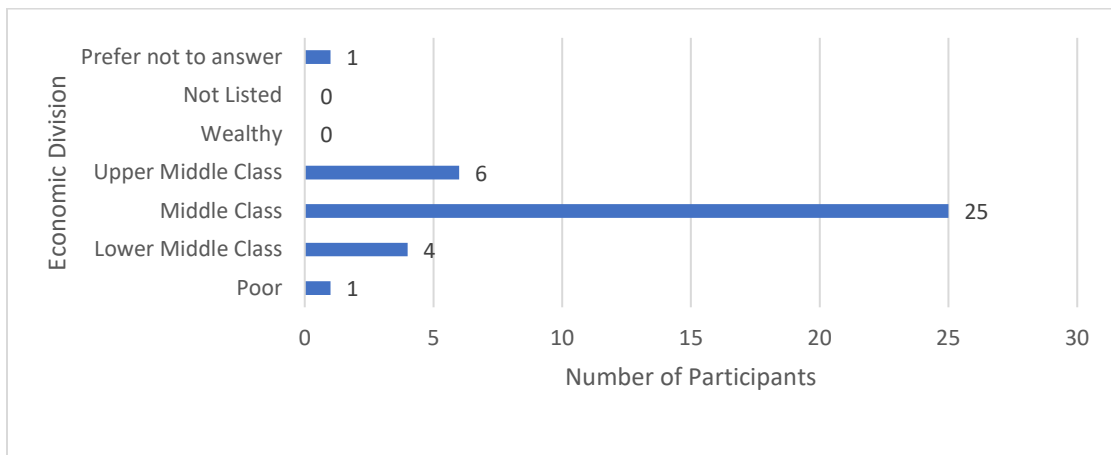


Figure 6. Participant answers to the demographic survey question “Into what economic division do you feel your family falls?”

Overall, participants represented many ethnic or race categories (Figure 7). Participants who identified as a minority (i.e., other than White alone) made up 32% of the focus group population; participants who identified as White made up 68%. Although minority categories within the focus group population are of a different breakdown, the researcher was pleased that minority representation was close to the 36.3% reported from the 2010 U.S. Census (U.S. Census Bureau & CSPAN, 2012, slide 11).

Of the 23 possible demographic categories (excluding “prefer not to answer” and “not listed”), 20 categories had at least one participant. CleveOH was the most diverse, with 15 categories represented. SPA-WRA was the least diverse, with 7 categories represented. The most represented categories are female (65%), White (68%), middle class (68%), 17 years old (35%), and from the Stevens Point Area (68%).

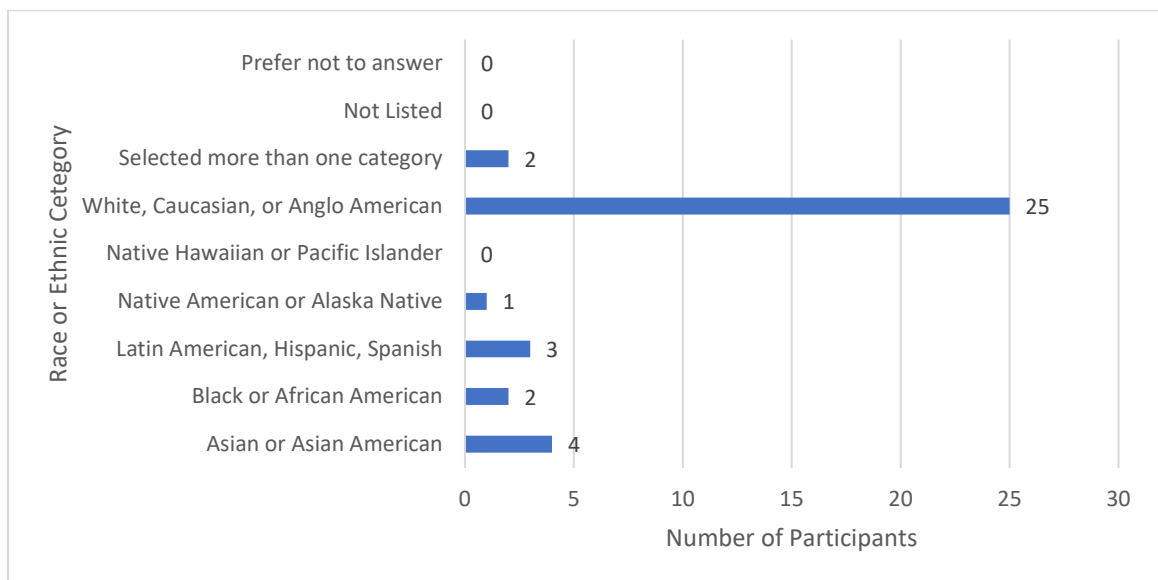


Figure 7. Participant answers to the demographic survey question “With which category(s) do you identify?” Participants could choose more than one answer.

Media Responses about Recruitment Message Delivery

Questions about media focused primarily on the level of appeal of several media types and channels. To initiate the discussion, three pieces of media were viewed, each with a different channel and type. Each time participants mentioned media during the discussion, the channel and/or type was coded, along with a sentiment value. Attaching a sentiment value showed whether the interest was positive or negative. Separating the media channel from the media type allowed for disparate reactions; thus, a participant could like the media channel, but not like the media type, or vice-versa.

Media channel. In Table 2, media channels are organized by most to least frequently coded. When considering code frequency alone, Instagram (n = 50) and Career Fair (n = 37) were coded most often. Social media could include Instagram to rank first (n = 73), but was coded separately since Instagram was a prototyped media channel during the focus group.

Table 2 also shows the frequency and value of sentiments a media channel received, arranged in a matrix. The sentiments were coded when participants talked about a media channel. Each value followed the criteria below:

- 1 = used the phrases “least favorite” or “really didn’t like”
- 2 = used the phrase “didn’t like,” with or without a suggestion to improve
- 3 = was neutral or showed no obvious sentiment
- 4 = used the word “liked,” with or without a suggestion to improve
- 5 = used the phrases “favorite” or “really liked”

Table 2. Sentiment Matrix and Code Frequency for Media Channels

Media Channel	Sentiment Score Frequency					Code Frequency (total)
	1	2	3	4	5	
Instagram	14	18	10	7	1	50
Career Fair	7	16	5	9	0	37
Social Media	4	2	5	9	3	23
Website	4	1	6	4	2	17
Print	0	2	2	2	2	8
YouTube	0	0	1	1	0	2

1 = used the phrases “least favorite” or “really didn’t like”

2 = used the phrase “didn’t like,” with or without a suggestion to improve

3 = was neutral or showed no obvious sentiment

4 = used the word “liked,” with or without a suggestion to improve

5 = used the phrases “favorite” or “really liked”

In the matrix, conditional formatting was applied to make high and low numbers of ratings easier to visualize. The rating mode (Instagram, 2, $n = 18$) is light gray; channels that did not get any of a certain rating ($n = 0$) are dark gray. The number of ratings between eighteen and zero are colored on a gradient from light to dark gray. Instagram was the most talked about channel ($n = 50$), but also had mostly negative sentiments ($n = 14 + 18$), whereas a general “Social Media” channel was rated more positively ($n = 9 + 3$) than negatively ($n = 4 + 2$). Career Fair was the second most often coded channel, but, like Instagram, had mostly negative sentiments. The Website elicited a relatively neutral reaction. Printed media was never the least favorite, but was not talked about often, coded $n = 8$ times. For a breakout of channel frequency by focus group, see Appendix E, Table E1.

With and without prompting, participants made suggestions to improve the media. When looking at media channels without a media type associated with them, the participants made the most suggestions about the Career Fair and the Instagram channels. Social Media and Website also garnered a few suggestions for improvement; Print materials gathered very few suggestions, and YouTube was always associated with a media type. Below is a summary of suggestions for each channel.

- Career Fair
 - the person is an important part of the career fair setup
 - have nice, but assertive people
 - have some suggestions for how to start a conversation
 - don't use the same set up as everyone else (poster, handout, information)
 - have an activity at the career fair table
- Instagram
 - have more than funny posts; include informational posts
 - expand to Facebook or SnapChat
 - clarify intent of Instagram
 - humor can lead people to be curious, so link to other resources
- Social Media
 - use to highlight lots of different types of interpreters and interpretation
 - include short videos
 - connect website and social media
- Website
 - connect to resources
 - link website to social media
- Print
 - use newspapers as a channel

Media type. Considering code frequency alone, videos were overwhelmingly the topic of conversation (Table 3). The word “video” or “videos” was used 112 times during the focus group discussions. Instagram was mentioned by name 38 times. Frequency was calculated using R Studio (2018). Stop words that were excluded from the frequency count included pronouns, conjunctions, and filler words, e.g., “it,” “the,” and “like.”

Table 3. Twenty Most Frequently Used Words, from All Focus Group Transcriptions, Excluding Common Stop Words

Word	Count
people	156
think	155
video	112
know	94
job	93
see	75
say	73
one	64
talk	60
interpreter	56
thing	54
going	49
information	46
want	46
social	44
feel	43
can	40
instagram	38
interesting	36
liked	33

In Table 3, individual media types are organized by most to least frequently mentioned. Videos comprised $n = 124$ of the $n = 189$ coded media types, or 65.6% (media was coded even if the participant referred to it using a pronoun, e.g., “it,” or by a specific name). Static media, like *mini-posters*, *table posters*, *comic*, and *photo/picture*, were coded $n = 52$ times, or 27.5%. Three of the four focus groups also spent time talking about a person, usually in conjunction with the career fair, so *person to talk to* became a media type, and received $n = 13$, or 6.9%, of the total media type codes. For a breakout of media type frequency by focus group, see Appendix E, Table E2.

Table 4. Sentiment Matrix and Code Frequency for Media Types

Media Type	Sentiment Score Frequency					Code Frequency (total)
	1	2	3	4	5	
recruitment media videos (both)	3	4	7	18	4	36
comic	10	10	3	1	0	24
video – in general	1	4	1	13	3	22
“Interpreting a Character” recruitment media video	2	0	11	6	2	21
mini-poster	3	4	5	4	1	17
“Day in the Life of an Interpretive Guide” recruitment media video	0	2	7	7	0	16
30-second video clips explaining interpretation	0	0	10	4	1	15
person to talk to	0	1	1	8	3	13
videos explaining interpretation (both)	0	0	1	2	5	8
photo/picture	0	1	0	7	0	8
“I am an Interpreter” video explaining interpretation	0	0	5	0	1	6
table poster	3	0	0	0	0	3

1 = used the phrases “least favorite” or “really didn’t like”

2 = used the phrase “didn’t like,” with or without a suggestion to improve

3 = was neutral or showed no obvious sentiment

4 = used the word “liked,” with or without a suggestion to improve

5 = used the phrases “favorite” or “really liked”

Videos were spoken of as specific videos, units of videos, and in generalities.

Participants mentioned recruitment media videos $n = 73$ times (*recruitment media videos (both)*, $n = 36$; “*Interpreting a Character*,” $n = 21$; “*Day in the Life of an Interpretive Guide*,” $n = 16$), which is more than half of all video mentions. Participants specifically

discussed the videos used to explain heritage interpretation n = 29 times (*30-second video clips explaining interpretation*, n = 15; *videos explaining interpretation (both)*, n = 8; “*I am an Interpreter*,” n = 6). When participants mentioned an imagined video or one not viewed during the focus group, the researcher coded the media type as *video – in general* (n = 22). The most diverse group of participants, CleveOH group, rarely mentioned media types other than videos, and no other media type was mentioned most often during their discussion.

Other media types received varying amounts of attention between focus groups. Overall, *comic*, with n = 24, received the most number of mentions after videos in the toolkit. The comic was mentioned most often by SPA-WRA (n = 12). The mini-poster was mentioned n = 17 times, with mentions evenly distributed among the focus groups. LA-CA mentioned *person to talk to* and *table poster* most often by (n = 8, n = 3). SPA-APHIST referred to *photos/picture* most often (n = 6).

Media channel and type. Participants rarely offered suggestions about media types without specifying the channel. Suggestions were primarily about the various videos. The type *person to talk to* received only one suggestion. Other media types were always connected to a channel.

- *video – in general*
 - longer video, longer than 4 min, more in-depth, more detail
 - no longer than 4 min video, short quick facts, no unnecessary details
 - provide resources for self-exploration
- *recruitment media videos: “Day in the Life of an Interpretive Guide,” “Interpreting a Character”*
 - orientation should always be landscape

- make the toolkit videos shorter
- want to see more surroundings, more demonstration
- explain more about the job
- *videos explaining interpretation: 30-second clips, “I am an Interpreter”*
 - show more international interpreters
 - keep showing the variety of interpreters
 - person to talk to
 - use word of mouth

When participants mention a media channel with a type, they can be strung together, or concatenated, to discover whether sentiments are associated with particular media channel-type combinations. Table 5 shows the code frequency and sentiment data when media channel and type are concatenated, if the code frequency is greater than five. The full table is in Appendix E, Table E3. Every mention of media did not include both a channel and type, so the resulting string could show only the channel or type. Each concatenated string was arranged in a matrix, using the same organization and formatting as above.

These data pull out sentiments that were associated with a channel-and-type combination from previous tables. When viewed as a standalone channel, *Instagram* was rated negatively, but Table 5 shows that the negative sentiment is largely from being associated with the comic-style posts. *Instagram* is rated more neutrally when mentioned as a standalone channel. Table 5 also shows that videos were rarely talked about in conjunction with a channel, so Table 4 remains a good representation of sentiments about videos. *Career fair* was rated negatively by itself and when associated with *mini-poster*; however, the career fair was rated positively when associated with *person to talk to*.

Table 5. Sentiment Matrix and Code Frequency for Media Channel + Type, coded > 5

Concatenated Media Channel and Type	Sentiment Score					Code Frequency
	1	2	3	4	5	
_ + recruitment media videos (both)	1	4	5	18	4	32
Instagram + _	4	7	7	5	1	24
Instagram + comic	10	10	2	0	0	22
_ + “Interpreting a Character” recruitment media video	2	0	11	6	2	21
Career Fair + _	2	13	4	1	0	20
Social Media + _	4	2	5	7	2	20
_ + video – in general	1	4	1	9	2	17
_ + “Day in the Life of an Interpretive Guide” recruitment media video	0	2	7	7	0	16
_ + 30-second video clips explaining interpretation	0	0	10	4	1	15
Website + _	2	1	5	3	2	13
_ + videos explaining interpretation (both)	0	0	1	2	5	8
Career Fair + mini-poster	3	2	1	2	0	8
Career Fair + person to talk to	0	1	0	6	0	7
_ + mini-poster	0	1	3	1	1	6
_ + person to talk to	0	0	1	2	3	6

1 = used the phrases “least favorite” or “really didn’t like”

2 = used the phrase “didn’t like,” with or without a suggestion to improve

3 = was neutral or showed no obvious sentiment

4 = used the word “liked,” with or without a suggestion to improve

5 = used the phrases “favorite” or “really liked”

Participant suggestions for media channel and type together were often about changing or adding types to the channels. Some examples are:

- add videos to Instagram, because they are eye-catching
- use Instagram as an introduction to get people to your site or account, then connect them to other resources
- cartoons on Instagram are relaxed, but pictures would be more factual
- use photos/pictures on Instagram, post about different types of interpreters
- post videos to website

Other suggestions that connected channel and type are:

- at the career fair, media is less important than the people
- at the career fair, have three positive people and fun activities
- Instagram needs to feel authentic, not like an advertisement

While most of the suggestions were about improving the media at hand, many participants thought that the media should be connected to each other, especially through social media outlets. Specific suggestions to link to other resources or media were made twelve times, which is as many suggestions as any other media.

Overall, focus group participants talked most about social media, videos, and the career fair. Social media, including Instagram, was a channel the participants were interested in, but they had many ideas to improve and change the media type that was delivered. The videos attracted a lot of attention and suggestions for improvement, without much regard to what channel they were delivered through. The career fair garnered a lot of negative attention, but participants were positive about a person who would talk to them.

Media Categories. After analyzing how participants felt about media channels and types, keywords and phrases from the participants' responses about media were organized into related groups. These categories highlight what was important about the media channels and types. The results will impact future modifications of the recruitment media toolkit.

Categories revealed what qualities or parts of the media participants talked about the most. Table 6 shows how often participant responses were coded in a media category. *Information, attention and interest, visual/see it, and message clarity* were the most frequent categories of keywords and phrases. Phrases and keywords could fall into multiple categories, but the same category wasn't coded to a participant response more than once. For example, the quote, "I would like to see her in action, like talking to the people, and more of where she was at, like if she filmed around the place instead of just on her," coded once into visual/see it and once into demonstrate/show it, even though several phrases within the quote could be coded as either.

Table 6. Code Frequency for Media Categories

Media Categories	Code Frequency
visual/see it	32
information	30
attention and interest	21
interpersonal interaction	21
explanation	21
message clarity	20
accuracy of representation	15
tone	15
demonstrate/show it	14
time spent/efficiency	12
audience relevance	11
variety of people/places/careers	11
accessibility/availability	10
predictability	9
provoking/inspiring	8
tactile/hands-on	5
aural/hear it	4
first person point of view	3
verbal/reading	3
what they use/how they do it	3
authenticity	2
formality/professionalism	1

Information was one of the most frequent categories (n = 32). Some participants' phrases in the information category include: "they put all these facts in there," "it portrayed the information," and "they give more information than social media." *Explanation* (n = 21) was coded when participants specifically used a derivative of the word "explain," like, "explaining what she was doing there, why it was important." *Interpersonal interaction* was mentioned as often (n = 21) in responses like, "I would watch the video. Yeah, I would like go to the website, but then I would want to talk to a person to find out more." *Message clarity* (n = 20) was coded when participants

commented on whether they understood what the media meant to do or communicate, as in, “it’s hard to understand it if you don’t already know what it is.”

Categories could also denote learning styles or multiple intelligences. *Visual/see it* was the mode of the media categories (n = 32) as well as denoted a common learning style. These participants said things like, “I would prefer to see what she’s doing instead of her just telling us what she’s doing.” Participants who preferred to *demonstrate/show it* (n = 14) said things like, “they show you all the fun of what you could be doing in these different jobs.” Participants who preferred *verbal/reading* styles of learning (n = 3) said things like, “I love nothing better than... looking at a actual paper newspaper.” Some participants remarked about preferring *tactile/hands-on* learning (n = 5), for example, “I’d like to get hands on with it.” A few participants preferred *aural/hear it* learning (n = 4), and said things like, “I’m better at listening to something than having to read something.”

Perceptions of Interpretation

After discussing the media channels and types, the researcher asked questions to determine how participants perceived and related to the content and message of the media prototypes. Several questions prompted participants to describe heritage interpretation and interpreters. These descriptors established a vocabulary for participants to use when discussing heritage interpretation and interpreters (interp-). Then, participants answered questions about what within the career related to them, that is, what they could see themselves doing or what about interpreters they saw in themselves.

During inductive coding, the researcher reduced the number of descriptors by grouping key phrases and words into related categories. Table 7 shows how often those categories were coded, if the code frequency was over ten across all groups. For the full table, see Appendix E, Table E4. The categories were further organized into three super-categories: character traits of interpreters, skills needed to be an interpreter, and perceptions of what the profession entails. Participants described interpreters as being social (n = 26) and passionate (n = 20). To be an interpreter, participants said a person should be able to communicate information (n = 56), interact with an audience (n = 47), and be comfortable talking and presenting (n = 22). Participants observed that the profession addresses cultural (n = 54) and natural (n = 45) history as a teacher or educator (n = 25); however, participants also noted that interp- was varied in scope and location (n = 23).

Table 7. Interp- Categories, if Coded Ten or More Times

INTERP- Categories	All Focus Groups
Character Traits of Interpreters	
social/outgoing	26
passionate/passionate about something	20
personable/fun/friendly/funny/likable	16
love the job/not about money	15
helpful/want to help	11
inspires others	11
learner/interested in (topic)	11
...	...
Skills Needed	
communicate/teach	
information/knowledge	56
interact with an audience/people	47
talking/speaking/presenting	22
gets attention/interesting	17
knowledgeable	11
...	...
Perception of the Profession	
cultural history/history/historic times	54
natural history/nature/animals	45
teacher/educator	25
varied in scope/location	23
outside/outdoors	16
active/involved	15
character interpretation	10
...	...

Relating to Teenagers

Describing the profession and people of interpretation gave participants a set of vocabulary to use when answering whether they did or did not relate to Interp-. Their responses were coded using the Interp- categories. Table 8 shows the Interp- categories if teens discussed relating more than three times (full table in Appendix E, Table E5). Participants were almost twice as likely to say they did relate (n = 87) than did not relate to Interp- categories (n = 49). Participants often said they related to communicating

knowledge (n = 9) and being outside (n = 9). Tung & Zinn (2004) found a similar desire to communicate knowledge, coded as “teaching-leading-sharing,” during their research into motivations of interpretive volunteers in Taiwan. Participants were divided but leaned toward not relating to being social, (Do Relate, n = 5; Don’t Relate, n = 9) and interacting with an audience (Do Relate, n = 6; Don’t Relate, n = 7).

Table 8. Frequency (> 3) that Teens Relate to Interp- Categories

Interp- Categories	Do Relate	Don't Relate	Total
Character Traits of Interpreters			
social/outgoing	5	9	14
helpful/want to help	5	0	5
focused/dedicated/invested	0	4	4
inspires others	3	0	3
...
Skills Needed			
interact with an audience/people	6	7	13
communicate/teach information/knowledge	9	2	11
...
Perception of the Profession			
outside/outdoors	9	2	11
cultural history/history/historic times	7	2	9
interpretive media	7	1	8
natural history/nature/animals	6	1	7
character interpretation	4	3	7
make change/solve problems	4	0	4
active/involved	3	0	3
...

Once they were comfortable with the focus group format, participants seemed to relax and respond freely to discussion prompts. Participants seemed to find discussion about the media prototypes easiest. They seemed eager to help improve the media and discuss their own experiences. Within the social format of focus groups, participants could learn and elaborate from other participants’ responses. The social format of focus groups may have inspired some participants to elaborate when they would have been

silent; it may have intimidated some participants when they would have spoken during an interview. Discussion of the message within the media was more restrained than discussion of the media itself, perhaps due to many participants' lack of previous exposure to heritage interpretation. These results show which media channels and types connect to teenagers and which messages increase teenagers' interest in heritage interpretation.

CHAPTER V: DISCUSSION

This thesis aimed to answer two subproblems. The first subproblem asked what message and media should be used to connect with teenagers about heritage interpretation as a career option. The project tested a recruitment media toolkit with focus groups of teenagers to determine what media would work best and what elements of a recruitment message teenagers preferred. The second subproblem asked how a recruitment media toolkit could be evaluated, improved, and released for use. This project evaluated media using focus groups, during which participants suggested improvements to the toolkit's media types and the channels used to distribute media.

Through these focus groups, participants shared their reactions to media and message. Videos were the most liked media type, and Instagram/Social media was the most liked media channel. Participants supported a strong online presence, with links between media channels. Websites and career fairs received a mixed reaction, with some positive and some negative reactions. Websites were viewed as a channel that could support large amounts of information, but only if participants wanted to read. Participants saw career fairs as unlikely events for teenagers to attend, but were interested in the chance to interact with a career fair table host. Participants did not often interact with the posters, and the comic did not relate to or provoke participants.

Subproblem 1. The Ideal Message and Media

Media channels and types affect how the audience receives messages. Ideally, the channel and type work harmoniously to deliver a message. Achieving harmony means the audience is not distracted by bad design or visual conflict between the media channel and type. When one part of the media undermines the other, it negatively impacts how the

audience receives the message. Reducing distractions makes it more likely the audience will take the central route within the Elaboration Likelihood Model of Persuasion (Petty, McMichael, & Brannon, 1992).

Recruitment Message. Teenagers relate to sharing information with others, the desire to save the world, and being outside and active. Authenticity is also important to teens; they want to see and hear stories about the job from real interpreters.

Instagram and Comic. Participants showed interest in the Instagram and other social media channels by talking about them more often than other media channels. Teens like social media because it is popular with their peers, links to other online media channels, and updates regularly. Teens are skeptical if they perceive a platform being used incorrectly, as in the prototyped comic on the Instagram account. The comic was disliked so much that the negative sentiment could have affected the participants' sentiments toward Instagram. Participants said they did not understand the comic or its purpose; however, when asked directly, participants were not averse to using humor on a social media account. Instead of the comic, participants suggested posting more photos and videos of interpreters and interpretive sites. Participants specifically suggested posting the 30-second clips of interpreters used to elaborate heritage interpretation. After discussing the profession, participants were interested in the variety of people and job types within heritage interpretation, and suggested posting the video clips to Instagram.

An organization with a strong online presence will probably connect better with teens. Beyond using a single social media platform, participants wanted the online channels of the toolkit to be interconnected. Social media accounts can connect to an array of online resources, whether that is a website, another social media account, or

related content. Each social media channel excels at one or two types of media; for example, Instagram is an image-sharing platform, whereas Twitter is a quip-sharing platform. Online platforms accommodate a variety of media types that appeal to the variety of teen interests. Only a few participants stated that they did not have an Instagram account, and of those most of them had accounts on other social media platforms. According to Zollo (2004), teenagers are often on the leading edge of trends, which now includes the newest social media platforms, so recruiters should be willing to try new platforms as they emerge.

A challenge associated with social media is the resource drain from constant updates and engagement with “followers.” During a conference presentation, Mendez (2018) noted that her role in hosting a social media account for the Brookfield Zoo meant that she worked outside of normal business hours. Keeping social media accounts updated with appropriate and timely content presents numerous challenges; however, discussing the best way to engage with an online following is outside the scope of this project. Suffice it to say, teenage participants are interested in receiving career-related media and messaging on social media channels.

Website and videos. The website was a neutral channel; that is, it did not help or hinder the delivery of the videos posted to its pages. Participants referred to the website without sentiment or an associated media type. Only one participant commented that the site design was bland. Optimistically, the website served the purpose of compiling the recruitment media toolkit without obstructing the delivery of it. On the other hand, the website did not enhance the media or message. Perhaps this lack of emotional response was a limitation of using templates on a free website-builder. Like the social media,

participants consistently asked for the website to connect to other online media channels. Four participants expressed a specific desire to see the website act as a hub for the social media accounts. Future studies could test an improved website design and expanded content.

Videos were the most talked about and positively received media type.

Participants liked that the videos combined visual elements with personal elements.

Watching a person in a video talk about their job and their work site was more engaging than looking at static posters. Participants stated that they wanted to see even more of the work site and interactions with the public, as well as have more information available through videos. Despite the enthusiasm for the videos, participants warned that videos should rarely be longer than 5 minutes, and would be more effective if they were posted on social media in 30-second to 1-minute segments. One participant aptly summed up the sentiment toward video length: "...some people like to watch 1 minute videos. They don't want to bore themselves watching a 5-minute video of someone talking about themselves."

Career fair and posters. The reaction to the career-fair channel with poster-type media was largely negative. The negativity toward the posters focused on the amount of reading and lack of interactivity. Most participants stated that they were uninterested in reading or interacting with static printed material. This lack of interest in static printed material is partly reflected in how little the participants talked about or interacted with it. The few very positive sentiments about printed media mostly came from one participant that self-described as loving to read. Ultimately, the posters had a low fraction of selection due to the low perceived reward with a high perceived effort (Schramm, 1949;

Gross et al., 2006). Participants suggested changing the career fair setup to include interactive media, either as a game or activity.

Without the influence of the posters, the career-fair channel still scored a negative sentiment overall. Part of the negative reactions stemmed from a perception that opportunities to attend career fairs were infrequent. Another source of disinterest could stem from a perception of career fairs as old-fashioned. When talking about career fairs, one participant said that “kids just don’t do that much anymore.” The only positive reaction toward the career fair occurred when participants realized that there would be a person to talk to them. Direct contact with a person was mentioned in conjunction with other media channels, but the idea caught participants’ interest only when connected to the career fair.

Recurrent themes. Over the course of the focus group discussions, four themes developed (Table 9). One theme is that all media should connect to other media, either as another form of the same message or as a resource for a more in-depth message. This theme was addressed earlier in connection to social media and website channels. Teens also value real people telling authentic and personal stories about their jobs. This theme emerged as participants responded positively to the idea of seeing and hearing from actual interpreters in videos and at career fairs. Another theme focused on the importance of directly interacting with people. In the career-fair channel, participants largely agreed that media is less important than the person attending the table. Without prompting, participants in every group stated that they would like to be able to ask a real person their questions. This idea corresponds closely to Tilden (1957) when he remarks that nothing can replace personal interaction, but media is a good way to reach more people than

interpreters can through just direct contact. The fourth theme is that teens do not all interact with media the same way, so a variety of media channels and types should be developed to appeal to the vast array of learning styles and multiple intelligences. While a large portion of participants described their preference for visual media and message, some participants stated they preferred to read, hear, or interact with a subject to understand it. Media and recruitment messages about heritage interpretation careers should appeal to the variety of media preferences among teenagers.

Table 9. Recurrent Themes

1	All media should connect to other media, either as another form of the same message or as a resource for a more in-depth message.
2	Teens value real people telling authentic and personal stories about their jobs.
3	Teens value interpersonal interaction with a professional who can answer their questions about careers.
4	Media should deliver messages through a variety of channels and types to appeal to the vast array of learning styles and multiple intelligences.

Subproblem 2. Evaluation, Improvement, and Distribution

The second subproblem asked how a recruitment media toolkit could be evaluated, improved, and released for use. This project evaluated media using focus groups, whose participants suggested improvements to the toolkit’s media types and the channels used to distribute media for use.

Improvements to media and suggestions for distribution. Based on participant feedback, the current toolkit could be modified in a few ways to be more effective.

The Instagram account could be converted from a comic to photos and video clips of interpreters, with short blurbs of information with each post. Participants were very

interested in videos, so whenever it is possible, a video should be available to repeat or emphasize a message. The humorous comic relies too much on experience within the interpretation field, so it could be reimagined within a newsletter or webpage, but it is not recommended for use as recruitment media. Instead, the account would be focused on highlighting the variety of jobs and people within interpretation. The account description could include a link to a website for more detailed information, future social media accounts, and links to outside resources.

The website would serve as a hub for the recruitment message and media, centralizing and promoting heritage interpretation's online presence. Any videos and photos posted to Instagram should be incorporated into the website to provide unity and repetition, perhaps highlighted in a blog or other newsfeed. Overall, the online presence of a heritage recruitment media toolkit should create an interconnected network of media channels and types that reveals information about interpretation in a variety of forms.

Career fairs should not be dismissed as a valuable method of promoting heritage interpretation. The participants' lack of enthusiasm for the prototyped table was a reflection of static media and absence of a table host. Although this project tested media, participants insisted that having one or more people at the career fair to talk to is essential for a successful career fair experience. If a future study tests media with focus groups, including a tangible career fair table with a table host could confirm this suggestion. To address this desire, the media toolkit could also include a tip sheet for table hosts at a career fair. Interpreters should certainly take interactive materials to the career fair to draw in guests, then direct them to the online materials and resources. Refocusing away from printed media handouts reduces waste and is more attractive to teenagers. Perhaps a

single large poster or banner could be printed to advertise the website URL and any social media accounts.

Evaluation. The focus group was an effective method of evaluating media targeting teenagers. As a social group, teens engaged with media and shared their ideas and thoughts. Individuals within the group built on other ideas or offered alternative ideas. By going around the table after each question, every participant had a chance to answer. There could have been some influence between participants as they answered in order around the table, but the researcher also chose to reverse the order every few questions. Turn order was not randomized so that the researcher could use turn order to identify participants if they were not visible on the video recording. Although teens can be characterized as surly and uncommunicative, these participants were willing to engage in the conversation. Some participants required more follow-up questions than others, but most participants shared a thought or two during each question round.

Having a prototyped media toolkit for participants to interact with and evaluate kept the suggestions and ideas concrete. Feedback usually focused on a particular media type, channel, or recombination of the prototyped examples. Thinking beyond the prototyped toolkit, one participant suggested including artwork, and a few participants agreed that a channel more widely available offline should be considered, like a newspaper. A drawback to using pre-made media could have been that the participants did not discuss media outside of the existing toolkit. To test whether participants' feedback was limited by the prototyped toolkit, future research could conduct focus groups without any example media.

As the recruitment toolkit evolves over time, the media should be reevaluated periodically. Focus groups worked well to explore this burgeoning idea of a recruitment media toolkit about heritage interpretation careers targeting teenagers. Future evaluation of media could return to focus groups if the goal is to understand media in a social framework. If the goal is to move into process evaluation, surveys of people who have used or interacted with the media might reveal knowledge of how the media is being used and how easy it is to access and share. Surveys would broaden the participant pool and, if contact information is obtained, could allow for follow-up questions. Surveys also could be included as a part of the recruitment media toolkit, either as a digital or printable feedback request. Part of the process evaluation could also be a site visit or download counts. Such passive counts could show what the entire audience finds interesting and could be monitored on a regular basis.

Becoming a Reality

For a recruitment media toolkit to become a reality, the prototyped media must be updated, permissions must be acquired, new content should be generated, and there should be a commitment to keeping the media updated.

Based on the focus group results, the prototypes need updating before becoming publicly available. Some of the prototypes need heavy modification, as in the career fair posters, to become attractive to teenagers. Some prototypes need to be replaced with other media types. For example, participants preferred the idea of video clips and photos of interpreters and interpretive sites over the illustrated comics on Instagram. The connectivity, centralization, and information supported by the website channel needs to be transferred from the WIX webhost to NAI's webhost.

As media is being updated, NAI needs to obtain appropriate permissions for the media. Many of the pictures and videos used were in the public domain, belonged to Schmeckle Reserve at UWSP, or were released for educational use by another organization. The model for the “Day in the Life of a Heritage Interpreter” video gave permission to use her image only in the context of these prototypes. NAI needs to gain permission from the model, or needs to generate new content. Quotes on the mini-posters were obtained with the understanding that they would be used for a research project; that is, the researcher did not obtain permission to use these quotes in a marketing context.

Developing new or adapting prototyped media will be an important part of maintaining this recruitment media toolkit. Participants want career information to be available on the web and social media, which means that NAI needs to be committed to regularly updating content to maintain visibility and online relationships. This will mean finding a variety of interpreters to represent their profession, generating new media, coordinating the release of that media, and evaluating how it is received. Teens also understand each other, so a group of teenagers or young people within NAI could establish and maintain this online presence while also offering a point of view that would appeal to their peers.

Recruitment media means increasing marketing efforts. Increased marketing efforts increase awareness (Huhman et al., 2008). For a recruitment campaign, developers should maintain consistent vocabulary, usage, and definition of the profession. Without conducting research exploring interpreters’ identity, at least two ways exist to address the problem of name recognition. One would be to begin treating the phrase “heritage interpreter” like “graphic designer,” that is, as a phrase to describe a set of skills. In this

way, a job title may never include the words “heritage” or “interpretation,” but they would be in the job description, as part of the skills or experience section. Another option would be to begin actively encouraging sites that hire heritage interpreters to use “interpreter” in their job titles. Professional organizations identify and advertise themselves using “interpreter,” but employers rarely do. A recruitment media toolkit supports both of these initiatives through using phrases to identify and define heritage interpretation.

There are still some hurdles between this prototyped media toolkit and a distributable product. A campaign strategy should be developed concerning the recruitment toolkit to ensure that NAI members or anyone who accesses the toolkit will understand who the toolkit target audience is, in which channels the media is meant to be used, and why it is being hosted on the NAI website. An effective recruitment campaign will be most successful if it has a plan of execution, people, and resources devoted to supporting it. The media itself requires updating, and then, according to focus group participants, the toolkit should also be expanded into other media channels, like news channels and other social media platforms. Teens are open and interested in receiving messages about heritage interpretation as a career option, so the next step is to make and execute a plan to deliver that message to teenagers.

Conclusion

Ideal recruitment media for teenagers would use messages that teens relate to, take the form of media that teens are attracted to, and be delivered on a channel teens already use. Videos were the most attractive type of media, and teens associate themselves and their peers most with social media channels. In tandem to studying teens

and finding ways as adults to communicate with teens, media developers could empower a group of teens to lead or guide any outreach to other youth. Directly involving a group of teens in the formative, process, and outcome evaluation of recruitment media would change research and development into a collaborative process.

A thought to carry forward from this study is that interpreters do not interpret themselves often. Perhaps that reflects humility within the profession or interest in stories other than the story of interpreters. Interpreters need to advertise their profession personally. Interpreters should talk about interpretation and the profession with others more frequently, whether that is within the confines of career fairs, or more generally during programs and casual encounters.

This research is intended to assist NAI in recruiting a diverse cohort of young people into the career of heritage interpretation. As baby boomers retire, they will leave roles to be filled by younger professionals, causing a chain reaction that opens many seasonal and front-line positions. If heritage interpretation is not actively seeking young people to fill these positions, they may remain open, to the detriment of our interpretive sites and the public who learn from them. The profession should also seek to attract a diverse cohort of new interpreters that will reflect and relate to the increasingly diverse American population. By using recruitment media to tell young people who interpreters are and how to enter the profession, NAI will create a more robust group of professionals that can meet the needs of a changing society.

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APPENDIX A

Demonstration Media Messages, via NAI

What is Heritage Interpretation?

- Inspiring and educating people about nature and history.
- Interpretation is the storytelling of things around us. Heritage interpretation is the storytelling of us.
- Explaining or telling the meaning of something; presenting in understandable terms.
- Translating the technical language of natural and cultural resources into a message that the general public can understand.

What do Interpreters do?

- Interpreters are ambassadors for nature, culture, and history.
- Interpreters tell important stories about nature and history using technology and other forms of media.
- Interpreters share their passion for natural and cultural resources in places like your favorite parks, zoos, museums, and historic places.

Why does interpretation matter?

- Interpretation connects people to the world by exploring our past, present, and future.
- Interpretation helps people to appreciate culture, history, and the natural world.
- The profession of interpretation needs leaders like you to help our community connect with the world around them.

How do I fit in?

You might enjoy a career as a heritage interpreter if you:

- Like helping people and nature
- Like being outside

- Want to make a difference
- Like talking to people
- Want to protect animals
- Like working with animals
- Like history
- Like collecting things like skulls, fur, rocks, sticks, and anything else you happen to find outside
- You are excited to find scat and poke around in it
- Have an interest in theatre and the arts
- Enjoy living history, such as places like Colonial Williamsburg

APPENDIX B

Focus Group Protocol

Research question: How is a recruitment toolkit developed to increase adolescent interest in heritage interpretation careers?

Goal: Audience evaluation of recruitment message and media

Supplies: Adult participant informed consent form, Guardian informed consent form, Minor informed assent form, demographic surveys, video camera, audio recorder, pens (UWSP), notepads (UWSP), snacks, napkins, drinks, cups, laptop, projector

Script

Hello, my name is Emma Phifer. I'm a graduate student at UWSP, studying Environmental Education and Interpretation. Thank you for taking time to join me today. I have brought some snacks and drinks for us. Please help yourselves. I've also brought some pens and notepads. These are for you to keep.

With this study, I am researching how young adults want to learn about careers, what information or media outlets would be most appealing, and how we could apply what we learn to recruitment efforts in the career of heritage interpretation.

Before we begin, let's emphasize some important points. (1) Your participation in this study is completely voluntary. You can withdraw consent any time--now or in the future. Any information identifying you will be removed, but anonymous data will be retained. (2) This conversation is confidential. Because focus groups create a social setting, I cannot guarantee that your participation and involvement will remain confidential. I can guarantee that I will maintain confidentiality and then call on you, the

participants, to respect each other's privacy. Please keep private everyone's identity, including what they say, do, and look like.

This discussion should take one to two hours. Is everyone still available for that length of time?

In order to best represent our conversation today, I will need to record us with the video camera and audio recorder. I will also be taking notes. Is that still okay?

Do you have any questions regarding the nature of human research, informed consent, and the consent/assent form? Have I received signed forms from everyone?

<Collect and verify informed consent/assent forms.>

I would like to collect some demographic data about you all. This is a quick survey that will take less than 5 minutes. Please do not put your name on the survey, that way the data will not be directly associated with you. The purpose is to give me a better idea of who gave their input during this project. You may choose not to complete the survey.

<Pass out demographic surveys. Give 5 min, or until all surveys are returned.>

<Collect surveys.>

Thank you. Let's get started with the discussion. <Turn on camera and recorder.>

Focus groups are like the most polite conversation you have ever had. To make sure everyone is heard, after I ask a question, we will go around the table and give everyone a chance to answer. You have your paper and something to write with? If you think of something you want to say, jot it down so you don't forget before it is your turn again. These are your notes; I won't look at them. Please keep side conversations to a minimum so the recorders can do their best work. It is okay not to answer questions. It is

also okay to respond to what someone else has said, as long as it is respectful. For example, you can say you do or don't like something, but not that someone is stupid. You can also say something that relates to another question if you think about it later.

We will go around the table more than once, so don't worry about forgetting things, or thinking of something else you want to say. Just write it down, and we will come back around to you.

Questions? <Give time for questions.>

Let's begin with our names and why we wanted to be a part of this conversation.

<Begin to the right and go around the table. Make notes of names, desires. What did they want to get out of this? What do they want to contribute?>

First impression of Prototyped Media

Next, we will jump into the media. This first part will be focused on your first impressions. These media are intended to be for young adults, like yourselves. We want to know what relates to you and what doesn't, and how to improve our chances of being seen or heard by high-school-aged people. You can make notes as we go along, but please hold discussion until after you have viewed all the media.

<Turn on projector and laptop. Navigate to the WIX website.>

First, let's look at a career fair set up. Has everyone been to a career or job fair?

<Begin with Career Fair Table. Bring up images of 3D model and share over the projector.>

It's an event that hosts a lot of companies and organizations with displays to have them talk to a group of potential or actual job-seekers. In my example, there would be a person behind a table with a brightly colored table cloth, a large eye-catching sign like

this one. There would also be a few testimonials, ways to exchange contact information, and a take-away gift.

<Show printed large poster. Pass around copies of the mini-posters, contact cards.>

The second media channel is through video. There are 2 videos.

<Show "Day in the Life of an Interpreter-short version" and "Interpreting a Character" videos over the projector.>

The last media type is on social media. If you have Instagram on your smartphone, please open it up, search for @heritageinterp, and view the posts. For those without Instagram, I will pull it up on the projector. Navigate to the account and share over the projector.

Now that you have seen and interacted with some of the media, please share with me your reactions:

- Which piece of media appeals to you the most?
 - Probe: What do you notice first? Second? What do you like about it? How could it be improved?
- Which piece of media is unappealing?
 - Probe: What do you notice first? Second? Is there anything you like about it? How could it be improved?
- Based on what is presented here, how would you describe this profession?
 - Probe: What do you think these people are like? How do you or do you not relate to them?
- Out of everything shown/described in the media, what could you see yourself doing?
 - What looks like fun?

That concludes the first part of our discussion. We will look at these again later.

<Take up media and minimize browser window.>

Heritage Interpretation

Next, I am going to ask you questions about this specific profession, called heritage interpretation. We call people in this field, “interpreters.” Just like sign language or Spanish interpreters, these people are communicators, but they don't translate a language. Heritage interpreters translate natural and cultural history so that everyone can understand it.

- Where do you think you would find heritage interpreters?
 - Probe: Where do you go to experience nature? Animals? Plants?
 - Probe: Where do you go to experience history? Ancient? American? War?
- Please tell us if you have ever been to one of those places.
 - How did you feel about it?
 - Probe: Please describe a person you met or saw that you now think was a heritage interpreter.
- What qualities of a heritage interpreter did you or did you not relate to?

I'm going to show you a series of video clips of heritage interpreters to give you another visual of who these people are and what they do.

<Show videocompilation2.ppt and “I am an Interpreter.”>

- How are these interpreters like or not like the ones you might have been thinking of?
 - Probe: What qualities did you not expect to see? How do you relate to those qualities?

How is everyone feeling? Doing okay? Cookie break? <Optional 5 minute

break.>

Second Impression of Prototyped Media

This last part will be focused on reviewing the earlier media pieces. Again, we want to know what resonates with you and what doesn't, and how to improve our chances of being seen or heard by people who are in high school.

<Distribute printed media again. Ask if participants want to review any of the videos.>

- Based on what we discussed earlier, how accurately does this media present heritage interpretation?
 - Probe: What is presented well? What or who do you think is missing?
- How has your first impression changed?
 - Probe: What was easy to understand during the first viewing? What was/is unclear?
- Out of everything about heritage interpretation that you have seen and heard today, what seems like the most fun to you?

<Conclude.>

- What additional insight do you have into how we might communicate to you and your peers?

<Summarize feedback and responses to media.> Is this an adequate summary?

Does anyone have any last questions or comments about our conversation today?

<Give time for questions.>

If you think of anything, feel free to email, text, or call me.

That wraps up our conversation!

Thank you again for your time. I appreciate your help.

APPENDIX C

Informed Consent and Assent Forms

Adult Participant Informed Consent to Participate in Human Subject Research

Summary of Research:

Emily Phifer, Environmental Education/Interpretation Masters Candidate in the College of Natural Resources at the University of Wisconsin-Stevens Point is researching and developing a set of media to interest adolescents in heritage interpretation careers. Heritage interpreters at natural or cultural sites guide visitors to discover meaning in objects, places, and landscapes. You are being asked for your consent to participate in this study. Young adults between the ages of 14 and 19 years old will form a focus group to evaluate the message and media developed during this project. Your participation is completely voluntary. The expected duration of your participation in this study is approximately 1-2 hours.

Details of Research:

A. Purpose: This research project aims to develop and evaluate a recruitment media toolkit to increase young adults' interest in the profession of heritage interpretation.

B. Procedures: Young adults will take a short demographic study and participate in a focus group session. The groups will discuss their experience with heritage interpretation and evaluate prototyped recruitment media for approachability and message clarity. Focus groups will take approximately 1-2 hours, and will be video recorded, moderated, and transcribed by the researcher.

C. Risks or Discomforts: We do not anticipate participation to present more risk than could be expected during daily life, other than the inconvenience of extra time devoted to participation. Questions asked during research should not prompt disclosure of deeply personal or private information. However, if any questions make you feel uncomfortable, you may choose to not answer them. Data collected and stored about research participants will have names and personal identifiers removed.

D. Benefits to the Participant or Other: Your participation could give insight into the creation of public marketing media, skills concerning discussion and critique, ideas about where to search for career information, and a sense of satisfaction, since you will have direct influence on the creation of media designed for today's young adults.

E. Possible Alternative Procedures: Although we could consult with professional designers, or interview participants individually, we feel that the best way to know how young adults wish to receive and view career information is to ask and talk to them in a social setting.

F. Confidentiality: The data and information we gather through surveying and focus groups will be recorded and stored on secure devices. Because of the social nature of focus groups, complete confidentiality of participation and opinions cannot be guaranteed. Personal identifiers, including names, will be removed from the focus group transcripts while being processed. The audio, but not the visual, may be used from the focus groups, but only if it contains no identifiers. All data will be held at the University of Wisconsin Stevens Point under password and firewall protection for 3 years.

G. Rights of the Participant: If you want to withdraw from the study, at any time, you may do so without penalty. If you withdraw from the study, any data you provide

will removed from the research. Anonymous data will not be separable from other data, so we would still retain it.

Once the study is completed, you may have access to the recruitment toolkit and the research paper. If you would like this access, or if you have any questions in the meantime, please contact:

*Emily Phifer
College of Natural Resources -- Schmeeckle Reserve
University of Wisconsin Stevens Point
Stevens Point, WI
(715)346-2636
ephifer@uwsp.edu*

If you have any complaints about your treatment as a participant in this study or believe that you have been harmed in some way by your participation, please call or write:

*Dr. Anna Haines, Chair
Institutional Review Board for the Protection of Human Subjects
College of Natural Resources
Trainer Natural Resources Building, TNR205
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-2386
irbchair@uwsp.edu*

Although Dr. Haines will ask your name, all complaints are kept in confidence.

I have received a complete explanation of the study and I agree to participate.

(Signature of subject) (Date)

(Print Name)

This research project has been approved by the UWSP Institutional Review Board for the Protection of Human Subjects.

Informed Consent for Child to Participate in Human Subject Research

Summary of Research:

Emily Phifer, Environmental Education/Interpretation Masters Candidate in the College of Natural Resources at the University of Wisconsin-Stevens Point is researching and developing a set of media to interest adolescents in heritage interpretation careers. Heritage interpreters at natural or cultural sites guide visitors to discover meaning in objects, places, and landscapes. You are being asked for your consent for your child to participate in this study. Young adults between the ages of 14 and 19 years old will form a focus group to evaluate the message and media developed during this project. Your child's participation is completely voluntary. The expected duration of participation in this study is about 1-2 hours.

Details of Research:

A. Purpose: This research project aims to develop and evaluate a recruitment media toolkit to increase young adults' interest in the profession of heritage interpretation.

B. Procedures: Young adults will take a short demographic study and participate in a focus group session. The groups will discuss their experience with heritage interpretation and evaluate prototyped recruitment media for approachability and message clarity. Focus groups will take approximately 1-2 hours, and will be video recorded, moderated, and transcribed by the researcher.

C. Risks or Discomforts: We do not anticipate participation to present more risk than could be expected during daily life, other than the inconvenience of extra time devoted to participation. Questions asked during research should not prompt disclosure of

deeply personal or private information. However, if any questions make your child feel uncomfortable, they may choose to not answer them. Data collected and stored about research participants will have names and personal identifiers removed.

D. Benefits to the Participant or Other: Participation could give your child insight into the creation of public marketing media, skills concerning discussion and critique, ideas about where to search for career information, and a sense of satisfaction, since they will have direct influence on the creation of media designed for their peers.

E. Possible Alternative Procedures: Although we could consult with professional designers, or interview participants individually, we feel that the best way to know how young adults wish to receive and view career information is to ask and talk to them in a social setting.

F. Confidentiality: The data and information we gather through surveying and focus groups will be recorded and stored on secure devices. Because of the social nature of focus groups, complete confidentiality of participation and opinions cannot be guaranteed. Personal identifiers, including names, will be removed from the focus group transcripts while being processed. The audio, but not the visual, may be used from the focus groups, but only if it contains no identifiers. All data will be held at the University of Wisconsin Stevens Point under password and firewall protection for 3 years.

G. Rights of the Participant: If you or your child want to withdraw your consent for participation in the study, at any time, you may do so without penalty. If consent is withdrawn from the study, any data your child provides will be removed from the research. Anonymous data will not be separable from other data, so we would retain it.

Once the study is completed, you may have access to the recruitment toolkit and the research paper. If you would like this access, or if you have any questions in the meantime, please contact:

*Emily Phifer
College of Natural Resources fi Schmeeckle Reserve
University of Wisconsin Stevens Point
Stevens Point, WI
(715)346-2636
ephifer@uwsp.edu*

If you have any complaints about your treatment as a participant in this study or believe that you have been harmed in some way by your participation, please call or write:

*Dr. Anna Haines, Chair
Institutional Review Board for the Protection of Human Subjects
College of Natural Resources
Trainer Natural Resources Building, TNR205
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-2386
irbchair@uwsp.edu*

Although Dr. Haines will ask your name, all complaints are kept in confidence.

I have received a complete explanation of the study and I agree to allow my child to participate.

Print Name of Participating Child

(Signature of Legal Guardian/Parent) (Date)

(Print Name of Legal Guardian/Parent)

This research project has been approved by the UWSP Institutional Review Board for the Protection of Human Subjects.

Informed Assent to Participate in Human Subject Research

Summary of Research:

Emily Phifer, Environmental Education/Interpretation Masters Candidate in the College of Natural Resources at the University of Wisconsin-Stevens Point, is researching and developing a set of media to interest adolescents in heritage interpretation careers. Heritage interpreters at natural or cultural sites guide visitors to discover meaning in objects, places, and landscapes. You are being asked for your assent to participate in this study. Young adults between the ages of 14 and 19 years old will form a focus group to evaluate the message and media developed during this project. Your participation is completely voluntary. The expected duration of your participation in this focus group is approximately 1-2 hours.

Details of Research:

A. Purpose: This research project aims to create and test career recruitment media to increase young adults' interest in heritage interpretation.

B. Procedures: Young adults will complete a short demographic study and participate in a focus group session. The groups will discuss their experience with heritage interpretation and how well the prototyped recruitment media speaks to them. Focus groups will take approximately 1-2 hours, and be video-recorded, led, and transcribed into text by the researcher, Emily Phifer.

C. Risks or Discomforts: Participation should not present more risk than day-to-day life. Participation could be inconvenient due to the time devoted to the focus group meeting. Questions will concern how you feel about your experiences with interpretation,

and how you feel about drafted recruitment media. However, if any questions make you feel uncomfortable, you may choose to not answer them. Data collected during these focus groups will be stored in a secure location. Names and ways to identify participants will be removed from the data before it is published in a journal or presentation.

D. Benefits to the Participant or Other: Your participation could give you insight into the creation of public marketing media, skills concerning discussion and critique, ideas about where to search for career information, and a sense of satisfaction, since you will have direct influence on the creation of media designed for you and your peers.

E. Possible Alternative Procedures: Although we could consult with professional designers, or interview participants individually, we feel that the best way to know how young adults wish to receive career information is to talk to them in a social setting.

F. Confidentiality: The data and information we gather through the demographic survey and focus groups will be recorded and stored in secure places. However, because focus groups include several participants, complete confidentiality of your participation and opinions cannot be guaranteed. Personal identifiers, including names, will be removed from focus group transcripts while being processed. The audio, but not the video, may be used from the focus groups during presentations, but only if it contains no identifiers. All data will be held at the University of Wisconsin Stevens Point under password and firewall protection for 3 years.

G. Rights of the Participant: If you want to withdraw from the study, at any time, you may do so without any negative consequences. If you withdraw from the study, any data you provide will be removed from the research. Anonymous data will not be separable from other data, so we would still retain it.

Once the study is completed, you may have access to the recruitment toolkit and the research paper. If you would like this access, or if you have any questions in the meantime, please contact:

*Emily Phifer
College of Natural Resources fi Schmeeckle Reserve
University of Wisconsin Stevens Point
Stevens Point, WI
(715)346-2636
ephifer@uwsp.edu*

If you have any complaints about your treatment as a participant in this study or believe that you have been harmed in some way by your participation, please call or write:

*Dr. Anna Haines, Chair
Institutional Review Board for the Protection of Human Subjects
College of Natural Resources
Trainer Natural Resources Building, TNR205
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-2386
irbchair@uwsp.edu*

Although Dr. Haines will ask your name, all complaints are kept in confidence.

I have received a complete explanation of the study and I agree to participate.

(Signature of subject) (Date)

(Print Name)

This research project has been approved by the UWSP Institutional Review Board for the Protection of Human Subjects.

APPENDIX D

Demographic Survey

- What is your age?
 - 14
 - 15
 - 16
 - 17
 - 18
 - 19
 - Prefer not to answer

- With which category(s) do you identify? (you may choose more than one)
 - Asian or Asian American
 - Black or African American
 - Latin American, Hispanic, or Spanish
 - Native American or Alaska Native
 - Native Hawaiian or Pacific Islander
 - White, Caucasian, or Anglo American
 - Not Listed:
 - Prefer not to answer

- With which gender do you most identify?
 - Female
 - Male
 - Not Listed:
 - Prefer not to answer

- Into what economic division do you feel your family falls?
 - Poor
 - Lower Middle Class
 - Middle Class
 - Upper Middle Class
 - Wealthy
 - Not Listed:
 - Prefer not to answer

APPENDIX E

Full Tables

Table E1

Frequency of Media Channel Codes, All Mentions and Breakout by Focus Group

Media Channel	Code Frequency				
	<u>All Groups</u>	<u>CleveOH</u>	<u>LA-CA</u>	<u>SPA-WRA</u>	<u>SPA-APHIST</u>
Instagram	50	15	1	25	9
Career Fair	37	2	17	12	6
Social Media	23	1	8	2	12
Website	17	8	3	1	5
Print	8	4	1	3	0
YouTube	2	1	1	0	0

Table E2

Frequency of Media Type Codes, All Mentions and Breakout by Focus Group

Media Type	Code Frequency				
	<u>All Groups</u>	<u>CleveOH</u>	<u>LA-CA</u>	<u>SPA-WRA</u>	<u>SPA-APHIST</u>
recruitment media videos (both)	36	18	3	7	8
comic	24	4	0	12	8
video - in general	22	14	4	1	3
“Interpreting a Character” recruitment media video	21	19	2	0	0
mini-poster	17	4	3	5	5
“Day in the Life of an Interpretive Guide” recruitment media video	16	6	2	3	5
30-second video clips explaining interpretation	15	8	6	0	1
person to talk to	13	4	8	0	1
videos explaining interpretation (both)	8	8	0	0	0
photo/picture	8	2	0	0	6
“I am an Interpreter” video explaining interpretation	6	2	2	2	0
table poster	3	0	3	0	0

Table E3

Sentiment Matrix for Media Channel + Type

Concatenated Media Channel + Type	Sentiment Score					Code Frequency
	1	2	3	4	5	
_ + recruitment media videos (both)	1	4	5	18	4	32
Instagram + _	4	7	7	5	1	24
Instagram + comic	10	10	2	0	0	22
_ + “Interpreting a Character” recruitment media video	2	0	11	6	2	21
Career Fair + _	2	13	4	1	0	20
Social Media + _	4	2	5	7	2	20
_ + video – in general	1	4	1	9	2	17
_ + “Day in the Life of an Interpretive Guide” recruitment media video	0	2	7	7	0	16
_ + 30-second video clips explaining interpretation	0	0	10	4	1	15
Website + _	2	1	5	3	2	13
_ + videos explaining interpretation (both)	0	0	1	2	5	8
Career Fair + mini-poster	3	2	1	2	0	8
Career Fair + person to talk to	0	1	0	6	0	7
_ + mini-poster	0	1	3	1	1	6
_ + person to talk to	0	0	1	2	3	6
_ + photo/picture	0	0	0	6	0	6
_ + “I am an Interpreter” video explaining interpretation	0	0	5	0	1	6
Print + _	0	1	1	1	2	5
Print + mini-poster	0	1	1	1	0	3
Website + recruitment media videos (both)	2	0	1	0	0	3
Career Fair + table poster	2	0	0	0	0	2
Instagram + photo/picture	0	1	0	1	0	2
Social Media + video – in general	0	0	0	1	1	2
_ + comic	0	0	1	0	0	1
_ + table poster	1	0	0	0	0	1
Instagram + video – in general	0	0	0	1	0	1
Instagram + recruitment media videos (both)	0	0	1	0	0	1
Social Media + comic	0	0	0	1	0	1
Website + video – in general	0	0	0	1	0	1
YouTube + _	0	0	1	0	0	1
YouTube + video – in general	0	0	0	1	0	1
total sentiments	34	50	74	87	27	272

Table E4

Frequency of Interp- Categories, by Focus Group

INTERP- Categories	Focus Group				
	<u>ALL</u>	<u>CleveO H</u>	<u>LA- CA</u>	<u>SPA- WRA</u>	<u>SPA- APHIST</u>
Character Traits of Interpreters					
social/outgoing	26	11	2	12	1
passionate/passionate about something	20	7	8	2	3
personable/fun/friendly/funny/likable	16	4	6	4	2
love the job/not about money	15	4	7	2	2
helpful/want to help	11	4	2	3	2
inspires others	11	0	7	3	1
learner/interested in (topic)	11	2	4	4	1
happy/cheerful/easy going	9	0	5	3	1
confident/brave	6	1	4	1	0
comfortable with being uncomfortable	5	0	5	0	0
creative	4	2	0	1	1
adventurous	4	0	0	2	2
leader	3	0	3	0	0
focused/dedicated/invested	3	2	0	0	1
willing to be silly	3	0	3	0	0
team player	2	0	2	0	0
Skills Needed					
communicate/teach information/knowledge	56	19	11	11	15
interact with an audience/people	47	13	9	10	15
talking/speaking/presenting	22	7	7	7	1
gets attention/interesting	17	3	10	4	0
knowledgeable	11	3	3	1	4
effective/interesting communicators	7	3	1	0	3
know their audience/audience appropriate	3	1	2	0	0
show info in many different ways	2	1	1	0	0
professional	1	1	0	0	0
Perception of the Profession					
cultural history/history/historic times	54	21	9	10	14
natural history/nature/animals	45	8	14	10	13
teacher/educator	25	5	3	7	10
varied in scope/location	23	10	0	5	8
outside/outdoors	16	1	3	8	4
active/involved	15	3	3	8	1
character interpretation	10	6	4	0	0
making connections	5	1	2	1	1
interpretive media	4	3	0	0	1
make change/solve problems	3	1	1	1	0
outdoor/adventure education	2	0	0	1	1
repetitive	2	2	0	0	0
more to it than the audience sees	1	0	1	0	0
inactive	1	1	0	0	0

Table E5

Frequency that Teens Relate to Interp- Categories

Interp- Categories	Do Relate	Don't Relate	Total
Character Traits of Interpreters			
social/outgoing	5	9	14
helpful/want to help	5	0	5
focused/dedicated/invested	0	4	4
happy/cheerful/easy going	1	2	3
inspires others	3	0	3
learner/interested in (topic)	2	1	3
comfortable with being uncomfortable	1	1	2
creative	2	0	2
passionate/passionate about something	1	1	2
personable/fun/friendly/funny/likable	0	2	2
confident/brave	1	0	1
willing to be silly	0	1	1
love the job/not about money	1	0	1
adventurous	0	0	0
leader	0	0	0
team player	0	0	0
Skills Needed			
interact with an audience/people	6	7	13
communicate/teach information/knowledge	9	2	11
knowledgeable	2	1	3
talking/speaking/presenting	2	1	3
effective/interesting communicators	1	2	3
professional	0	2	2
show info in many different ways	1	0	1
gets attention/interesting	0	1	1
know their audience/audience appropriate	0	0	0
Perception of the Profession			
outside/outdoors	9	2	11
cultural history/history/historic times	7	2	9
interpretive media	7	1	8
natural history/nature/animals	6	1	7
character interpretation	4	3	7
make change/solve problems	4	0	4
varied in scope/location	1	2	3
active/involved	3	0	3
teacher/educator	2	0	2
outdoor/adventure education	1	1	2
repetitive	0	0	0
more to it than the audience sees	0	0	0
making connections	0	0	0
inactive	0	0	0

APPENDIX F

Recruitment Media Toolkit

(see insert)

Website Channel

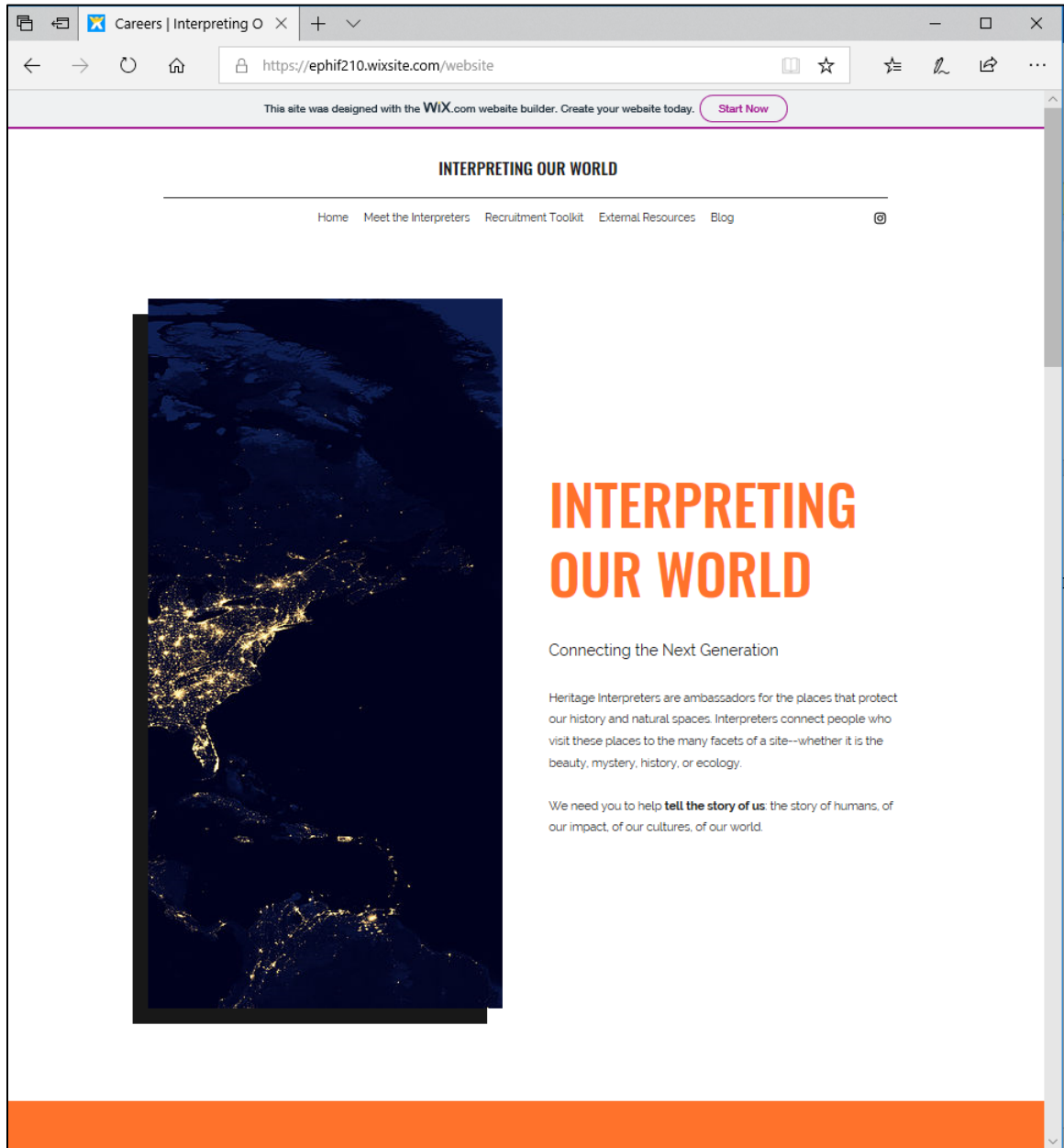


Figure F1. Website homepage, <<https://ephif210/wixsite.com/website>>. Created using WIX website builder.

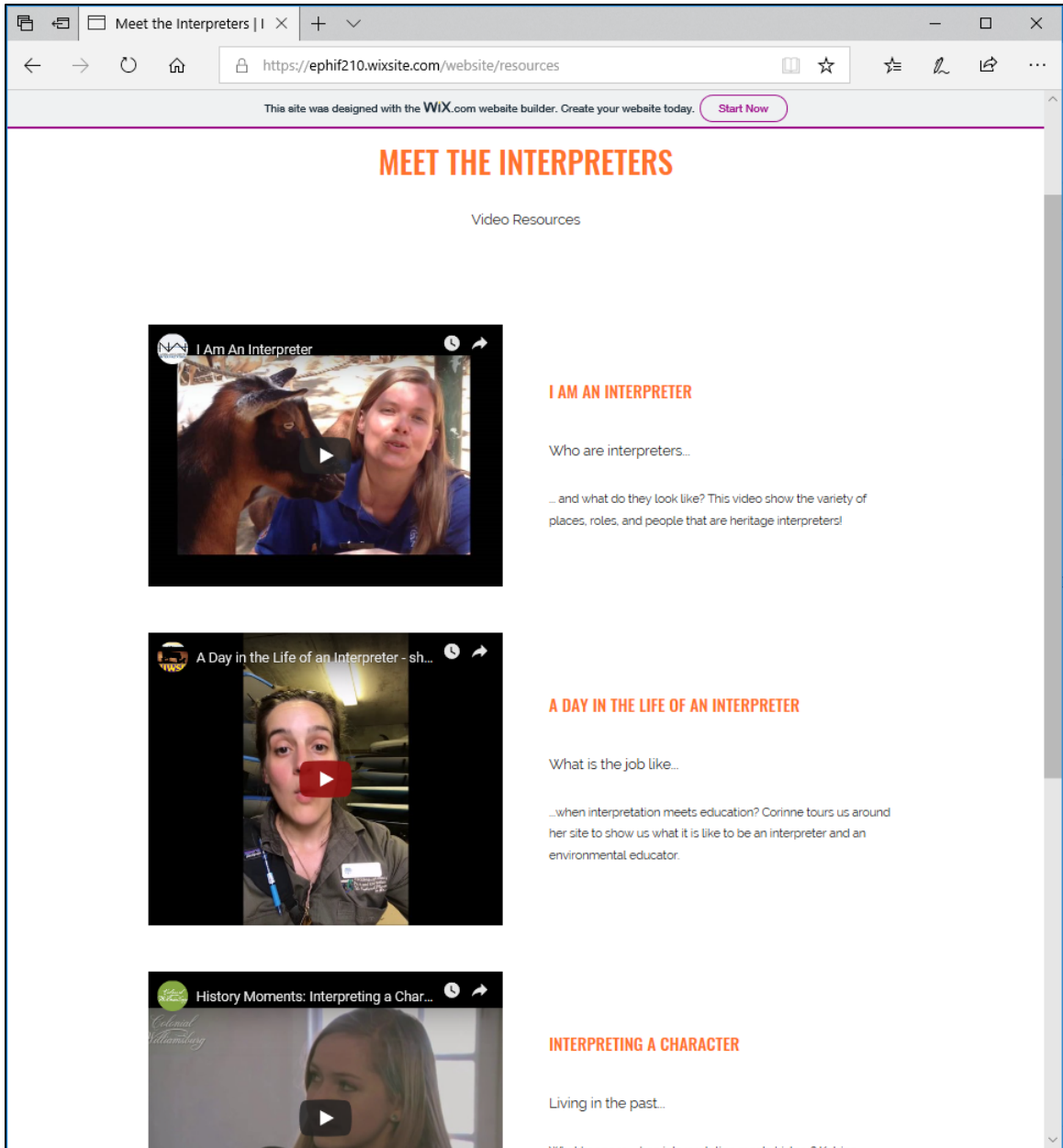


Figure F2. Webpage showing three videos used during the focus group. “I am an Interpreter” was published by NAI (NAIinterpnet, 2014); “Interpreting a Character” was published by Colonial Williamsburg (2017). “A Day in the Life of an Interpreter” was edited together using MovieMaker (2012) from videos by Rizzo (2018).

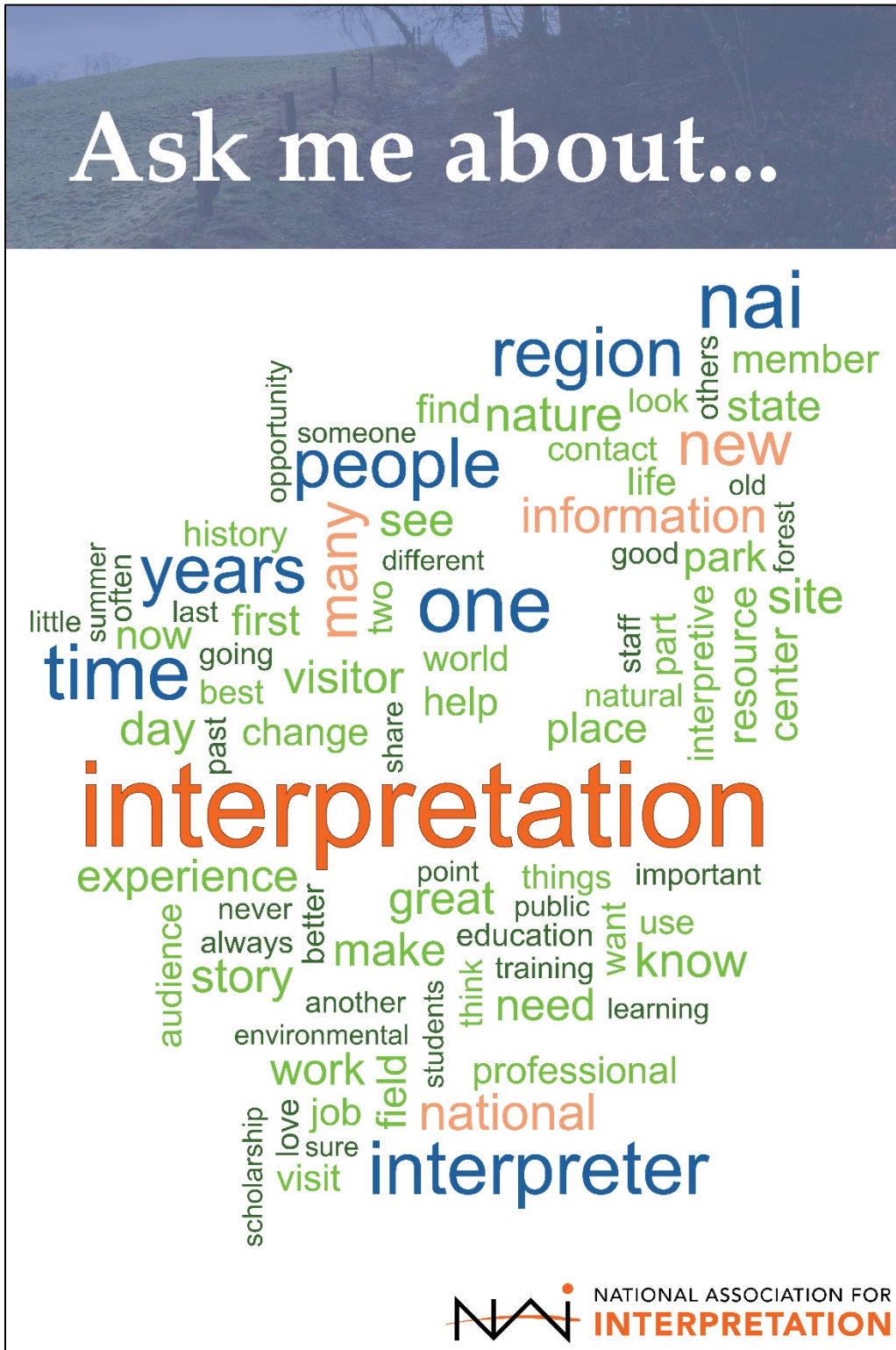


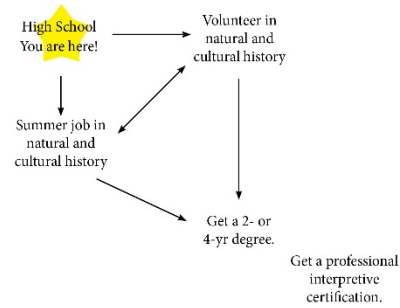
Figure F3. The table poster. Layout created using Adobe InDesign (2018); word-cloud generated from the *NAI Blog* (2018) using R Studio (2018).



Interpretation happens when you fall in love with something, and you think the world would be better if more people knew about this thing. Interpretation is all about finding ways to disseminate information so that it's accessible to the most different kinds of people possible.

- Emily Lynne

How do I become an interpreter?



Career paths: there are many ways to get into the field of interpretation.

Some suggestions from current interpreters:

- Volunteer
- Part-time experience
- Seasonal experience
- Work with people
- Teach
- Leadership

University Interpretation Programs

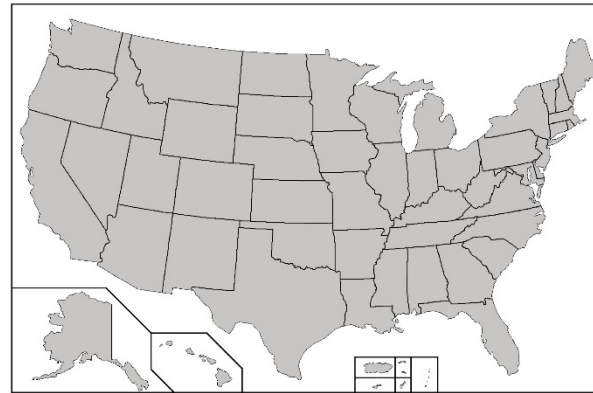


Figure F4. First mini-poster, interpreting for everyone. Both layouts were created using InDesign (2018). The front uses a photo from NPS and quotes solicited from interpreters within an NAI Facebook group. The back includes information gathered from interpreters anonymously during a national conference.



I want to be a great teacher based on the quote from William Arthur Ward: 'Mediocre teachers tell, good teachers explain, superior teachers demonstrate, great teachers inspire.'

- Brain Mast

Where do Interpreters Work?



- Parks
 - National Parks
 - Local Parks
- Historic Sites
 - Battlefields
 - Houses
 - Architectural
- Aquariums
- Zoos
- Museums
 - Art
 - Nature/Science
 - Cultural

What are interpreters called?

- Park Interpreter
- Exhibit Designer
- Education Coordinator
- Outreach Specialist
- Wildlife Educator
- Docent
- Tour Guide
- Outdoor Educator
- Interpretive Ranger
- Park Guide
- Naturalist
- Programs Manager
- Green Marketer
- Visitor Service Specialist
- Environmental Educator
- and more!

Figure F5. Second mini-poster, interpreting to inspire. Both layouts were created using InDesign (2018). The front uses a photo from Schmeckle Reserve and a quote solicited from interpreters within an NAI Facebook group. The back includes information from the presentation by Lackey (2019).



In college I was told a park ranger 'protects parks from the people, people from the parks, and people from the people.' That tends to be more law enforcement oriented. Interpreters make the people want to protect the park, shares how to safely enjoy the park, and helps the people gain an appreciation for other people.

Di Garcia

Salaries of Interpreters

- Seasonal: 10,000-15,000/year
- Part Time: \$15,000-35,000/year
- Full-time: \$35,000-65,000/year
- Manager/Consultant: \$55,000-150,000/year
- Upper-level administrator: \$150,000+/year

What kind of people are interpreters?

Interpreters...

- ... want to make a difference.
- ... follow their curiosity.
- ... wonder about the mysteries of the past.
- ... protect and advocate for animals.
- ... use art to convey messages.
- ... explore their surroundings.
- ... like helping people.
- ... enjoy stories and storytelling.
- ... find connections between things.
- ... enjoy being outside.
- ... like theatre and the arts.

Figure F6. Third mini-poster, interpreting for protection. Both layouts were created using InDesign (2018). The front uses a photo from NPS and a quote solicited from interpreters within an NAI Facebook group. The back includes information from NAI's message document (see Appendix A).



Figure F7. Three-dimensional rendering of career fair setup. Rendered using SketchUp (2017) of a career table showing the three mini-posters and the table poster.

Instagram Channel



Figure F8. First comic, historic house replica. Drawn and colored in Photoshop (2018).



Figure F9. Second comic, interpreting with live animals. Drawn and colored in Photoshop (2018).



Figure F10. Third comic, defending the bird seed. Drawn and colored in Photoshop (2018).



Figure F11. Fourth comic, meetings with interpreters. Drawn and colored in Photoshop (2018)