

SPECIAL REPORT

PERS 299 DEVELOPEMENT OF A VOCATIONAL COUNSELLING
PROGRAMME AT A SECONDARY SCHOOL

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH

CSIR Spesial Report PERS 299 (pp. i-vii, 1-57)
UDC 331.114.4

Johannesburg, Republic of South Africa, November 1979

HSRC Library and Information Service

HSRC
Private Bag X41
PRETORIA
0001

Tel.: (012) 202-2903
Fax: (012) 202-2933



RGN
Privaatsak X41
PRETORIA
0001

Tel.: (012) 202-2903
Faks: (012) 202-2933

RGN-Biblioteek en Inligtingsdiens

PERS 299

DEVELOPMENT OF A VOCATIONAL COUNSELLING
PROGRAMME AT A SECONDARY SCHOOL



HSRC Library and Information
Service

RGN-Biblioteek en Inligtingsdiens

DATE DUE - VERVALDATUM

--	--

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH

CSIR Special Report PERS 299 (pp. i-vii, 1-57)

UDC 331.114.4

Johannesburg, Republic of South Africa, November 1979



CSIR WIPR
PERS 299
DOL 3072048
CSIR WIPR
PERS 299
DOL 3072048
1988
1988

ISBN 0 7988 1670 8

CSIR Special Report PERS 299

Published by
National Institute for Personnel Research
Council for Scientific and Industrial Research
P.O. Box 32410
Braamfontein
2017
Republic of South Africa

November 1979

Printed in the Republic of South Africa by
National Institute for Personnel Research

ACKNOWLEDGEMENTS

- Dr G K Nelson: Director
- Mr R F Skawran: Assistant Director and Leader of
Organization and Personnel Development
Group
- Mr V I Lätti: Head, Personnel Assessment and
Counselling Psychology Division
- Mrs D Benatan: Personnel Assessment and Counselling
Psychology Division
- Miss I Sharir: Personnel Assessment and Counselling
Psychology Division
- Mr D Feinberg: Head, Hillel School

SUMMARY

This report describes a pilot study that involved the implementation of a vocational counselling programme for matriculation students in a private school. The programme extended over a period of eight months, and was an adaptation of the vocational counselling service that is offered at the NIPR. Information was gathered to gauge the reactions of those who participated in the programme.

OPSOMMING

In hierdie verslag word 'n loodsstudie beskryf van die implementering van 'n beroepsvoorligtingsprogram vir matriekleerlinge in 'n privaatskool. Die program het oor agt maande gestrek en het bestaan uit 'n aangepaste vorm van die beroepsvoorligtingsdiens wat deur die NIPN aangebied word. Inligting is versamel om die reaksie van die deelnemers op die program te bepaal.

TABLE OF CONTENTS

1. INTRODUCTION
 - 1.1 Background and Aims
 - 1.2 Vocational Counselling
 - 1.3 The School Guidance Service

2. DEVELOPMENT OF A SCHOOL PROGRAMME BASED ON VOCATIONAL COUNSELLING AT THE NIPR
 - 2.1 Vocational Counselling at the NIPR
 - 2.2 Development of a School Programme
 - 2.3 Introducing the Programme
 - 2.4 The Subjects
 - 2.5 Questionnaires

3. DESCRIPTION OF THE PROGRAMME
 - 3.1 The First Part of the Programme
 - 3.2 The Second Part of the Programme
 - 3.2.1 High Level Battery
 - 3.2.2 Deductive Reasoning Test
 - 3.2.3 Abstract Reasoning Test
 - 3.2.4 Blox Test
 - 3.2.5 General Science
 - 3.2.6 Mechanical Comprehension
 - 3.2.7 Spot-the-Error
 - 3.2.8 Personality Tests
 - 3.2.9 Interest Inventories

3.2.10	Personal Background Information	17
3.2.11	Interviews	18
3.2.12	The Report	19
3.3	The Third Part of the Programme	19
4.	REACTION TO THE PROGRAMME	21
4.1	The Response of the Subjects	21
4.2	The Response of the Parents	23
5.	CONCLUSION AND RECOMMENDATIONS	25
5.1	Limitations	26
5.2	Advantages	27
5.3	Recommendations	28

Appendices

Appendix A:	INTRODUCING THE PROGRAMME TO THE PARENTS	30
Appendix B:	THE FIRST QUESTIONNAIRE GIVEN TO THE SUBJECTS	32
Appendix C:	FOLLOW-UP QUESTIONNAIRE GIVEN TO THE SUBJECTS AND THE PARENTS	33
Appendix D:	THE FIRST PART OF THE PROGRAMME	38
Appendix E:	THE REPORT	46
Appendix F:	THE THIRD PART OF THE PROGRAMME	52

References:

BYLAE I

EVALUERINGSVRAELYS

INDEX OF TABLES

<u>Table</u>	<u>Page</u>
1. Educational level and Post School qualification of the Parents	9
2. Career decision Prior to the Assessment	21
3. Career decision at conclusion of Programme	23
4. Reactions of Parents to Psychological Assessment at School	23

1. INTRODUCTION

1.1 Background and Aims

This report describes a pilot study aimed at adapting the NIPR vocational counselling service for implementation at a private secondary school. The NIPR approach is designed to deal with matriculants, and school leavers and provides psychological assessment and career counselling. The process lasts an entire day, but clients are rarely seen again. Vocational choice at school level should not be seen as a one-time event but should rather be dealt with as a developmental process related to the attainment of adulthood. In view of these factors a vocational guidance lesson programme was drawn up in addition to the NIPR assessment and counselling procedures. The aim was to provide matriculants involved in career planning with additional information and extended contact with the counsellor. Questionnaires were completed by parents and the matriculation students to gauge their reactions to the programme and to gather information about this service implemented in a school setting.

School guidance counsellors are involved in providing students with sufficient perspective so that they can adjust to their future work situation and develop a satisfying job identity. In this process the vocational guidance lesson plays an important part. The group discussion provides the opportunity for opinions to be expressed and debated and aids in building a relationship of trust so that pupils will feel free to consult the counsellor about personal problems. The topics selected for the guidance lessons included in the programme were aimed at providing occupational information as well as helping students to develop towards maturity. The development of a person's vocational maturity is closely associated with a person's general level of maturity.

The programme was conducted along the following lines:

- i) A series of vocational guidance lessons aimed at providing students with some insight into the importance of social interactions, a better understanding of themselves and information on careers.

- ii) Psychological assessment of students using the NIPR test battery. Individual counselling interviews with students and their parents, followed by a report to parents.
- iii) A concluding series of vocational guidance lessons aimed at providing further information and preparing students for the adult world.

1.2 Vocational Counselling

Vocational counselling may be envisaged as providing help for adolescents or adults in choosing an occupation, or in changing one they already have. The term is frequently regarded as synonymous with terms such as "career guidance", "occupational guidance" and "vocational guidance".

A number of definitions has been suggested for vocational counselling. Ginzburg et al (1951) saw career guidance as a structured intervention aimed at helping individuals to take advantage of the available educational, training and occupational opportunities.

For the past two decades vocational counselling theory has focussed on an interest in the development of a vocational identity. As a person develops this awareness, or sense of identity, he is able to make commitments and strive towards meaningful goals. Super (1951) was one of the first theorists to emphasise vocational development and maturity. To him vocational guidance was a process of helping a person to develop and accept an integrated and adequate picture of himself and his rôle in the world of work. The individual's task was to test his self concept against reality, to his own satisfaction and to the benefit of society. The way a person views himself determines to a great extent how he views life, including that part of life which forms his career.

In our complex, modern, technological society the whole pattern of life has been radically changed, so that making an occupational choice has become a complicated and difficult process. Previous generations had few occupations from which to choose. The modern youth finds almost twenty thousand different ways of making a living. There has also been an increase in occupational mobility - movement to higher levels of work, to different

occupations, to different geographical locations. This occupational maze can be baffling to an individual who is not properly prepared to meet the challenge of the working world.

Vocational counselling aims at guiding individuals towards adapting to a changing world. There is a need for knowledge about new occupations that are continually emerging, and information about modifications of existing ones. Individuals need to base their occupational choices upon a realistic view of the kinds of jobs that will be open to them. No young person can make a sensible and independent career choice unless he knows the educational requirements, working conditions, length of training and financial status of career areas from which he could make a choice. He must thus be well informed in all aspects concerning as many vocations as possible, i.e. have adequate occupational information.

A further aim of vocational counselling is to prepare students for the adult world. To help them understand themselves and others, to stand on their own and cope with life's demands. Greater understanding of the behaviour of others facilitates adaptation to society, and a sense of co-operativeness and tolerance. Standardized tests are used in counselling to enable an individual to find out things about himself. Test results are a source of information to be integrated by the client as part of his self concept along with his goals, needs and motivations. They provide objective information about abilities, interests and aptitudes. This type of information can facilitate occupational decisions as it gives direction to thinking, outlines alternative possibilities, provides confirmation, and evaluates strengths and weaknesses.

The need for vocational counselling is clearly illustrated in cases where the occupational aspirations, of young people in particular, are not realistic. They may have neither the aptitude nor the abilities required for an occupation that attracts them. Consequently future prospects of employment in a particular occupation may be severely limited, and the need for this type of information prior to decision making, is crucial. Conversely some people may underestimate their abilities, may set their ambitions too low or may reject certain types of employment on the false assumption that it offers poor prospects.

1.3 The School Guidance Service

In recent years it has been realized that education and vocational guidance are closely linked. Vocational guidance in schools is no longer an ancillary to the educational programme, but it is an indispensable part of the school curriculum itself.

The educational system in the Republic of South Africa is based on differential education and the recognition of individual differences among pupils. The aim is to allow pupils to develop their potential, and later make a vocational choice in accordance with this potential. The whole structure of vocational counselling in the secondary school is based on two components:

- i) "Self-knowledge as a possibility condition for the choice of a vocation;
- ii) Vocational knowledge as a possibility condition for the choice of a vocation, and the integration of the image of the self and the vocational image as a possibility condition for the choice of a vocation " (Syllabus for vocational guidance, TED, circular no. 97).

The above components emphasize the integration of the self and the vocational self with the aim of achieving vocational maturity.

School counsellors are concerned with progress, underachievement, behavioural problems, physical defects, and sociological factors which might interfere with a pupil deriving the maximum benefit from education. The work usually involves parental contact, especially in cases where pupils exhibit anti-social behaviour, learning disabilities, and behavioural deviations. Parents sometimes wish to participate in their child's choice of subjects or choice of vocation. Greater understanding of a child's needs and behaviour can be provided by close liaison between teachers and the school counsellor.

2. DEVELOPMENT OF A SCHOOL PROGRAMME BASED ON VOCATIONAL COUNSELLING AT THE NIPR

2.1 Vocational Counselling at the NIPR

The aims, procedure, methods of appraisal and examples of the type of test batteries used at the NIPR for vocational counselling, have been described in detail in a report published by Visser (1977). The NIPR procedure which is normally a one visit assessment and interviewing system may be briefly outlined as follows:

A client arrives at the Institute for testing at 08h00 and must be prepared to remain for the whole day. A battery of pencil and paper tests are administered on a group basis. Testing extends over a period of approximately 6 hours with breaks for tea and lunch. A file is opened for each client and contains biographical information, test results, interest profiles, personality tests and other relevant data such as medical and school reports. Prior to an interview with the client, the counsellor evaluates the data. During the interview which lasts about one hour the counsellor obtains further details on the client's background and tries to assess personality, motivation, aspirations and other factors likely to affect career choice. In exceptional circumstances a parent may be asked to come in for an interview, or alternatively they request a consultation with the counsellor. A report is then sent out reflecting test results, interest profile, general comments and career suggestions.

The procedure followed at the NIPR for vocational counselling is fairly structured. The system has been in existence for the past twenty-five years and provides a valuable service to individuals trying to decide on a career, as well as those making a career change. The majority of clients are White matriculation students and in recent years the service has been extended to include counselling for Blacks and Coloureds.

The NIPR system aims at providing a client with meaningful information about himself, clarifying his thinking, providing suitable career alternatives and aiding him in reaching a realistic career decision.

One of the shortcomings of the system is that clients are seen only once - on the day of testing. Although clients are invited to return to the NIPR if they ever feel the need for further consultation, at no additional cost, very few return for re-interviews. This creates a situation in which there is a limited amount of feedback on ultimate career decisions and the client's reactions to the counselling process. Furthermore the system relies on "single day" performance. Research studies concerned with the assessment of client reaction to the vocational counselling, have been conducted at the NIPR. Fürst (1965), Shannon (1973), Skawran and de Jager (1975) and Shannon (1977) reported that the majority of clients found the service valuable and were satisfied.

It is, however, acknowledged that this is not the ideal form of vocational guidance. Theorists in the field of counselling view vocational choice as an extended developmental process. Decisions are influenced by earlier experiences and the stage of maturation attained. Choices may change during the course of vocational development as a person's awareness of his needs change, or as often as he discovers that other occupations may better suit his needs. Super (1951) has noted that the term "vocational choice" is misleading as it conveys the impression of occurring at a precise time. Choice is a process rather than an event.

Near the time of leaving school, matriculation students are deeply aware of the necessity of making a vocational decision. For many students this is a difficult step as they have not reached a maturity level that would provide them with sufficient insight into their vocational needs and motivations. Consultation, and extended contact with a guidance counsellor during this crucial period, could be beneficial for many students. The counsellor could follow the student through this process and give valuable assistance and support at a critical time.

2.2 Development of School Programme

In the light of the above mentioned shortcomings of the NIPR system for students at school level, a vocational guidance lesson programme was drawn up by the author. The programme is intended for matriculation students and is an adaptation of the NIPR system of vocational counselling. The programme was implemented in a secondary school and extended over a period of eight months, i.e. from February to September. Individual counselling was available to students after September but vocational guidance lessons were interrupted due to preliminary examinations and preparation for the final matriculation examinations.

The main objectives of this programme were to:

- (a) provide students with deeper understanding of themselves,
- (b) provide students with more insight into other people,
- (c) provide students with information on various careers and the world of work,
- (d) assist students in choosing a vocation in the light of their abilities, interests, aptitudes and personality,
- (e) provide students with individual career counselling,
- (f) allow parents who felt the need, to participate in the counselling process, and
- (g) assist students in their preparation for the adult world, by discussing topics relevant to the world of work, further education and social relationships.

2.3 Introducing the Programme

The subjects involved in this study were a group of matriculation students attending a private school in Benoni. The author was working at the school as the counselling psychologist.

At the beginning of 1979 the matriculants were informed that a vocational guidance programme had been drawn up to aid them with their career planning. The aims and the contents of the programme were outlined, and on the whole it was well received by the students.

In February 1979, the parents of the matriculants were informed by letter of the vocational guidance programme. They were required to grant permission for their child to participate, and for a battery of psychological tests to be administered. They were also asked to indicate whether they required a personal interview with the counsellor following the assessment (See Appendix A). All parents contacted granted their permission.

2.4 The Subjects

The experimental group comprised a class of matriculation students. With the exception of one student who had received vocational guidance from the NIPR the previous year, all matriculation students available at the school were included. The latter student was present at the vocational guidance lessons that formed part of the programme, but he was not required to answer questionnaires or undergo psychological assessment. The total number of subjects were eleven and comprised five boys and six girls.

The subjects' IQ scores as measured by the N.S.A.G.T. fell into the above average range. The range was 110 to 133 with a mean of 119,18.

The age for each subject was calculated from birth date to May 1979. The range was 16 years 7 months to 18 years 1 month with a mean of 17 years 3 months.

All the subjects came from a middle - class socio-economic background. In one case the parents were divorced and had re-married. In one other case the subject's father had died. The majority of fathers had achieved professional or managerial status.

Table 1Educational Level and Post School Qualification of the Parents

	Father		Mother	
	N	%	N	%
Standard 8	1	10,00	1	9,09
Standard 10	9	90,00	10	90,91
Total	10	100,00	11	100,00
No Post School Training	3	30,00	2	18,18
Diploma	2	20,00	7	63,64
Degree	5	50,00	2	18,18
Total	10	100,00	11	100,00

2.5 Questionnaires

Questionnaires were drawn up to gather information about the opinions and reactions of the subjects and the parents to the vocational guidance programme.

Subjects were requested to complete a questionnaire prior to the administration of the NIPR tests battery in order to gauge their perceptions of guidance and their expectation level of vocational counselling (See Appendix B).

Near the conclusion of the guidance programme, in August 1979, both the parents and the subjects were asked to fill out a questionnaire to obtain feedback on their reactions to the programme (See Appendix C).

3. DESCRIPTION OF THE PROGRAMME

A room was made available to the author for consultation with teachers, parents and pupils at the school. A career guidance corner was created in a section of this office and contained career information such as: HSRC sources of information, pamphlets sent by educational institutions and various companies, newspaper cuttings, reference books and university calendars. The school library, which contained specific books on vocations was also available to the subjects.

The programme was divided into three sections:-

- (i) The first part consisted of 16 vocational guidance lessons spread over a period extending from the beginning of February 1979 to beginning of June 1979.
- (ii) The second part was conducted during May and June, 1979 and involved psychological assessment (NIPR test battery), subject interviews, parent interviews and a report which was sent to parents.
- (iii) The third part consisted of 10 vocational guidance lessons spread over a period extending from June 1979 to September 1979.

3.1 The First Part of the Programme

The subjects were seen once a week as a group, during vocational guidance lessons. The duration of these sessions was 45 minutes.

Lessons were conducted along the following lines.

- (1) The guidance teacher introduced the topic and emphasised certain aspects. Relevant questions were raised to stimulate interest and participation. Apparatus such as overhead projectors, slides, pictures, pamphlets and newspaper cuttings were utilized to add clarity and provide information. This

was followed by a general group discussion and a group task.

- (ii) Representatives from educational institutions and other professional bodies were invited to talk to the students. These lectures sometimes took place during vocational guidance lessons, but in other instances at another period during the day, at a time that proved convenient for the visitor.
- (iii) Subjects were sometimes required to research relevant topics at home, deliver a talk or write brief essays. This usually formed part of a task that was given to the subjects during the course of the lesson or as homework.
- (iv) Group work was employed to encourage team spirit and co-operation. In the latter case the class was divided into groups and a leader was chosen to co-ordinate activities.
- (v) Techniques such as rôle playing, debates and dramatisation were utilized to encourage participation or add meaning to what was being discussed.

The first part of the programme consisted of 16 vocational guidance lessons. The subject content of these lessons has been briefly outlined in Appendix D.

The initial 16 vocational guidance lessons consisted of two parts:-

- (i) Eight lessons centred around topics related to social relationships and the development of a self-concept. The topics discussed were: The Peer Group, The Expression of Emotion, The Self-Concept, Maturity, The Occupational Self, Boy-Girl Relationships and Body Language. The latter two topics were introduced into the programme by popular request of the subjects.
- (ii) Eight lessons dealt with interests, abilities, needs, values and career information. The topics discussed were: Needs and Values in Relation to Work, Abilities and Interests, University Education,

Training Outside Universities, The Business World, The Medical and Para-medical Field, The Scientific Field, and Social Service and the Communication Field

The aim of the author in choosing the above topics for the guidance lessons was to encourage the subjects to develop greater self-awareness and insight into the behaviour of others, as well as to provide occupational information and prepare them for psychological assessment. With regard to the latter, concepts such as needs, values, abilities, interests and aptitudes need to be understood in relation to career choice.

On the whole the lessons stimulated much discussion and debate. There were however some subjects who found it difficult to communicate their feelings in the presence of their peers. This was particularly noticeable during the lesson on the "Expression of Emotion". The less inhibited subjects were able to verbalize and dramatise emotionally, while the others were encouraged to participate, but not pressurized to do so.

Topics such as "Boy-Girl Relationships", "Maturity" and "The Peer Group" were selected as they are of interest to adolescents and underlie the development of an identity. The relationship between the self-concept and its extension into the occupational self has relevance to career choice and occupational development.

3.2 The Second Part of the Programme

In May 1979 a day was made available for the subjects to undergo psychological assessment. The tests were administered on a group basis and were of the paper and pencil variety. A psychotechnician from the NIPR came to the school on that day to assist the author with the administration and scoring of the tests.

An overview of NIPR tests has been given in detail by Lätti and Verster (1975) and Visser (1977). An outline of the tests utilized in this study is briefly given below. The High Level Battery, the Abstract Reasoning Test, and an Interest Inventory was given to all subjects. On the basis of these results, other special ability tests were selected for individual subjects.

3.2.1 High Level Battery

This battery consists of six tests and is used in the evaluation of Whites of the matric and graduate levels. The testee is provided with a re-usable test booklet and an answer sheet. All items in the subtests are of the multiple choice variety, having four distractors apart from the correct answer category in each case. Scoring masks are used when machine scoring is not feasible (as in the case of this study). Norms are given in the manual for administering the battery.

Administration of the full battery of six subtests takes 2 hours 50 minutes. The subtests in the battery are:

- (a) Mental Alertness: The 42 items of this test are verbally stated problems which require the testee to use a variety of reasoning strategies. The purpose of the test is to determine intellectual ability, especially of the reasoning kind required in a wide range of problems. The time allowed for doing the test is 45 minutes.
- (b) Arithmetical Problems: The test consists of 20 verbally stated arithmetical problems. Familiarity with a variety of concepts, measuring scales and units, objects and practices is assumed. Apart from specific arithmetical ability required, the test can also be seen as a measure of reasoning ability. Testing time is 40 minutes.
- (c) Reading Comprehension: The testee has 20 minutes to read four paragraphs, each covering a wide range of general knowledge, and answer five multiple choice questions on the content of each paragraph. The aim of the test is to assess the testee's ability to understand written English.
- (d) Lees-en Begripstoets: The same time is allowed and the same principles underly this test as in (c) above, except it is in Afrikaans.
- (e) Vocabulary: In this test a testee is required to select a synonym from five alternatives, for a given word. There are 30 items and testing time is 12 minutes.

(f) Woordeskat: Aimed at assessing Afrikaans vocabulary. Same principles and testing time as (e) above.

3.2.2 Deductive Reasoning Test

This test measures the ability to make valid inferences from given information and to derive valid conclusions from premises or propositions. It is intended for use with individuals with a minimum of 12 years schooling. The test contains 36 syllogisms each of which entails two statements, followed by five possible conclusions, only one of which is correct.

3.2.3 Abstract Reasoning Test

In this test the testee is required to deduce which of eight possible pieces fit into the missing space in a geometric pattern. It measures the non-verbal ability to draw logical conclusions by inductive reasoning. There are 38 items and the time limit is 30 minutes. Norms are available for matriculants.

3.2.4 Blox Test (Perceptual Battery)

This test was designed to measure ability to perform manipulation of visual images of a three-dimensional kind and to comprehend the nature of the arrangements of elements within a visual stimulus pattern. The test consists of 45 test items and the time limit is 30 minutes. Norms are based on a group of matriculants.

3.2.5 General Science

This test comprises two subtests namely "Technical and Scientific Knowledge Test" and "Technical Reading Comprehension". The test can be used to screen matriculation students for training courses or work that

requires knowledge of concepts used in this field. The tests are bound in one booklet: separate hand scoring answer sheets are used and a manual is available. Testing time for the knowledge test is 20 minutes and the comprehension test 35 minutes.

3.2.6 Mechanical Comprehension

This test is designed to measure the testee's comprehension of phenomena in which the laws of physics operate. The items are based on the contents of the science course syllabus used in secondary schools. The test consists of 42 multiple choice items and the time limit is 35 minutes. Each item consists of an illustration, a brief clarifying comment where necessary, and a question with three possible answers.

3.2.7 Spot-the-Error

This test forms part of the Intermediate Battery suitable for people with 9-12 years of education. This is a clerical test measuring speed and accuracy in finding errors in one list of names, titles; weights and measures, and monetary amounts by comparing it with a duplicate list.

3.2.8 Personality Tests

The following tests were used to obtain information on personality dynamics and general adjustment:

(a) Incomplete Sentences: This test consists of the opening word or phrase of a sentence, which has to be completed by the testee. The stimulus words or phrases are unstructured to allow as free a response as possible. The subject has the opportunity to express his attitudes, personal feelings and anxieties in the sentences. Note is taken of persistent themes, deliberately neutral or trite sentences, sentences of a bizarre nature and disclosures about personality characteristics.

The structure of sentences, grammar and syntax, provides clues of literacy and literary style. The sentences serve only as a guide and are not used for clinical diagnosis.

(b) Self-description: The testee is instructed to describe himself in terms of his personality, his strengths and weaknesses. Interpretation of this written material is subjective and serves as an indicator of the writer's self-concept, self-evaluation, ambitions, fears, likes and dislikes as well as problem areas. The self-description provides pointers to areas that can be probed during an interview.

(c) The South African Personality Questionnaire: This questionnaire is designed to measure personality traits which normal individuals reveal in everyday situations. The testee is asked to give direct answers to questions relating to his personality. There are five bi-polar scales: social unresponsiveness vs. social responsiveness; tranquillity vs. anxiety; amity vs. hostility; flexibility vs. rigidity; submissiveness vs. dominance. The testee compares the behaviour of two imaginary people described in various situations and decides which is more similar to his own.

3.2.9 Interest Inventories

The following two interest inventories were used in this study.

(a) Kuder Preference Record: This interest questionnaire measures preferences for various types of activities. It has a verification score which serves as a warning light in cases where this score falls out of normal range, as this points to some inconsistency on the part of the client. Evidence of inconsistency in answering the inventory calls for investigation during the interview. In the latter cases the Rothwell-Miller Interest Blank was administered to provide additional information on career preferences (see below). The kuder measures interests in 10 areas namely: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical.

(b) Rothwell-Miller Interest Blank: In this test the testee ranks each of nine groups of twelve occupations in his order of preference. The categories are directly comparable with those of the Kuder, with the addition of two extra categories, practical and medical. It is easy and quick to administer and it is a simple matter to see where inconsistencies lie and what specific occupations are favoured or disliked.

3.2.10 Personal Background Information

(a) The NIPR Biographical Questionnaire for Vocational Counselling

An individual's previous behaviour is a good indicator of his future behaviour. Thus it is important to gather information about an individual's past history. The inventory is divided into five major sections.

- (i) Education and Training, e.g. schooling, occupational history.
- (ii) Home background, e.g. age and occupation of parents and siblings, broken homes.
- (iii) Health, e.g. behaviour problems, learning problems, diseases.
- (iv) Leisure, e.g. hobbies, sports, club membership.
- (v) Career, e.g. parental expectations and limitations in possible careers.

A vocational needs scale is attached to the questionnaire and consists of 12 statements relating to reasons for choosing a career, e.g. money, security, status, leadership, etc. The responses to the checklist provide valuable information regarding occupational values structures and career motivation.

(b) The Cumulative Record Card

This card provides a continuous record of the pupil's progress in every subject and his attainment in relation to the class average. For example

it shows consistent diligence, progress, underachievement and failure. Changes of schools are recorded. It supplies the results of psychometric tests, scholastic achievement tests and medical reports.

(c) Pupil's Profile Card

This card is filed in the headmaster's office and provides information on family background, and interviews held with parents, teachers or a pupil in connection with academic achievement and behaviour problems. Other relevant information such as comments of psychologists, remedial teachers or other specialists are also recorded by the headmaster.

3.2.11 Interviews

During May and June, 1979 the subjects and the parents were interviewed by the author. Appointments were made for the subjects and interviews were conducted during the course of the school day. Subjects had to inform teachers if they were to be absent from their lessons, and any work that was missed had to be made up at home.

Each interview lasted approximately 1½ hours. In cases where the subject requested another appointment or the counsellor felt that a further interview would be beneficial, an appointment was made.

During the interview the subject was given the opportunity to talk about home background, parental expectations, social relationships, occupational needs, and ambitions. The results of the tests were shown to the subject in a non-judgmental manner so as to allow the subject to assimilate what had been said in a non-threatening atmosphere. Results were integrated with all other data about the subject and discussed in terms of possible career directions.

Parental interviews were conducted in cases where parents had indicated that they would like to see the counsellor (see Appendix A). In one case the counsellor initiated contact with the parents as the subject was grossly underachieving and lacked motivation and ambitions.

3.2.12 The Report

A report was sent to the parents of all subjects. The report contained a graph reflecting results of ability tests, an interest profile and comments and suggestions regarding possible career alternatives.

An example of the type of report that was sent is contained in Appendix E.

3.3 The Third Part of the Programme

The final part of the programme may be regarded as a follow-up of the first two parts. It was aimed at providing students with additional information that would aid them in their preparation for the occupational world and adulthood.

The contents of the 10 vocational guidance lessons are briefly outlined in Appendix F. The topics discussed were:

Study Skills and Examination Techniques, Choosing and Finding a Job, Applying for a Job, Starting a Job and Keeping a Job, Leadership, Conflict Situations, Coping with Stress, Perfectionism, Marriage and Family Life, and Achieving Adulthood.

The first topic was chosen as study and examination techniques are essential skills for further training at degree level. Most of the subjects had indicated that they were contemplating university courses. Tips were also given on preparation for the final matriculation examinations. Three guidance lessons were devoted to the world of work and how to set about finding a job and adapting to a new environment. An attempt was made to provide the subjects with practical information applicable to job interviews, applications and job selections. The final six vocational guidance lessons involved a discussion of the developmental tasks facing a young adult and interpersonal skills that could facilitate adaptation to the community. The subjects were particularly interested in learning social skills that would aid them in resolving conflict, and learning how to adjust to stressful situations.

The discussion on the value of marriage provided the subjects with an opportunity to air their views, and touched on the issue of trial marriages. In the final lesson an attempt was made to relate previous discussions on marriage, occupations, family, conformity and maturity to the attainment of adulthood.

4. REACTION TO THE PROGRAMME

4.1 The Response of the Subjects

The initial questionnaire completed by the subjects was aimed at finding out whether they had decided on a career yet, and to ascertain their perceptions and expectations about vocational counselling (See Appendix B).

The questionnaire was filled out during the first part of the programme prior to the psychological assessment. The results in Table 2 illustrate that most subjects were still in the process of planning their career and had not come to a definite decision.

Table 2

Career Decision Prior to the Assessment

	N	%
Definitely decided on a career	2	18,2
Require confirmation of decision	3	27,3
Almost made up my mind	2	18,2
No career decision	4	36,3
Total	11	100,00

Of the two subjects who said that they had already made up their minds about their future career, one stuck to his decision after the programme while the other changed career direction.

Approximately half the subjects requested that their parents participate in the guidance counselling while the other half thought it unnecessary. In some cases parents had previously requested an interview (see Appendix A) while their child thought that his parents should not participate. In such cases the subject was consulted and asked if he would mind if the counsellor made an appointment with his parents.

In reply to a question asking whether vocational counselling should be provided at a school, all subjects responded in the affirmative. Their perception of vocational guidance and their expectations were realistic, on the whole. It was perceived as providing information about capabilities, interests, the career world and confirmation of career choices. None of the subjects were under the false impression that the vocational counsellor would make a decision for them.

The results of the follow-up questionnaire, completed near the conclusion of the programme were encouraging (see Appendix C). Of the 11 subjects 9 responded that they had benefitted from the programme and it had helped them to reach a decision. The remaining 2 subjects felt that they had a good idea of what to do before the programme and their feelings remained unchanged. When asked whether the guidance programme should be changed in any way, 8 subjects felt it should not, as it was adequate and valuable in its present form. The 3 subjects who recommended changes felt that it should have been provided at an earlier stage (e.g. in Std 9), more definite career suggestions should have been made, and more professional people should have visited the school to deliver talks.

Table 3 illustrates that at the conclusion of the programme the majority of subjects had made up their minds about what career to follow.

Table 3Career Decision at Conclusion of Programme

	N	%
Made a career decision	9	81,8
Almost sure	1	9,1
Still confused	1	9,1
Total	11	100,0

4.2 The Response of the Parents

The parents were asked to fill out a questionnaire near the conclusion of the programme (see Appendix C). The reactions in general were reassuring.

All the parents felt that it was important to have a vocational guidance programme as part of the school syllabus. To a question asking whether they thought their child had benefitted from the programme, 9 out of 11 parents felt that they had. The remaining 2 felt that the programme was started too late, and that their child had already come to a decision prior to the programme.

Table 4 illustrates the opinion of the parents to aptitude assessment at school. Most thought that such assessment should be done at school providing it was carried out by a qualified person, as it provided the opportunity for follow-up procedures.

Table 4Reactions of Parents to Psychological Assessment at School

	N	%
Assessment should be done at school	7	63,6
Assessment should be done outside school	2	18,2
Undecided	2	18,2
Total	11	100,0

All the parents felt that it was important for the counsellor to send a full report, reflecting test results and career suggestions, to parents. None felt that the format of the report should be changed. The majority of parents said that careers suggested by the counsellor had been investigated. In two instances the parents indicated that career suggestions had not been investigated. In these cases the child had decided on a career before the programme.

5. CONCLUSIONS AND RECOMMENDATIONS

An apparent trend in modern education is the placing of an increasing emphasis on guidance services for youth. Counselling is one of the most important guidance services provided by educational institutions. Counselling may have many purposes in a secondary school but probably its chief contribution lies in the assistance it provides for students who are faced with educational or vocational problems.

The effectiveness of career counselling often depends on the amount of meaningful data that a counsellor is able to furnish the counsellee. The essence of counselling generally lies in the creation of a situation which provides the counsellee with an opportunity to solve his own problems, utilizing information that he ordinarily does not possess, or is not able to evaluate. The results of tests, inventories and other instruments, when supplemented with other data and properly interpreted, may furnish students with the information they need in order to resolve their problems.

This pilot study represents an attempt to implement the fairly structured vocational counselling service offered by the NIPR, into a secondary school guidance programme. It was hoped that such a programme would enhance the possibility of providing effective career counselling in a school setting. Information was gathered from those who participated in the programme, and overall a positive attitude was expressed. Such a programme could conceivably be useful to school counsellors who wished to utilize the NIPR test battery and counselling procedure as an enrichment and supplement to their own system of vocational guidance.

As the reader may be aware there is a lack of research on guidance programmes which are planned for the purpose of career development within secondary schools. More and better designed research on

career guidance is highly desirable and will probably become mandatory in the future. Some of the limitations and advantages of the present research will be discussed below, but the indications are that considerable work needs to be done in order to validate and develop an efficient guidance programme for schools.

5.1 Limitations

1. One of the major problems of this study was the limited number of subjects who participated. Due to the small size of the sample, statistical analysis could not be undertaken and it was not feasible to evaluate the results formally. The research was exploratory in nature, and it is hoped that it will provide an impetus for further investigation in this sphere.
2. The absence of research on similar vocational guidance programmes caused further difficulties. To evaluate a guidance programme, there is a need for comparative studies that evaluate the effectiveness of different interventions.
3. A longitudinal study would have provided more information on the long term effects of career counselling. As stated previously, career choice is a process, not an event. In the short term, beneficial effects are difficult to gauge.
4. The programme in its present form requires a professionally qualified counsellor. The administration, scoring and interpretation of psychological test data requires training. There are ethical factors involved in the utilization of a psychological test battery. This restricts the use of the guidance programme to individuals with the appropriate training. The NIPR will offer assistance to schools who have qualified personnel and are interested in utilizing the NIPR vocational counselling procedure as part of vocational guidance for their students. Assistance and training is available from the

NIPR for those individuals who wish to utilize the NIPR test battery.

5. A criticism that emerged from the questionnaires was the fact that the programme was started too late. It was suggested that it would have been more beneficial to start the programme in Std 9 as matriculants are taken up with examination preparation and some of them have already made a career decision at that stage. If the programme was started earlier there would have been more time to provide students with additional career information, organize excursions to places of interest and arrange for more people involved in various careers to visit the school.

5.2 Advantages

1. A significant advantage of the programme was that it provided contact, support and interaction between the subjects and the counsellor during a critical period of career development. It was possible for subjects to seek individual counselling at any time during the course of the programme. The subjects were also seen on a weekly basis as a group, during guidance lessons.
2. Each subject was required to see the counsellor for at least one interview, following the psychological assessment. In some cases this interview provided subjects with the opportunity to discuss personal problems not directly associated with career planning. One subject was experiencing emotional problems and had previously felt too inhibited to seek individual counselling on his own initiative. A series of interviews with this subject followed the initial counselling session. In another case the parents contacted the counsellor prior to the initial interview, and requested that the counsellor discuss family difficulties with their child. In the latter case the subject had resisted

his parents' suggestions to see the counsellor on his own initiative.

3. The utilization of the NIPR test battery proved advantageous. The test battery is easy to administer and score, and it provided subjects with valuable information about their interests, abilities and aptitudes.
4. The report sent to the parents reflecting test results, interest profile and career suggestion was extremely well received. All the parents felt that such a report is highly beneficial and provides an impetus for researching career fields that might not previously have been considered or known to their child.
5. The programme provided parents with the opportunity to participate in the counselling process. Not all the parents availed themselves of this opportunity but provision was made for those who felt the need. Contact with parents often provides insight into their expectations and anxieties over their child's future, and in cases where problems exist such contact is essential.
6. Information gathered from the questionnaires revealed that most of the subjects and the parents felt that the programme had been beneficial. The majority of subjects felt it had assisted them in their career choice. However, the long term benefits of the programme cannot be ascertained at this stage.

5.3 Recommendations

An individual's behaviour must be understood and interpreted in terms of his total interaction pattern, capabilities and personality.

Isolated performance is meaningless if it is not evaluated as a figure upon a background. In this context the school counsellor is in the advantageous position of being able to observe and interact with pupils

over a long period of time. A picture is built up of individual pupils, and is supplemented by information gained from the headmaster and teachers, and knowledge of a pupil's academic and extramural achievements. Career counselling as part of the educational system is thus highly favourable. Implementing a constructive and carefully planned guidance programme within this system could be beneficial. Considerable research still needs to be done to develop and validate such a programme.

If similar research concerning the development of a guidance programme were to be undertaken in the future, the investigator would recommend the following changes:

1. The selection of a larger sample.
2. The programme should be introduced earlier so that it could be extended and it could provide assistance for students at an earlier stage.
3. A programme for parents could be developed to supplement the programme for the students. A group of parents could be formed on a voluntary basis and training could include topics such as self-awareness, parent-child relationships and career information.
4. Follow-up studies could be undertaken to evaluate the outcomes of career counselling as part of a career guidance programme.

Appendix AINTRODUCING THE PROGRAMME TO THE PARENTSA Vocational Counselling Programme:

Dear

Our psychologist at the school, Mrs. M. Feinberg, is presently working for the National Institute for Personnel Research, and in conjunction with this Institute she has kindly agreed to conduct a Vocational Guidance programme with the matric students. The service will be provided free of charge, although the usual fee at NIPR is R50-00. However, parents and students will be asked to fill in a questionnaire later in the year, in order to determine whether such an undertaking is of value to pupils and parents of the school, and whether the service should be continued in the future.

Aim:

The aim of the vocational guidance programme will be to assist students in choosing a career compatible with their abilities, preferences and personalities. The results of psychological testing and assessment provide useful information so that a number of appropriate guidelines and career directions can be suggested. A decision cannot be made for the students, however. This remains his responsibility.

Procedure:

Vocational guidance lessons will be conducted during the course of the year. Prior to the psychological assessment, students will be sent a biographical questionnaire and will be asked to complete and return it to Mrs. Feinberg. The test battery

consists of a vocational preference inventory, tests of verbal and numerical aptitudes, tests of reasoning ability and where appropriate, tests of special abilities. Testing will begin at 08h00 and should be completed by the end of the school day. Students will be told beforehand on which day testing will take place.

After a personal interview, a full report giving test results and career recommendations will be sent to parents. Parents can expect this report to arrive in the post three to four weeks after the counsellor has interviewed their child.

Yours faithfully

Headmaster

Please complete the attached form and return it to the Headmaster.

RETURN SLIP:

Mr. & Mrs. grant permission for their child to receive vocational guidance counselling and psychological assessment at the school. We request/do not request a personal interview with Mrs. M. Feinberg after the counselling of our child to discuss certain aspects with her. or obtain more information about the results. We further agree to fill in questionnaires that she may require, in order to determine the usefulness of such a service.

SIGNED:

DATE:

Appendix B

THE FIRST QUESTIONNAIRE GIVEN TO THE SUBJECTS

NAME:

Vocational Guidance:

Please answer the following questions:

1. What is vocational guidance?

.....
.....

2. Have you already made up your mind about a career?

.....

3. Do you think parents should participate in their child's vocational counselling with the Psychologist?

.....

4. Do you think it is important to have vocational guidance at a school? Explain.

.....
.....

5. What do you hope to get out of this vocational counselling programme?

.....
.....

6. Additional comments:

.....
.....

Appendix C

FOLLOW-UP QUESTIONNAIRE GIVEN TO THE SUBJECTS AND THE PARENTS

Dear Mr and Mrs

Please would you and your child answer these questionnaires in full and return them by post (or with your child) to Mrs M Feinberg as soon as possible.

FOR PARENTS

(1) Do you think it is necessary to have a vocational guidance programme as part of the school syllabus? Yes/No

Reasons:

.....
.....
.....

(2) Do you think your son/daughter benefitted from the vocational programme this year? Yes/No

Reasons:

.....
.....
.....

(3) Were the career suggestions made by the counselling psychologist appropriate and of value to your child? Yes/No

Reasons:

.....
.....
.....

(4) Have any of the suggestions that were made been investigated or followed? Yes/No

Explain:

.....
.....
.....

(5) Do you think aptitude assessments should be done at school? Yes/No

Reasons:

.....
.....
.....

(6) Did the vocational guidance programme meet all your requirements? Yes/No

Explain:

.....
.....
.....

(7) Have you any additional recommendations to make so as to improve the counselling process? Yes/No

Explain:

.....
.....
.....

(8) Do you think it is necessary for parents to take part in the vocational counselling of their child? Yes/No

Explain:

.....
.....
.....

(9) Is it important to receive a full report following vocational counselling? Yes/No

Explain:

.....
.....
.....

(10) Do you think the format of the report should be changed in any way? Yes/No

Comments:

.....
.....
.....

(11) Do you think psychological assessment at school should be compulsory? Yes/No

Comments:

.....
.....
.....

(12) Have you any additional recommendations to make to improve the counselling process? Yes/No

Explain:

(13) Do you think it is necessary for parents to take part in the vocational counselling of their child? Yes/No

Explain:
.....
.....
.....

PLEASE ASK YOUR CHILD TO FILL IN THE FOLLOWING QUESTIONNAIRE:

Name:

(1) Do you think it is necessary to have a vocational guidance programme as part of the school syllabus? Yes/No

Reasons:

.....
.....
.....

(2) Do you think that you benefitted from the vocational guidance programme this year? Yes/No

Reasons:

.....
.....
.....

(3) Were career suggestions appropriate and of value? Yes/No

Reasons:

.....
.....
.....

(4) Have any suggestions that were made been investigated or followed? Yes/No

Explain:

.....
.....
.....

(5) Did the vocational guidance programme meet all your requirements? Yes/No

Explain:

.....
.....
.....

(6) Should the present vocational guidance programme be changed in any way? Yes/No

Explain:

.....
.....

(7) Have you made up your mind about your future career? Yes/No

Explain:

.....
.....
.....

(8) What careers have you investigated? Yes/No

Explain:

.....
.....
.....

(9) What is the career of your choice? Yes/No

Explain:

.....
.....
.....

(10) Did the vocational guidance programme assist you in any way in this choice? Yes/No

Explain:

.....
.....
.....

Thank you most sincerely,

M FEINBERG (Mrs)

Appendix D

THE FIRST PART OF THE PROGRAMME

The content of the initial 10 vocational guidance lessons is briefly outlined below:

Lesson 1: The Peer Group

For better or for worse an individual always becomes a member of a group. Sometimes the forces of a group inhibit and constrict man's creativity and prevent self-fulfillment, but often the individual can best express his individuality within the security of his own group. We live and make contact with other people all the time and by nature we dread loneliness and isolation. The peer group provides freedom from control and overprotection of adults, but it exercises a dictatorship over attitudes and behaviour of members. This is known as group pressure and usually results in conformity to the norms (standards) of the group. The group teaches its members how to relate to each other.

Task: Make a list of personal characteristics that would assist people in developing good group relationships.

Lesson 2: Friendships

Our association with others helps us find our identity. We note similarities and differences between ourselves and others and begin to see who we are and what we mean to others. Our friends see the best in us and therefore bring out the best in us. There is a need to trust, and confide deep feeling and thoughts in another special person. Friendship may be destroyed by the following: continual fault finding, boasting, slandering, excessive pride, bossiness and aggression.

Task: Write a short paragraph on "The Ideal Friend".

Lesson 3: Social Attraction - Boy/Girl Relationships

We are attracted to others, and interested in attracting them to us. Factors which underly social attraction;

- (1) Personal appearance. Boys are particularly interested in physical attractiveness of girls.
- (2) Similarities. We are drawn to people with similar attitudes, interests and beliefs.
- (3) Differences. Sometimes "opposites attract", i.e. people complement each other.
- (4) Frequent interaction leads to attraction e.g. we become friendly with people we see often.

Task: "How should one behave on a first date?" Make a list of behaviour that appeals to you on a date with the opposite sex.

General discussion.

Lesson 4: Body Language

Body language or kinesics is concerned with communicating with others and understanding non-verbal behaviour. We observe others and become more sensitive to them. Observing body language:

- (i) Types of handshakes
- (ii) Crossing the arms and legs
- (iii) Common gestures e.g. finger on cheek, taking off glasses, hands behind the head, steepling etc.

(iv) Preening gestures of males and females

(v) Non-verbal behaviour of people in love

Task: Research the topic at home and write an essay on "Non-verbal behaviour at a Party".

Lesson 5: The Expression of Emotion

Emotion means states such as: anxiety, depression, happiness, boredom, joy, embarrassment, impatience, irritability, amusement, fear, anger and love. In each type of reaction there is a physiological change and a pattern of verbal and non-verbal signals. Things to look for: facial expression, gestures, body movements and tone of voice.

Task: A game of charades. A group member mimes a series of emotions and the rest of the class tries to guess what they are.

Lesson 6: The Self-concept

The self-concept comprises the body image, body schema and occupational self. It is the picture that an individual has of himself in different rôles and in different situations, and leads to the development of an identity. This system may be well or poorly organized. People attribute characteristics to themselves which may be based on an ideal or real self concept, e.g. stability, confidence, refinement, leadership, attractiveness, intelligence, etc.

Task: Group discussion on factors influencing the growth of a self concept e.g. parental identification, opinions of friends, sex factors and constitutional factors.

Lesson 7: The Occupational Self

The development of a self-identity is a life-long process. Identity tells us who we are in a positive sense. There is a close relationship between maturing as a person with a sense of identity - and deciding upon a career. The occupational identity is part of the self-concept. Knowledge of the self is enhanced by knowledge of abilities, aptitudes, interests, needs, values, strengths and weaknesses. Lindhard (1974) points out that the nature of the worker (the individual) should be matched with the nature of the work.

Task: - Make a list of characteristics that are necessary for the following occupations:

teacher, doctor, psychologist, journalist, actor, businessman and scientist.

Lesson 8: Maturity

The model of a mature person is presented in a small booklet written by Lindhard (1976). The lesson was conducted along the lines of small group discussions. The class was divided into three groups and a leader was chosen for each group. The leader reported to the class in general, what his group considered the essential characteristics of maturity.

Lesson 9: Needs and Values in Relation to Work

A value is a personal belief that certain life goals are better than other life goals. We choose a career that will offer the opportunity to satisfy needs. Lindhard's (1974) chapter on "Needs, priorities and values" was used as a basis for this lesson.

Task: A questionnaire compiled by Lindhard (1977) was given to the class to complete. The questionnaire provides information on needs and values such as security, money, status, independence, social values, intellectual and aesthetic values.

Lesson 10: Abilities and Interests

Interests are things an individual likes to do and provides a feeling of satisfaction and enjoyment. Abilities are things that an individual is capable of doing. Competence on a job is dependent on abilities and education, interest in the job, and a positive attitude towards the job.

Task: The class completed two questionnaires compiled by Lindhard (1977) on interests and ability.

The interest questionnaire related to interests such as dealing with people, working with science and technology, artistic and creative work, physically active work mostly out of doors, working with ideas, words and communicating, working with facts and figures, and practical work.

The Ability questionnaire concerned areas such as verbal fluency, practical, manual or mechanical ability, artistic ability, physical health, numerical ability, methodical ability and social competence.

Lesson 11: University Education

A general discussion on:

- (i) General degrees such as B.A, B. Com and B. Sc. Admission requirements and length of training.
- (ii) Professional degrees such as medicine, veterinary science, dentistry, occupational therapy, physiotherapy, pharmacy, architecture, engineering, speech therapy and nursing. Admission requirements and length of training.

Task: An individual research assignment on one of the above degrees.

Lesson 12: Training Outside Universities

A general discussion on:

- (i) Technikons. The combination of theoretical and practical training. The choice of part-time or full-time study. A list of training courses available.
- (ii) Correspondence Colleges. Theory supplements in-service training. Names of colleges and a list of courses offered.
- (iii) Job opportunities for individuals with technical training and diploma qualifications.

Task: An individual research assignment on a diploma course.

Lesson 13: The Business World

The following careers were discussed in relation to admission requirements, description of training requirements, personal qualities, the work environment and employment opportunities:

- (i) Accountancy
- (ii) Actuarial Science
- (iii) Bachelor of Business Science
- (iv) B. Com and B. Econ. Sc.
- (v) Business management
- (vi) Personnel management
- (vii) Chartered Institute of Secretaries
- (viii) Cost Accountancy

Task: Individuals who had completed research on any of the above were asked to discuss their findings with the class.

Lesson 14: The Medical and Para-medical Field

The following careers were discussed in general:

- (i) Medicine, dentistry and veterinary science.
- (ii) Para-medical sphere offering degree qualifications: occupational therapy, physiotherapy, logopaedics and nursing.
- (iii) Para-medical sphere offering diploma qualifications: medical and veterinary technology, occupational therapy and physiotherapy.

Task: Individuals who had researched any of these careers were given the opportunity to discuss their findings.

Lesson 15: The Scientific Field

The following courses were discussed in general:

- (i) General B. Sc and post graduate qualifications
- (ii) Agriculture and nature conservation
- (iii) Computer Science
- (iv) Engineering

Task: Individuals who had researched any of these careers were given the opportunity to discuss their findings.

Lesson 16: Social Service and the Communication Field

The following courses were discussed in general:

- (i) Teaching
- (ii) Social work

TEST RESULTS - Your test battery has been designed for your particular circumstances. Not everyone completes the same tests. Test results are compared with those of others with a similar level of education. (See Comparison Group, below). The relevant group is underlined. The graph provides a guide to the level of education and occupational achievement likely to be attained as well as indication of relative strengths and weaknesses.

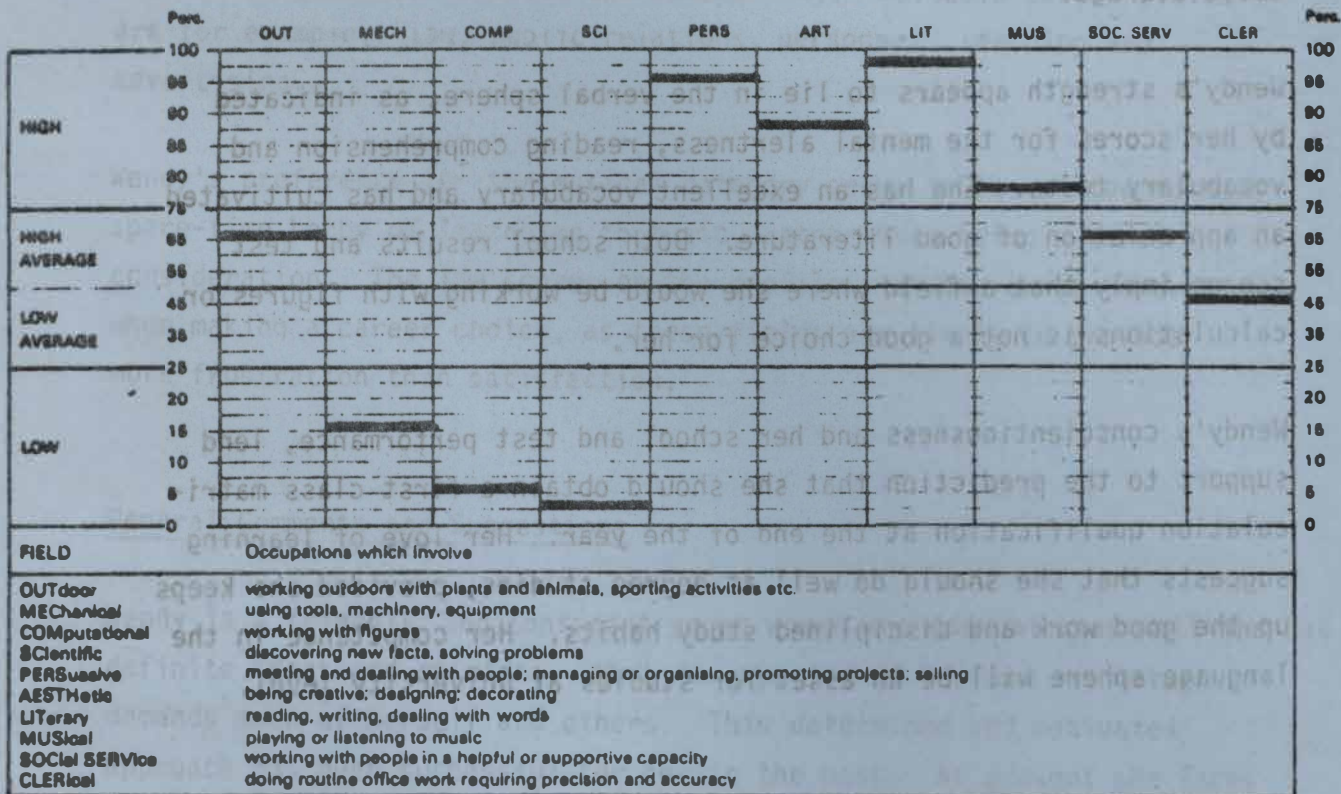
	IR	DR	CA	VR	AR	Comp	RC	Voc	Clerical Ability		MC	TSK	TRC	VSP	PA
									Speed	Acc.					
Exceptional															
Superior															
Above Average															
Average Plus															
Average															
Average minus															
Below Average															
Poor															
Very poor															
Comparison Group	<u>Matric</u> 1st yr univ student Univ grads	1st yr univ student Univ grads		Std 8 - 9 <u>Matriculants</u> 1st year university students University graduates							Matric (Boys) (Girls) Male Apprent and technic engineer Std7-10	Matriculants Technical College Students	<u>Matric</u> Univ 1st yr engin student Tech College student	Tech College Engin student	

INTERPRETATION OF TESTS

Test The test measures:

Intellectual ability	<u>IR</u>	Inductive Reasoning (Abstract reasoning - not related to formal schooling)	- ability to comprehend relationships within a pattern (A/15, A/15/1)
	DR	Deductive Reasoning	- ability to derive logically correct conclusions from given data (DRAT)
	CA	Concept Attainment	- ability to develop rational strategies for the solution of problems (CAT)
	<u>VR</u>	Verbal Reasoning (General Intelligence)	- ability to apply previously gained knowledge to new situations (Mental Alertness)
Number ability	<u>AR</u>	Arithmetical Reasoning	- ability to deal effectively with numerical problems
	Comp	Computation	- ability to do routine numerical calculations
Verbal ability	<u>RC</u>	Reading Comprehension	- ability to understand written material of a general nature
	<u>Voc</u>	Vocabulary	- ability to recognize definitions of words correctly
Scientific skill	MC	Mechanical Comprehension	- ability to apply knowledge of general physical or mechanical principles to problems of a practical nature (A/3/1)
	TSK	Technical and Scientific Knowledge	- ability to answer questions relating to scientifically oriented material
	TRC	Technical Reading Comprehension	- ability to understand material of a technical and scientific nature
Perceptual ability	<u>VSP</u>	Visual/Spatial perception	- ability to recognize visual spatial relations (Blox)
	PA	Perceptual Ability (analytical)	- ability to recognize a pattern where one is not readily apparent (Gottsch)
		Clerical Ability	- speed and accuracy on a routine task (Spot-the-Error)

INTEREST PROFILE (Kuder Preference Record)



This interest profile is based on a questionnaire, and measures preferences for various types of activities. The higher the measured interest, the greater the likelihood that a career in this field will prove satisfying. However, the realism of the interest should be examined - it may be relevant to recreation rather than to a career choice. This is particularly true of the outdoor, artistic, musical and literary categories.

Remember that this represents the pattern at the moment and that interests change.

NB: It is important not to confuse interest with ability.

Please refer to these graphs when reading the following comments on the test results and interest profile.

Comments on Test Results

The test scores suggest that Wendy has developed her intellectual potential, as measured on the abstract reasoning test, very well. This assessment is borne out by her school achievement which is above average.

Wendy's strength appears to lie in the verbal sphere, as indicated by her scores for the mental alertness, reading comprehension and vocabulary tests. She has an excellent vocabulary and has cultivated an appreciation of good literature. Both school results and test scores imply that a field where she would be working with figures or calculations is not a good choice for her.

Wendy's conscientiousness and her school and test performance, lend support to the prediction that she should obtain a first class matriculation qualification at the end of the year. Her love of learning suggests that she should do well at degree studies, provided she keeps up the good work and disciplined study habits. Her competence in the language sphere will be an asset for studies at university level.

Comments on Interest Profile

The significant trends show an orientation towards creative and persuasive activities.

Wendy's interest in the literary field stems from the pleasure that she derives from reading, her love of English and her ability in this area. She is also keenly interested in aesthetic pursuits, particularly in the sphere of drama. People with similar interest patterns usually find satisfaction in career fields such as:

acting, journalism, communications, publishing, copy writing, script writing, radio and television announcing, photography and archaeology.

Her high measured interest in persuasive activities is associated with her ability to get on well with others, and her enjoyment of dynamic interpersonal relationships. Although she has leadership qualities she does not like tasks involving organization and administration (such as in sales and management). Suitable career fields are for example: law, public relations, personnel, teaching and advertising.

Wendy's preference for the musical category seems to be related to her spare-time hobby of listening to music, rather than being a career consideration. The low scores on the profile indicate areas to avoid when making a career choice, as these fields are likely to provide more frustration than satisfaction.

General Comments and Suggestions

Wendy is a friendly and confident young woman who communicates well and has definite ideas and opinions. Much is expected of her and she in turn demands much of herself and others. This determined and motivated approach has been successful for her in the past. At present she faces a dilemma which appears to centre around her interest in a career in drama. Such a career would suit her individualistic and creative nature, and provide her with the opportunity to express herself. She shows talent as an actress (she won the best actress award in the school play festival) and has a love of the theatre. However she is not flexible in outlook and she could find it difficult to accept the ambiguities and inconsistencies of such a profession. Furthermore the unconventional and Bohemian life style of actors does not appeal to her. A career which would offer her regular hours and more structure, appears to have greater attraction, and would be more easily reconciled with her personality. It thus might be worth her while to consider a career in a related field which could provide an outlet for her verbal skills.

A possibility is for Wendy to do journalism. She is a socially responsive person with good interpersonal skills. As she is an imaginative person with the ability to write well, she could find journalism most stimulating. The prospect of travel and meeting, or interviewing interesting celebrities could also be gratifying for her. The degree is offered by Rhodes university or alternatively she could consider doing a degree in communications which is offered by UNISA.

Another alternative is for Wendy to do teaching. This would be a suitable occupation as she would be involved with others in an interpersonal capacity and it could provide an outlet for her creative flair. She could do a BA degree majoring in languages (e.g. English) followed by the Higher Education Diploma. A further possibility is for her to do a performer's or teacher's diploma in speech and drama at the university of Cape Town. By a suitable arrangement of courses it is possible to complete a BA degree together with Speech and Drama Performer's courses in a minimum period of study of 4 years.

Wendy shows good insight into herself. She is an exceptionally good student who becomes thoroughly involved in everything she tackles. The vigor and enthusiasm which she puts into her activities and interests, should be valuable assets to her in making a success of her future career. If she feels the need for further discussion or information she is welcome to make another appointment.

M FEINBERG (Mrs)

for DIRECTOR

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH

MF/is

Appendix F

THE THIRD PART OF THE PROGRAMME

The content of the concluding 10 vocational guidance lessons is briefly outlined below:

Lesson 17: Study Skills and Examination Techniques

The key to successful studying is correct planning. When learning is postponed the result is cramming before examinations. Discussion of how to make a study and examination time table, the utilization of summaries and learning codes. Organizing study time and developing self-discipline is essential in the university setting. Tips on how to write an examination and the significance of proper organization of time and information.

Task: The students were asked to prepare a study time table for the forthcoming July holidays.

Lesson 18: Choosing and Finding a Job

The necessity of careful planning and investigation when looking for a job that will provide satisfaction. Better job opportunities are available for people with a high educational qualification. Certain jobs require certain skills and the job chosen must be within the individual's capability. The availability of jobs can fluctuate in accordance with the economic climate. Thus it is important to think about job availability before starting to train for a job. Lindhard (1978) outlines the following factors that underlie a good decision about a first job:

- (a) Knowledge about what jobs are available
- (b) Self-knowledge

- (c) Training or educational requirements
- (d) Knowledge on how to look for a job
- (e) Planning your future in terms of the kind of job you choose.

Task: Write an essay on "A successful career".

Lesson 19: Applying for a job

A good application is written with much care and thought. A "curriculum vitae" must accompany a short letter of application. If testimonials and references are required send copies of the originals. A discussion on tips on how to conduct an interview e.g. personal appearance, the type of questions that are asked and aptitude and selection tests.

Task: An advertisement from the newspaper was shown to the students and they were asked to write a letter of application for the job, accompanied by a "curriculum vitae".

Lesson 20: Starting a Job and Keeping a Job

Lindhard (1978) outlines the following factors:

- (a) School leavers expectations of work
- (b) Why some people leave their first job
- (c) What employers expect from the staff
- (d) Job survival kit
- (e) Study while you work
- (f) Long term planning

(g) First pay day and a personal budget

(h) Progress and promotion

Task: In order of importance list 10 reasons that would influence you leaving a job. General Discussion.

Lesson 21: Leadership

Leaders influence the fate of groups and group members. The power to influence others varies according to the prestige of the leader, prestige may be attached to a particular position. e.g. prefect, director, manager. Group morale depends on acceptance by members, of group goals, and a feeling of optimism concerning attainment of these goals. Members co-operate and strive towards common purposes. Different types of leadership styles e.g. democratic, autocratic and a "laissez-faire" attitude. In business the dynamic leader is sought after as he can manage others and get the job done. There is pressure on leaders to conform to group norms and assist others to achieve similar standards.

Task: "How to get on with superiors (leaders)". Make a list of factors that would promote co-operation and understanding between employers and employees. General discussion.

Lesson 22: Conflict Situations

This discussion revolved around the meaning of conflict, its causes and results. Conflict and confrontation are not always detrimental but can have positive outcomes. Tips were given on how to handle conflict and the understanding of aggression, passivity and escape mechanisms.

Task: An imaginary conflict situation was outlined and group members were asked to enact the scene and solve the conflict.

Lesson 23: Coping with Stress

This discussion revolved around factors that give rise to stress in our modern society and the outcome of stressful situations.

Reactions such as depression, worry and irritability were discussed. Adapting to a changed environment or new situation such as the first job, attending university or getting divorced places stress on individuals.

Task: "How to cope with examination stress" Make a list of factors that could be of assistance in coping with examination pressure and tension. General discussion.

Lesson 24: Perfectionism

Fear of failure means fear of disapproval and ridicule. Behaviour must be evaluated in terms of one's own standards and ability and not in terms of high expectations of others. Goals must be set at a realistic level, and a flexible attitude aids in attaining these goals. Failure can be instructive and an incentive to try again. An individual can become immobilized if he is only prepared to undertake things he can do well and avoids all others that are too challenging. Avoid equating self worth with failures, avoid self-rejection and self-criticism. A perfectionistic attitude can cause depression.

Task: An imaginary situation was created in which an individual fails in his endeavours. General discussion on how such an individual feels and what he should do.

Lesson 25: Marriage and Family Life

This was an open discussion that was initiated by a debate. The debate centred around the pros and cons of marriage in our modern society. Opinions were expressed about whether or not people should live together.

Lesson 26: Achieving Adulthood

The final lesson was centred around the following:

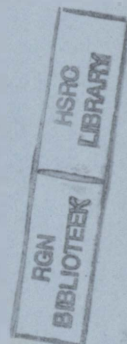
- (i) Coping with freedom in the adultworld.
- (ii) Developmental tasks of adults e.g. achieving intimacy, entering an occupation, marriage, forming a family and becoming a housewife.
- (iii) Acceptance of adult standards and conformity.

order: 96.5024

copy: PB96652

REFERENCES

- Fürst, A (1965): A Preliminary Determination of the Value of the NIPR's Vocational Guidance Service. Psygram. Vol. 7 no. 3.
- Ginzberg, E., Ginsberg, S.W., Axelrad, S. and Herma, J.L. (1951): Occupational Choice: An approach to a General Theory. Columbia University Press, New York.
- Hoppock, R (1976): Occupational Information. McGrawHill, New York.
- Lätti, V.I. and Verster. M.A. (1975): NIPR tests for the Assessment of Blacks. Pers 230. NIPR. CSIR. Johannesburg.
- Lindhard, N (1974): Choosing your Career and your Higher Education. David Philip, Cape Town.
- Lindhard, N (1976): Being a Mature Person. University of Cape Town, Cape Town.
- Lindhard, N (1978): The World of Work in South Africa. Langman, Cape Town.
- Shannon, B.A (1973): The Reaction of Clients to NIPR Vocational Guidance - A Follow-up Study. Pers 189. NIPR. CSIR. Johannesburg.
- Shannon, B.A. (1977): Five Year Follow-up of NIPR Vocational Counselling Clients. Pers. 258. NIPR. CSIR. Johannesburg.
- Skawran, R.F. and de Jager, J.J. (1975): Die NIPN se Beroepsleidingsdiens - 'n Opvolgstudie. Pers. 232. NIPR. CSIR. Pretoria.
- Super, D.E. (1951): Vocational Adjustment: Implementing a Self-Concept. Occupations, 2, 88-92.
- Visser, B.L. (1977): Vocational Counselling at the NIPR. Pers 257. NIPR. CSIR. Johannesburg.



R 12-41

RGN
BIBLIOTEK

HSRC
LIBRARY

