

TR87-08

A PRELIMINARY INVESTIGATION INTO  
THE EFFECTIVENESS OF THE N.E.D.  
CAREERS EDUCATION PROGRAMME IN  
PROMOTING CAREER MATURITY IN HIGH  
SCHOOL PUPILS

by

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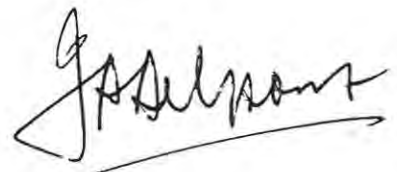
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## A B S T R A C T :

A developmental paradigm was adopted as a theoretical base from which the effectiveness of the Natal Education Department Career Education lesson-guide in promoting career maturity amongst high school pupils was investigated.

It was argued that careers education embodies a distinctive approach to careers work. This approach is described. South African Careers Guidance practices are evaluated in terms of it, and are compared to American and British ones.

To investigate the outcomes of the NED lesson guide, 160 predominantly white, male and female pupils in Standards 6 - 10 were randomly divided into control and experimental groups and underwent a six session classroom based careers education programme. In addition to the NED material, alternative materials (CRIC - Std. 7 and CRAC - Std. 9) were used on a second experimental group in two standards.

The Career Maturity Inventory Attitude Scale was used to measure the outcomes. Analysis of variance and t-tests for the difference between means were used to analyse the data.

The results were significant only in Standard 8. For all the other standards with all the materials, they were insignificant. Reasons for and implications of these findings are discussed.

T A B L E O F C O N T E N T S .

	Page
ACKNOWLEDGMENTS	
ABSTRACT	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF FIGURES	
1. INTRODUCTION	1
1.1 The importance of Career Education	1
1.2 Dearth of evaluative research	2
1.3 Motivation for this present study	4
2. TERMINOLOGY, CONCEPTS AND APPROACHES	5
2.1 Introductory comments	6
2.2 Terminology	7
2.3 Changing attitudes to work	10
2.4 An appropriate model for careers work	13
2.5 Ideology and career education	16
2.6 Implementing career education	17
2.6.1 Career education in the USA	18
2.6.2 Career education in the UK	22
2.6.3 Career education in the RSA	28
2.7 Concluding comments	36
3. SOME EDUCATIONALLY RELEVANT CAREER DEVELOPMENT THEORIES	40
3.1 Introductory comments	40
3.2 Classification and selection of theories	41
3.3 Developmental or Process Theories	42
3.3.1 Super:Self Theory	44
3.3.2 Krumboltz et al. : Social Learning Theory	51
3.4 Trait-Factor or Structural Theories	55
3.4.1 Holland : Typology Theory	55
3.4.2 Roe : Personality Theory	59

<u>TABLE OF CONTENTS</u> contd.	Page	
3.5	Situational or Social Systems Theories	61
3.5.1	Roberts : Opportunity-structure Theory	61
3.6	Career Decision-making Theories	63
3.7	Career Maturity	66
3.8	Relevance to the present study	72
4.	EMPIRICAL SUPPORT	74
4.1	Introductory comments	74
4.2	Research into career development concepts and factors	74
4.3	Studies reporting career development programmes	85
4.4	South African career research	89
4.5	Concluding comments	93
5.	AN ANALYTICAL DESCRIPTION OF A CAREERS EDUCATION PROGRAMME	94
5.1	Introductory comments	94
5.2	The School environment	94
5.2.1	Ethos	94
5.2.2	Place of guidance in the school curriculum	97
5.3	Research Design	98
5.3.1	Hypotheses to be tested	100
5.3.2	The Design	100
5.3.3	Setting and Procedure	100
5.3.4	Sampling	102
5.3.5	Instrumentation: CMI-AS	103
5.4	Career Education Materials	105
5.4.1	NED Programme	105
5.4.2	CIC Programme	107
5.4.3	CRAC Programme	108
6.	RESULTS AND DISCUSSION	110
6.1	Analysis of Data	110
6.2	Results	112
6.3	Discussion	115

REFERENCE APPENDIX

A-1 - A-14

APPENDIX B : Career Maturity Inventory - Attitude Scale

APPENDIX C : NED Programme

APPENDIX D : CIC Programme

APPENDIX E : CRAC Programme

APPENDIX F : Data and Calculations

F-1 - F-10

## LIST OF TABLES.

	Page
2-1 Distinguishing Features of Counselling Guidance and Education	9
2-2 Traditional Talent Matching Models: Strengths and Weaknesses	14
3-1 Super's Propositions	45
3-2 Super's Career Life-Stages	48
3-3 Categories of Career Decision-making Influences (Krumboltz et al.)	52
3-4 Influence-Interaction Outcomes (Krumboltz et al.)	53
3-5 Social Learning: Theoretical Propositions (Krumboltz et al.)	54
3-6 Holland's Typology	57
3-7 Categories in Roe's Classification System	60
3-8 Section of Roe's Field by Level Occupational Information	60
3-9 Dimensions and Indices of Career Maturity	67
5-1 Sample Summarised by Sex and School Standard	102
5-2 Sample Summarised by Sex and Group	102
5-3 Sample Summarised by Sex and Race	103
5-4 Summary of Topics Covered by NED Careers Education Programme	106
5-5 Summary of Programme Topics	107
5-6 Summary of CRAC Course Content	109
6-1 Results from Std. 6 CMI t-test Analysis	112
6-2 Results from Std. 8 CMI t-test Analysis	112
6-3 Results from Std. 10 CMI t-test Analysis	113
6-4 Results from Std. 7 CMI ANOVA	113
6-5 Results from Std. 9 CMI ANOVA	114

LIST OF FIGURES.

	Page
2-1 Education Policy-making Structure	30
3-1 Major Roles in a Hypothetical Life-Career (Super)	47
3-2 A Developmental Model of Career Decision- making (Super)	50
3-3 Psychological Resemblances on Holland's Typology	58
3-4 Crites' Model of Career Maturity in Adolescence	70
5-1 Stage Reached by Target School on Law's Developmental Model of Guidance Approaches	99

## CHAPTER ONE.

### INTRODUCTION.

"Career education .... is an attempt to change the entire educational system by diagnosing the shortcomings of both vocational and academic training in the context of their mutual isolation .... the movement synthesises many of the best reform ideas of the past decade ...."

(Prof. David Rogers in Marland 1974 P.83)

#### 1.1 The importance of Career Education.

There is wide-spread recognition of the importance of career education. In the U.S.A., the movement has been the vehicle for far-reaching educational reform. The American practices, based on broad consultation and ongoing research and evaluation, have not only shown that long-term reform is possible, but have also had a powerful impact on career education throughout the world.

The fact that careers education in the U.K. is taken seriously is shown by the formation of the National Institute for Careers Education and Counselling (NICEC) in 1975 with one of its first tasks being to set up a research programme to develop firmer theoretical foundations for the practice of careers education. (Watts 1981 P.5).

In the R.S.A., emphasis on careers guidance can be found in the government mandate to the De Lange Commission (1981) to pay realistic attention to the careers side of guidance. The report recognizes that one of the factors influencing the effectiveness of the School Guidance service is the content of the school guidance curriculum (HSRC 1981, P.1).

Such is the importance of the concept of career development and its applications in various settings that the National Vocational Guidance Association (NVGA) and the American Vocational Association (AVA) have published a joint position paper describing the concept in general terms and discussing its application specifically in a school setting (Tolbert

1981, P.402). The paper urges further attention to be paid to the 'nature of the delivery systems needed to implement this concept ...'

### 1.2 Dearth of evaluative research.

Janse (1982) reports the contention of Watts and Kidd (1978) and Super and Hall (1978) that the evaluation of career interventions (of which school based career education programmes are one kind) has been neglected. This impression is reinforced by an observation by Hayes (1972) that at the time of his writing, only one British study on the effectiveness of career courses taught at schools existed ("The Effectiveness of a Careers Course in a Secondary School" (Hopson 1969)).

Still staying in Britain, Watts (1973, and Law and Watts 1977) has shown an ongoing interest in the effectiveness of careers education. By the end of the 1960's, he found it difficult to determine how many schools were tackling careers education in a systematic way. Survey evidence at the time concentrated on how many periods per week were devoted to 'careers' for different standards in various schools (secondary modern, comprehensive, grammar and independent). Not only were the figures depressing and likely to be overstated if anything, but (Watts 1973, P.15) also bemoans the fact that no impression of the quantity or the quality of the work could be formed.

Such an indication was given by Law and Watts (1977) in their study of the career education provisions in six church schools. Their evaluation was certainly useful in that it resulted in improvements in career education in some schools, but was rejected as being too subjective by others. It would thus appear that Law's (1977) words in the preface to that study still stand :

" .... little effort has been devoted so far to conceptualising the objectives of career education in a clear and satisfactory way and little research has been conducted into the form it takes." (P. 1 and 2). (Emphasis mine).

It appears thus, that in Britain there is an awareness of a dearth of research into actual practises and an apprehension that this may lead to inappropriate borrowing from other countries. To be effective, con-



cepts and materials must be tested in a specific context in the light of social-structural considerations. (Watts 1981).

Commentators are unanimous in acclaiming the research that has underpinned career development concepts and programmes in the United States (Hayes 1972, Tolbert 1980, Super 1981, Kidd 1981). Tolbert (1980, P.305-307) cites reviews by Bhaerman (1977) on the effects of career education on academic achievement; Bonnet (1977) who synthesised evaluations of twelve career education programmes; and Datta (1977) and High (1977) who conclude that there is increasing evidence that career education is achieving at least some of its goals. By 1978, the American Institutes had produced seven reports containing descriptions of effective career education activities and describing the evaluation process used in each case (Tolbert 1980, P.387). Critics have noted that while such studies may show what can happen, they do not accurately reflect what does happen in the (hypothetical) average American school (Hughes 1971).

In South Africa, vague indications of the effectiveness of guidance are given by the Project Talent Survey (HSRC 1978) which reported that more than half of the considerable sample of white pupils were vocationally uncertain. This survey also found that there is some relationship between the extent of guidance received at school and consequent vocational certainty. Uncertain pupils felt that they had benefitted less from school guidance than certain (decided) pupils although only a small percentage attributed their certainty to the guidance received at school. In the light of recent trends in career psychology, the appropriateness of the criterion used to evaluate guidance can be strongly contended, although some feedback is given about how guidance in schools is perceived.

The report of the De Lange Guidance Committee (HSRC 1978) does not make a single direct reference to specific research. The bibliography contains what would appear to be only three references to what might be South African studies :

"Waardering van die onderhoudmetode vir die doel van beroepsleiding" (Haasbroek 1970, HSRC 1981 Ref. 57) and two memoranda on the use of

vocational information (Venter 1979, Van Mollendorf 1981, HSRC 1981 refs. 148 & 149). A rather disturbing implication of this is that the guidance committee's proposals have not been empirically validated.

No inference is being made that these are the only studies on career development that have been done in South Africa. Valuable work by Van Niekerk (1975), Laubscher (1977), Newman (1982), Smith (1982), Rainier (1984) and Watson (1984) has a potentially powerful bearing on career education practice even though this was not always their specific focus.

Notwithstanding there is a need for detailed information on the outcome of lessons based on materials currently in use in high schools. Research providing such information will contribute not only to the improvement of career education, but also to the credibility of guidance services as a whole.

### 1.3 Motivation for this present study.

It is against this background that the principal school psychologist has tried to promote career education in Natal. A preliminary teacher's handbook based on lessons submitted by teacher counsellors has been compiled and sent to schools for evaluation prior to further modification. A full description of this material is given in Chapter 5 and Appendix C. Formal evaluation of this material is the focus of this study.

Evaluation seems to be worthwhile for the following reasons:

- \* Its relevance to guidance practices throughout the province.
- \* Evaluation would be well-timed coming during the development phase of the resource material. Negative results are not likely to be resisted. The study could provide valuable information about which parts of the lesson guide should be excluded, expanded or revised in other ways. Feedback on the material is being actively sought

at present.

- \* The efficacy of group guidance strategies is particularly pertinent in South Africa under present economic conditions in which the consequences of ineffective career education are likely to be severe.
- \* The usefulness of some of the psychometric tests will be tested and evidence for the introduction of other tests assimilated.
- \* The study will explore and hopefully strengthen links between the theory and the practice of career development.

This should establish a more effective and a more confident base from which to work.

CHAPTER TWO.

TERMINOLOGY, CONCEPTS AND APPROACHES.

" .... part of the problem is it (career education)  
is broad in scope and ill-defined .... "

(Prof. David Rogers in Marland 1974 P.83)

2.1 Introductory Comments.

A consistent criticism of the guidance movement has been its lack of clear terminology (Shertzer 1976). Without this, issues in the field cannot be resolved. Possible reasons for this confusion may be found in the following factors : the interests of various groups are involved (Watts 1980 and 1981 and Dovey 1980a); concepts are derived from a range of disciplines (Overs 1964, Hayes 1972, Sofer 1974, Watts 1981); career work strives to aid individuals to integrate all of their activities in terms of their potential and opportunities (Hoyt 1972); the scope of the strategies that falls under the umbrella of career work has broadened considerably (Froehlich 1958, Hughes 1971, Watts, Law and Fawcett 1981).

The situation is further complicated by changes in approaches to careers work which have taken place during the more than seventy years that guidance has been practised. As Newman (1982) accurately observes :

"There has been a shift in terminology ... which represents not only a semantic change but a changing interpretation of the role and purpose of counsellors working in the field" (P.4)

Particular attention will be paid to these shifts in terminology and to the changes in approach implicit in this process so that some impression of the extent to which South African guidance practices have kept pace with the rest of the movement can be formed. Terminology expounds concepts. These are based on assumptions which in

turn reveal values and attitudes. Practices embody both concepts and attitudes, so it seems appropriate that in evaluating practices, attention should be given not only to the theory upon which they are based, but also to the ideology practices perpetuate. Some observers of South African guidance scene have expressed concern about a failure to examine these underlying assumptions and to address the issues such an examination will raise. (Bauer 1982, Dovey 1980a, Watts 1980).

## 2.2 Terminology.

The terms used to describe career work have included :

### Vocational Guidance

(Parsons 1909, Hopson & Hayes 1968, Hughes 1971, Van Zyl 1971, Herr 1974, N.E.D. 1980 1983, Dovey 1983)

### Occupational Choice

(Ginzberg 1972, Sofer 1974, Hoppock 1976)

### Vocational Counselling

(Overs 1964, Woody 1968)

### Careers Guidance

(Hayes & Hopson 1972, Jackson 1973, Gysbers 1973, Watts 1980)

### Career Counselling

(Weinrach 1979, Crites 1981)

### Careers Guidance Counselling

(Baker 1981)

### Career Education

(Watts 1973, 1976, Marland 1974, Ewens 1975, Law 1977, Fuller 1979, Baker 1981, Gysbers 1981)

Only a superficial attempt has been made to link contributor's names to terminology, an attempt made even less useful by the fact that workers themselves change terminology.

From the list presented above, it would appear that a useful way to define terms would be to distinguish between words used as modifiers, i.e. between 'vocation' and 'career,' and between words used as nouns, i.e. between 'guidance,' 'counselling' and 'education.' In addition to

these distinctions, the concept of career development needs clarification : it needs to be differentiated from the term 'career' and from the counselling or educational strategies that seek to promote it.

The distinction between vocation and career will be drawn in the next section (2.3). The meaning of the term career adopted for this study is that of the AVA/NVGA joint position paper (1973):

"career means a time-extended working out of a purposeful life pattern through work ...."

(Tolbert 1980, P.407)

Differentiating between guidance, counselling and education begs a consideration of an appropriate model for promoting career development. A brief discussion will be presented as 2.4. Sinick (1970) distinguishes between the terms as follows :

"Education > Guidance > Counselling"  
(P.2)

His proposal is valued for its open-endedness. The mathematical > 'greater than' sign implies that education is wider in scope (not more important) than guidance which in turn involves more than merely counselling. No value judgment or hierarchy is intended by this distinction. What is desired is to point out that the terms are not synonymous. It is not helpful to assert that education is guidance or vice versa. Many definitions of 'counselling,' of 'guidance' and of 'career education' can be found. It seems inappropriate simply to select one as this will show no more than personal preference. It seems more useful to suggest distinguishing features which may contribute to later clarification. Table 2-1 summarises these features. The synthesis is wide, but draws mostly from Shertzer (1974), Law (1977) Bauer (1979).



TABLE 2-1  
DISTINGUISHING FEATURES OF COUNSELLING, GUIDANCE AND EDUCATION.

Career Development Strategy.	Distinguishing Features.	Possible Limitations.
Counselling	Usually one-to-one; conducted in private; relationship vital; focus on client attempts to facilitate voluntary change; requires highly specialised training; adopts counselling/therapeutic model.	Only a limited number of clients can be accommodated. Problem rather than growth oriented. Requires a large number of highly trained personnel.
Guidance	Often defined i.t.o. the services offered. Tend to concentrate on testing and information giving. Focus tends to be on short-term outcome e.g. occupational choice. Adopts remedial model.	Can be directive to the point of manipulateness. Lends itself to social control role (See 2.5). May foster passivity by expecting experts to solve problems. By being solution rather than skill oriented, guidance will be of short-term benefit.
Career Education	Co-ordinated effort involving school, community and economic institutions to produce skills and attitudes conducive to career progress. Appropriate content integrated into curriculum. Ongoing evaluation and increasing adaptation of materials and activities to specific population needs. Adopts development model.	Dependent on wide-spread co-operation for success. Role-confusion and rivalry possible amongst staff. Goals unlikely to be achieved. Development is an inappropriate paradigm for industrial/post-industrial societies: Work fulfilment applies to ever-decreasing proportion of population; real problems e.g. wide-spread unemployment cannot be solved.

Hoyt (1894) compares/contrasts career education (CE) with career guidance (CG). He argues :

- \* There exist no aspects of CG that cannot be found within the concept of CE.
- \* CG can exist without CE but the reverse is not true.
- \* Current major trends of CG can be enhanced through CE efforts.
- \* CG may find it necessary in the years ahead to expand its conceptual base to include all of CE.

Although definitions of career education abound, the open-ended reminder of the acknowledged initiator of the career education movement, Dr. Sydney Marland (1974) seems most appropriate :

"career education will really be defined by the individuals themselves, who are designing programmes and by the intrinsic teaching and experiential activities of communities and schools across the country." (P.100).

The term "career development" as distinct from career or career development strategies is defined in the joint NVGA/AVA position paper:

" .... the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual."

(Tolbert 1980, P.407).

Another key concept which needs definition is that of career maturity. Super (1973 in Newman 1982) defines career maturity as :

"The readiness to cope with the developmental task of one life stages, to make socially required career decision, and to cope appropriately with the tasks with which society confronts the developing youth and adult." (P.6).

### 2.3 Changing attitudes to work.

A tendency to replace the word 'vocation' by 'career' reflects changing attitudes to work. Vocation has connotations of a divine calling



and an emphasis on duty or social responsibility. It also seems to take for granted that work is meaningful and dignified. These assumptions apply to a decreasing proportion of the (American) work force (Warnath 1975). Whether work carries the importance traditionally assigned to it by vocational guidance proponents, has been questioned on the following grounds :

- \* Technology has not replaced low level jobs with high level ones (Report U.S. Dept. of Health, Education and Welfare 1973 in Weinrach 1975 P.422). The report states many workers at all levels feel locked in .... the opportunity to grow lacking in their jobs.
- \* Movement from rural to urban areas has meant an increasing proportion of people working for large, impersonal bureaucratic organisations. Concomitantly, job activities have been reduced to smaller units of specialisation, while educational requirements for the job have remained the same or have even been raised. The result of this is that work is not seen to be a personal contribution and is not experienced as fulfilling but rather as a role within a system. (Touraine 1974 in Warnath 1975 P.424).
- \* Fitting in to a job becomes the criterion for fulfilment. This implies an endorsement of uniformity and passivity. It also raises the potential conflict between the needs of the people and the manpower needs of the country. (Warnath 1975, Watts 1980, Dovey 1980b).

Having noted, briefly, some of the assumptions, implications and limitations of viewing work as vocation for all people and as the goal of guidance work, the replacement term career will be discussed.

Implicit in dictionary definitions of the word is the idea of a

course through life. Super (1969) has defined career as :

"the sequence of occupations, jobs and positions occupied during the course of a person's working life." (P.72).

More recently, this emphasis on a series of working roles has been extended to include non-working roles as well. Norris et al (1972) see career as :

"the totality of meaningful experiences of an individual which typically includes some combination of vocational and avocational involvement." (P.31).

Loughary and Ripley (1976) have systematised the concept of career to include :

"job:

which provides for survival and determines a standard of living;

vocation:

which gives a sense of meaning and personal fulfilment. The pursuit of value-directed activities is intended here;

leisure:

where the emphasis is on recreation and pleasure."

(Newman 1982 P.4).

There is clear evidence that the implications of this much wider conceptualisation of work has permeated career guidance thinking. In America, Herr (1974) writes :

"The narrow definition of vocational guidance as pertinent to job choice only is being replaced by terms such as career guidance. More than semantic in its implications, the term refers to the necessity .... of providing assistance in such areas as educational as well as vocational choice, in the development of the personal attitudes which underlie the acquisition of a vocational identity, in the formulation of personal values in relation to different life-style alternatives, job development,

job placement and identification of avocational or leisure pursuits ...." (P.56)

Similarly, an awareness of the implications for careers guidance in British schools is reflected by Daws' (in Hayes 1972) formulation :

"Inevitably, they (young people) must decide .... the style of life they will work to achieve and the values that will canalise their energies. They must decide, too, the part that they wish their working lives to play in their total lives .... It remains a primary educational obligation that we help young people to make a promising start on these tasks of self-definition and decision-making. Careers work is at the very core of such work or should be." (P.4).

Baker's (1981) review of recent trends in school counselling confirms the expansion of the career concept from an occupational perspective to a much broader life-career perspective. This has important implications for the practice of careers education.

#### 2.4 An appropriate model for careers work.

The term "model" refers to the structure, the pattern, the groundplan (O.E.D.) of careers work. As such, it involves both theoretical and practical considerations. Theoretically, it must be decided whether careers work is to be seen in terms of its product, i.e. a particular occupational choice; or in terms of a process, i.e. the development of skills and attitudes that will form the basis of career decisions made throughout life. Practically, appropriate delivery systems must be developed to achieve stated goals.

Table 2-2 summarises the advantages and disadvantages of what have been called traditional talent-matching models (Watts 1981, P.2).

The situation can best be summed up in the light of Zaccaria's (1970 P.56) observation that while both theories of occupational choice and theories of career development are useful for the field of career guidance by providing, among other things, a basis for improving existing practices, it is the theories of career development which have predominated.

TABLE 2-2

TRADITIONAL TALENT-MATCHING MODELS.SUMMARY OF STRENGTHS AND LIMITATIONS.

Strengths.	Limitations.
<ul style="list-style-type: none"> <li>• Objective assessment instruments developed. These have extended the scientific and professional base of careers work.</li> <li>• Serious attention paid to occupational information. Norris et al (1972), Hoppock (1976), Isaacson (1977) and Striebalus(1982) among others have shown the close relationship between careers guidance and occupational information. They have provided resources and suggestions for giving content to career exploration activities.</li> <li>• The concept of choice has led to a wide-spread interest in the decision-making process. Together with career maturity, this topic dominates the attention of career-development researchers. (Super 1981).</li> </ul>	<ul style="list-style-type: none"> <li>• Many people have no choices. (Watts 1980).</li> <li>• Over-reliance on psychometric testing and occupational information turns human problems into technical ones (Dovey 1983) resulting in passivity.</li> <li>• A definite choice is not always appropriate by the time an individual leaves school. In fact, the increased pressure to make a choice may be counter-productive (Van Niekerk 1975).</li> <li>• Careers guidance particularly in schools should be developing potential rather than merely matching it. (Watts 1981).</li> <li>• Appropriate professional roles are conceived too narrowly i.t.o. guiding, diagnosing or prescribing rather than i.t.o. facilitating, innovating, coordinating and programming. (Watts 1981).</li> <li>• Wider aspects of career not catered for.</li> </ul>

The theoretical arguments presented above have had a marked effect on guidance practices. In both America and Britain, there has been, during the 1970's, a shift away from vocational guidance towards career education. The shift reflects a changed role-definition for guidance with careers education becoming the means of integrating career development concepts into the curriculum. Specific points of change include :

- \* Replacement of an ancillary, crisis oriented service by comprehensive, developmental programmes. This implies that the earlier contentions that guidance was a supportive service because it had no content of its own (Sprinthall 1971 and Aubrey 1973 in Gysbers 1981 P.viii) were no longer valid. It also affirmed an essentially educational rather than a therapeutic role for guidance. These views entailed the broadening of skills and roles required of counsellors. (Baker 1981 P.14). They also stressed the importance of curricular development in career education.
- \* The considerable multiplication of the population for whom career education has to cater, put pressure on the traditional techniques of guidance services, particularly on those of individual assessment and counselling. It also raised questions about the organisation of guidance : the personnel, time and resources available, as well as the delivery systems used.
- \* Intensified interests in the outcomes of career education activities has led to wide-spread acceptance of the American concept of programming. It is almost axiomatic that to be effective, careers education must be undertaken systematically. As Glanz (1974) has it :

"Available patterns of guidance must be matched to the assessed needs of the institution and the students .... guidance is a tailor-made item and cannot be ordered from a catalogue." (P.277).



Writers in the field have long decried the incidental approach (Chisholm 1945 in Froehlich 1958, P.49) to careers work in which somebody's good idea is inappropriately applied in dissimilar situations. In the light of the discussion above, this cannot properly be called careers education. Careers education, therefore, does imply a particular approach. As will be shown in the next chapter, it does have a sound theoretical base in the concepts of developmental psychology. Systematic means of introducing it into the curriculum, largely derived from systems theory, are being refined. Despite limitations and criticisms (refer Table 2-1), career education, far from being a fad, has much to offer responsible and credible attempts to promote career development.

#### 2.5 Ideology and career education.

Watts (1981, P.374) notes that all guidance practitioners hold a mental representation of the reality with which they believe themselves to be dealing. Credibility can be enhanced if the assumptions and implications contained in these conceptions are made explicit and subjected to close critical examination. Credibility will be damaged, if not jeopardised, when practitioners overlook the socio-political implications of their activities or when they espouse aspirations which are contradicted by socio-political realities. Wagner (1980) and Roberts (1977 in Watts 1981) and Gothard(1985) are among those who have pointed out the contradiction implicit in the career education movement which stresses the ideals of liberal society - individual development, freedom, choice, social mobility, but at the same time affirming that schools should better prepare students for work - where skills and expectations must be consistent with job realities. They argue that this necessarily involves socialising individuals to be conforming, passive and alienated - the prerequisites for maintaining capitalist social relationships.

With career education being inextricably involved with the deployment of opportunities and the socialisation of individuals into their work roles it seems naive or dishonest to deny that it has close links with ideology, as Watts (1981) has aptly observed :

"It (careers guidance) operates at the interface between individual choices and societal choices, individual needs and societal needs." (P.374-375)

Watts and Herr (1976 P.134-7) provide a description of four alternative ideologies. According to this, careers guidance can be a form of social control, adapting individuals to the manpower requirements of the economy; of social change whereby attention is focused on social dimensions such as opportunity structures, a process which may bring about changes to these structures; of individual-change which seeks to maximise the life-chances of the individual within the existing socio-political system and finally a form of activity which allows individuals to examine available opportunities in the light of their own value systems. In so doing, it focuses on individual aspirations and the cultural contexts in which these must be accommodated.

Combinations of ideologies are possible. The purpose of classification such as the one above is to encourage serious thought about the value systems underlying careers work. If the main function of a careers service is to maintain social control, is credible careers education possible?

The assumption being made here is that the needs of individuals and the needs of society can be reconciled, that in fact they are inter-related, and that guidance as a service has much to offer in promoting the personal, educational and career development of pupils. To do this, it needs to be aware of the context in which it is operating; to be in touch with the needs of the population it is serving; to define and negotiate a constructive role which can co-ordinate available resources; to work from a sound theoretical foundation; and to evaluate and improve its services regularly.

## 2.6 Implementing career education.

To show how the concepts and approaches previously discussed have been translated into practice, career education in the USA, the UK and the RSA will be reviewed briefly. This will serve to assess the state of South African career education and will conclude this chapter which has

attempted to place career education within a broader context. The intended overview calls for rather considerable generalisation and simplification. The focus will be on the areas to be addressed by career education and on a brief description of the course the implementation of career education has taken in the respective countries.

### 2.6.1 Career education in the USA.

2.6.1.1 Overview. Concern about student apathy and alienation (Glanz 1974), dead-end vocational training in high schools and an excessive post-Sputnik emphasis on academic training that leads nowhere (Kramer 1972 in Marland 1974 P.87), were probably among the factors indicating that the prevailing approach to guidance in schools was inadequate. Credit is usually given to S.P. Marland, Commissioner of Education, for co-ordinating the national efforts to rectify the situation (Gysbers 1973, Isaacson 1977, Baker 1981). His period of office saw legislation, federal funding, the organisation of national conferences and the establishment of the National Institute of Education (NIE) for ongoing research and development.

Impressive results came from these initiatives : Of the fifty states initially involved in 1971, 44 developed a model for career education by 1974; a manual (Gysbers and Moore 1974) was produced to assist states with the production of their own materials, and the NIE developed four career education models : school based, employer based, family based and rural residential. Appropriate bodies were contracted to run projects and to report on their experiences. Results of these included field-tested curriculum units (from Model I), the compilation of data on utilising educational opportunities within economic institutions (from Model II), ways in which existing work and training opportunities within the community could be exploited (from Model III), and strategies for assisting chronically underemployed multi-problem rural families (from Model IV).

A more recent trend has been to provide funds for the implementation of local programmes rather than for evaluation at a centralised (NIE) level (Baker 1981 P.5). Conditions for the appropriation of such monies have been set. They include, amongst others, an adequate assessment of needs and ongoing evaluation.



Because he held that it was vital for career education to be defined at a local level, Marland and his associates did no more than provide a framework within which specific career education programmes could be developed. Hoyt (1972) reviewed the 21 state definitions of career education (Marland 1974 P.92-98): from these we can synthesise the following areas to be addressed by tailor-made career education programmes:

- \* Career education was to be integrated throughout the school from kindergarten to twelfth grade (K-12).
- \* Emphasis was placed on the development of the self concept.
- \* Decision-making skills were to be taught as a means of reconciling the economic and social structures of society with individual aspirations.
- \* Career awareness was to be nurtured through a planned sequence of age-appropriate strategies with attention being given to occupational information and work experience.
- \* Preparation for job seeking, entry and maintenance was also to receive priority.
- \* The potential contributions of the community and economic institutions, to complement those of the school, to career education were recognised.

2.6.1.2 Components of American career education. In general, the pattern for tackling these areas in schools has been through a sequence of stages : awareness, exploration, decision-making (crystallisation) and preparation (action). A description of these follows.

2.6.1.2.1 Awareness. Stage at which the individual begins to realise that many career paths are available offering different oppor-

tunities and imposing different demands. Self-awareness is also an aspect of this step-process of self comparison initiated i.t.o. ability, interests, goals, motivation, etc. between self and others. (Elementary years: K-6).

2.6.1.2.2 Exploration. Haphazard impressions and distorted views corrected as individual becomes more knowledgeable of the distinguishing characteristics of occupations and people. (Middle school to junior high: 7-10).

2.6.1.2.3 Decision-Making. Individuals apply information about jobs and about self and crystallise tentative choices. Decision-making is viewed as a continuum of choices, involving choice of subjects, part-time work, etc., that will ultimately define the career. Activity of separating self from others leads individuals to look specifically at their own personalities. The process of differentiation among occupations permits more accurate comparison of self to work. These two processes are the basis for tentative choices. Detailed information is vitally important. (Decision stage overlaps and provides the transition between the exploration and preparation periods).

2.6.1.2.4 Preparation. Individuals act on previous plans. Skills, knowledge and attitudes are developed until entry level for choice is reached. Employment or further preparation is decided upon. Involves skills of job-seeking, job entry and job maintenance (realistic work goals, positive work-role identification, finding and applying for jobs, interviewing, work adjustment skills).

Stages are not discrete each one shades into the next. Recycling is possible.

(Isaacson 1977, P.17-18, 424-426; Strebalus 1982, P.107-186).

2.6.1.3 Current status of American career education. Career education has developed as a response to the fact that students do not get the help they need or want in exploring themselves and careers

and that the help they do get may be based on outmoded matching models of vocational guidance that do not do justice to the development of the individual, the changed nature of work, the lifelong process of career development and the psychosocial implications of careers work. (Hansen 1972).

A wealth of resources are available. Many of these have been field-tested. Constant emphasis is placed on appropriate selection, organisation, sequencing of such resources to meet specific objectives. Some of them include :

- \* Methods of classifying and delivering career information including computer based systems, e.g. System of Interactive Guidance and Information (SIGI) Katz 1973.

Curriculum packages such as :

Life Career Game Simulations (Boocock 1968)

Job Experience Kits (Krumboltz 1969)

Deciding : Programme in decision-making

Vahrenhorst & Gelatt (1972)

Career Development Curriculum (Laws 1971)

Further resources are quoted in Hoppock (1974);

Isaacson(1977); Strebalus (1982) and Norris

et al (1982).

- \* Methods of assessing career development:
  - Self Directed Search (Holland 1974)
  - Career Development Inventory (Super 1971)
  - Career Maturity Inventory (Crites 1978)
  - Career Decision Scale (Osipow 1980)
  - Assessment of Career Development (American College Testing Prog. 1974)
- \* A comprehensive approach co-ordinating community resources.

It is for these reasons that the Americans are world leaders in career education.

## 2.6.2 Career education in the UK.

2.6.2.1 Overview. Watts (1981 P.1) reports that the developmental concepts propounded by Super and Ginzberg were introduced to Britain in the late 1960's. The Vocational Guidance Research Unit retitled the Counselling and Career Development Unit was largely responsible for spreading these concepts and for translating them into British terms.

The importance of translating concepts and practices needs emphasis. Hughes (1971) states :

"It is very doubtful whether many of the valuable details from American textbooks can be used constructively by those working within a different cultural context unless the necessary cultural translations are made first." (P.210).

Further evidence that British career services were adopting a changed approach to their work is the renaming of the Youth Employment Service to the Careers Service, with the distinct intention of getting away from the idea of a person primarily concerned with helping boys and girls to get jobs (Avent 1971 P.135). The Careers Research and Advisory Centre (CRAC) and the National Institute for Career Education and Counselling (NICEC) have been other major contributors to the development of careers education and counselling within educational institutions (Holdsworth 1982 P.88).

Britain has a highly developed social support system. This includes a number of services : the Careers Service, the School Psychological Service and the Child Guidance Clinics in addition to other welfare services (Hughes 1971). This raises the issue of co-ordination if resources are to be harnessed effectively. The point is, that guidance is seen as a community endeavour.

As far as the content of careers work is concerned, Hughes (1972) provides the following list of areas to be covered :

- \* Self Assessment.
- \* Development of the self-concept.
- \* Encouragement of a greater awareness and

- definition of a student's own values.
- \* Provision of occupational information.
  - \* Development of realistic occupational concepts.
  - \* Development of an occupational self-concept, and extra-occupational self-concept.
  - \* Encouragement of planning for the immediate period after leaving school, and as far into the future as a student is capable and desirous of doing.
  - \* Equipping students with the skills and insights to cope with and benefit from the accelerating rate of change encountered in all spheres of life (P.121).

2.6.2.2 Components of British career education. More recently, Law (1977) has stream-lined the tasks of career education to include the development of :

2.6.2.2.1 Opportunity Awareness. Some understanding of the working world is fostered. It includes the exploration of the different paths which are open or closed to particular individuals for gaining entry to those opportunities. Opportunities include family and community possibilities as well as occupational and educational ones.

2.6.2.2.2 Self Awareness. Involves an exploration of actual and potential strengths, limitations, needs and aspirations. It addresses the question, "What kind of personality is it that I take with me to implement in the world of opportunities?" The importance of the self concept in career development is recognised.

2.6.2.2.3 Decision-Learning. Assists students to understand how decisions are made. This might involve focusing attention on the various pressures, expectations and cues which are offered to someone in a decision-making situation. It might entail an analysis of decision-making styles and an assessment of the situation for which they are appropriate. Specific skills can be acquired including those of collating information and ordering priorities as well as those of taking account of risks and accepting res-



possibility for outcomes. Decision-learning, therefore integrates what students know of their opportunities with what they know about themselves.

2.6.2.2.4 Transition Learning. This facilitates the skills required for the changes students are likely to face. One such transition is from school to work. Skills including communication skills, interpersonal skills, financial budgetting skills, etc. and information needed to cope with new situations can be anticipated and taught. There may of course be considerable variations in the types of learning required by students according to the situations they are likely to face.

(Law and Watts 1977).

2.6.2.3 Current status of British career education. Quite clearly, careers education has proved to be a viable approach to careers work in British schools. Tomlinson (1981, P.5) feels that while enormous strides have been made in developing effective careers advisory services these are inadequately resourced to meet the enormity of the need. Thus, he feels, there is a very strong case to be made out for the provision of formal careers education and for a regular place for this to be found in the various curricula.

Already in 1977, Law and Watts used the components described in the preceding section to assess to what extent careers education concepts had been infused into the school curriculum. They described two ways in which this can occur : either "bottom up," from less senior staff who initiate activities which in time are legitimised or "top down" with the initiative coming from senior staff. Their report also highlights the importance of community involvement which they found evident in only one of the schools investigated.

Law (1981 in Gothard 1985, P.115) demonstrates the need for an adequate perception of the careers education concept by describing some of the perceptions that prevent the meaningful implementation of careers education. Firstly, careers education can be seen as a cosmetic where it is not allowed to interfere with the existing curriculum, it may officially

be given prominence but no commitment to use it creatively is evident. Secondly, careers education may be used to validate the school's success in an attempt to strengthen links with employers to increase the chances of the school's pupils getting jobs. The aim may be to increase the prestige of the school rather than to enable pupils to find jobs best suited to them. Finally, yet another perception of careers education, which will not lead to curricular innovation, involves seeing careers work as supplemental, where an area for resources and interviewing may be provided on the understanding that use will be made of them outside the time for classes or sport practices. Observations like these indicate the maturity of British career education thinking.

Strong awareness of a need to make career education relevant is also evident. Avent (1978) uses the term programme in recognition of the fact that careers education was to be developmental (P.23) and systematic. She identifies groups of pupils with special needs including : the physically and mentally handicapped, the unmotivated 16-19 year old, the university aspirant from a socio-economically disadvantaged background, the child from an immigrant family, the socially deprived youngster, the less academically able child of ambitious parents, the academically gifted pupil and girls (P.20-21). Silver (1981) justifies her selection of guidance materials on the basis of relevance to sixth formers, she also emphasises that careers education can be meaningful only if pupils have a context in which to place it and against which to assess it. Hamblin (1983) stresses as a basic assumption for guidance the fact that it should be adapted to specific needs. He says :

"Application of unmodified programmes coming from outside .... invite routine and unthinking performance by tutors and superficial responses from students. Measures have to be taken to negotiate the content of the programme with students and stimulate their involvement." (P.1).

This assumes that students are aware of their needs, an assumption which, while possibly applying to the 16-19 year olds Hamblin had in mind, cannot safely be applied to the whole school population. Assessment is

covered as the first task school guidance personnel are supposed to perform (Hughes 1971). British guidance texts do pay sufficient attention to the issues surrounding testing and to the development of school testing programmes (Hayes 1972; Avent 1978; Holdsworth 1981; Gothard 1985). The extent to which pupils feel that tests address their personal needs is debatable. Holdsworth (1981, P.170) cites evidence that interest in tests declined after they had been taken, particularly amongst girls. Needs assessment therefore remains a problem area, but at least the British are addressing it.

Sources of information, examples of programmes and other suggestions for the implementation of careers education are to be found in the following references :

- \* Hayes (1972): offers examples of programmes and has a particularly good section on the psycho-social aspects of career information.
- \* Jackson (1974): offers suggestions for programmes, resources and strategies, work visits and experience and the needs of special groups.
- \* Avent (1978): covers organisation, integration into curriculum and resources, strategies.
- \* Silver (1981): gives lists of titles suitable for covering the components of career education suggested by Law and Watts as well as outlining a programme she has used with fourth and fifth year pupils.
- \* Hamblin (1983): presents a well researched approach to guidance including work where the focus is on the transition to work and the change in roles this will entail.



- \* Gothard (1985): contains a current cogent overview of rationale, research, resources and other issues in career education.

British materials are of high quality, varied and have a clear rationale. The extent to which they are effective, particularly in other countries outside the support services associated with them, needs to be demonstrated.

An aspect of career education which has received significant attention is that of work experience (Watts 1983; Gothard 1985). There have been legal difficulties, opposition from trade unions and other difficulties in obtaining co-operation, particularly in recessionary times. Work experience is a potentially valuable means of information gathering, role identification and reality testing. It also increases pupils' understanding of society and prepares them for the transition to adult roles.

A final, very important feature of careers education in Britain is its close relationship with economic conditions. Watts (1986) provides some sobering observations on how career education has been affected by the economic recession. Political and economic realities have influenced both the content of careers education and broader curriculum trends. The shortage of employment opportunities has led to the content being more concerned with employability skills - job finding, self presentation, etc., than with opportunities and decision learning. Increased attention is given to exploring ways of coping with unemployment, including continued education and self employment. Career education having enjoyed a period of special support, is now being integrated with other curricular activities such as moral education. There is an increasing skills focus, particularly on life skills. In short, school-industry links have been strengthened more for political and economic reasons than for personal development. Under such conditions, it is easy for pupils to be subtly directed into areas of need. There have been concomitant pressures on the Careers Service to attach higher priority to employer's

needs as opposed to pupils' needs. Some Careers Services have come to be seen as recruiting offices for Youth Training Schemes which currently cater for approximately 10% of unemployed young people. The net result of these pressures has been that the credibility of careers education has been damaged. There has been a split between what Watts (1986) has called the work elements of career education and the personal elements. One might question whether this is inevitable. Watts (1986) realistically, if a little cynically, feels :

"the contraction of the job market has meant that the notion of individual development has not been strong or viable enough to hold them together." (P.172).

The British experience shows that even when the concept of career education is clearly grasped and vigorously applied, deterioration is possible owing to economic factors. This shows the need for ongoing assessment and adjustment to changing conditions. The British brand of career education appears to be more pragmatic, less idealistic than its American equivalent. Hopefully, despite pressures, it will prove to be a resilient and respected part of British education.

### 2.6.3 Career education in the R.S.A.

2.6.3.1 Overview. Careers work is being done both outside and inside the schools.

Outside the control of education departments are organisations such as the National Institute for Personnel Research (NIPR), the Department of Manpower, student advisory services at universities and technikons and independent, non-profit making bodies such as the Career Information Centre (CIC) in Durban with similar, affiliated centres in other major cities (CRIC) Cape Town, (COREC) Port Elizabeth, etc. While the last mentioned organisations (modelled on the British CRAC) run workshops aimed at developing career related skills, the other services usually operate on a once-off basis, using tests and individual counselling to enable sound occupational choices to be made. This is certainly the approach of the NIPR (Visser 1977, Toerien 1984) which was started in the 1950's because vocational counselling was not available at the time in either schools or

universities (Visser 1977). One can therefore understand why the focus fell on a short term choice, with testing, informing and advising, relieving the uncertainty of school leavers. The term vocational guidance accurately describes this approach.

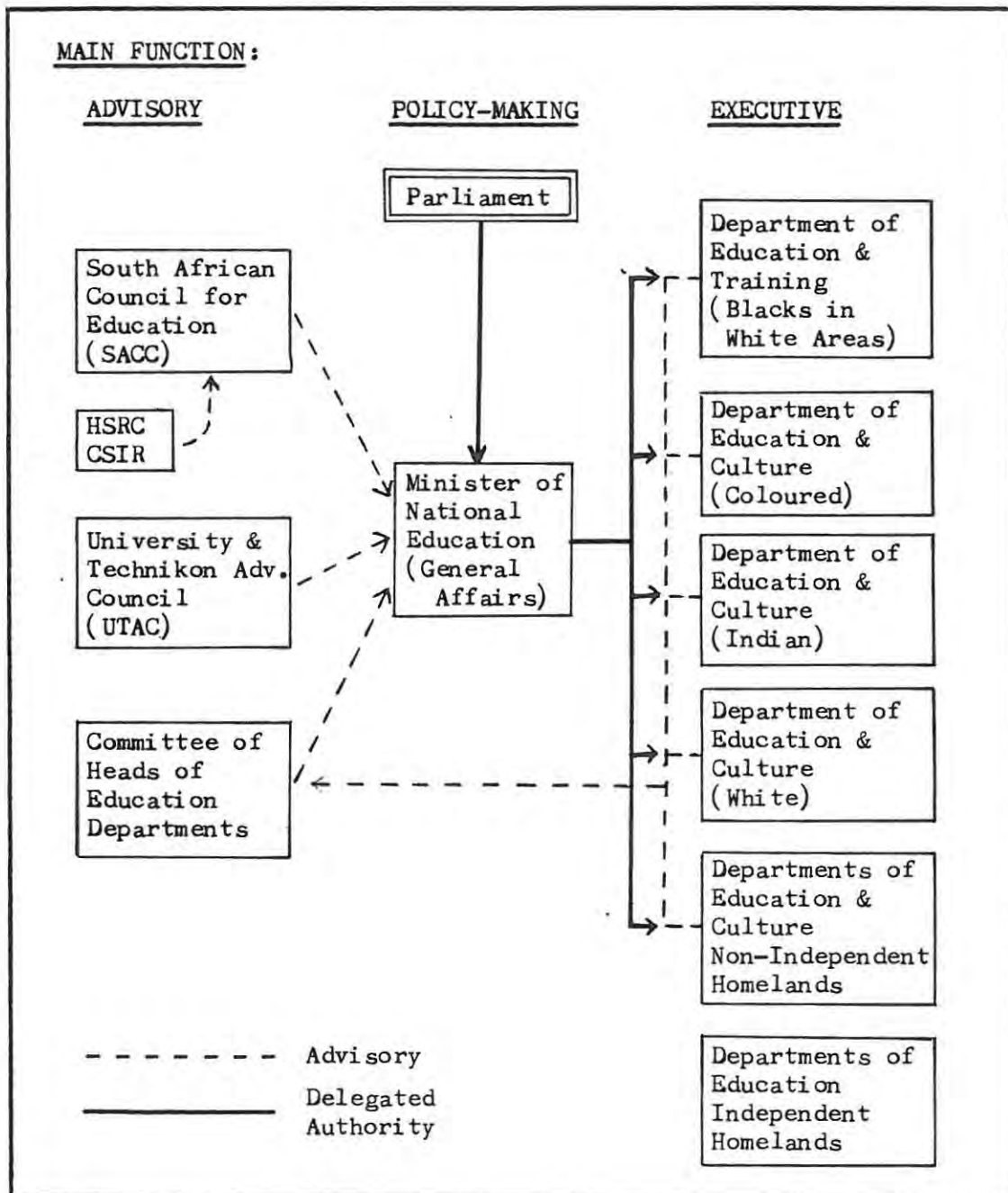
It is not surprising to find that the terminology and the approach have been carried over to the schools. What is noteworthy is the fact that while there are signs of changing terminology, there is less evidence of a changed approach to careers work.

The validity of this contention needs to be assessed in relation to current educational policy and practice which is presented diagrammatically in Fig. 2-1. It has been accurately observed that the overall structure of educational policymaking is a complex one which involves a large number of advisory bodies, all of which have interests to serve and which can influence the system in a certain way (Beard et al 1981).

FIGURE 2-1

EDUCATION POLICY-MAKING STRUCTURE

(BASED ON SAIRR 1984 P.651-654; AFTER BEARD 1981 P.7)



Education in South Africa is subject principally to the provisions of the following acts :

- \* the National Educational Policy Act (39 of 1967), amended (73 of 1969) and again (92 of 1974) (Beard et al 1981, P.7);
- \* the Republic of South Africa Constitution Act of 1983 and the National Policy for General Education Affairs Act of 1984 (SAIRR 1984 P.651).

The principles of these acts, particularly when they apply to education at school level, have been interpreted in various HSRC reports :

- \* Committee for Differentiated Education and Guidance (1971).
- \* "School Guidance: Principles and Methods." (1978).
- \* (De Lange) Work Committee: Guidance (1981b).

In principle, South African guidance is intended to be an indispensable part of differentiated, Christian, national education (HSRC 1971, 1978).

The concept of differentiation is served by the prescription that guidance should be provided according to pupils' abilities, aptitudes and interest (no mention of needs) (HSRC 1978). It was extended in the De Lange Com. formulation that guidance must actively contribute towards realizing the potential of pupils (HSRC 1981b, P.1). This still falls short of a statement accepting the responsibility to develop potential - a central tenet of careers education.

Proponents of the South African discipline of Pedagogics may argue that "becoming" - the synonym for development, is facilitated by the processes of moulding and orientation that lead the child to morally independent adulthood (Gunter 1974). The rigour of the attempts at phenomenological reduction have been questioned (Beyers Nel 1981; Van der Walt 1981, P.56; Sharp 1981, P.100) and consequently also the discipline's status as a science and its validity (Enslin 1981).

The theological basis for the application of the Christian epithet to



nationalism is being re-assessed in the growing awareness that it has been used to legitimise inequality, and socialisation of passive compliance with the status quo.

National education implies a strong social control emphasis (Watts 1980). Guidance should be involved in moulding the consciences of pupils according to the South African hierarchy of values (HSRC 1971). This rather vague statement is operationalised to include: not flinching when required to shoulder the responsibility of being a South African, guarding their identity, and rendering service born out of gratitude to only one country. On an even more practical level as far as vocational guidance is concerned, a positive contribution towards meeting the manpower requirements of the country is required (HSRC 1978 and 1981b). In particular, great concern is shown about meeting high level manpower requirements, often referring to careers in science and technology (Van Zyl 1971; Roos 1984).

In practice, departmental guidelines, syllabi and directives, influenced by the HSRC reports referred to earlier, encapsulate a further interpretation of policy, one which is to inform classroom practice. These re-interpretations seem to involve a process of selecting what are felt to be the salient features of the principle policy statements. So it is that the National Education Department (NED) syllabus (1983, P.1) asserts the Christian character of education, but omits reference to its national tone (compare HSRC 1971 and 78). It also fails to adopt either the term career guidance or the time allocation recommended in HSRC (1981b, P.3 and 16).

The Department of Education and Training (DET Circular 2 of 1986) has described a new approach to career-education. Not only is this the first time that a name is given to the careers work undertaken in the department (DET 1980-1982), but it also extends the existing Std. 5 - 10 guidance provision to the whole primary school (Sub A - Std. 4) so that technical moulding can achieve its rightful place. This accords with the recommendation that attention should be given to technical education and that vocational training links should be reinforced (HSRC 1981a).

There is thus a certain degree of flexibility in the interpretation of policy as departmental officials not only transmit policy but also translate it for implementation in schools. While the impression should not be formed from the illustrations given above that this is an arbitrary process - it is mediated previously through the Provincial administrations and now through the Department of Education and Culture (White) which may in effect increase the influence of Transvaal Education Department (TED) policy on white education generally - neither should the potential influence of this translating role of the inspectorate on the infusion of new concepts and approaches into the system be underestimated.

Common to the current syllabi of the Cape Education Department (CED 1981), the DET (1980-1982) and the TED (1986) is the making of a socially acceptable (CED P.1) correct (DET Std.10 P.9) sensible (TED 1986 P.1) career choice. There is a corresponding emphasis on self assessment, occupational information and teaching decision making so that incorrect decisions can be avoided.

There is clear evidence that most careers work is done on a choice rather than a development rationale. This may be conducive to the social control function of guidance or it may reflect the current level of conceptualising career work.

Credit is given to Niels Lindhard for introducing the concept of careers education to South Africa as early as 1975 (HSRC 1981b, P.17; Lindhard et al 1985, P.22). Although superficial reference is made to the approaches to career education in the USA and in the UK (Lindhard et al 1985, P.20-21), American career education is rather summarily dismissed on the grounds that it "educates not for life but merely for a living" (P.21) and while it is perceived that British careers education embodies a new approach to careers work, the incentive to evaluate his own approach is not exploited. Lindhard's conceptualisation of careers education does not embody a new approach : he is content to accept that career education is merely a systematised form of vocational guidance (Lindhard 1983, P.180; Career Education Project Worksheet P.3). His definitions are loose and rather

ambivalent. The emphasis never gets away from making a career choice. Although it is conceded that this is the culmination of a process, this is seen to be essentially a matching one, of matching his nature with the nature of work (Lindhard 1985, P.23). That these may be irreconcilable is not addressed, nor are the possible tensions contained in the following formulation :

"Guidance means teaching reality to the young and helping them to grow, helping the pupils to understand themselves, providing them with coping skills, and letting them learn how to make decisions wisely so that they can lead full and meaningful lives and become responsible citizens." (Career Education Project, Worksheet for Session 1, P.1).

Omnibus definitions such as this have the capacity to carry an impressive number of people along with them, but they stick to safe, circular routes and don't tend to go anywhere. They are certainly not the vehicles likely to open the way to new destinations. The cynical may wonder how long it will be before they are stoned.

#### 2.6.3.2 Components of South African career guidance.

Lindhard's programme is quoted in full (1983, P.180-181):

2.6.3.2.1 Self Awareness. This is knowledge of one's nature, personality, ability and values. Such knowledge is important because a good careers choice means matching one's nature with the nature of the job.

2.6.3.2.2 Educational Awareness. Means knowing and accepting that education is the best basis for progress and success. It means knowing what education and training is available, what jobs can be held with such education and what entrance qualifications are required to join a course in further education or training.

2.6.3.2.3 Career and Job Awareness. Means knowing about the South African economy: Some people work in mining, others in factories and offices, others in services such as hospitals, hotels, shops or with the police, army, railways or other government services. It also means knowing some-



thing about individual jobs. What does a salesman do? Or a radio announcer, a lawyer, a land surveyor, a storeman, a coal miner, a computer programmer, etc.? Career and job awareness also includes knowledge of the entrance requirements for a job and the knowledge skills and experience to be accepted for a particular job.

2.6.3.2.4 Decision-making Skills. Having mastered the first three parts of the programme, pupils may still be unable to make a decision because they do not know how to. Includes aim, information solutions, decisions.

2.6.3.2.5 Employability Awareness. Moving from school to the first job is a difficult transition. It means learning about a whole new way of life. It includes information on how to find a job, keep it and how to get promoted.

2.6.3.3 Current status of South African career education. It has been argued that career education has not been clearly conceived in this country and that the implications of the approach have not been grasped. This might in part be due to the fact that official policy rather than accepted theory provides the rationale for guidance work. Recommendations for reform (HSRC 1981) have proposed changes to the structure far more than to the curriculum of guidance provisions. Watts (1980, P.8) finds the prescription of a formal syllabus a hindrance to guidance being responsive to the needs of pupils. The anomaly of a syllabus without materials has often been met with one of three responses. One, might be for guidance to be disregarded by teachers and pupils as a waste of time. The second is the adoption of a suitable text-book as the basis for guidance. Such texts often adopt a simplistic approach and will not meet pupil needs. The assumption is that the aim of careers work is a choice and this is approached unproblematically - a question of collecting information and supplying the skills of decision-making. Some books may be helpful. Brooks (1982) is a recent, thorough text with a useful description of the South African economy. Although reservations have been expressed about Lindhard's theoretical soundness, his books are professionally presented, valuable resources. Despite the promising titles of Guidance for the 80's (Venter et al 1982 - 5; 1985 - 6) and Active Guidance (Engel-

brecht et al 1982) there is no evidence that they are written with the needs of the black pupils for whom they are intended in mind. No mention of the improvements heralded by the Riekart Report and the Wiehahn Commissions or the current manpower situation as reflected in publications such as the SAIRR (1984, P.248-253) are given. Fuller analysis of textbooks and the myths they propagate has been done by du Preez (in SAIRR 1984, P.655). Amongst the myths she identified were: Legitimate authorities should not be questioned, blacks were inferior. South Africa was an agricultural country, etc. The assumption that career education can be taught from a text book begs scrutiny. A final way to supply content to guidance is to define aims and then to consult workers in the field to obtain lesson material. The validity of this approach is determined by its initial statement of aims and risks losing the benefit of good material when it is haphazardly applied in different situations. Despite the possibility of degenerating into an incidental approach, this method adopted by the NED (1984) may represent genuine career education. If it can demonstrate the development of age and situation appropriate career skills through relevant curricular activity, then career education might at last have arrived in South Africa.

## 2.7 Concluding comments.

Tunmer (1981) concludes his discussion on the curriculum in the 80's by questioning not only whether our curricula and syllabi are too cluttered and our methods and materials too limited, but also whether this reflects an inadequate view of knowledge. The questions relate to the adequacy of the curriculum model South Africa has developed and therefore are relevant to the present study which is attempting to evaluate a particular curricular area viz. guidance. Implicit in Tunmer's paper is an affirmative answer to the first of his questions. The recommendations underlying curriculum, syllabus and methodological decisions are questionable. As far as guidance is concerned, the applicability of the recommendations to systems other than white education is questioned. So is the fact that the HSRC (1971) report takes for granted that there is only one model for education: a product oriented one in which the teacher is no more than a transmitter of knowledge and information. Equally, the report (HSRC 1971) presents only one purpose of schools - the forming or moulding of pupils, without conceding

that it is contradictory to be moulded into responsibility, i.e. moral autonomy.

To the question whether an inadequate curriculum reflects an inadequate view of knowledge, Sarup (1978) would decidedly aver that it does.

He describes three models of social science: the positivist, the interpretive or phenomenological and the marxist. Each of these contains a view of knowledge which has important implications for education.

The positivist view assumes that reality exists unproblematically, knowledge is objectified, viewed as if it existed in an unsituated, context-free manner. This enables thinkers like Hirst to hold absolute conceptions about the forms of knowledge, ignoring the fact that knowledge is a selection and organisation of the knowledge available at a certain time which involves conscious and unconscious choices. What is regarded as logical or valid is based on models which are simply sets of shared meanings which have come to be taken for granted. When teachers take these sets of meanings for granted, they may regard anyone who does not comply with them as deviant. By accepting what it is to be educated as unproblematic, the existing political order is legitimised. The curriculum contains the dominant group's ideas of the educated man and creates a hierarchy between those who possess knowledge and those who don't. Scientific knowledge is stressed and is applied to increasing areas of life which are viewed as technical problems requiring solution by experts. Other features of this view of knowledge are that external to, and separate from, the knower, knowledge needs to be mastered and learned; this can lead to an emphasis on knowledge at the expense of man. Detached and therefore neutral, knowledge can serve a system. Positivism permits rationality to be manipulative, to be concerned with prediction and control. When applied to education, it involves no more than social engineering.

**Positivism** leads to reification which is defined as :

"that historical and political process wherein the products of human practice, the objectified expressions of man's interaction with other men and nature, become alienated from the actual producers and thus appear in consciousness as independent and autonomous

things." (Sarup 1978, P.94).

Assuming that a conventional structure is the only one or an absolute one i.e. that there is only one way of approaching guidance has important implications.

The phenomenological view of knowledge stresses the concept of intentionality which holds that man participates in making meaning of the known thing. Mental activities are always directed towards some object. Knowing involves mental ordering. Truth and objectivity are human products; knowledge is inextricably linked to methods of coming to know. The application of this view of knowledge involves the recognition that views and categories of experience must not be imposed on the phenomena studied; the knower must take the role of the actor-subject, see the world from his point of view. It is also recognized that knowledge is related to a cultural or situational context and that meanings must be interpreted within context. Phenomenologists have been criticised for being so preoccupied with the problem of meaning that they neglect the material world. In short they are too idealistic, disregarding aspects of the material world, which, though socially produced, cannot be thought away. Socioeconomic deprivation is an example of this. Phenomenological knowledge functions well under ideal circumstances. It can also unmask assumptions because it stresses that meaning is constructed rather than given; because it is essentially a mental activity, it cannot change the situation. In other words, while it can reveal where reification has occurred, it cannot de-reify the situation.

To achieve de-reification, to overcome alienation and to create a more fully human society, a third view of knowledge is required. This view emphasises praxis: the unity of theory and practice. Such a unity can only be found in a social context. The resolution of theoretical contradictions is possible only through practical means. Knowledge must not merely be directed to comprehending reality, but rather to changing it.

Supra (1978) argues that a marxism can benefit from the phenomenological view of knowledge to detect reification. Praxis will be restored through critical thought being validated by revolutionary action.



The question is, are there alternative means of achieving praxis and de-reification, and more specifically, does careers education present such an alternative?

There are many indications of reification in South African education and guidance in particular. Is labour viewed as a commodity which can be used to meet manpower needs? To what extent are individuals being exploited rather than developed through the present career guidance system? To what extent is reification seen in technical terms requiring the application of technology and expertise for restoration as opposed to the deployment of human resources as a solution? Does Pedagogics as embracing a supposedly phenomenological view of knowledge, reveal reification? Does the present curriculum foster reification or de-reification?

American career education possibly embodies the phenomenological view emphasising intentionality and choice. Career education may not always be implemented under such ideal conditions.

British career education demonstrates the power of the social context. In the light of the increasing difficulty with maintaining the ideals of career education, it might be asked whether an extreme social influence cannot also lead to reification.

Can career education prove to be a viable means of restoring praxis to a reified South African curriculum?

CHAPTER THREE.

SOME EDUCATIONALLY RELEVANT  
CAREER DEVELOPMENT THEORIES

"The vocational counselor/practitioner who operates without a knowledge of accrued theory (whatever its level of explanatory power) and who operates without constructing micro-theories that guide practice in specific cases has little more to offer the client, or society as a whole, than the local palm reader."

(Lenore Harmon in Walsh et al 1983, P.39).

3.1 Introductory comments.

"A thorough understanding of career development theory and research" is the first competency for facilitating career guidance mentioned in the AVA/NVGA (1974) joint position paper (Tolbert 1980 P.410). This statement is balanced by the observation by Zaccaria (1970 P.3) that a major shortcoming in the training of guidance practitioners is that theories have been studied apart from their applications in work settings, and consequent ones by Herr and Hansen (in Gysbers 1973) that guidance practices in schools have not matched theoretical developments.

The state of theories of career development has been questioned by Herr (1970), Zaccaria (1970), Isaacson (1977), Tolbert (1980), Harmon and Farmer (1983) and Osipow (1983) among others. The shortcomings include :

- \* fragmentedness. Only a part of the developmental process is accounted for;
- \* lack of empirical support. Research that has been done often reflects data from middle class, male, student populations;
- \* lack of applicability.

Osipow (1983) has pointed out the dangers of working without any theory. Theories, even inadequate ones, do provide some basis for action and for



integrating research findings into an organized body of knowledge (Isaacson 1977, Osipow 1983). They make for systematic progress and provide a rationale for practice (Tolbert 1980).

### 3.2 Classification and Selection of Theories.

Various classifications of theories or approaches to career development have been proposed. (Zaccaria 1970, Isaacson 1977, Weinrach 1979, Tolbert 1980, Super 1981 and Osipow 1983).

Recognition of the fact that such arrangements are arbitrary and the fact that the various models do not exist independently of one another is clearly expressed (Osipow 1983 P.11). It therefore seems logical to conclude that any classification system reflects the perceived needs or interests of its author.

In the light of Zaccaria's (1970) earlier comment, it was decided to select and attend to only those theories which have a potential bearing on career education practices in schools. In terms of the recent trends in career education discussed in Chapter 2, it seemed logical to work within a developmental paradigm. Herr (1970) provides an early, yet helpful description of such theories.

" ... recent theories of vocational development view vocational behaviour as a continuing and fluid process of growth and learning. And, they attach considerable importance to the individual's self-concept(s), developmental experiences, and psycho-social environment as major determinants of this process." (P.10) (Emphasis mine).

These considerations support some of the standard distinctions made among theoretical approaches and cut across others. Clearly, what Weinrach (1979, P.123) refers to as 'process approaches' and Tolbert (1980, P.35) and Super (1981, P.9) as 'development approaches' need close attention. Theories in this group adopt a longitudinal perspective on career development and focus on the dynamic aspects of career decision-making. Although Ginzberg et al (1952) are considered to be among the first to speak of occupational choice as a process, their theory will not be covered here

because it does not provide strategies for facilitating or explaining career development, it uses pseudo-concepts and because it has been superseded by Super's theory (Watson 1984 P.32). It is likely that it has served its purpose (Osipow 1983, P.205).

Another group of theories is called occupational choice theories (Zaccaria 1970, P.25), structuralist theories (Weinrach 1979, P.55) or matching theories (Super 1981, P.8). These theories adopt a cross-sectional, moment-in-time perspective and emphasise the unhistorical, immediate, non-dynamic elements in career decision-making (Watson 1984, P.16). They appear to have more relevance to counsellors working within a clinical model of diagnosis and prescription than to programme evaluators working within an educational model. Only those addressing the 'psycho-social environment' as a determinant of the developmental process will be dealt with in this overview.

A final theoretical approach which Super (1981) feels can fit into either the development or the matching theories is the decision-making approach which seeks to explain how development or matching occur. Only some of the decision-making models which are suitable for school populations will be discussed.

It is realized that such a selection of theories is arbitrary. No doubt comprehensiveness suffers. None the less, it is hoped that the overview will be representative of different approaches and that links between theory and practice will be strengthened.

### 3.3 Developmental Theories.

Synthesising the overviews of developmental concepts of Zaccaria (1970), Zytowski (1970), Tolbert (1980), Newman (1982), Toerien (1984) and particularly Watson (1984), key developmental concepts may be summarised as follows:

- \* Development implies orderly growth and change.
- \* For descriptive purposes, individual growth can be divided into periods of life stages. This enables comparisons to be made

between individuals within similar stages.

- \* Different developmental tasks are associated with the various life-stages. These refer to skills to be mastered and/or attitudes to be internalised in order to progress through a given stage.
- \* The Epigenetic Principle, whereby early stages establish the foundation for later stages with a weak foundation resulting in inferior development, applies to such tasks.
- \* Two related concepts are those of critical stages and development crises. These refer to the idea that there is an optimal time for resolving certain developmental issues. This provides a basis for establishing the potentially long-term effects of deprivation. At the same time, recognition must be made of individual differences of people who develop at atypical rates.
- \* Development takes place within a politico-socio-cultural context which cannot be ignored.
- \* Individual development involves a progressive differentiation and integration of the person's self and his perception of the world.
- \* Career development is viewed as the implementation of an evolving self concept.
- \* Career development occurs within the context of several decisions and their subsequent outcomes.
- \* Career development can be facilitated by appropriate educational or counselling interventions.

These principles of development have been incorporated into career theories in a variety of ways. In doing so, theories have attempted to provide some explanation of the processes underlying development. It is these processes and how they can be facilitated in planned classroom based interventions that are the main interests of this study. One of the criticisms of developmental approaches is that they have been insufficiently applied to practice, where trait and factor approaches tend to dominate (Watson 1984, P.27).

### 3.3.1 Super's Self Theory.

Watson (1984, P.37-38) has provided clear evidence of the considerable status and achievement of Super's theory. He reports the consensus of opinion (Bailey and Stadt (1973), Zunker (1981) and Osipow (1983)) that Super's theory of career development is considered the most comprehensive, the most empirically validated and offering the most highly advanced conceptual model of all developmental theories. He notes that it contains the five major elements of a complete career development theory :

- \* a life-long developmental process
- \* decision-making strategies
- \* the impact of social and personal factors
- \* roles in one's lifestyle
- \* career patterns

In addition, he cites the opinion of (Borow, 1982) crediting Super's interpretation of career development behaviour, as a time-extended effort to build and implement a self-concept, with laying the foundation for the concept of career maturity.

Watson (1984) also presents one of the most succinct synopses of Super's theory available :

"According to this approach, the individual's career development is one aspect of his/her total development which progresses at a rate determined in part by his/her psychological and physiological characteristics and in part by environmental factors. Increasing career maturity results from the mastery of specific career developmental tasks. This is an orderly progression which allows for the prediction of career patterns. The four major elements of his theory are : career life stages, career maturity, translating self-concept into a career self-concept and career patterns." (P.33).

Super's theory has been formulated as a series of propositions which have been revised and expanded frequently.

TABLE 3-1SUPER'S PROPOSITIONS.(SUPER & BACHRACH 1957 IN SUPER 1981, P.26-27)

Proposition 1. People differ in their abilities, interests and personalities.

Proposition 2. They are qualified, by virtue of these characteristics, each for a number of occupations.

Proposition 3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, though with tolerances wide enough to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

Proposition 4. Vocational preferences and competencies, the situations in which people live and work, and hence their self concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

Proposition 5. This process may be summed up in a series of life stages characterised as those of Growth, Exploration, Establishment, Maintenance, and Decline, and these stages may in turn be subdivided into (a) the Fantasy, Tentative, and Realistic phases of the Exploratory stage and (b) the Trial and Stable phases of the Establishment stage.

Proposition 6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability, and personality characteristics and by the opportunities to which he is exposed.

Proposition 7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests, and partly by aiding in reality testing and in the development of the self concept.

Proposition 8. The process of vocational development is essentially that of developing and implementing a self concept: it is a com-



promise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

Proposition 9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counselling interview, or in real-life activities such as school classes, clubs, part-time work, and entry jobs.

Proposition 10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

Proposition 11. The degree of satisfaction the individual attains from his or her work is proportionate to the degree to which he or she has been able to implement self concepts.

Proposition 12. Work and occupation provide a focus for personality organisation for most men and many women, although for some people this focus is peripheral, incidental, or even non-existent, and other foci such as social activities and the home are central.

These revisions have included :

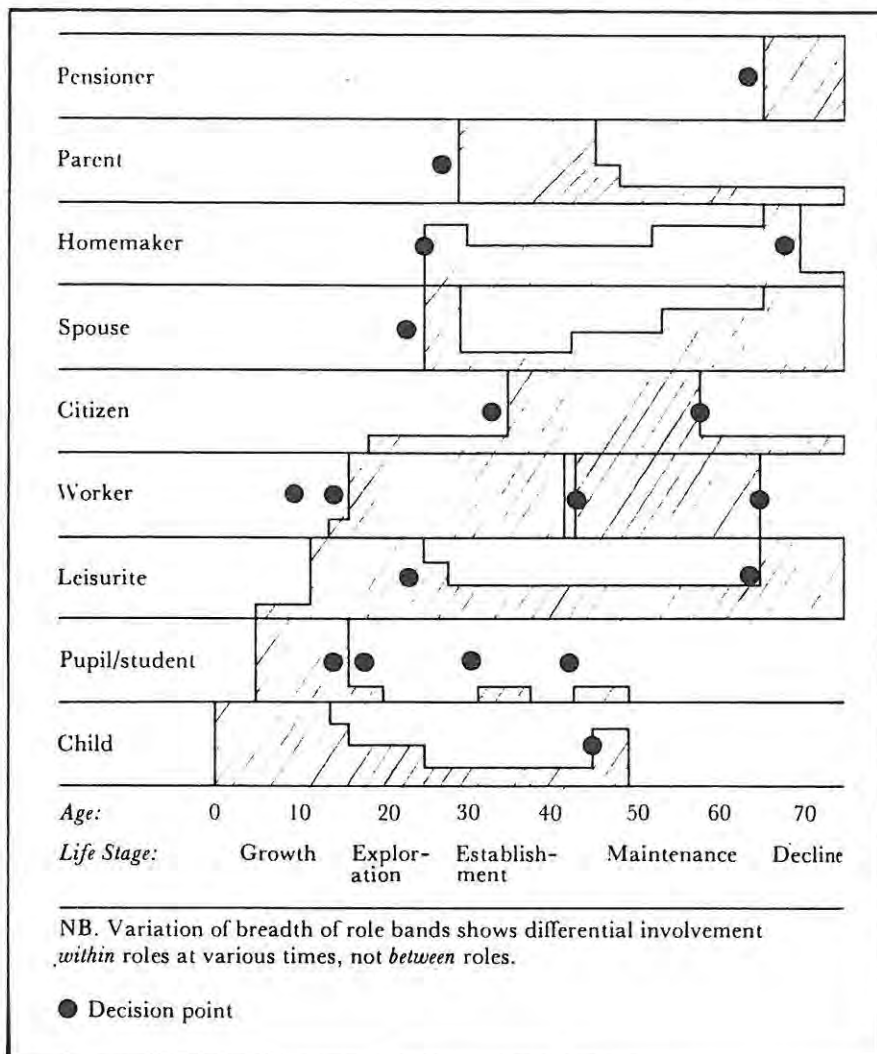
\* the addition of two propositions to his original ten (Super and Bachrach 1957 in Super 1981). The twelve propositions are given as Table 3-1.

\* changing conceptualisations of career as a sequence of positions (1957), as a decision tree portraying decision points (1979), (see Figure 3-1), and as a career rainbow (1981) showing a variety of roles people can play in a life time (Super 1981, P.27-33).



FIGURE 3-1

MAJOR ROLES IN A HYPOTHETICAL LIFE CAREER. (Super 1981, P.32)



\* the linking of roles with theatres (home, community, school and workplace) within the concepts of life cycles and career patterns. Also the introduction of the concepts of role conflict, balance and extension to explain the results of multi-role careers (Super 1981, P.28-31).

\* the emphasis on the dynamic nature of the life-stages (see Table 3-2) through the concept of a re-cycling (Super 1974, 1976, 1980 in Watson 1984, P.36).

\* the introduction of the concepts of floundering and stagnating (Watts and Kidd 1977 in Watson 1984, P.37).

TABLE 3-2SUPER'S CAREER LIFE STAGES.

(Sources: Super 1957 P.40-41, Tolbert 1980 P.42-44,  
Watson 1984 P.34-36)

STAGE/Sub-Stage.	AGES.	CHARACTERISTICS.
1. <u>GROWTH.</u>	0-14	Self-concept develops through identification with key school and family figures. Needs and fantasy dominate early stages. Interests and abilities become increasingly important with increasing social participation and reality testing.
1.1 Fantasy	4-10	Needs dominate; role-playing in fantasy is important.
1.2 Interest	11-12	Likes are the major determinants of goals and activities.
1.3 Capacity	13-14	Abilities are given more weight. Job training requirements are considered.
2. <u>EXPLORATION.</u>	15-24	The stage is characterised by increasing self-exploration, and the recognition and acceptance of the need to make career decisions through career exploration.
2.1 Tentative	15-17	Needs, interests, capacities, values and work opportunities are considered. Tentative choices are made and tried out in fantasy, through discussion, and so forth.
2.2 Transition	18-21	As the individual attempts to implement his/her self-concept through a career choice, reality considerations are given increasing weight.
2.3 Trial	22-24	A first job is found after having considered possible alternatives. Attempts at commitment.
3. <u>ESTABLISHMENT.</u>	25-44	An effort is now made to establish a permanent place in the field of one's choice. The early stage may be characterized by some trial and consequent shifting.
3.1 Trial	25-30	There may be some change before one's life work is found and commitment results, or before it becomes

3.2 Stabilization (Advancement)	31-44	clear that one's life work will be a succession of unrelated jobs. As the career pattern becomes clear, efforts are made to stabilize it and develop a secure place in the world of work.
4. <u>MAINTENANCE.</u>	45-64	Consolidation is the main concern. Little new ground is broken. There is confirmation along established lines.
5. <u>DECLINE.</u>	65 Yrs. on	As physical and mental powers decline, work activity changes, and eventually ceases. New roles must be developed.
5.1 Deceleration	65-70	The pace of work slackens, sometimes as early as the maintenance stage, usually later at official retirement. Part-time jobs may be found to replace full-time work.
5.2 Retirement	71 Yrs. on	There are great variations from person to person, but complete cessation of career ultimately comes to all.

\* The analysis of the career life stages has been extended by a description of behaviours that promote passage through the stages (Super 1963 in Osipow 1983, P.157). These behaviours have been conceived as career development tasks including: crystallisation (14-18), specification (18-21), implementation (21-24), and stabilisation (25-35). The behaviours involve the awareness, use, differentiation and planning of concepts to be used in determining actions regarding goals, values, preferences and occupations. The degree to which the individual accomplishes the career tasks is a function of the adequacy with which the behaviours appropriate to the developmental phase have been performed.

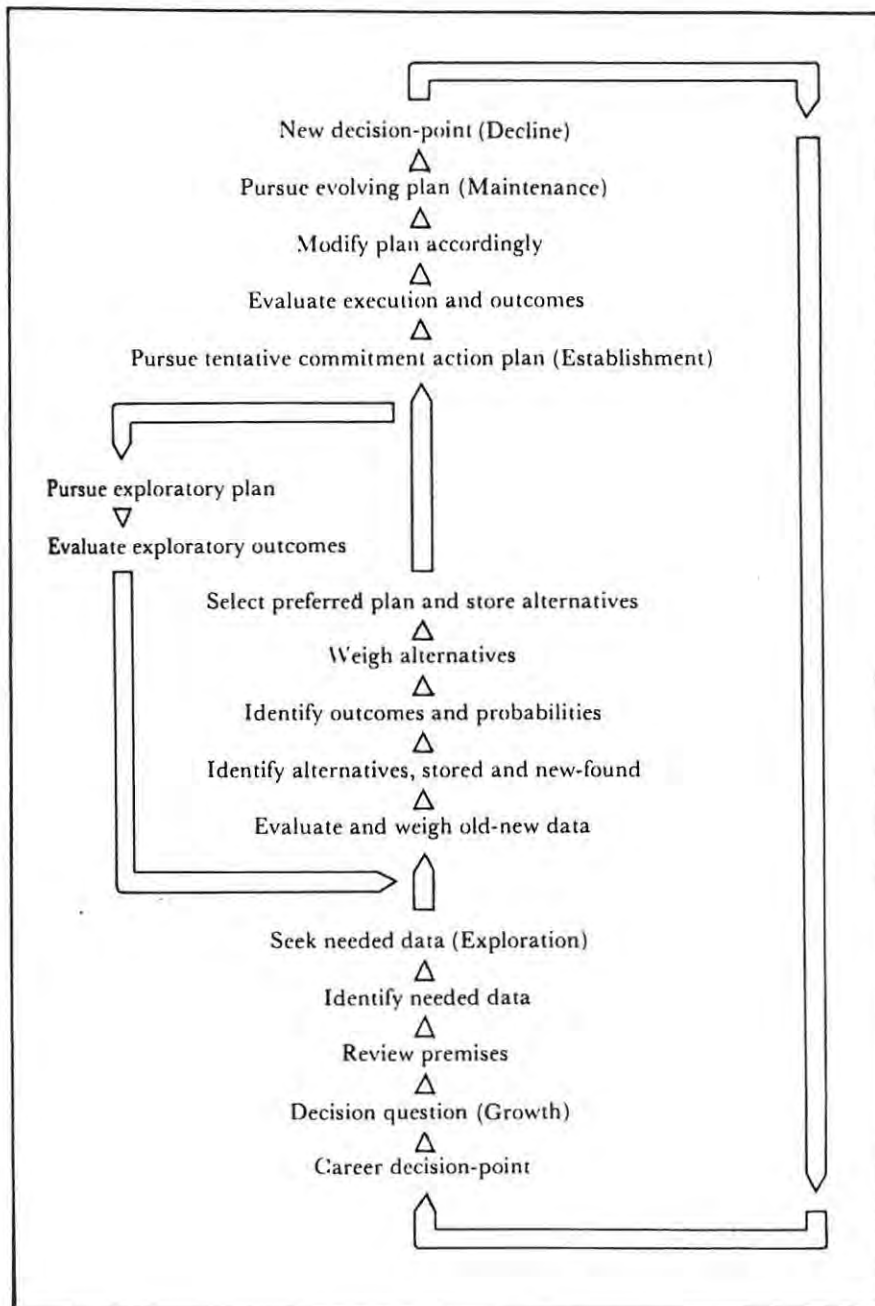
\* Passage through the maxi-cycles of the life-stages as described above, involves mini cycles of problem solving denoted by decision points (refer Fig. 3-1). These decision points can be anticipated for pupils, because they are age-related and fairly standard within a culture or society. This has led Super (1981, P.34) to conceive a cycling and recycling model of career decision-making (see Figure 3-2). Such rational, emergent career decision-making, Super says, may be the result of effective career education in a well-adjusted, well-situated individual. What should be noted in

the figure is that the vertical lines are meant to be flexible with the lengths varying from one decision cycle to another; this depicting the fact that the time interval between steps may vary greatly.

FIGURE 3-2

A DEVELOPMENTAL MODEL OF CAREER DECISION-MAKING

(Super 1981, P.35)



\* Decision points involve a variety of personal and situational determinants. Personal determinants consist of the individual's genetic constitution modified by experiences in the womb, the home and the community. Included are the elements of intelligence, specific aptitudes, academic achievement, needs, values, interests, attitudes, self awareness and situational awareness. Situational determinants are geographic, historic, social and economic conditions within which the individual functions. Included are social structure and economic conditions, socio-economic organisations, employment, community, school and family elements.

### 3.3.2 Krumboltz et al. : Social Learning Theory.

The decision to classify this theory as a developmental one, needs justification. Tolbert (1981, P.85) places it in a category of its own, Osipow (1983, P.143) deals with it under trait-factor theories on the grounds that it identifies and explains the personal and environmental events that shape decisions about careers made at major choice points in life. The authors themselves characterise their approach as one that :

" .... attempts to encompass a total process .... It explains the development of career aspirations and achievements which are so important in the trait-factor approach; reinforces the notion that career selection is a developmental process ....; clarifies the role of decision-making ....; allows for the influence of economic and sociological variables .... "

(Krumboltz et al. 1975 in Tolbert 1980, P.85).

The developmental process emphasis implicit in the orientation above suggests that it would not be inappropriate to deal with the theory in this section.

Osipow (1983) has no doubt that it is a significant contributor to career development theory. He feels that this is due to its explicit objectives and means to achieve them, and its integration of environmental and social influences. Limitations include a lack of empirical validations for the central ideas of the theory, a shortage of methods of application and too much emphasis on choices rather than on the adjustive process. These may, however, be overcome as the theory matures (Osipow 1983, P.150).



Osipow (1983) succinctly summarises the theory as follows :

"People bring a set of genetic and socially inherited attributes to their particular environments. The attributes and environments interact to produce self-views which influence the individual's work-related behaviours. These behaviours are shaped by and may be modified by natural or programmed reinforcements or punishments." (P.146).

Social learning theory is formulated in a description of influences on career decision-making, (Table 3-3); a discussion of the outcomes of interactions among influences, (Table 3-4), and a set of propositions explaining : how self-observation generalisations are acquired, how decision-making skills are influenced and how entry behaviours may be shaped (Table 3-5), (Krumboltz 1979, P.19-49).

TABLE 3-3

CATEGORIES OF CAREER DECISION-MAKING INFLUENCES.

(Krumboltz 1979; Tolbert 1980; Osipow 1983)

CATEGORY OF INFLUENCE	EFFECT
1. Genetic Endowment	Race, sex, intelligence.
2. Environmental Conditions	Job and training opportunities; laws; social changes; family experiences, etc.
3. Learning Experiences	
3.1 Instrumental	Individual acts on environment - acquires skills.
3.2 Associative	Connections between external stimuli are perceived - generalisations, associations formed, attitudes and values influenced.
4. Task Approach Skills	Formed from unexplained interaction of previous influences. Involves work habits, cognitive styles, emotional responses, etc.

The outcomes of the interaction of inheritance, environment learning histories and task approach skills are considered to be very important (see Fig. 3-4).



TABLE 3-4INFLUENCE - INTERACTION.OUTCOMES

(Krumboltz 1978; Tolbert 1980; Osipow 1983)

OUTCOME	DESCRIPTION
1. Self Observation Generalizations	These are self views based on life experiences. They may take the form of expressed interests, which are the outcomes of experience rather than the reverse.
2. Task Approach Skills	Modifications of the ones mentioned earlier. They are characteristic, cognitive and affective dispositions with which individual deals with, interprets and predicts the environment.
3. Action Outcomes	Specific, decision-related behaviours stemming from previous outcomes. They include job applications, registering for training, developing specific skills.

The set of theoretical propositions presented as Table 3-5 serves to stimulate research into the validity of social learning theory (Krumboltz 1979, P.38).

TABLE 3-5

SOCIAL LEARNING : THEORETICAL PROPOSITIONS.

(Krumboltz 1979; Osipow 1983)

AREA	PROPOSITION	COMMENTS
Acquisition of Self-Observation Generalizations	<p>1. Positive reinforcement of activities associated with tasks, fields of work or occupations will increase the likelihood of an expressed preference for them.</p> <p>2. Observing a model being reinforced for task associated activities, will increase the expressed preference for them.</p> <p>3. Expressed preferences can also be increased if a valued person models or advocates engaging in an activity etc.</p> <p>4. Even exposure to positive words and images can increase expressed preferences.</p>	<p>* Preferences are evaluative self-observation generalizations.</p> <p>* Methods of reinforcement vary from direct, active reinforcement, to observation of reinforcement of a valued model, to reinforcement by a valued model to exposure to positive words associated with the activity.</p> <p>* Parallel negative influences are also described.</p>
Acquisition of Task Approach Skills Pertinent to Career Decision-Making	<p>1. Positive reinforcement increases the likelihood that cognitive and performance skills as well as the emotional responses necessary for career planning, self-observing, goal setting and information seeking, will be learned.</p> <p>2. Observation of real or vicarious models engaging ineffective career approach skills can aid the acquisition of these skills.</p> <p>3. Access to people and other resources with the necessary information increases the likelihood of the acquisition of relevant task approach skills</p>	<p>* Career decision-making skills are a subset of task approach skills.</p> <p>* Various ways of increasing the likelihood that they will be acquired are given.</p> <p>* These have important implications for career environments seeking to improve decision-making skills.</p> <p>* Again, there are also a set of negative influences.</p>

(TABLE 3-5 Contd.)

AREA	PROPOSITION	COMMENTS
Factors influencing entry behaviours into training or careers	<p>1. If individuals have recently expressed preferences for a given course of action, they are more likely to take actions to pursue it.</p> <p>2. Entry actions are more likely if there has been exposure to learning and employment opportunities.</p> <p>3. Entry action is enhanced if learned skills match the educational or occupational requirements.</p>	<p>* Negative influences on entry behaviours include:  perception of the cost exceeding future gains; limited access to the minimum resources needed to enter that field.</p>

### 3.4 Trait-Factor or Structural Approaches.

#### 3.4.1 Holland : Typology Theory.

Watson (1984, P.18) states that Holland's theory is the most influential to have emerged from the trait and factor approach. Osipow (1983, P.112) commends the amount of research it has generated. This research has supported the existence of his personal orientations and found that the types are reasonably stable. Support for the existence of the occupational environments, the predicted characteristics of the types and characteristics that differentiate the types, has also been provided. The concept of congruence has also attracted wide-spread research attention. Weinrach (1979, P.91) lists the achievements of this theory : it has yielded an occupational classification system and a self-administered simulated guidance experience; it has stimulated interest in the area of bias-free vocational counselling and has developed into a model for the delivery of guidance services which integrate the theory, the classification system and the instrumentation.

Apart from Super's (1981, P.20-22) potentially damaging attack on the validity of the types, other limitations of Holland's theory include : sample rather restricted, possibly sexist bias (not valid for women) and failure to explain how personality types develop (Weinrach 1979, P.92; Osipow 1983,

P.112; Watson 1984, P.21).

Weinrach (1979) and Super (1981) summarise the theory as follows :

"Holland's theory of vocational choice is based on the assumption that vocational interests are one aspect of what is commonly known as personality, and that the description of an individual's vocational interests also describes the person's personality (Weinrach 1979, P.85).

The theory has three organising axioms: (1) people fall into six personality types, or rather possess six traits in varying degrees and combinations (Realistic, Intellectual, Social, Conventional, Enterprising and Artistic); (2) environments can be described in the same terms; and (3) behaviour is determined by person-environment interaction."

(Super 1981, P.19)

Table 3-6 summarises the typology.

TABLE 3-6HOLLAND'S TYPOLOGY.

(Holland 1973; Weinrach 1979)

PERSONALITY TYPE	DESCRIPTION	DEFICIT	POSSIBLE JOB
Realistic (R)	Prefers activities involving the systematic manipulation of machinery, tools and animals	Social skills	Truck driver
Investigative (I)	Tends to be analytical, curious, methodical, precise	Leadership skills	Biologist
Artistic (A)	Expressive, non-conforming, original, introspective	Clerical skills	Decorators Musicians
Social (S)	Enjoy working with and helping others, but avoid ordered, systematic activities involving tools or machinery .	Mechanical and Scientific ability	Bartender Counsellor Funeral Director
Enterprising (E)	Enjoy activities that entail manipulating others to attain organisational goals or economic gain	Scientific ability	Salesman Manager Lawyer
Conventional (C)	Enjoy the systematic manipulation of data, filing records or reproducing material	Artistic skills	Secretaries Accountants

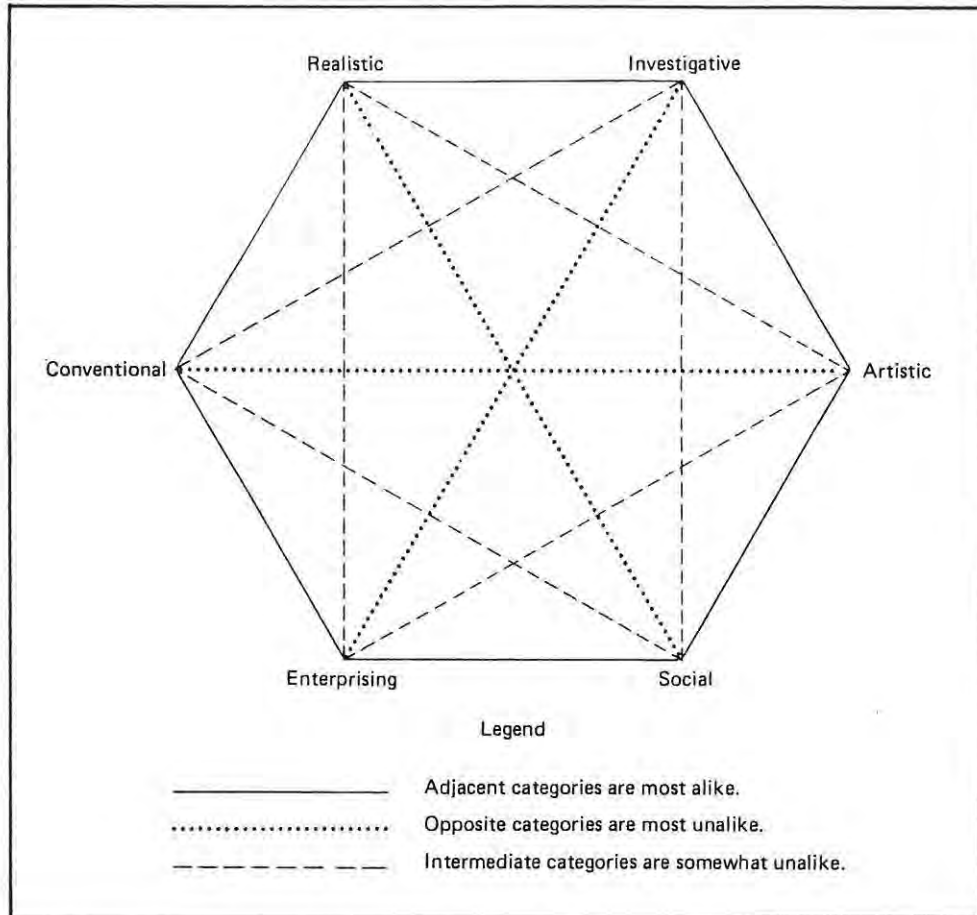
The remainder of Holland's theory has consisted of formulations of concepts describing the relationships between personality types and environments. Some of these key concepts include :

\* A hexagonal model, shown in Figure 3-3, showing the relationships between types or environments, in which the distances between types of environments are inversely proportional to the theoretical relationships between them (Weinrach 1979, P.88).



FIGURE 3-3PSYCHOLOGICAL RESEMBLANCES ON HOLLAND'S TYPOLOGY.

(Weinrach 1979, P.87)



\* One of the main functions of the hexagon is to define the degree of consistency present in individuals. The closer on the hexagon the types that figure in a personality, the more consistent the person is said to be (RIC configuration on a Vocational Preference Inventory is more consistent than a RES configuration) (Weinrach 1979, P.88).

\* Differentiation: Some persons or environments show a higher resemblance to a single type and a lower resemblance to other types; others resemble, relatively equally, several types.

\* Congruence: This reflects the extent to which a personality type

has been successfully matched with his corresponding environment.

\* Model personal orientation refers to the developmental process determined by hereditary and environmental influences which will later determine that individuals seek employment in certain environments (Osipow 1983, Watson 1984).

\* Model personal style refers to the congruence resulting from matching self perceptions with perceptions of the career world. This establishes a level hierarchy which leads towards a career within the occupational environment that is at a skill level equivalent to a person's abilities and achievements (Osipow 1983, Watson 1984).

#### 3.4.2 Roe's Personality Theory.

Osipow (1983, P.34) concludes that Roe's theory has few applications and little empirical support. Little more than the general statement: that individuals are either person- or nonperson-orientated in their interests and that this orientation influences career choice, has been supported.

There are three parts to Roe's theory: The first part, psychoanalytically based, explores the expenditure of psychic energy to meet needs. It has been related to the degree of motivation an individual shows towards attaining career goals. The level of occupation a person is likely to choose is influenced by this need structure. The second part pertains to the relationship between child rearing practices and the kinds of needs satisfied. Persons brought up in rejecting homes may develop intense defensive awareness of others; if so, they may have aggressive tendencies which may find socially acceptable expression in occupational terms, or they may reject people, and turn defensively to non-person orientated careers (Roe 1957). Those from accepting homes would not be as defensive or as uncertain as the first group. The third part of her theory is an occupational classification which is based on eight fields of work and six levels. Table 3-7 shows these two dimensions. This system can be used for assessing realism of career choices (Van Niekerk 1975). Regardless of field, low-level jobs are more similar to one another, psychologically, than high level jobs (Roe & Klos 1969 in Osipow 1983, P.19).

TABLE 3-7CATEGORIES IN ROE'S CLASSIFICATION SYSTEM.

(Roe 1957, P.107)

FIELDS	LEVELS
1 Service	Professional & Managerial 1
2 Business	Professional & Managerial 2
3 Organizations	Semi-prof., small business
4 Technology	Skilled
5 Outdoor	Semi-skilled
6 Science	Unskilled
7 Gen. Cultural	
8 Arts & Entertainment	

TABLE 3-8SECTION OF ROE'S FIELD BY LEVELOCCUPATIONAL CLASSIFICATION

(Tolbert 1980, P.64)

## FIELDS

	1 Service	2 Business	3 Organizations	4 Technology	Etc.
1 Pro. & Man. 1	Social Scientist	Director	Cabinet Member	Design Scientist	
2 Pro. & Man 2	Social Worker	Pers. Man.	Hotel Man.	Engineer	
3 Semi- Prof.	Nurse	Insurance Salesman	Private Secretary	Pilot	
4 Skilled	Cook	Auctioneer	Stenographer	Dressmaker	

Etc.

### 3.5 Situational or Social Systems Theories.

Watson (1984, P.22) notes that theoretical approaches which focus on socio-economic status, the social environment or the socialisation process itself, have received increasing emphasis in career literature.

Osipow (1983, P.225) states that they are based on the premise that elements outside the individual's control exert a major influence on the course of life, including educational and career decisions. These factors include: environment, cultural expectations, social class, socioeconomic status, education, race, sex and family belief systems (Watson opp cit.). The concept of 'happenstance', referring to unplanned events which exert distinct influences on behaviour, emphasises unstable and unpredictable external factors which have to be incorporated into an adequate theoretical model (Loc. cit.).

While impersonal and chance social factors represent one set of factors on career (and other) development, the organization of society itself represents another, more systematic social aspect which influences individual career behaviour in a way that is not under individual control (Osipow 1983, P.226). Overs (1964) suggests that careers work may be operating on a very shallow theoretical base in respect to the institutional arrangements of society in the world of work. He proposes a set of labour economic propositions to be scrutinised against those of career counselling to strengthen the theoretical base of career counselling.

Career education, Watson (1984, P.24) points out, is based on the assumption that a particular environment can influence an individual's career development.

#### 3.5.1 Roberts : Opportunity-structure Theory.

Super (1981, P.13) notes that Roberts is the principal British exponent of a social-structural theory. Although American work has been done by, among others, Sewell and Hauser (1975) on the effects of social status on education, Super (opp. cit.) feels that American society is stratified according to social statuses rather than social class. Such statuses are plural. This may account for American society being more open than British society

is, and hence, the fact that opportunity structures should attract more British attention. Gothard (1985, P.64) concedes that Roberts has made a persuasive case for this perspective, but that more empirical evidence is needed to support it.

The starting point for his theory is that occupational choice is frequently not the determinant of career behaviour (Roberts 1968, P.147). He cites three types of evidence to support this position :

- \* Most of the occupational mobility that takes place in the adolescent labour force is not anticipated in their ambitions.
- \* It is careers that determine ambitions, not vice versa, as can be seen from the fact that while many school leavers fail to enter their chosen jobs, few are dissatisfied with the employment they do obtain.
- \* School leavers' ambitions do not represent their true career-aspirations. They rarely entertain ambitions for jobs falling beyond their educational attainments.

In the light of this, Roberts proposes an alternative theory (Roberts 1968; Gothard 1985).

- \* Neither school leavers or adults typically choose their jobs in a meaningful sense: they take what's available. Job preferences are not determined by individual taste, but by a system of stratification.
- \* The career opportunities open to any school leaver are structured by a number of factors, the most important of which is that the individual's educational attainments and his scope of occupational choice are limited.
- \* School leavers stand in varying degrees of social proximity to different types of occupations. These have nothing to do with the ambitions of the individuals concerned. They are inherent in the structure of the educational institutions that the young people are leaving and the occupational institutions they are entering.



\* Once young people have entered their first jobs, the different opportunity structures opened up by the nature of their early occupations can largely account for the subsequent development of their careers.

Thus, Roberts maintains that for all individuals, regardless of their qualifications, the social structure determines their eventual career.

Roberts decries career development activities because this encourages them to have unrealistic ambitions and leaves them less adaptable when faced with the constraints of job availability. Careers work for him should concentrate upon practical employment problems (Gothard 1985, P.135).

Daws (1977) counters this by maintaining that there is more occupational and social mobility than Roberts admits and that socially imposed barriers may be overcome, to some extent, by individuals who have a full awareness of choice and opportunity. Career education can help pupils to be less vulnerable to societal pressures (Gothard 1985, P.136). Roberts (1981, P.281) still maintains that he has seen no evidence requiring a retraction.

Law (1981) proposes an extension to existing classifications of career theories: In addition to theories emphasizing differential (structural) or developmental aspects of career development and those offering psychological or sociological explanations for the processes involved, theories may also be classified according to the dimension of autonomy. This paves the way for reconciling the internal and the external influences on career behaviour. The concept of inner-directed versus outer-directed people (locus of control), the notion of a repertoire of responses and of decisions made independently of either the immediate situation, or the more distant cues set up in the distant past, and the idea of autonomy as an acquired characteristic of development, all have a potentially important contribution to our understanding of career behaviour. Roberts' extreme position need not be absolute.

### 3.6 Career Decision-making Theories.

Decision-making is perhaps the key element in career development (Tolbert 1980, P.213). This view is reinforced by Smith (1982, P.12) who concludes

from his review of the literature that decision-making models were a major force in providing career guidance with both a theoretical basis and a structured model within which career progress could be processed. Super (1981, P.34) observes that revived interest in problem-solving theory and the application of this in rational models of career decision-making has characterised the career education movement, particularly in the U.K.

While developmental theorists are critical of the emphasis laid on moment-in-time occupational choices by the structural theorists, it has been pointed out that career development consists of a series of choices made by an individual over a period of time (Zaccaria 1970). Smith (1982) quotes Tiedemann as follows :

"Career development is self development viewed in relation to choice, entry and progress in educational and vocational pursuits." (P.15).

Jepson and Dilley (1974 P.189) describe the conceptual framework of decision-making to include: a decision-maker, a decision situation and decision information.

This framework will be used to structure this general discussion.

Theories which attempt to reconcile all the decision-making components are process theories. These in turn can be subdivided into prescriptive and descriptive models on the basis of whether the models describe what should occur and thus how people can make better decisions, or whether they represent the way people normally make decisions (Jepson & Dilley 1974, P.190). Smith (1982, P.13) cites the opinion of Horan (1979) that despite considerable research, it is impossible to state categorically how decisions are made. Super (1981, P.49) notes that before good prescriptions are likely, good descriptions must be available. He urges far more longitudinal or overlapping cross-sectional studies to be done. The leading prescriptive theorists have produced guidance materials based on their models. (Super 1981, P.46).

Apart from their global impact, theories have been analysed in terms of the types of decisions they explore. Four types have been identified:

1. Long-range decisions guided by considerable knowledge and understanding;
2. Long-range decisions guided by little knowledge;
3. Short-range decisions guided by minimal knowledge;
4. Short-range decisions based on considerable information and high understanding.

(Jepsen & Dilley 1974, P.200).

Type 1 are rare; they involve computer based systems which permit probability statements to be made.

Type 2 are likely to apply to more general goals than to decisions.

Type 3 are described by Tiedemann et al. (1963) and Hilton (1962), both of whom treat specific, minor decisions as links in a decision sequence constituting a career.

Type 4 decisions are most common and are dealt with by Gelatt, Katz and Vroom (Super 1981, P.47).

The question of the making of types of decisions led to the discovery of types of decision-makers (Jepsen 1974; Arroba 1977 in Super op cit.). Arroba (1977 loc. cit.) has identified three basic groups of decision styles : compliance, a cluster of no-thought, emotional and intuitive styles, and logical (decisive or hesitant). An examination of these styles in relation to situations revealed the following tendencies:

\* When limited opportunity was perceived, the no-thought style decreased and the compliant style increased.

\* Believing that one has control did not increase logical decision-making.

\* However, if the decision was perceived as important, there was a clear tendency to use a logical or an intuitive decision-making approach. (The use of intuition may be due to the fact that information has been acquired and weighed for some time, so that at the time of the decision, it appears to be made intuitively, but is in fact made logically).

A very important finding was that individuals are likely to use a number of styles rather than belonging to one consistent type. This varied with individuals and situations.

Attempts have been made to integrate all the models: process, style, situation into one model (Harpen 1978 in Super 1981, P.48).

As these attempts are refined conceptually and operationalised empirically, understanding of important career behaviour will be enhanced.

### 3.7 Career Maturity.

The term and the concept have been derived mainly from the Career Pattern Study (CPS) undertaken by Super et al (1950 - 1975). The study was based on the theoretical concepts of career life stages and resulted in Super's (1955) conceptualisation of career maturity for 9th and 12th grade boys and career status at age 25 (Newman 1981, P.23). Crites (1965 in Westbrook 1983, P.267) reorganized the CPS dimensions of career maturity into his own model.

The term career maturity was used to describe the coping behaviours necessary for dealing with career development tasks at any life stage (Super et al 1957, 1960 in Kidd 1981, P.339). Since one of the most pressing demands of adolescence is the making of career and educational decisions, career maturity came to be defined i.t.o. the individual's readiness for career decision-making as compared with others handling the same tasks (Kidd op. cit.).

Super (1955 in Westbrook 1983, P.164) has specified dimensions of career maturity which were applicable to the adolescent phase. These are presented in Table 3-9.

TABLE 3-9

DIMENSIONS AND INDICES OF CAREER MATURITY.

(Super 1955 in Kidd 1981, Westbrook 1983 and Watson 1984)

DIMENSION	INDEX
1. Orientation to career choice.	* Concern with choice. * Use of resources.
2. Information and Planning.	* Specificity of information about preference. * Specificity of planning for preferred occupation. * Extent of planning activity.
3. Consistency of career preferences.	* Field consistency. * Level consistency. * Consistency with field and level.
4. Crystallisation of traits.	* Degree of patterning of measured interests. * Interest maturity. * Positive work attitudes. * Realistic appraisal of rewards of work. * Acceptance of responsibility for choice and planning. * Vocational independence.
5. Wisdom of career preferences.	* Agreement between ability, interests, activities and preference. * Socio-economic accessibility of preference.

Kidd (1981, P.339-341) reports that many of the dimensions and indices originally hypothesised did not seem to be useful indicators of career maturity during high school. However, certain variables derived from this original model have been shown to have had significant though low correlations with career success and satisfaction at age 25. These variables were :



- \* planfulness i.e. extent of planning;
- \* occupational information i.e. use of resources;
- \* interest maturity;
- \* agreement between preferences and abilities  
i.e. career decision-making skills;
- \* independence of work experience i.e. self reliance  
in obtaining and performing part-time work.

In addition, recent analysis of CPS data indicates that while conventional variables such as school achievement and parental socio-economic status are often superior to career maturity measures, some combinations of the two types of measures yield better predictions than either type alone.

Crites (1961 - 1965, in Kidd 1981; Newman 1982 and Westbrook 1983) synthesised the existing definitions of career maturity into two independent, measurable constructs:

- \* the rate of career development referring to the maturity of an individual's career behaviour compared to other members of his age group;
- \* the degree of career development referring to a comparison with the oldest members of the life-stage to see how far the individual has progressed in relation to those who have moved furthest through it.

These definitions have been criticised for not being independent of each other and for not indicating which variables should be included in a career maturity model (Westbrook 1983, P.267).

They may, however, have been the basis for the degree of career development being subdivided into career choice content factors and career choice process factors in Crites' model.

His model (1965) and the Career Maturity Inventory (CMI) which stemmed from it (1973; revised 1978), included four dimensions :

- \* Consistency of career choices.

- \* Realism of career choices
- \* Career choice competencies
- \* Career choice attitudes

(Westbrook 1983, P.267).

The model is given as Figure 3-4. It is important to note that the highest levels of career behaviour are made up of the relationships between the lower-level variables (Kidd 1981, P.345). Only two of the four group factors were selected for measurement by the CMI - career choice competencies and career choice attitudes since measures of the other variables were already available.

As to the current status of career maturity, (Super 1983, P.577) claims that there is good objective evidence not only to the existence of individual differences in career maturity, but also to its increase with age and its dimensions and components.

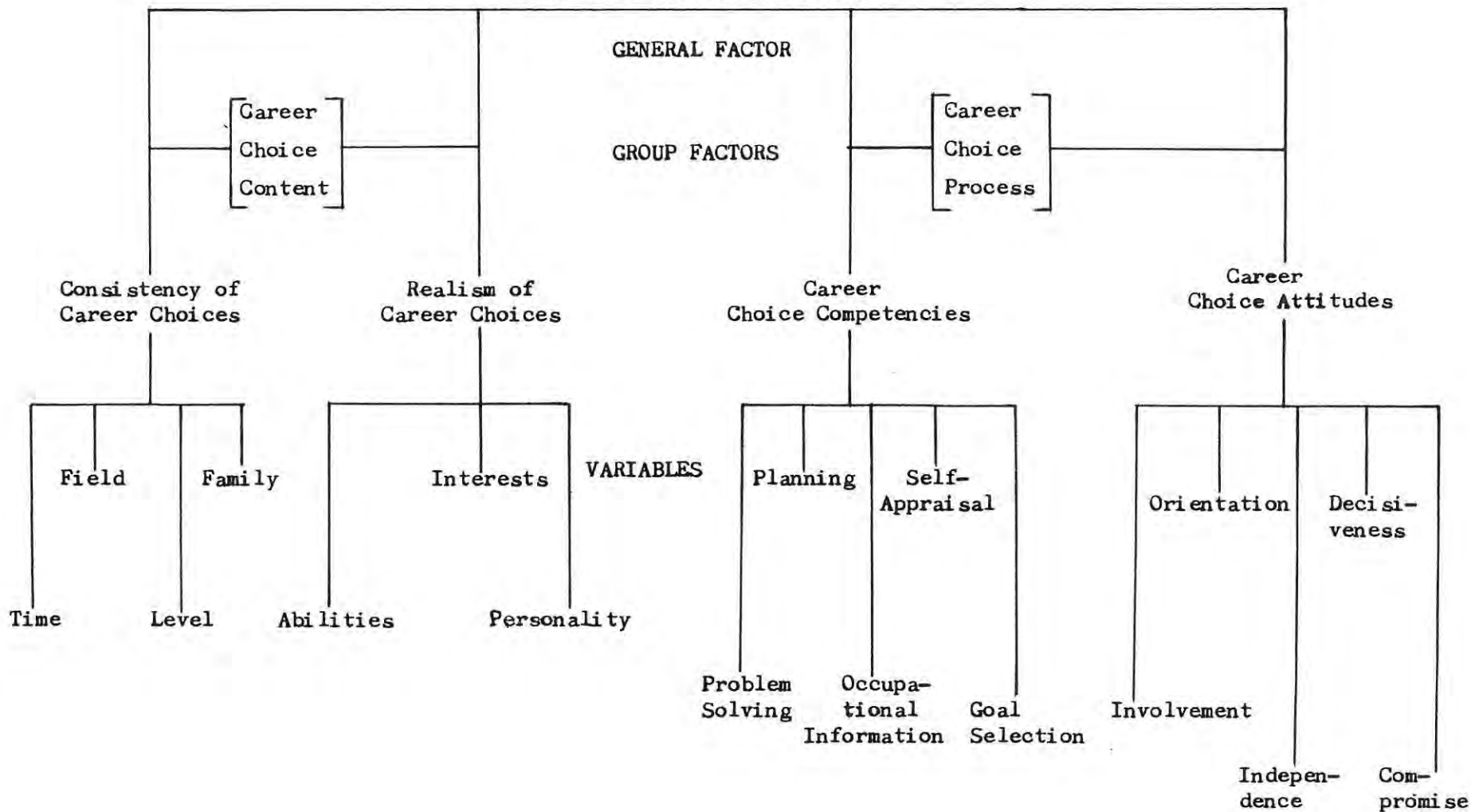
The principal dimensions have been refined to :

- \* planfulness and exploration
- \* information
- \* decision-making:
  - knowledge and application of decision-making principles and awareness of decision-making styles
- \* reality orientation:
  - realistic self knowledge and situational assessments, crystallisation of goals and preferences, stabilisation in roles

FIGURE 3-4 CRITES'S MODEL OF CAREER MATURITY IN ADOLESCENCE.

(Crites 1978, P.4)

DEGREE OF CAREER DEVELOPMENT



The components of these dimensions have been identified as :

- \* autonomy: often called locus of control
- \* time perspective: reflection on past experiences; anticipation of the future, vital for planning
- \* self-esteem
- \* exploration

In addition to dimensions and components, determinants of career maturity have also been recognized. Among these are work salience, and personality characteristics.

Work salience reflects the extent to which work is important to a person. Not everyone is work motivated (Kanungo (1982) in Super 1983, P.558). To such people, career maturity must seem irrelevant.

It has become clear that personality characteristics are basic to career development. These are traits that develop in childhood and are strengthened or weakened in adolescence.

The model of career maturity, therefore, allows for a comprehensive description and assessment of the current stage of career development. This forms the basis of helping people to move on to the next stage.

Among the limitations of career maturity, Kidd (1981) and Westbrook (1983) note the following :

- \* There is very little consensus as to the number of career maturity variables that can be reliably measured, the best organization of them, or their most appropriate names.
- \* There is no evidence that career maturity variables have more in common with each other than they have with non-career-maturity variables.
- \* Scales having similar names in different tests may not be measuring the same behaviour.

- \* The rationale behind dividing career development knowledge into so many differently named parts has been questioned ; different scales may be measuring the same thing. This challenges conceptualising career maturity as a multi-dimensional construct.
- \* There is evidence that career maturity may be related to sex (females higher), ethnic background (whites higher) and reading level.
- \* Some scales are value-laden (CMI-AS and one CDI scale). These assume that it is more mature to seek intrinsic rather than extrinsic rewards from work.
- \* Work salience, the perceived importance of work, is not reflected in current measures of career maturity.
- \* The relevance of the construct to the career development tasks faced by young people outside America has also been questioned (Roberts 1968).

These criticisms have led to increased research into the validity of current measures of career maturity. Kidd (1981) goes further: She suggests that, for the present, more operational approaches should be adopted in assessing the behavioural variables which may be facets of decision-making readiness; rather than the global concept, task-specific behaviours should be focused on.

### 3.8 Relevance to the present study.

An appropriate rationale for careers education needs to avoid the twin dangers of oversimplification and over generalization. Career development is a complex process taking a variety of possible courses for different groups and individuals.

The process approaches have shown what development is and how it takes place; the structuralist theories have focussed on important factors in development; the situational ones on the parameters within development that takes place or which prevent it altogether. The decision-making theories show how it



is or can be controlled; while career maturity presents a conceptual framework for assessing it.

Career education needs to be informed by all these approaches if it is to prove effective in accelerating the rate of career development.

CHAPTER FOUR.EMPIRICAL SUPPORT.

"On the other hand, the vocational psychologist who builds theory without a firm base in the reality of people's lives and needs, will at best be simply lucky or wrong, and at worst, squander resources and influence lives in a negative way.

(Leonore Harmon; P.39 Walsh et al. 1983).

#### 4.1 Introductory comments.

The volume of research that has a potential bearing on career development is awesome. This reflects the wide range of variables being investigated, the proliferation of research methods and a multi-disciplinary approach to career development, with increasing recognition of contributions from occupational sociology and labour economics. The brief review which follows can in no way purport to be comprehensive; it aims merely to give a representative selection of studies related to the concepts and variables underpinning career behaviour and the programmes meant to promote career maturity. Even this modest aim will only be partially achieved; results are by and large taken at face value. This in effect confers equivalent status on support obtained from different methods.

#### 4.2 Research into career development concepts and factors.

Harmon et al. (1983) summarise some of the issues being addressed in career development research:

\* Whether career maturity is primarily cognitive, both cognitive and affective or a more holistic concept encompassing cognitive, affective and behavioural aspects.

\* Whether there are sex differences in career maturity or whether these reflect shortcomings in the measures used.

\* To what extent career attainment is a function of personal variables and environmental variables, which are open to change, or of background variables which are not open to change.

On the basis of a combination of discriminant-function, regression analysis and path analysis data from 1089 high school and 1633 university students in an American Institute for Research (AIR) study, Card et al (1975 in Super 1981, P.41) have identified the following general factors which potentially influence career decisions: politico-socio-economic context; school programme and context; individual background and primary socialisation; life experiences or secondary socialisation; individual aptitudes, values, interests, aspirations and attitudes; career information and career-related experiences. Their derived principles also include statements of relationships between the factors:

\* While specific variables within the above-named categories vary from one age or ethnic group to another, the general factors listed above are alike.

\* Different career influences become salient at different career stages.

\* The more intrinsic or free the initial motivation to explore a career path, the greater the likelihood of subsequent commitment to it.

\* Experiences have more impact on commitment than expectations do.

\* The career commitment process is different with different gender and ethnic groups: whites being influenced more by intermediate determinants; blacks by remote parental and proximate work experience influences. Males and females are influenced by sex-role stereotypes.

Farmer (1985) drawing on social learning theory, achievement motivation theory and a socio-cultural perspective, investigated three sets of influences:

Background, Personal and Environmental on three career motivation dimensions: aspiration, mastery and career commitment. Her subjects were 1 863, 9th and 12th grade male and female pupils drawn from a random selection of inner city, urban and rural schools. Regression and path analyses revealed the following results:

\* All the Background variables (sex, social status, school location, race, age, verbal ability and maths ability) were significant influences on aspiration. Four of these had direct influences: school location, race, age and verbal ability. Social status had both a direct and a mediated effect. Sex had only a mediated effect. Two particularly interesting findings were that minority pupils scored higher than white pupils on aspiration. They also scored higher on parental support. They scored lower on verbal ability. The other interesting finding was that 9th graders scored higher than 12th graders on aspiration. This supports Super's (1980) CPS finding that 12th graders are more realistic in their career choices than are 9th graders. For 9th graders, parental support for aspirations was more important than teacher support. By 12th grade, this had been reversed: teacher support was more important.

Environment variables (parent support, teacher support, support for women working) contributed less than Background but more than Personal variables (academic self-esteem, expressive, independent, co-operative, competitive, effort and ability attributes etc.) to aspiration.

\* The direct effects of all three sets of variables accounted uniquely for the results. Four of the six Background variables influenced mastery. Only age and race did not. The findings that maths ability, school location and social status are influences on mastery while age is not, support the view that mastery motivation is established fairly early in a child's life. Among the Personal variables, effort and intrinsic values were significant. All three Environment variables were significant, direct influences on mastery.

\* Career was influenced approximately three times as much by Personal factors as by Background and Environment factors combined. Career commitment appears to be set fairly early in life, but life mastery and aspiration can be influenced by changes in the self and the environment. The importance of role priorities (i.e. the amount of time spent in homemaking, work or student

roles) and personal values for commitment to work was demonstrated.

These findings suggest that it is possible to increase motivation by concentrating efforts to change modifiable environment and personal influences.

Farmer's (1985) study reinforced, extended and systematised the following findings:

\* Healy et al. (1985) examined the relationship of age and academic progress to career attitudes. Path analysis revealed that, as hypothesised, career attitudes related positively to age, academic aggregate, occupational level and work experience, the findings are consistent with career development theory but further research to identify the process by which the relationship occurs is necessary.

\* Piper (1985) undertook a comparative analysis of career maturity (CM) by sex, school standard and curriculum. His results showed no significant sex differences in either the 10th or the 12th grades. Significant differences were, however, found according to three curricula areas: in the 10th grade the college preparatory curriculum pupils' CM was significantly higher than for pupils in the vocational or general streams which also did not differ significantly from each other. By the 12th grade, the vocational curriculum pupils' CM was similar to the college preparatory pupils' and both were higher than for pupils in the general stream. It is interesting to note that 10th to 12th grade CM increases were much greater for the vocational and general streams than for the college preparatory curriculum pupils.

\* Lee (1984) concluded that factors related to predicting aspects of career maturity may differ for white and non-white minority youth. Parental influence and self-concept interacted with ethnicity in the prediction of career choice attitude scores. It is concluded that parental influence has a greater impact on the career choice attitudes of black and native American students than that of white students. Interventions must take these psychological and social variables into account.

\* Super (1984) on the basis of data from 382 high school pupils contends



that commitment to work, but not socio-economic status is directly related to CM. Sex and socio-economic status exert a mediated influence on CM by directly influencing work role salience, or commitment to work. Work role salience is related to career development attitudes, but not to career development information. Females scored higher than males in cognitive measures of career maturity while males scored higher in work role salience because females showed a stronger commitment to home and to family than to work.

\* Marganoff (1978) using a modified form of the Rosenberg Self Esteem Scale (to focus on situational i.e. career self-esteem which was found to differ significantly from global self esteem when the modified form was compared to the standard form) and the CMI-AS, investigated the relation of sex and career (vocational) self-esteem to readiness for career planning. Results showed that females were more ready than males for career planning. It was also found that in certain curricular streams (i.e. college preparatory and business curricula) significant differences between low and high self-esteem were found. No such differences were found for individuals in the general stream. These results may indicate that career maturity is determined by a large number of more restrictive determining states like career self-esteem, rather than by fewer broad range determining states such as global self-esteem.

\* Putnam et al's (1978) study suggests that females possess significantly higher attitude maturity scores possibly because they tend to be more involved with educational and career planning, than their male counterparts are. Stepwise regression analysis suggested that the Tennessee Self Concept Scale scores can be useful for predicting career maturity for both sexes.

\* Mintzer's (1976) study supported the view that career maturity is a developmental process; that intelligence is a component of it and that there are sex differences in this process.

\* Shappell (1976) supplied results from a study on 186 randomly sampled



9th grade racially mixed males and females from urban and inner city schools to support his contention that guidance programmes often ignore both the variability of environments and the range of choices available as a condition of this setting. The study demonstrated significant differences in perceptions and orientations to the world of work between inner city and suburban pupils. The inner city males and females showed fairly similar occupational orientations as did the suburban males and females. This research also demonstrated that quantitative methods can be applied to seek out similarities and differences in pupil needs which can be used in planning career education courses.

Watson (1984, P.48-50) reviews extensive research support for the following notions:

\* The existence of career stages and age-related behaviour (Crites 1974; Sonochty et al. 1979; Titley et al. 1976 loc. cit.) Furthermore, chronological development through stages can be interrupted and impaired. This makes it imperative to know pupils' career maturity levels and not just their ages before determining the types of career developmental tasks they are capable of.

\* Career development can be conceived as the acquisition of a set of attitudinal and cognitive characteristics, (Super et al. 1973 loc. cit.). This validates the career maturity attitudinal dimension as a construct of adolescent general adjustment. The cognitive dimension of career maturity is adequately supported by research (Crites 1978, Forrest et al. 1974, Super 1974, Westbrook et al. 1974; loc. cit.). Career knowledge is an essential pre-requisite for mature career behaviour (Grass 1976; Loesch et al. 1978; loc. cit.). Future success in the labour market is influenced by the amount of occupational knowledge an individual has (Borgen et al. 1982; Crites 1971; Howell 1978; Jordaan et al. 1979; Super et al. 1973; loc. cit.). Attitudinal and cognitive career maturity dimensions appear to be inter-related (Jordaan et al. 1979; Pedro 1982; loc. cit.).

While much of the work about career development is focused on the attitudes and cognitions of individuals, considerable attention has also been given to the external constraints which may delay or impair career development (Lo

Casio 1967; Osipow 1975 in Smith 1983, P.186). External constraints, limited economic resources and racial discrimination make the concept of life stage development a meaningless concept for some racial groups. Amongst the findings summarised by Smith (1983) are :

\* Findings regarding the work attitudes of black Americans were conflicting. While some studies found that blacks held negative attitudes to work, others found the opposite. In some instances, black workers not only held more positive attitudes to work than did a comparable sample of whites, but they also viewed work as a more centralising influence in their lives than whites did.

\* Race and socio-economic status are confounded in many studies, making it difficult to ascertain which was the more important variable in determining work attitudes.

\* Studies did not demonstrate clearly the relationship of work attitudes to work behaviour.

Some of these conclusions have been challenged. Smith (op cit.) cites work by Gottlieb (1979) which suggested that alienation may be related to adjustment to limited prospects. There is thus little reason to believe that alienation is more characteristic of poor and racially discriminated groups than of middle class youths.

Rabinowitz (1978) agrees that too much research has focused upon race as the black child's most salient characteristic. Her study indicated that locus of control scores reflected differences in social class among black children. Locus of control represents an individual's estimate of the probability that a certain behaviour will lead to a certain goal. An internal control expectancy represents an individual's belief that reinforcements are the result of his own behaviour or skills. Conversely, external control is the expectancy that reinforcements are controlled by forces such as chance, fate or powerful others and, thus, occur independently of one's own actions. One of the findings to emerge from the research literature is that individuals who are restricted by societal barriers and by limited access to opportunity are generally characterised by an external control expectancy (Rotter 1966; Joe 1971;

Lefcourt 1966, 1972, 1976; Phares 1973, 1976 in Rabinowitz op. cit.) Particularly pertinent is the finding that this tendency may be observed in children as young as pre-school age (Stephens et al. 1973; loc. cit.). This study therefore reinforces the finding of Glanz (1977 in Smith 1983, P.200) that there was a significant relationship between black students internal sense of control and their occupational risk taking.

There is also strong support for the fact that the earnings, lifestyle, occupation and occupational level of fathers and sons are closely correlated (Hollingshead 1949; Miller et al. 1951; Samson et al. 1952; Porter 1954; Beilin 1955; Jenson et al. 1955; Krippner 1963; Gunderson et al. 1965; Clark 1967; Werts 1968; in Osipow 1983, P.230).

Factors such as these lead Watson (1984) to make the following statement:

"The dynamics of career development can only be understood against the environmental background in which the individual is raised and to which he/she is exposed." (P.50).

Watson (1984, P.44-47) also reviews the findings of three major longitudinal studies of career development: the Career Pattern Study (CPS) (Super et al. 1951-1980), the Career Development Study (CDS) (Gribbons & Lohnes 1968) and the Project Talent Survey (PTS) (Flanagan et al. 1972). Repeated findings include :

- \* Intelligence and marks are good predictors of eventual careers (CPS and PTS).
- \* The majority of pupils are making unrealistic choices (CPS and PTS).
- \* Pupils radically modify their career plans within a short time of leaving school (CPS; CDS; PTS).

The implications of these studies point to the need: to set realistic goals for career education programmes (Jordaan (1974) in Watson 1984); to research and describe target populations before devising programmes in order that these can be oriented towards providing lifeskills required for successful career-

adjustment and progress (Super et al. 1978; Watson 1984).

Super et al. (1978) report that one of the results of the CPS is that something more than half of the position changes (i.e. pupil to student; student to job, job to job) made between leaving school and the age of 25, were essentially floundering: unplanned, unsystematic and not fully recognized. By the age 25, 75% had stabilized, but 25% were still floundering. Super et al. (1978) thus conclude that exploration goes on much longer than usually catered for in career education programmes formulated without the benefit of available data.

Super et al. (1978) contend that too often exploration has simply been seen in terms of gathering information needed for making decisions, but the actual exploration process is neglected. He cites the studies by Berlyne (1960) into the exploratory behaviour of animals and infants which found that exploration is the result of arousal and curiosity. The awareness stage of career education should be concerned with facilitating such arousal and awareness of a need in pupils, only then can awareness in the sense of knowledge and understanding follow. Too often, career educators have assumed that people are ready for awareness in this second sense (Super 1983, P.559). Strebalus (1982, P.107) contributes to our understanding of exploratory behaviour by citing research that supports the fact that sex-stereotyped ideas are reinforced by television (Kaniuga et al. 1974) and elementary readers (Stefflre 1969). These lead to occupational distortions. CDS (Gribbons et al. 1968 in Strebalus op. cit.) results do, however, point to the increasingly realistic self comparisons as a result of increased awareness of abilities and knowledge of the requirements of different occupations.

Strebalus et al. (1982) also bemoan the fact that good use is not made of the research related to the dissemination of career information. They agree with Herr and Cramer (1979) that motivation to use career information is based on a person's attempt to meet a career related need. This supports the conception of exploration espoused by Super et al. (1978) above. Krumboltz and Schroeder (1965 in Strebalus 1982, P.147) have suggested verbal reinforcement to increase client information seeking responses. Furthermore, they suggest



that such reinforcement will also increase external career information seeking, i.e. the reinforced behaviour will generalize. Sankowsky (1973) and Johnson et al. (1975), both in Strebalus (1982) and Mauk (1984) have provided support for the use of slide-tape programmes in presenting occupational information. There is also awareness of the need to personalise information: to individualise it to meet unique needs (Hollis et al. 1969 in Strebalus op. cit.) and this has led to increased interest in computer based interactive systems. The CPS indications of pupil floundering have already been alluded to; they are reinforced by findings from the National Assessment of Educational Progress (in Super et al. 1978, P.346) which show that high school students have not explored the world of work adequately, lack needed information and typically do not know what information to seek or how to seek it.

Nuckols et al. (1974) found that the academic achievement of students did not exert an influence on how knowledgeable they were of occupations. Students of all academic levels had a greater knowledge of low-level than high-level occupations. Students of high academic achievement do not therefore have a sounder base from which to make decisions. Students who had formulated future plans had more accurate occupational stereotypes than those without plans. In this study, students who had formulated plans did not have greater knowledge of the twelve occupations considered. Early plans might be formulated because of limited opportunities in the community or geographic location. Another reason for the premature formulation of plans might be the general expectation that young people must determine the occupation they wish to follow even if they do not have the necessary information with which to do so. The situation is attenuated for the black youth. In particular, it has been found that they lack information regarding job availability (Davidson 1980 in Smith 1983, P.196). This leads to a dependence on formal networks (employment agencies, placement offices) because the informal connections of parents, friends and neighbours were inadequate (Osterman 1978 in Smith op. cit.). Employers, however, use informal contacts and closed systems before using placement agencies (Mangum 1978; loc. cit.). Strebalus et al. (1982, P.156) presents support for the fact that job seeking can be learned effectively (McClure 1972; Azrin et al. 1975, 1979). They also report considerable empirical documentation on methods that are successful in job finding and self presentation (Strebalus et al.

1982, P.165-186). Once again, they bemoan the fact that many courses advocate methods that are not based on systematic research. Munene (1983), however, did not find support for three stereotypes of unemployable young people, viz. unrealistic judgments, poor motivation and inadequate job seeking strategies.

Unemployment may be associated with lack of knowledge of preferred job, confidence that such a job could be secured easily and poor educational qualifications.

Decision-making behaviour has proved an elusive area of research. Smith (1982, P.13) cites the conclusion of Horan (1979) that despite the considerable amount of research conducted into decision-making behaviour, it is still not possible to state exactly how decisions come to be made. Jepsen (1974 in Super et al. 1978, P.347) studied five decision-making (DM) dimensions: range or frequency of different statements of a particular DM concept; specificity of time, place and activity; level of influence of the concepts; heterogeneity of statements concerning career decision-making, and consistency of CDM statements over time. Using a specially constructed questionnaire on 116 non-college bound high school juniors of blue collar parents, Jepsen found that four CDM clusters based on proximity and distance in time were identified: the immediate future, the intermediate future, the long range and one cluster involving current behaviour affecting planning for the intermediate and distant future. On the basis of this, Jepsen concluded that CDM is situation-related rather than concept-related. Super et al. (1978, P.347) see this as independent support for the factors (short view ahead, intermediate view ahead and long view ahead) considered to assess planfulness in the Career Pattern Study (CPS). Variables such as knowledge of labour market conditions, which are thought to be functions of planning ahead are shown in CPS derived results to be correlated with career success at age 25 (Super et al. 1978, P.348).

Arroba (1977 in Super 1981) has extended Jepsen's (1974 in Super et al. 1978) work by identifying three basic groups of decision styles and by finding that any given person is likely to use a number of styles rather than belonging to a consistent type. This model permits descriptions of the use of



different styles in differing sequences for different situations. The outcomes of styles and sequences can now be evaluated. The gap between the apriori construction of descriptive models and the actual DM process is being narrowed. At the moment, however, attempts to prescribe how DM occurs are not yet working from a sound basis.

O'Neil (1980) proposed a career decision-making (CDM) model depicting 6 general factors and 22 sub-factors affecting both sex role socialization and CDM. His model hypothesises that individual, societal, familial, socio-economic, situational and psychosocial-emotional factors affect both sex role socialisation and the CDM process. His instrument, the Career Factor Checklist measures the six factors. In his study of 1436 high school pupils and college students, O'Neil's findings support the notion that multiple factors affect CDM. Furthermore, it would appear that the correlates and problem areas affect students in different ways. Students need to consider multiple factors in CDM, but may not be able to relate them. In the process of career development, students need to be exposed to these factors so that greater awareness of their implications for the future can be fostered. Both personality and environmental factors need to be emphasized during career development programmes.

O'Neil's model has been criticised on the basis of oversimplification. A seventh factor, not mentioned, also received significant values. This 7th value may account for some of the other high factor loadings obtained as well. Certain items on the checklist cross-traded, making it impossible to identify which factor was involved (Prediger 1984). Despite these shortcomings, O'Neil's study and model has value in that it has outlined some of the factors that need to be taken into account before specific career programmes can be planned.

#### 4.3 Studies reporting career development programmes.

Career development programmes can be more interested in demonstrating methods rather than understanding the developmental processes which the methods were meant to influence (Super et al. 1978, P.337). This indictment is echoed by Peiner et al. (1984, P.532) who feel that interventions are often inadequately described and are not based on a coherent theory or model. This,

and the fact that interventions do not identify the correlates of career decision-making (O'Neil 1980), probably account for the mixed successes of current career development programmes.

This review found programmes which incorporated work experience to produce significant results without exception. Pumfrey (1980) investigated the effects of a school organized work experience scheme on the career maturity (CM) of 80 fifth form pupils. Crites' CMI showed pupils who had undertaken work experience to have scored significantly higher than those who had not. This study also produced significant differences for low and high academic attainment groups on the attitude scale and male/female differences on the problem-solving dimension. Pryor (1985) investigated an innovative way of promoting career awareness. On a rotational basis, all 6th, 7th and 8th grade pupils attended a career-oriented centre for ten weeks each year. Experimental subjects were found to perform significantly better on: work related attitudes, sense of control and job specific occupational information. Cottone (1985) evaluated the effects of a programme including job search workshops, counsellor intervention and career related work experience on seniors from a vocational technical school. Results were significant and show that career development programmes containing appropriate components can be effective.

Programmes concentrating on enhancing decision-making skills have also been shown to be generally effective. Attempts to teach decision-making skills to high school pupils have shown that active, career exploratory behaviours can be increased, that advanced level pupils benefit more than general level pupils do and that fifteen and thirty hour programmes have significantly improved the acquisition and mastery of decision-making skills (McLaughlin et al. 1984; Peek 1984; Huddleston 1985). A two hours workshop on problem-solving, however, produced no significant results in the use of materials in the career library, the number of alternatives generated in response to five hypothetical problems or the use of decision-making skills. It did, however, make a significant difference to confidence in making decisions. McAuliffe (1985) applied a structured decision-making model in treatments of twenty, ten and no sessions to a group of college students. The results showed a trend favouring the longer treatments particularly regarding the frequency

of information seeking. This study also noted significant age related differences in treatment gains, but not sex or reading level ones. Reiner et al. (1984) report significant changes in decision-making attitudes toward more responsibility and planning, more crystallisation of career self concept and improved identification of problem solving approaches to career barriers after a forty hour intervention. Important to note is the fact that participants volunteered for the programme. The authors suggest that a major contribution of their study was the multivariate evaluation of their programme which allowed a pattern to be hypothesised from the relationship of the outcomes to each other; certainty, information gathering, clarifying a career identity and reducing the number of problems associated with career decisions are related to adopting a more rational decision-making style and vice versa. This is different from the findings by Krumboltz et al. (1982 in Remmer op. cit.) that a rational approach was not useful to everyone, especially if they had an existing decision-making style other than rational (i.e. non-rational decision-makers made poorer decisions after rationally based treatment).

While Newman (1982, P.30) cites studies showing the use of computer-based systems on career exploration to be effective (Myers et al. 1975, Pyle et al. 1976), Hobart (1985) found that exposure to Search and Learn and Micro View programmes did not influence significantly the career maturity of 600, randomly selected, 8th and 10th grade pupils. This study also found no statistically significant differences to exist in the career maturity profiles of 8th and 10th grade pupils.

Various indications of the optimum length for career development programmes are given. McLean et al. (1983) reviewing an experience based career education project implemented for three years conclude that: participating students outperformed controls on several career skills; one year spent in the programme provided maximum benefit; that the programme operated best when the pupil teacher ratio was 25 : 1 or less and that extensive community support was required to implement it properly. Menson (1978) working with 86 female participants from eight different schools, reported significant CDI gains over the control group after a one-day career planning workshop.

Reefe (1985) also found that significant progress could be made towards reducing sex typing and increasing career aspirations for girls after a seven session programme. Short term sex-fair programmes can therefore have a positive impact.

Feldman (1979 in Newman 1982, P.30) reported significant increases in career maturity among prison inmates after a career planning programme. Marshak's (1985) attempt to increase maturity and reduce hopelessness among incarcerated male delinquents, by means of a six week career planning group, produced no significant results.

Two somewhat unusual studies are those by Dixon (1984) and Jimenez Valenzuela (1985). Dixon investigated the effects of a testing programme on 10th grade pupils' career development. His results suggested that they have a very limited impact when used in the traditional test and interpret fashion. He urges attention to be given to the kinds of supplemental activities and interventions that can be used with them to make them more effective. Jimenez Valenzuela collected survey data to assess the effects of elementary school career education by the 12th grade. Chi-square analysis revealed significant differences between males and females, showed parents to exert the greatest influence on career choice and distinguished between high and low career awareness groups.

Amongst studies which fail to produce significant results are the following: Slaney (1983) found that career interventions have small, but measurable effects on career indecision. He suggests, however, that career indecision may adversely affect interventions and should therefore receive attention in counselling. Floyd (1984) tested a programme on two classes of 9th grade pupils. A control group attended social studies classes while the experimental group were given a twelve session career guidance programme containing self-awareness, career exploration, job interest components as well as planning for the future skills. CMI scores revealed non-significant results for the control and experimental groups. Clark (1985) investigated the effects of the Ragsdale Career Maturity Project on the career maturity, locus of control and career development responsibility of high school pupils. He concludes that his study reinforces current findings that short-term career development programmes are not effective in facilitating long-term attitudes such as



career maturity and locus of control.

This section may be appropriately concluded by citing two evaluations of locally developed career education courses intended for disadvantaged inner-city adolescents by Hamdani (1974 in Super et al. 1978, P.345) and Hammer (1974; loc. cit.) (both were for doctoral degrees under the same supervisor, Jordaan). Hamdani's semester-long course, developed in consultation with an experienced local teacher during one year, designed to increase occupational information and motivation of the target pupils, was taught by a teacher during the second, experimental year. Results showed significant increases in planfulness, use of resources for exploration and decision-making. Hammer's group guidance programme was intended to extend a more prescriptive career education course through skilled leadership, facilitating pupil discussion of their own aptitudes, attitudes, plans etc. The pupils who experienced only the prescriptive programme and those who experienced the prescriptive programme plus more effective leadership showed no significant differences.

Super (1978 op. cit.) suggests that Hamdani's success lay in the fact that it was other-initiated and more environment-oriented than self-oriented. It was therefore tailor-made for the pupils in that school. The group-counselling approach (Hammer) paradoxically did not involve subjects to the degree intended; it tended to be more self-initiated.

#### 4.4 South African career research.

South African career research can be divided into evaluative studies covering programmes designed to increase career skills and attitudes, and descriptive studies covering the variables related to career development. Studies of the former kind include those by Laubscher (1977), Bergh (1980 in Newman 1982, P.32), Newman (1982), Smith (1982) and Toerien (1984) The latter kind include Van Niekerk's (1975), Rainier's (1982) and Watson's (1984) studies.

James Laubscher (1977) aimed to develop a career education programme for use in schools. He specified career maturity in terms of the development

of a planning orientation to career choice and awareness of the personal and occupational factors associated with career choice (P.59). He devised and tested a programme, taught by the guidance staff, on two matric classes at different schools. The classes were not matched on the variables of sex, age, intelligence and socio-economic status (SES) even though significant differences did exist between the classes on these variables. His results showed significant increases for one of the standard 10 classes. He also found that job certainty can increase independently of career maturity. As no attempt was made to assess the realism of the choices, this can not necessarily be considered to be beneficial, a point which needs to be borne in mind when deciding on objectives for a careers education programme. As might be expected, pupils from the two schools reacted differently to the programme: Pupils from the boys only school, who had shown significant increases in CM, endorsed the problem-solving part of the programme most highly (25%) followed by the parts on abilities (21,7%) and interests (18,3%). The majority of the co-educational pupils at the other school found the programme to have been no use (38,7%). The components of the programme that were valued were interests (33,3%) abilities (14,8%) and problems (7,4%) (P.130). Perhaps the most important implication of this study is that it cannot be assumed that different pupils, even in the same geographical location, will experience or value a given programme similarly.

Anne Newman (1982, P.33) cites a study by Bergh (1980) which found that nine undecided pupils gained significantly from a counselling programme consisting of individual and group counselling and home assignments emphasising self evaluation, occupational information, decision-making and interpersonal skills. Moreover, the results were still evident after six weeks.

On the basis of her own study, Newman (1982) reported that career maturity could be nurtured during the Explanatory Stage of career development by intervention aimed at improving decision-making, and crystallising career choices based on the collection and analysis of information. Her intervention took the form of a five day workshop in which value clarification exercises, interest analysis, decision-making skills, occupational information, teaching about career theory, guided fantasy and an interpretation of



the significance of events and others were facilitated. Her small sample and the fact that participants were volunteers, rather limits the generalizability of her positive findings.

Darryl Smith (1982) studied the effects of six, two hour micro-counselling workshops on the career decision-making of nine undecided matriculants who volunteered for the sessions. The programme produced significant gain scores on four Career Decision Scale dimensions: spontaneous - controlled; assertive - pleasing; responsible - blaming; and self-assured - attention-seeking. He concludes that these gains were the results of specific skills training which were emphasised in the programme (P.77).

Fred Toerien (1984) randomly assigned forty subjects who were either matriculants; in their first year of post school study; or in their final year of national service, to either an experimental or a control group. Both groups followed the routine counselling procedure of the NIPR. In addition, the experimental group completed biographical data along the lines suggested by Dovey (1982). The experimental group did not evidence a greater increase in career maturity, career decisiveness or a greater decrease in career indecision than the control group did, although both groups showed significant post test gains along the dimensions measured. These results support the view that no consistently strong relationship has been found between specific history data and career choice.

One of the earliest descriptive studies was by Eugene van Niekerk (1975), who sought to establish the extent to which the independent variables of intelligence, scholastic achievement, parental attitude to education, socio-economic status (SES) and self concept are related to the dependent variables of aspiration level and realism of both field and level of vocational choice. Schools representing all socio-economic backgrounds were selected.

The final sample consisted of 77 boys from a high socio-economic status high school and 55 boys from three lower socio-economic status high schools; all of these were standard nine or ten pupils with IQ's above 75. Significant, positive relationships were found between the following factors and

the career decisions of senior high school pupils.

- \* Socio-economic status, and appropriateness of both field and level of vocational choices. Subjects from high SES homes made more appropriate choices than low SES subjects did.
- \* Intelligence, and field and level appropriateness.
- \* Parental attitude to education related to field realism, but not to level realism. Subjects reporting high parental interest made significantly more realistic field choices.
- \* Educational record related to the level of choice.
- \* A correlation between self concept and level of aspiration was partially confirmed. There are, however, also pupils with low self images who make high level vocational choices. No significant relationship between self concept and appropriateness of field was found.

Mark Rainier (1982) found no relationship between giftedness and career maturity. He recommends that they receive appropriate guidance to meet their unique needs. While reservations are expressed about the methods used to identify gifted pupils, what also emerges from this study is evidence that career maturity does not develop automatically even among those of above average personal resources; it needs special nurture.

Mark Watson (1984) in a major descriptive study on a representative sample of coloured pupils in the Eastern Cape established the influence of eight factors on their career development. Amongst his findings are the following:

- \* His sample of pupils were found to have insufficient career knowledge in such vital areas as the typical functions workers routinely perform.
- \* Parental SES is not neutralised by the education system.
- \* Although significant differences between ages and school standards

were shown on the CMI-AS, Watson suggests that the educational environment in which such differences occur may prove to be a more practical focus of attention. He cites research reporting not only school differences in the CM of pupils at the 9th grade, but also differences in the amount of maturity which occurs from the 9th to the 12th grades (Herr et al. 1976 in loc. cit.).

\* The relationship of personality to career development appeared inconsistent and contradictory. Watson (op. cit.) surmises that they may covary with economic and social ones and that it may increasingly be studied as part of a situational context.

\* Locus of control (LOC) was found to be significantly related to career development: the greater the internal LOC, the greater the career maturity. This was found to hold for both the attitude and the cognitive CM scales. Furthermore, it was found that this relationship becomes non-significant in the older age-groups. This leads Watson to infer that pupils take less responsibility for both their career choice and for seeking career information as they approach the point in their education where a choice must be made.

#### 4.5 Concluding comments.

Despite its relative sparsity, South African research mirrors general findings that career development takes place against a particular context and involves a number of variables. These must be taken into consideration in career education programmes. Studies such as those by Van Niekerk (1975) and Watson (1984) have done a great deal to identify and describe the factors influencing career maturity. It is up to career educators to establish to what extent these influences are present in the population they are serving. Various instruments and methods are described in the studies cited. It is, however, beyond the scope of this thesis to review them in detail. It is also clear from the research reviewed that certain programmes or techniques work for specific groups in specific situations. Their effectiveness is enhanced if the target group perceive them to be meeting personal needs. While the applicability of principles can and needs to be extended, the application of methods, however, can only be generalised with caution.

CHAPTER FIVE.

AN ANALYTICAL DESCRIPTION OF A  
CAREERS EDUCATION PROGRAMME

"Programmes of guidance may impose the irrelevant, or, what is relevant from the teacher's standpoint. Does this mean that we have nothing to offer?"

(Douglas Hamblin 1983).

5.1 Introductory comments.

Modern evaluators increasingly realize the shortcomings of defining their activity too narrowly (Schriiven 1967, Bholá 1979, Brinkerhoff 1981 and Frere 1985 in Pitse 1987). Decisions and development suffer. In his cogent article, Pitse (1987) cites Brinkerhoff (1981) on evaluation as follows :

" ... more than an assessment of outcomes or effects. It is systematic inquiry into training contexts, needs, plans, operations and effects. It also helps to collect information to decide what's needed, what's working and how to improve it." (P.2).

In the light of this, responsibility to provide information about the context as well as the content of the career education programme is accepted.

5.2 The school environment.

5.2.1 Ethos. This has both philosophical and practical components. It embraces the ideals, values and assumptions held by those in authority as well as the practices that stem from them; the deployment of personnel and resources; the role definitions that emerge; the activities which are seen to be legitimate, etc. It also involves pupil perceptions and the way these interact with formal policy. All these factors can be expected to affect the day to day school experiences of pupils (and staff) and to influence the effectiveness of classroom activities. Some assessment of the specific factors contributing to a school's ethos therefore does seem to serve the

interests of evaluation.

5.2.1.1 Government aided, private school. This means that it probably enjoys greater autonomy than state schools while at the same time maintaining links with the NED. An advantage of increased freedom is that innovation is more easily undertaken. A disadvantage is that this innovation is likely to be spontaneous and shortlived because it is often associated with a particular personality who has been fortunate enough to be able to negotiate a productive role. It is therefore difficult to assess the long term effects of innovative approaches or their generalizability. Links with the NED mean that private schools are kept aware of wider educational developments but have the disadvantage of propagating the limitations of present educational provisions, which as far as guidance is concerned, fails to take the particular needs of different groups into account.

5.2.1.2 Church connections. The school has a Christian emphasis and is affiliated to one of the church denominations. This can be positive in that it implies a serious concern for, and a commitment to, the welfare of pupils. An overemphasis on academic results as a prestige symbol is less likely to be found. It can be negative in that it might adopt an oversimplified view of its task: tending to resolve complex psycho-social situations i.t.o. simple so-called spiritual formulas. Changes might be resisted because they are seen to threaten the perceived aims of a church school. The implications of these aims and how they are to be achieved in an educational setting might sometimes not have been thought through. Pupils may perceive careers education as being concerned to prescribe the right career: they may even come to expect this, rather than seeing careers education as a means of enabling pupils themselves to be responsible co-ordinators of their own careers. A church influence may also exacerbate pupil feelings that they belong to an unnatural, isolated community (Bauer 1974). As a result of these factors, church schools may be highly motivated to undertake careers education but their approach may be inappropriate, resistant to improvement and could be rejected by the pupils.

5.2.1.3 **Situation.** Rural boarding schools make informal relationships with pupils possible. The obvious advantages of this are exploited through this school's environmental education programme. Fuller discussion of the



rationale for this may be found in Solomon (n.d.) and Richards (1986). Some of the features of this approach include: classroom work supplemented by field trips, project work, etc.; attempts to integrate subjects and to break down rather artificial compartmentalisation of subjects being taught in isolation, and an emphasis on experimental learning. This means that subjects are taught in an applied setting, there are increased opportunities for pupils to discover the relevance of different subjects and some attempts at personalising learning - relating it to self - are possible. Environmental education is emphasised in Stds. 5 and 8. Hypothetically, the Standard 8 career education programme should benefit from these advantages of the environmental approach.

Isolation not only from parents, but also from the local community can be a disadvantage because it means that resources for career education must come from within the school; this could lead to artificiality and increase the likelihood of ineffectiveness and rejection. It would also mean that attempts to offer career help are made in isolation by parents and the school and are likely to be unco-ordinated if not mutually contradictory.

The boarding school context possibly increases the influence of the peer group and decreases the influence of teachers and parents on the career contemplations of adolescents. It may also make the process of individualisation more difficult (Bauer 1974).

5.2.1.4 Pupil population. The school population is diverse and there is a danger of unfair generalization. A co-educational, open-white, mixed ability range, academic high school, with a pupil enrolment of under 300 in Stds. 6-10; it is a small school even by South African standards. Pupil staff ratio is approximately 18 : 1 which is similar to the national average for white schools (SAIRR 1985). Pupils attending private schools mostly represent families of high socio-economic status. The three most frequently cited reasons for selecting the school are individual attention, the Christian emphasis and the environmental programme. The school is known for its caring, supportive ethos and this has attracted a noticeable proportion of pupils with learning problems or who for other reasons are not progressing in mainstream education. The school's current admission

policy is actively trying to balance this by admitting more potential matric-exemption candidates. Of 1986 candidates, 32% achieved matric exemption. A recent survey showed that parents' primary expectation of the school was for it to prepare pupils for later life. This was not further defined and the underlying perception is likely to see the school in terms of maintaining social status. It would be interesting to know what proportion of first admissions is motivated by a desire to avoid repeating a failed year. An emphasis on success, particularly material success, is evident in the frequent aspiration of pupils to open their own businesses. There is occasional evidence of unrealistically high parental aspirations and a resistance to consider potential working environments that are incompatible with home background, but to what extent this is typical or atypical of other school populations, is impossible to say.

#### 5.2.2 Place of guidance in the school curriculum.

Law et al. (1977) have proposed a model describing the developmental process through which career guidance evolves in schools. The model contains four stages each of which are broken into two sub-stages. The first, primitive stage is an Information stage. The main task is the collection of books and pamphlets which at first are randomly arranged and badly displayed - the cardboard-box substage. The provision progresses to the clerical substage when material is comprehensive up-to-date and systematically arranged to maximise pupils' chances of finding what they need. The next stage of progress is reached when pupils can talk to staff about their occupational futures. From an advice sub-stage where the interview is directive, information-based it may become increasingly concerned with allowing pupils to analyse their own situations - counselling sub-stage. At a third level - the curricular stage regular time-tabled opportunities are made available to present occupational information. In the early sub-stage this is likely to take the form of occupational education, but once it has been extended to include a wider consideration of the life-style implications of a career, to encourage pupils to examine themselves in such a way as to help them relate their own personalities to this information and to foster skills necessary for career-progress then it has reached the career education sub-stage. At a final even more highly developed, co-ordinated stage the bene-

fits of a resource centre, careers counselling and careers education are integrated with the wide range of curricular and extra-curricular activities of the school - the school guidance sub-stage. When integrated with the resources available in the community, work experience, outside speakers etc. the community guidance sub-stage has been reached. Figure 5-1 presents a subjective assessment of the stage reached by this school on the model outlined above. It can be seen that some progress has been made in all the stages, but that only two have been mastered. There is thus considerable room for consolidation and increasing co-ordination of resources. In the information stage, pupils are insufficiently aware of the resources available and are not using them fully. As a result, the occupational education sub-stage of the curricular stage also suffers. Community guidance is represented by occasional speakers and annual career days. Valuable though they may be, they have tended to be somewhat peripheral. Pupils often find that their particular interest fields are not represented. Formal excursions which for standard nine pupils takes the form of a weeklong business tour is at least one valuable attempt to integrate school guidance. Various informal attempts are made by subject teachers to show the career-relevance of their subjects, but these are haphazard and unco-ordinated.

Guidance is time-tabled once a week for all standards. A reasonable annual budget is allowed. Attempts to promote guidance receive every encouragement from the headmaster. Innovation is hampered more by the heavy demands on time of running a small boarding school with a full programme than by any other factor. The counsellor has a teaching load well within education department recommendations.

### 5.3 Research design.

The rationale for this study is: if the lessons contained in the lesson-guides to be compared and as presented during the study, do provide learning experiences which facilitate career development; then there should be an observable change in the career maturity of participating pupils which can be measured by the instrument designed to do so and chosen for this study.

FIGURE 5-1

STAGE REACHED BY TARGET SCHOOL

ON

LAW'S DEVELOPMENTAL MODEL

OF

GUIDANCE APPROACHES

(Adapted from Law et al. 1977, P.137)

STAGE	SUB-STAGE	BAR GRAPH	
INTEGRATED:	Community Guidance		Weak
	School Guidance		Poor
CURRICULAR:	Careers Education		Poor
	Occupational Education		Fair
INTERVIEW:	Counselling		Mastery
	Advice		Mastery
INFORMATION:	Clerical		Good
	'Cardboard Box'		Mastery

The Bar depicts how far development has progressed; shading indicates extent to which sub-stages have been reached: darker shading indicates greater progress. Cross-shading indicates mastery.

### 5.3.1 Hypotheses to be tested.

#### 5.3.1.1 Primary Hypothesis:

Pupils experiencing classroom-based career education programmes will show significant increases in career maturity over those who do not receive such career education.

The Primary Null Hypothesis is: There will be no significant difference in career maturity between pupils who experience a classroom-based career education programme and those who do not.

#### 5.3.1.2 Secondary Hypothesis:

Pupils experiencing classroom-based career education based on the Natal Education Department (NED) lesson-guide will show significantly greater increases in career maturity than the pupils receiving career education based on an alternative lesson guide.

The Secondary Null Hypothesis is: There will be no significant differences between the pupils who receive career education based on the NED lesson-guide and those who receive career education based on an alternative guide.

### 5.3.2 The Design.

To test these hypotheses, a standard pre- and post-test design was chosen. Subjects were randomly assigned to a control group or an experimental group in standards 6, 8 and 10. In standards 7 and 9, they were randomly assigned to a control group or one of two experimental groups. There is consensus that such a design controls for a wide range of extraneous variables (Kerlinger 1973, Lewin 1979, Neale et al. 1980 in Toerien 1984, P.101). The only problem area could be that the pre-test sensitises subjects to the desired outcomes. This, however, is unlikely in situations where the measures used appear to be a normal part of the process and where no unusual testing procedures are to be used (Kerlinger 1973, loc. cit.).

### 5.3.3 Setting and Procedure.

The programmes were run over eight weeks of the second term. The second term was selected because it has come to be the term usually devoted to careers work, the programmes would therefore not be seen to be new and unusual. The second term is possibly a more productive term than the first, particularly



in the light of the fact that pupils sit exams at the end of it. It was hoped that the more serious, motivated attitude would benefit the career education programmes. In fact, pupils felt pressured to prepare for exams, particularly towards the end, and there was evidence that careers education suffered because of its non-examination status. A definite disadvantage was the fact that the post-test measurements were taken after the exams in the final week of term. The effect of an end of term feeling was compounded by one class having to interrupt a farewell for a favourite teacher to complete the evaluation.

The NED programme was delivered during time-tabled guidance lessons to the experimental groups concerned in standards 7-10. Control group subjects went to the library where they read or studied in accordance with existing library rules. The second experimental groups in standards 7 and 9 which received the Career Information Centre (CIC) programme (Std. 7) and the Careers Research and Advisory Centre (CRAC) material (Std. 9) attended sessions run during the afternoon pre-supper prep session. The escape from prep and the wearing of civvies compensated for any negativity that might have been encountered. The sessions were relaxed, yet productive. Day pupils with transport problems swapped with boarder friends in the other experimental groups. Obviously, no swapping groups was allowed during the sessions. Initially, the prospect of going to the library, 'to do nothing', appealed to some pupils, but once they found that sampling had indeed been done randomly they were somewhat placated (perhaps because the random sampling had the happy effect of dividing friendship groups fairly evenly). They were also informed that while guidance was time-tabled and they were expected to attend, if they had strong objections to attending, they could elect not to attend providing their parents consented. This proved to be unnecessary negotiation/manipulation; pupils were quite happy to attend. As can be expected in boarding schools, absenteeism was minimal.

Standard sixes are still part of the Preparatory School and although they have a time-tabled headmaster's period, this clashed and another period had to be negotiated; control group pupils received normal subject teaching during the programme sessions. The programmes were conducted for all classes by the researcher himself, who is a teacher-counsellor with six years'

experience.

#### 5.3.4 Sampling.

All standard six to ten pupils were originally chosen to participate. Pupils who missed a session were eliminated from the experimental groups. In addition, quite significant sample mortality occurred owing to the fact that the post-test measurements took place after the exams. A number of pupils had left early and therefore missed the post-test measurement. An entire class's results had to be discarded because they were absurd. It was eventually decided to compare at least fifteen people in each group who had benefitted most from the programmes with those in the control groups whose results had increased least or had even decreased.

TABLE 5-1  
SAMPLE SUMMARISED BY  
SEX AND SCHOOL STANDARD

	STD. 6	STD. 7	STD. 8	STD. 9	STD. 10	TOT
BOYS	14	27	27	22	25	115
GIRLS	16	3	13	8	5	45
TOT	30	30	40	30	30	160

TABLE 5-2  
SAMPLE SUMMARISED BY  
SEX AND GROUP

	CONTROL	EXP 1	EXP 2	TOT
BOYS	47	50	18	115
GIRLS	23	20	2	45
TOT	70	70	20	160

The final sample consisted of 160 pupils. Tables 5-1 to 5-3 summarise the sample according to various dimensions.

TABLE 5-3

SAMPLE SUMMARISED BY  
SEX AND RACE

	BLACK	INDIAN	MIXED	WHITE	TOT
BOYS	0	2	2	111	115
GIRLS	1	3	1	40	45
TOT	1	5	3	151	160

5.3.5 Instrumentation: Crites Maturity Inventory: Attitude Scale (CMI-AS).

For the purpose of this study, the second (1978) edition of the screening form (A-2) of the CMI-AS was used. It is a five-dimensional scale with 50 items to be rated true or false; it yields a total score out of 50. Apart from ease of administration and scoring, another advantage of the CMI-AS is that it is relatively culture free because raw scores are used instead of standard scores; the comparison group is therefore the peer group and not an age-group.

The function of the Attitude Scale is described by Crites (1978) as follows :

"(it) elicits the feelings, the subjective reactions, the dispositions that the individual has towards making a career choice and entering the world of work." (P.3)

It measures the following decision-making variables : decisiveness, involvement, independence, orientation and compromise.

Amongst the uses of the Attitude Scale is the evaluation of career education.

The basic assumption underlying the construction of the CMI is that career behaviour changes systematically with increasing age. School standard was taken to be the most suitable index of this time-related development. Age-standard increases have been criticised as being too rigid and not recognizing that development does not proceed as evenly as supposed (Super et al. 1978). Other theoretical criticisms have centred around issues of reliability and

validity and will be briefly summarised.

5.3.5.1 Reliability. Because equivalent forms of the instrument are not available, internal consistency or test-retest reliability measures have had to be used. Westbrook (1983) has provided a summary of data that suggest that the reliability coefficients for the CMI-AS fall between ,61 - ,78 (Moore et al. 1978; Hanna et al. 1978; Crites 1973, 1978; Mowesian et al. 1977; Westbrook et al. 1980 in Westbrook 1983, P.280). Test-retest coefficients range between ,60 - ,78 (loc. cit.). Westbrook is not particularly impressed by these results and contends that scales with reliabilities in the ,60s and ,70s will probably find it difficult to demonstrate their validity. Crites (1978, P.12) defends this by claiming that it is to be expected from a scale measuring a group of related, but not identical, career attitudes.

5.3.5.2 Validity. The content validity of the CMI-AS is supported by the fact that 8 out of 10 expert judges agreed with Crites' empirically derived scoring keys on 37 out of the 50 items. Kidd (1981, P.351) counters this piece of her reported evidence with the observation by Katz (1978) that agreement between judges is little evidence for content validity; it merely supports the logic of a response.

The construct validity of the CMI-AS has had mixed support. Crites (1978) cites studies showing that the scale does not elicit response bias in spite of its format requiring true or false answers. Also cited by Crites (op. cit.) are a variety of studies demonstrating that the scale is sensitive to a range of variables which are known to be correlated with career maturity. These variables include: socio-economic status, family background, intelligence, work experience, personality variables, etc. Also positive, is the fact that the Attitude Scale reflects changes brought about by various interventions. On the negative side, Kidd (1981, P.351) reports studies showing that correlations between the CMI-AS and intelligence and scholastic aptitude range from 0,40 to 0,61, which she feels are rather high for an attitudinal scale. Westbrook (1983) cites numerous studies showing correlations between the Competency and Attitude Scales ranging from ,17 to ,64 with a median of ,40. While the median is close to Crites' (1974 in West-

brook op. cit.) estimate of the expected correlation, the range of coefficients, while linked to the reliability of the measures suggests at least some evidence that the attitudinal components and the cognitive components may be blurred.

Kidd (1981) cites studies showing only low-to-moderate concurrent and validity coefficients. These were based on correlations with realism of aspiration (0,39), success in certain training courses (0,30 - 0,16) and job success and satisfaction (0,14 - 0,19).

Despite criticisms such as these, the test is one of the most widely used and accepted instruments. It is logically derived, empirically defined, free of sex bias and remains one of the few validated career development instruments (Super 1974; Young et al. 1975; Omvig et al. 1977; Moore et al. 1977; Jordaan et al. 1979; Tolbert 1980; Gardner et al. 1981 in Watson 1984, P.108). Appendix B contains the CMI-AS scale.

#### 5.4 The Career Education Materials.

##### 5.4.1 Natal Education Department (NED) Career Education Programme.

The NED (1984) material is described by its compiler as :

" ... a handbook in process, ..... it will grow and change as new parts are added, deleted, updated or revised."

(Appendix C).

It has been compiled from lessons submitted by teacher-counsellors attached to NED schools. Two other guides for personal/social and educational guidance are being developed and will be designed to cover material which will be complementary to this careers education programme.

Table 5-4 summarises the lessons covered in the NED programme.



TABLE 5-4SUMMARY OF TOPICS COVERED BY NEDCAREERS EDUCATION PROGRAMME

STD.	SESSION	TOPICS
6	1	Introduction to Careers Education
6	2	The Need to Work
6	3	The Place of Work in Our Lives
6	4	Jobs Which Make a School Run
6	5	Career Fields - Groupings
7	1	Subjects and Careers
7	2	Subject Grades and Careers
7	3	Leaving School Before Matric
7	4	Further Education and Training
8	1	The Process of Career-Planning
8	2	Classification of Lessons
8	3	Sources of Career Information
8	4	A World of Change
8	5	Identifying Skills Abilities and Desired Working Conditions
9	1	Evaluating Job Advertisements
9	2	Career Indecision: Is it a Fact of Life?
9	3	Adult Career Experiences Reviewed
9	4	19 Field Interest Inventory: Use of Results
9	5	Senior Aptitude Test: Use of Results
9	6	Jung Personality Questionnaire: Use of Results
10	1	Applying for a Post
10	2	The Interview
10	3	Coping with Unemployment
10	4	Rights and Obligations in the World of Work
10	5	Standard 10 Individual Interview: Informing Parents

5.4.2 Career Information Centre (CIC) Deciding Kit : a  
Std. 7 guide to career decision-making.

The CIC material consists of a Deciding Booklet which serves as a pupil workbook (Appendix D) and a Teacher Manual which contains 13 lessons to help the teacher guide the pupils. The topics of these lessons are summarised in Table 5-5.

TABLE 5-5  
SUMMARY OF PROGRAMME TOPICS

LESSON	TOPIC
INTRODUCTION	Some Considerations in Career Decisions
1	The Value of Subjects: Work Skills & Life Skills
2	Matching Subject Groups to Job Fields
3	Subjects & Jobs
4	Standard of Education Required for Different Jobs
5	Senior Certificate & Matric Exemption
6	Finding out about Myself
7	Abilities and Jobs
8	Values
9	Values & Jobs in the Future
10	Deciding about Subjects
11	Finding out about Jobs

An Experience-Based Learning Model is adopted and is explained in the beginning of the Teacher's Handbook. The emphasis is on providing experiences in the lesson and encouraging pupils to analyse a given situation or body of information, reflect on the implications arising from it and, if possible, to take appropriate action. The inherent concern is for guidance to be relevant.

A problem was experienced in getting the lessons to fit in to the six session duration of the study. At the outset, it was decided that the study would be

completed within a term to prevent external variables affecting the outcomes. This presented no problems with the NED material which was the main focus of the investigation. It was therefore decided to combine CIC lessons dealing with subject choices, i.e. 1, 2, 3 & 10 (two sessions), the lessons on educational qualifications, i.e. 4 & 5 (one session), the lessons on self discovery, i.e. 6 & 8 (one session), and the application of these insights to jobs i.e. 7, 9 & 11 (two sessions). While the sessions were 45 instead of 30 minutes long, these combinations exerted pressure on the sessions which detracted from the reflectiveness that is a vital part of experiential learning.

#### 5.4.3 The Careers Research and Advisory Council (CRAC) Decide for Yourself programme.

In his introduction to the Teacher's notes, Law (1977) states that Decide for Yourself is intended to assist pupils to explore both themselves and the world of work in such a way so that the two can be related. The course therefore covers three of the four guidance areas proposed by Law et al. (1977). The area it does not address is transition learning. Decide for Yourself is addressed to mid- and late adolescents of average and above average academic achievement and is recommended for use with fourth year and above, secondary school pupils. Silver (1981) recommended its use with more able pupils. The six stages of the course are summarised in Table 5-6. Law maintains that there is enough material to form the basis of a year's work of one to one-and-a-half hours a week of class time, but that the material can be covered in considerably less time. Obviously the latter option was taken. The five three-quarter hour sessions and one marathon two hour session allowed the course to be completed, but without the depth of discussion the author obviously aims at. Appendix E contains the CRAC material.

TABLE 5 - 6

SUMMARY OF CRAC COURSE CONTENT

STAGE	DESCRIPTION
1. Influences and Choices	Making Choices Internal and External Influences (Self Assessment)
2. Values and Needs	In Education For Leisure 8 Values Presented (Self Assessment)
3. Values and Needs at Work	Survey of Job Values Analysis of Job Values (Job Assessment)
4. Qualifications, Abilities and Skills	School or College Qualifications Mental Abilities Physical or Health Considerations Analysis of Job Demands (Self and Job Assessments)
5. Personal Style and Occupational Style	Personal Style Survey of Matching and Mismatching Job Styles Analysis of Job Styles (Self and Job Assessments)
6. Focus	Self Assessment - Summary Job Assessment - Summary

It would have been ideal to have also included material from Work and Me by Ken Dovey (1982) in this study but it was considered too ambitious to cover a fourth programme.

As it is, though, it is felt that the study focuses on some of the best material currently available.

CHAPTER SIX.RESULTS AND DISCUSSION.

"Although the question of aims and emphasis for careers education has been much debated in recent years, little attention has been given to the feasibility of the models proposed. On a purely practical level, the problems and possibilities of implementing careers education deserve attention."

(Inge Bates 1983, P.113).

### 6.1 Analysis of Data.

The randomised, pre- and post-test design allows for an analysis of the difference scores. A t-test can be used for comparing differences in means between two groups. For more than two groups analysis of variance (ANOVA) is suitable. These methods have been criticised on the grounds that the change scores are considered less reliable than the scores from which they were obtained and thus significant treatment effects can be present and yet not show up in the analysis (Kerlinger 1973 in Toerien 1984, P.113).

Consideration of the consequences of making Type I or Type II errors led to the conclusion that the former would be more serious. A Type I error would mean that the Null Hypothesis is rejected when it is in fact true. This would lead to an over-estimation of the effectiveness of the materials. Programmes that should still be improved, would be accepted. A Type II error would involve accepting the Null Hypotheses when it should be rejected, it would mean under-estimating the effectiveness of materials. In practice this would lead to effort being devoted to refining materials that are already effective. While this may be wasteful, it is not necessarily a bad thing. The consequences of adopting materials which are in fact ineffective, in the belief that they are not, seem to be far more serious.

In the light of Kurlinger's (1973, loc. cit.) criticism, it was decided to set a less stringent level of significance than  $P < 0,01$ . The decision rule



for both kinds of analyses is therefore :

If the computed t or f is greater than the tabled t or f value for the appropriate degrees of freedom at the 0,05 level of probability, then reject the null hypotheses ( $H_0$ ).

The formula used for the computation of the t test for the difference between means is :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{n_{x_1} + n_{x_2} - 2} \right) \left( \frac{n_{x_1} + n_{x_2}}{n_{x_1} \times n_{x_2}} \right)}}$$

where:  $\bar{X}_1 - \bar{X}_2$  = difference between the means  
 $\sum (x - \bar{x})^2$  = sum of the squared differences between the mean and each individual score

(Notation after Noble et al. (1982) Rhodes M.Ed. lectures).

The formulae used for the analysis of variance (ANOVA) are :

$$\begin{aligned} \text{TOTAL SUM OF SQUARES: } & \sum_i \sum_j X_{ij}^2 - \frac{X_{..}^2}{kn} \\ \text{AMONG GROUP VARIATION: } & \frac{1}{n} \sum X_i^2 - \frac{X_{..}^2}{kn} \\ \text{WITHIN GROUP VARIATION: } & \sum_i \sum_j X_{ij}^2 - \frac{1}{n} \sum X_i^2 \end{aligned}$$

where:  $\sum_i \sum_j X_{ij}^2$  = sum of every score squared  
 $X_{..}^2$  = total sum of scores squared  
 $\sum_i X_i^2$  = sum of squared group totals

ANOVA entails dividing the among groups variance and the between groups variance by the total variance to give F values.

(Notation after Huntsberger (1977, P.301)).

6.2 Results.

The results of the t-test analyses are summarised in Tables 6-1 to 6-3. These give the outcomes of the NED programmes. The comparison groups are the control and the experimental groups for standards 6, 8 and 10.

The ANOVA results are given in Tables 6-4 to 6-5. They give the outcomes of the NED and CIC programmes for Std. 7 and of the NED and CRAC programmes for Std. 9. It should be borne in mind that data from the final sample reflects the scores of pupils in the experimental groups who benefitted most from the programmes with those in the control groups who benefitted least. All data and calculations are shown in Appendix F.

TABLE 6 - 1

RESULTS FROM STD. 6 CMI t-test ANALYSIS

(NED PROGRAMME OUTCOMES)

COMPARISON GROUPS	t-VALUE	P	Ho
1. CONTROL/EXPERIMENTAL GROUPS PRE-TEST COMPARISON	0,16	$1,0 > P > 0,8$	Accepted
2. CONTROL GROUP, PRE-TEST/POST-TEST COMPARISON	0,78	$0,6 > P > 0,4$	Accepted
3. EXPERIMENTAL GROUP PRE-TEST/POST-TEST COMPARISON	1,22	$0,4 > P > 0,2$	Accepted
4. CONTROL/EXPERIMENTAL GROUPS POST-TEST COMPARISON	1,82	$0,1 > P > 0,05$	Accepted

TABLE 6 - 2

RESULTS FROM STD. 8 CMI t-test ANALYSIS

(NED PROGRAMME OUTCOMES)

COMPARISON GROUPS	t-VALUE	P	Ho
1. CONTROL/EXPERIMENTAL GROUPS PRE-TEST COMPARISON	0,49	$0,8 > P > 0,6$	Accepted
2. CONTROL GROUP PRE-TEST/POST-TEST COMPARISON	0,64	$0,6 > P > 0,4$	Accepted
3. EXPERIMENTAL GROUP PRE-TEST/POST-TEST COMPARISON	2,23	$0,5 > P > 0,02$	Rejected
4. CONTROL/EXPERIMENTAL GROUPS POST-TEST COMPARISON	2,81	$0,01 > P$	Rejected

TABLE 6 - 3RESULTS FROM STD. 10 CMI t-test ANALYSIS

(NED PROGRAMME OUTCOMES)

COMPARISON GROUPS	t-VALUE	P	Ho
1. CONTROL/EXPERIMENTAL GROUPS PRE-TEST COMPARISON	1,39	0,2 > P > 0,1	Accepted
2. CONTROL GROUP PRE-TEST/POST-TEST COMPARISON	1,76	0,1 > P > 0,05	Accepted
3. EXPERIMENTAL GROUP PRE-TEST/POST-TEST COMPARISON	1,42	0,2 > P > 0,1	Accepted
4. CONTROL/EXPERIMENTAL GROUPS POST-TEST COMPARISON	1,68	0,2 > P > 0,1	Accepted

The obtained t-values are not greater than the tabled t-values for the appropriate degrees of freedom at the 0,05 probability level and the null hypothesis is therefore accepted.

TABLE 6 - 4RESULTS FROM STD. 7 CMI ANOVA(NED AND CRIC PROGRAMME OUTCOMES)ANALYSIS OF VARIANCE:

SOURCE OF VARIANCE	df	SUM OF SQUARES	MEAN SQUARE	F	P
AMONG GROUPS	5	241,15	48,83	1,81	.90 > P
WITHIN GROUPS	54	1327,70	24,59	0,92	.90 > P
TOTAL	59	1568,85	26,59		

TABLE 6 - 5  
RESULTS FROM STD. 9 CMI ANOVA  
(NED AND CRAC PROGRAMME OUTCOMES)

ANALYSIS OF VARIANCE:

SOURCE OF VARIANCE:	df	SUM OF SQUARES	MEAN SQUARE	F	P
AMONG GROUPS	5	84,73	16,95	0,9	.90 > P
WITHIN GROUPS	54	1027,0	19,02	1,01	.90 > P
TOTAL	59	1111,73	18,84		

The observed variations are significant only at less than the 0.90 level and we therefore accept the null hypothesis. There is a greater than 10% probability of this being a chance result. The primary hypotheses is abandoned in favour of the primary null hypotheses which asserts that no significant difference in career maturity between pupils who experience career education programmes and those who do not will be found. In the light of this, it was considered unnecessary to undertake additional analyses to test the secondary hypotheses (i.e. that NED programmes will produce significantly greater career maturity than other programmes).

From these results, the following observations can be made :

\* The means of the post-test mean scores show a tendency to increase with each standard, though there are exceptions and the increases are not as uniform as may have been expected. The means are : Std. 6 : 32,7; Std. 7 : 34,1; Std. 8 : 34,0; Std. 9 : 36,0; Std. 10 : 36,2. These results therefore support the notion of chronological career development (Crites 1971, 1978; Sorochty et al. 1979 in Watson 1984, P.48). They also suggest that there may be discontinuities in this development or that it may not proceed uniformly (Crites 1969; Kelso 1977; Wolff 1963, loc. cit.).

\* South African mean CMI scores are not too dissimilar from those obtained from American samples. This finding reinforces those of Laubscher (1977) and Rainier (1982). This is taken to be an indication of the validity of the American model and instruments for South African populations.

\* The unexpected finding of a decrease in control group scores has precursors in the findings of Goodson (in Laubscher 1977) and Laubscher (1977, P.112). This trend may have been accentuated when selecting the final data for this study.

\* The null hypotheses were accepted in all cases except for Standard 8. Pupils in this standard who experienced the NED career education programme showed a significant increase in career maturity over those who did not.

### 6.3 Discussion.

The most prominent finding of this study was the fact that the careers work attempted with the majority of the school (6, 7, 9 and 10) did not produce significant results. Not only were these findings repeated for different standards, they were also repeated with different programmes. The effect is to multiply the message that careers education must be perceived to be meeting personal needs. There are a variety of influences that prevent this from happening: teachers defining their role requirements in terms of covering the syllabus or maintaining control. Bates (1983) raises questions about a style of pedagogy that may or may not be suitable for achieving the aims of career education. Both pupils and teachers bring to the classroom role expectations. These often do not promote pupil participation but when these expectations are not met, the activity is seen as pointless or as something different from a normal lesson, which then does not elicit lesson-appropriate behaviour.

Pressure to complete programmes was certainly experienced in this study. This was directly due to the fact that in an examination term, only six sessions were able to be devoted to the programme (actually seven, but one was used to introduce the study, divide pupils into groups and administer the pre-test). This resulted in material being compressed. Worksheets often became ends in themselves rather than means towards ends. In addition, for the NED programme the point is made that careers education is only one component of guidance. Here, it is being evaluated in isolation and it is assumed that each standard's work contains all the elements necessary to promote career maturity. Longitudinal evaluation of pupils who have completed the whole course would complement the findings of this preliminary study. It can, however, be questioned whether the overall programme is likely to be



effective if its component parts have largely not proved to be so.

While it has been conceded that other programmes suffered through being compressed and condensed, it can also be asked whether or not sufficient material was covered to have made a significant difference. Certainly, research has been reviewed in this study showing significant results after much less time - given the right programmes.

Although this purports to be a preliminary study, it can not claim to have presented information based on a representative sample of Natal pupils. The findings of this study cannot be generalized to other schools and there is a need to verify these results in similar studies covering more schools. There is also a need for what has been called illuminative research (Stenhouse 1980 in Bates 1983). This will provide South African data on some of the issues Bates (op. cit.) has addressed including the extent to which the developmental model of careers education can achieve its aims in practice. The erosion of the ideals of an approach, or the effect of materials, has been touched on in this study.

There is also a need for further research to focus on micro-issues associated with careers education. One such issue is the dissemination of occupational information. There is convincing evidence that pupils lack information. This includes academically able pupils as well as those who have suffered deprivation. On the whole, it is felt that existing programmes do not facilitate a systematic exploration of opportunities open or closed to pupils. Pupils' occupational horizons (Hayes et al. 1972) are not being expanded. Such information apart from being current and comprehensive, must also permit an increased awareness of the psycho-social dimensions of work. In other words, careers education needs to provide information about careers in ways which promote the development of realistic expectations about work roles. This information also has to be personalised - assessed in relation to a self-concept. While computer technology can be useful in disseminating information, there is evidence to suggest that this is not necessarily the case. The appropriateness of technology needs examination. It should be questioned whether expensive computer systems can necessarily compensate for persistent deprivation. It seems clear that career education programmes reflect the level of development of existing guidance provisions. It is

simplistic to expect programmes consisting merely of particular materials to compensate for or to replace such provisions. In this study, it was found that the fact that many pupils had never used the career occupational information that has been collected and filed, meant that they were unable to benefit from some of the activities. There were repeated examples where discussions fell flat because the topic was outside pupils' knowledge and experience. One example was the simulated job-interview which was part of the Standard 10 NED programme. Such an interview requires specific information for it to be successful. The value of the exercise lay in the realization by pupils that they lacked this information. This led to a consideration of where such information could be obtained and also revealed deficiencies in the school's existing collection of information. It would have been worthwhile to have spent more time preparing for the simulation, but time did not permit this.

Decision-making, another micro-area of careers education, is affected by the individual's knowledge of occupations, self-understanding and career thinking. While there is evidence that decision-making skills can be taught, it should be questioned whether this can be done in isolation. Both American and British careers education frameworks see the function of decision-making skills being to integrate self-understanding with knowledge of the world of work and opportunity. A major contributing factor to the failure of the CRAC material might well have been that it did not build on a sound basis in these two areas. In a similar vein, it might be asked whether the CIC programme's attention to subject choices was out of proportion with the actual choices pupils have. Only very few pupils will be allowed the option of selecting another high school because it offers preferable subject combinations.

The practical value of this study has lain in its diagnosis of needs and the feedback it has given about the extent to which these career needs are being met at one particular school. In doing so, it possibly paved the way for more effective career interventions in future, but it also raised the issue of needs assessments and how this is best done, or at least, effectively approached. Attempts to apply the systems approach which involves a disciplined analysis of the elements which combine and relate to make a system what it is, need documentation and dissemination so that they can become more prominent features of careers education curriculum design. While testing remains a contentious issue because of its association with matching and the problems

associated with using the results, a case for extending the tests currently available for assessing career development should be considered. Ideally, this should include some global assessment of career development, or, what might be more appropriate in the light of the problems associated with such instruments, a number of specific assessments of the factors which have been shown to be associated with career development. These might include self-concept, locus of control, decision-making and interest scales.

The success of the standard eight programme is probably due partly to the material which included: a clear statement of the rationale in terms of the process of career decision-making, and opportunities to use and assess sources of occupational information and to attempt some self evaluation; and partly to the environmental programme benefits. These findings lend support to the validity of the environmental education programme and show that it is possible to make pupils aware of a different approach to education; one that is relevant, integrates subject areas, extends skills and invites active participation. When this happens, there are spin-offs which significantly affect pupils' capacity to benefit from other programmes. Ways of extending this integration, co-ordinating available resources and strengthening links between what is learned and the situations which will be encountered later, need further consideration and implementation. Work experience promises to be a fruitful area for such contemplations.

It should be clear that career education can not be predicated on apriori decisions about what is to be included in curricula, the way other subjects may be. A developmental framework may be used as the basis for identifying the tasks requiring mastery. From there aims and objectives may be derived and suitable materials developed. The NED approach to careers education is a welcome departure from traditional approaches to curricular development. It must, however, be realized that developing an adequate career education curriculum may entail a clash with currently dominant political and ideological value systems.

Despite its predominantly negative findings, its limited generalizability and its vague recommendations, it is hoped that this study has raised many of the issues of principle and practice that, if resolved, will demonstrate that genuine careers education can contribute positively to reform in this country as it has done in other countries.

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A P P E N D I X B:

CAREER MATURITY INVENTORY

ATTITUDE SCALE

MARKING THE ATTITUDE SCALE:

Score 1 for DISAGREE except for

Items:            2  
                     12  
                     21  
                     23  
                     24  
                     25  
                     33

For these items, score 1 for AGREE  
responses.

CAREER MATURITY INVENTORY ATTITUDE SCALE.

(Crites 1978)

Please read the statements below about occupational choice and work. Decide whether you agree or disagree with the statement. If you agree or mostly agree with it, put a tick in the column labelled A on this sheet. If you disagree or mostly disagree with the statement, put a tick in the column headed D on this sheet.

PLEASE ANSWER ALL THE QUESTIONS

	A	D
1. Once you make an occupational choice, you can't make another one	—	—
2. In making an occupational choice you need to know what kind of person you are	—	—
3. A person can do anything he wants as long as he tries hard	—	—
4. Your occupation is important because it determines how much you can earn	—	—
5. A consideration of what you are good at is more important than what you like in choosing an occupation	—	—
6. Your parents probably know better than anybody which occupation you should enter	—	—
7. Work is worthwhile mainly because it lets you buy the things you want	—	—
8. Work is drudgery	—	—
9. Why try to decide upon an occupation when the future is so uncertain	—	—
10. It's probably just as easy to be successful in one occupation as it is in another	—	—
11. By the time you are fifteen, you should have your mind pretty well made up about the occupation you intend to enter	—	—
12. There are so many factors to consider in choosing an occupation it is hard to make a decision	—	—
13. You can't go very far wrong by following your parents' advice about which occupation to enter	—	—
14. Working in an occupation is much like going to school	—	—
15. The best thing to do is to try out several occupations and then choose the one you like best	—	—

	A	D
16. There is only one occupation for each individual	—	—
17. Whether you are interested in an occupation is not as important as whether you can do the work	—	—
18. You get into an occupation mostly by chance	—	—
19. It's who you know not what you know that is important in an occupation	—	—
20. Choose an occupation which gives you a chance to help others	—	—
21. Choose an occupation then plan how to enter it	—	—
22. Choose an occupation in which you can someday become famous	—	—
23. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions	—	—
24. Choose an occupation which allows you to do what you believe in	—	—
25. The most important part of work is the pleasure which comes from doing it	—	—
26. It doesn't matter which occupation you choose as long as it pays well	—	—
27. As far as choosing an occupation is concerned, something will come along sooner or later	—	—
28. Why worry about choosing an occupation when you don't have anything to say about it anyway	—	—
29. I really can't find any occupation that has much appeal to me	—	—
30. I have little or no idea what working will be like	—	—
31. When I am trying to study, I often find myself daydreaming about what it'll be like when I start working	—	—
32. If I have to go into military service, I think I'll wait to choose an occupation until I am out	—	—
33. When it comes to choosing an occupation, I'll make up my own mind	—	—
34. I want to really accomplish something in my work - to make a great discovery or earn lots of money or help a great number of people	—	—
35. As long as I can remember I've known what I want to do	—	—
36. I can't understand how some people can be so set about what they want to do	—	—



	A	D
37. The occupation I choose has to give me plenty of freedom to do what I want	—	—
38. I know which occupation I want to enter, but I have difficulty in preparing myself for it	—	—
39. I know very little about the requirements of occupations	—	—
40. I want to continue my education but I don't know what courses to take or which occupation to choose	—	—
41. I spend a lot of time wishing I could do work I know I cannot ever possibly do	—	—
42. I'm not going to worry about choosing an occupation until I am out of school	—	—
43. If I can just help others in my work I'll be happy	—	—
44. I guess everybody has to go to work sooner or later, but I don't look forward to it	—	—
45. I often daydream about what I want to be but I don't really have any occupational choice	—	—
46. The greatest appeal of an occupation to me is the opportunity it provides for getting ahead	—	—
47. Everyone seems to tell me something different until now I don't know which occupation to choose	—	—
48. I have a pretty good idea of the occupation I want to enter but I don't know how to go about it	—	—
49. I plan to follow the occupation my parents suggest	—	—
50. I seldom think about the occupation I want to enter	—	—

APPENDIX C

NATAL EDUCATION DEPARTMENT (NED)

CAREER EDUCATION LESSON-GUIDE:

# CAREERS EDUCATION

## PRELIMINARY TEACHERS' HANDBOOK / LESSON GUIDE

The attached lesson guide has been produced as a preliminary working document from materials and lessons submitted by teacher-counsellors attached to N.E.D. schools. It is essentially a handbook in process, as it will grow and change as new parts are added, deleted, updated or revised. The quality and relevance of the final form of the guide will be determined in large part by the willingness of teacher-counsellors to offer constructive comment about the individual lessons and the programme as a whole.

Similar guides are being prepared for PERSONAL/SOCIAL GUIDANCE and for EDUCATIONAL GUIDANCE. The final forms of all three guides will be made available as official documents once teacher-counsellors have had an opportunity to evaluate and comment on the preliminary guides. For this reason an urgent appeal is made to all teacher-counsellors to participate in the evaluation process, and to make time to comment on each lesson as it is completed. (A retrospective evaluation of any lesson is likely to be less effective.) Guidelines for evaluating both the individual lessons (and accompanying worksheets, questionnaires and resource material) and the programme as a whole, are provided. An honest approach to the evaluation is desired. If you like the lesson, say it. If you don't, say why! The completed evaluation forms should be forwarded to the writer each time four or five lessons have been completed. Counsellors are requested only to evaluate lessons in the standards for which they have been designed and not to use material intended for Std. 6 in Std 7 etc. etc.

When evaluating the CAREERS EDUCATION programme as a whole it will be important to bear in mind that the guides aims to cover only those aspects of careers education which are considered to be essential. It will also be necessary to remember that the guides for PERSONAL/SOCIAL GUIDANCE and EDUCATIONAL GUIDANCE will be designed to contain much material which will be complimentary to the careers education programme. Where there are obvious omissions, or where, in the opinion of the teacher-counsellor, unnecessary material has been included, it would be appreciated if this could be brought to the attention of the writer. As a downward extension of the CAREERS EDUCATION programme is planned for the primary school, any ideas or suggestions for lesson content at this level (especially Std 5) would be greatly appreciated.

The submission of additional lessons and supporting material for any part of the guide will be most appreciated. Much information previously submitted has yet to be incorporated in the guide in some form. Teacher-counsellors submitting material from other sources are asked to ensure that the source of the material is fully acknowledged.

Die gids sal aanvanklik alleenlik in Engels beskikbaar wees. Sodra dit in die finale vorm beskikbaar gestel word, sal dit ook in Afrikaans verskyn. Kommentaar op dié voorlopige gids sal in albei tale verwelkom word.

PROGRAMME EVALUATION : CAREERS EDUCATION

Once you have completed the entire programme please comment as fully as possible on your overall impressions—it is assumed that your evaluation of individual lessons will have covered the specifics. You might wish to comment for example on the comprehensiveness of the programme as a whole; on obvious omissions or over-emphases; and on biases etc. etc. In particular, comment on the degree to which the aims of the programme, as outlined in the preamble to careers education are realistic or otherwise, and to what extent these aims have or have not been realised in the programme content. Specific suggestions for improvement would be appreciated. Post this form to A.J.J. Brownell Private Bag 9044, Pietermaritzburg, 3200.

If a programme such as this is to be successful it will have to be continuous. If you have had any difficulty implementing it with all standards, please give details. Please give details too of the sections omitted, if you have not used the whole programme.



## CAREERS EDUCATION : its scope and focus through the curriculum

In the minds of school personnel and the public at large the teacher-counsellors (T/C) role and function is often exclusively linked with VOCATIONAL GUIDANCE. This limited role perception has been almost inevitable since the T/C's predecessor was the vocational guidance teacher/officer. More precise role clarification is one of the major tasks facing the T/C whose potential contribution to the well-being of pupils is very much greater than is generally perceived. Involvement in matters relating to the vocational choices of pupils is but one important aspect of the service that T/C's offer.

### VOCATIONAL GUIDANCE OR CAREERS EDUCATION?

With respect to matters relating to vocational choice and preparation for employment it is necessary to differentiate between the focus and approach of vocational counsellors who are not attached to schools, and that of T/C's within schools. The services offered in each case are inter-related, but quite different. On the one hand, the VOCATIONAL GUIDANCE offered by specialist vocational counsellors attached to outside institutions is generally aimed at resolving specific short-term problems. By definition, the VOCATIONAL GUIDANCE offered by these counsellors is of relatively short duration and tends to be characterised by comprehensive evaluation, vocational counselling and, if necessary, placement. On the other hand, the CAREERS EDUCATION programme for which T/C's are responsible is visualised as a long-term preparation which will enable pupils themselves to be in a better position to make considered and realistic vocational choices. The T/C's involvement in CAREERS EDUCATION is in many respects, no different from that of a specialist vocational counsellor, and does not preclude the possibility that pupils will sometimes be assisted to make specific vocational choices, but such an outcome is clearly not the aim of the programme.

CAREERS EDUCATION is essentially a shared responsibility of T/C's, teachers, parents and others. In broad terms the programme aims to help pupils to think about themselves and work, and to become more effective in interpersonal skills and in social and work situations. The guidance programme as a whole, of which CAREERS EDUCATION is but one part, tries to facilitate the growth process towards greater independence, adulthood and personal responsibility.

### THE AIMS OF THE CAREERS EDUCATION PROGRAMME

The CAREERS EDUCATION programme of the Natal Education Department has a number of aims, the chief of which are :

- \* To make pupils aware of the need for a broader view of the world of work than that so often espoused by the modern technological society - a society which elevates the image of a rational, objective, ambitious and materialistic man above that of the moral, values-orientated, emotional and spiritual man. A view of life which tends to give the highest status to jobs that are characterised by high remuneration and social

power, and carries with it, for example, the danger of a reconceptualisation of mans' responsibility to his family in terms of material, rather than psychological and emotional provision.

- \* To alert pupils to the dangers inherent in the assumption that the choice of work is merely a "technical" problem which can more or less be solved by technical, psychometric means i.e. to make pupils aware of the need to see job selection as a developmental process and not merely an event. This process should aim at maximising the potential that work has to create additional meaning for life by providing a sense of personal fulfilment, and by improving the emotional quality of life, rather than leading to a "death in life" working situation in which people feel obliged to cling to secure jobs, even though their spirit and enthusiasm for the job has already died.
- \* To examine cultural conventions such as the "one life/one career" assumption which can no longer be supported by available statistics on job mobility - statistics which show that the average man can expect to have up to 5 or 6 different jobs in a life time, and that what may be a meaningful choice at age 18 or 25, need not necessarily be so at age 35 or 40.
- \* To develop the self concept of pupils through greater self understanding, and to encourage empathy for the situation of others as a means to improving human relations at work and elsewhere.
- \* To help adolescents to be able to communicate in an informed and articulate manner on the topic of careers choice, so that they are better able to defend themselves against any unrealistic pressures and prescriptions which parents and important others may attempt to impose on them in this regard.

#### SOME OTHER AREAS OF FOCUS

The CAREERS EDUCATION component, in conjunction with the rest of the guidance programme, will also emphasise some of the following aspects in the quest for better self-understanding by pupils during the course of their school career:

##### \* Environmental Influences

Pupils will be made aware of the expectations that others have of them, and that they have of themselves, and be encouraged to examine these in light of family and social traditions, financial circumstances and available opportunities.

##### \* Abilities and Aptitudes

Pupils will be encouraged to greater awareness of the importance of knowing as much as possible about their abilities and aptitudes, and will be exposed to evaluation of both of these by formal and informal means.

##### \* Interests/

\* Interests

The importance of identifying and stimulating specific interests is emphasised systematically through the curriculum.

\* Values, Needs and Aspirations

Throughout their school career pupils will be encouraged to explore their own value systems, needs and aspirations with a view to alerting them to the influences that these will have on motivation and choice.

\* Subjects and Subject Combinations

Pupils will be made aware of the importance of specific subjects and of subject combinations for both further training and for career choice.

\* Sources of Career Information and Career Research

During the course of their school careers pupils will be introduced to available sources of career information, and will be expected to participate in structured career research exercises aimed at self-discovery, and the reinforcement of what has been introduced to them in class.

\* Job-seeking and Job-holding skills

Towards the end of their school career there will be increased emphasis on skills which relate more directly to job-seeking and job-holding, as well as an introduction to such issues as unionism and industrial relations.

\* A future Perspective

Vocational trends vary, and the preparation of pupils' for the choices that they might only be called upon to make a decade hence is exceptionally difficult. The focus on future vocational trends is aimed essentially at alerting pupils to the inevitability of change and to the need for continual retraining and upgrading of skills if they are to make maximum use of their potential in the years ahead. Because unemployment has become a fact of life in almost all societies, it is also covered, since it is inevitable that many of those now at school will at some stage, and possibly even for long periods, have to learn to cope constructively with unemployment.

PARENTAL INVOLVEMENT

The onus is on the school to ensure that parents, in particular, are made aware of the scope and intention of the CAREERS EDUCATION component of guidance, and that they have reasonable access to the T/C, so that they are not tempted to seek advice elsewhere without first consulting the T/C. The services offered by counsellors attached to bodies such as the Department of Manpower, the Career Information Centre, and the student counselling .

Careers Education  
(Preamble)

services of universities and technikons, to name but a few, are often indispensable, but should not be used as a first resort by parents. When they are, this probably means that parents have not been sufficiently informed about the T/C's role, or that insufficient effort has been made to encourage parents to make use of the T/C's services and/or that T/C's have not made an effort to offer a meaningful service. There are many ways of ensuring that parents are informed about the services offered. However this is done, it is important that the parents' own role in continuing CAREERS EDUCATION is stressed by emphasising that :

- \* Career development and career decision-making are processes and not events. That Career decisions cannot be taken by merely undergoing a single test or series of psychological tests.
- \* They should encourage their children to think about themselves their abilities, aptitudes, interests and aspirations - as well as about possible careers for which they feel they are suited, without pressurising them into premature decision-making.
- \* They should not allow their own doubts about their child's choice to hamper the decision-making process. Decisions should be questioned in a positive and supportive way, questions must be posed, and parents should contribute by listening, supporting and creating opportunities for constructive dialogue. Children should be allowed to find their own answers as the final decision is not that of the parent.
- \* It will be in their interest to contact the T/C who might also consider it to be in their child's interest to seek further advice from counsellors at institutions outside the school.



## INTRODUCTION TO CAREERS EDUCATION IN THE SECONDARY SCHOOL

OBJECTIVES : To introduce CAREERS EDUCATION as an inter-related component of the total guidance programme and to provide an overview of its aims throughout the secondary school curriculum.

PROCEDURE : 1. Refer to the preamble to the CAREERS EDUCATION programme for the content of this lesson. Emphasise that the CAREERS EDUCATION component is only one part of the total guidance programme. Provide an overview of the aims of CAREERS EDUCATION stressing that much of what is learned in other sections will be directly applicable here. Stress the importances of pupils' own involvement in research etc, and outline the T/C's role w.r.t. individual careers counselling. Allow time for discussion and clarification.

2. Encourage pupils to encourage their parents to become involved in their career development. Assist them to do this by preparing a hand-out for their parents (along the lines suggested in the preamble to the CAREERS EDUCATION programme) in which you tell them what you will be doing in your lessons. Encourage pupils to feed-back their parents' responses to you and encourage parents to make use of the services you offer.

RESOURCES : Preamble to the CAREERS EDUCATION programme - CAREERS EDUCATION - it's scope and focus.....



## THE NEED TO WORK

OBJECTIVE : To explore man's need to work.

- PROCEDURE :
1. Present contrasting situations to the class to illustrate how primitive man worked to survive and how modern man is increasingly motivated by higher order needs which look beyond survival to the improvement of his quality of life. The extracts provided in CE 6.2 - Survival and How and Why People Work, should provide suitable introductory material.
  2. Explore the need to work by focusing, for example, on such aspects as survival, pay, security, service, status, interest, enjoyment and leisure etc. Allow time for discussion and encourage pupils to add to the list.
  3. Select any 10 aspects dealt with in 2, write them on the b/b and ask each pupil to rank them in order of personal preference - a rank of 1 is 'most important' and a rank of 10 'least important' for them. Ask one or two pupils to give their ranking and to tell the class what motivated their choice. Do not allow any further discussion at this stage.
  4. Deal with each of the 10 selected aspects in turn and try to establish a class ranking for each. Focus on the range of individual choices, and illustrate in particular how man's need and motivation to work, when survival is not at stake, will be influenced by factors which would appear on face value to bear little relation to this issue.

- Resources :
1. Lindhard N. What Can I do pp 1 - 7
  2. Dovey K. Work and Me (Pub. Oxford University Press) pp 57 - 58 and 34 - 35
  3. Lindhard M. What am I going to do when I leave School pp 6 - 9

## HOW AND WHY PEOPLE WORK

### The First Wave - working in the fields and at home.

In First Wave societies most work was performed in the fields or in the home, with the entire household toiling together as an economic unit and with most production destined for consumption within the village or manor. Work life and home life were fused and intermingled. And since each village was largely self-sufficient, the success of the peasants in one place was not dependent upon what happened in another. Even within the production unit most workers performed a variety of tasks, swapping and shifting roles as demanded by the season, by sickness, or by choice. The pre-industrial division of labor was very primitive. As a result, work in First Wave agricultural societies was characterized by low levels of interdependency.

### The Second Wave - mass production in factories.

The Second Wave, washing across Britain, France, Germany and other countries, shifted work from field and home to factory, and introduced a much higher level of interdependency. Work now demanded collective effort, division of labor, co-ordination, the integration of many different skills. Its success depended upon the carefully scheduled co-operative behaviour of thousands of far-flung people, many of whom never laid eyes on one another. The failure of a major steel mill or glass factory to deliver needed supplies to an auto plant could, under certain circumstances, send repercussions throughout a whole industry or regional economy.

The collision of low- and high-interdependency work produced severe conflict over roles, responsibilities and rewards. The early factory owners, for example, complained that their workers were irresponsible - that they cared little about the efficiency of the factory, that they went fishing when most needed, engaged in horseplay, or turned up drunk. In fact, most of the early industrial workers were rural folk who were accustomed to low interdependency, and had little or no understanding of their own role in the overall production process or of the failures, breakdowns, and malfunctions occasioned by their "irresponsibility." Moreover, since most of them earned pitiful wages, they had little incentive to care.

In the clash between these two work systems, the new forms of work seemed to triumph. More and more production was transferred to the factory and office. The countryside was stripped of population. Millions of workers became part of high-interdependence networks. Second Wave work overshadowed the old backward form associated with the First Wave.

### The Third Wave - beyond mass production.

AS I entered the building, I remembered again the factories in which I had once worked, with all their clatter and roar, their dirt, smoke, and suppressed anger. For years, ever since leaving our manual jobs, my wife and I have been "factory voyeurs." In all our travels around the globe, instead of zeroing in on ruined cathedrals and tourist clip joints we have made it our business

to see how/

to see how people work. For nothing tells us more about their culture. And now in Colorado Springs I was once again visiting a factory. I had been told that it was among the most advanced manufacturing facilities in the world.

It soon became clear why. For, in plants like this, one glimpses the latest technology and the most advanced information systems - and the practical effects of their convergence.

This Hewlett-Packard facility turns out \$100 million worth a year of electronic apparatus - cathode-ray tubes for use in TV monitors and medical equipment, oscilloscopes, "logic analyzers" for testing, and even more arcane items. Of the 1,700 people employed here, fully 40 percent are engineers, programmers, technicians, clerical or managerial personnel. They work in a huge, high-ceilinged open space. One wall is a giant picture window that frames an imposing view of Pikes Peak. The other walls are painted bright yellow and white. The floors are light-colored vinyl, gleaming and hospital clean.

The workers at H-P, from clerks to computer specialists, from the plant manager to assemblers and inspectors, are not separated spatially but work together in open bays. Instead of shouting to one another over a machine clatter, they speak in normal conversational tones. Because everyone wears ordinary street clothes there are no visible distinctions of rank or task. Production employees sit at their own benches or desks; so many of these are decorated with trailing ivy, flowers, and other greenery that, from some visual angles, one has the fleeting illusion of being in a garden.

Striding through this facility, I thought how poignant it would be if I could magically lift some of my old mates out of the foundry and auto assembly line, out of the racket, the dirt, the hard bruising manual labor, and the rigidly authoritarian discipline that accompanied it, and transplant them into this new-style work environment.

They would stare in wonder at what they saw. I doubt very much that H-P is a workers' paradise, and my blue collar friends would not be easily fooled. They would demand to know, item by item, the pay schedules, the fringe benefits, the grievance procedures, if any. They would ask whether the exotic new materials being handled in this plant are really safe or whether there are environmental health hazards. They would assume rightly that even under the seemingly casual relationships some people give orders and others take them.

Nevertheless, my old friends' shrewd eyes would take in much that is new and sharply different from the classical factories they knew. They would notice, for example, that instead of all the H-P employees arriving at once, punching the clock, and racing to their work stations, they are able, within limits, to choose their own individual working hours. Instead of being forced to stay in one work location, they are able to move about as they wish. My old friends would marvel at the freedom of the H-P employees, again within limits, to set their own work

pace. To talk to managers or engineers without worrying about status or hierarchy. To dress as they wish. In short, to be individuals. In fact, my old companions in their heavy steel-tipped shoes, dirty overalls, and working men's legs would find it hard, I believe, to think of the place as a factory at all.

And if we regard the factory as the home of mass production, they would be right. For mass production is not what this facility is all about. We have moved beyond mass production.

Extracted from : Toffler A. The Third World.  
Pub. Collins, 1980

/sb

SURVIVAL

An older girl, not yet a woman but carrying a woman's load, walked behind the woman who followed Iza, glancing back now and then at a boy, very nearly a man, trailing the women. He tried to allow enough distance between himself and them so it would seem he was one of the three hunters bringing up the rear and not one of the children. He wished he had game to carry, too, and even envied the old man, one of the two flanking the women, who carried a large hare over his shoulders, felled by a stone from his sling.

The hunters were not the only source of food for the clan. The women often contributed the greater share, and their sources were more reliable. Despite their burdens, they foraged as they travelled, and so efficiently it hardly slowed them down. A patch of day lilies was quickly stripped of buds and flowers, and tender new roots exposed with a few strokes of the digging sticks. Cattail roots, pulled loose from beneath the surface of marshy backwaters, were even easier to gather.

If they hadn't been on the move, the women would have made a point of remembering the location of the tall stalky plants, to return later in the season to pick the tender tails at the top for a vegetable. Later still, yellow pollen mixed with starch pounded from the fibres of old roots would make doughy unleavened biscuits. When the tops dried, fuzz would be collected, and several of the baskets were made from the tough leaves and stalks. Now they gathered only what they found, but little was overlooked.

New shoots and tender young leaves of clover, alfalfa, dandelion; thistles stripped of prickles before they were cut down; a few early berries and fruits. The pointed digging sticks were in constant use, nothing was safe from them in the women's deft hands. They were used as a lever to overturn logs for newts and delectable fat grubs; freshwater molluscs were fished out of streams and pushed closer to shore for easy reach, and a variety of bulbs, tubers and roots were dug out of the ground.

From : AUDEL, J.M. The Clan of the Cave Bear.  
Pub. Hodder & Stoughton, 1980.



## THE PLACE OF WORK IN OUR LIVES

**Objective :** To encourage greater awareness of some of the more subtle changes in values and needs which have been occasioned by the modern technological society, and to make pupils conscious of some of the implications for the career decision making process.

- Procedure :**
1. As this lesson is a follow-up on some of the issues dealt with in CE 6.2 it will be advisable to introduce it with a brief summary of the most important points which relate to the content of that lesson.
  2. Use the information contained in A Contrast of Needs (CE 6.3) as the basis for this lesson which is aimed primarily at highlighting the changes in values brought about by the technological age, and at the creation of an awareness of some of the important implications of these changes. Try to encourage pupils to be aware of the need and value of traditional societal values which often tend to be relegated to a level of insignificance by those imposed on modern man by a primarily material philosophy of life. (The primary issues in question are dealt with in Ken Dovey's article Education for Work in a Modern Technological Society (CE 6.3)(Counsellors are asked to acquaint themselves with the main points made in this article as they are of vital importance to a balanced Careers Education programme. A summary of the main points is to be found at the end of CE 9.3)
  3. Divide the class into buzz groups giving each of the groups one of the following topics for discussion. Allow about ten minutes and then ask for feed-back from one member of each group:
    - \* The work place is much like the jungle, only the fittest survive.
    - \* All people have equal access to work and if you really put your mind to it you can do anything.
    - \* Money is all that counts. Nothing else matters when you choose a job.
    - \* You can choose your friends, but you can't always choose the people you work with.
    - \* The thought of being unemployed doesn't worry me

4. During the discussion which follows, the counsellor should attempt to highlight the most important issues. Point out, in particular, that the essentially human, spiritual, emotional factors which inevitably come into play when one looks beyond the mere acquisition of a job, to work satisfaction and personal fulfilment, are ignored at one's peril. Material security has a place - but should not necessarily have a primary place. The law of the jungle might be an inevitable fact of life - but for those for whom other values take precedence, a type of employment where such a law does not predominate is essential for emotional survival etc. etc. Our technological society has imposed factors, needs and issues which might never have entered the minds of those in more traditional (and contented?) communities.

It is important to emphasise the capacity of different forms of work experience to enhance or destroy the emotional quality of any working individual's life - something that so many people find to their cost that they had never considered. Because of a distorted sense of material well-being and security, many people cling to secure jobs even though their spirit of enthusiasm for the job died ten years earlier.

5. If time permits, and if it is considered to be appropriate, conclude the lesson by asking pupils to predict the factors likely to be most important when choosing a job 20 years hence. What, for example, might be some of the factors to consider if the economic health of the country were to deteriorate dramatically? Could one under such circumstances, afford to be "too choosy" about a job? Can one envisage a situation in which one is forced by circumstances to take any job, even a job that will clearly not satisfy one? What would the implications of such a forced choice be for personal fulfilment? Are there not many in our society for whom this is the only choice? etc. etc.

Resource : Dovey K. Education for Work in a modern Technological Society. From Montor 1984 (See CE 6.3)

Dovey K. Work and Me. Cape Town : Oxford Univ. Press 1983

## A CONTRAST OF NEEDS

Needs	Traditional Society	Technological Society
Survival	Most of the needs of primitive societies, and many of the needs of traditional societies would have centred around the question of survival. Those needs would, in primitive society in particular, have been satisfied through an intimate knowledge of their achievement, and as a result of tips passed down through the generations.	In a technological society, work plays an important role in ensuring one's physical survival, but many people become entrapped in materialistic needs which are created by the mass media - needs which are frequently not needs at all but 'wants' that cause man to want more and more. The result is frequently personal unhappiness because all wants can't be satisfied.
Identity	It is reasonable to assume that all men search for a personal identity. In more primitive societies it is likely that the identity of individuals became very much enmeshed in the greater group identity, but that for example, hunting prowess and physical strength and endurance would have led to individual recognition. Personal identity also accrued to a large extent as a result of ritual ceremonies which demarcated the line between childhood and adulthood.	In a technological society, the choice of work means the choice of a social identity. One's answers to the question "What work do you do?" tends to determine the kind of response to you as a person. Social pressure, and indeed individual preference, tends towards the choice of high status working identities, and often results in disillusion; a sense of failure; and a tendency to buy expensive cars and furniture, or other material goods to boost one's sense of identity.
Community	In traditional society a sense of community was generally well developed. Divisions into communities, clans, tribes etc increased a sense of belonging. The sense of community was usually enhanced because people worked in and for the community. Whatever codes of conduct existed within a community were understood by all.	The choice of a particular type of work is in effect the choice of a community. The work community might be very different from the home community, and so too may be the acceptable codes of conduct. Where codes differ, there are bound to be real dilemmas and uncertainties even neuroses - in short, the emotional quality of one's life will be affected (for the better or the worse) by the people with whom one works, and because one might live in one community and work in another it is not unlikely that this divided sense of loyalty will lead to more self gratification and less community involvement.
Meaning	Traditional society, whether it were of the primitive variety or not, usually relied on very definite codes of conduct which gave a sense of meaning and direction to the lives of individuals. Meaning emanated primarily from religious beliefs and experiences, and the codes usually made a definite distinction between what was acceptable (right) and unacceptable (wrong)	In the technological society, materialism is often offered as an alternative frame of reference. The profit motive becomes the means or even the end of man's search for meaning. Business practices are frequently at variance with normally accepted societal and religious norms and values. People are often sacrificed for profit.

Adapted from : Dovey K. Education for Work in a Modern Technological Society (1984)

# Education for work in a Modern Technological Society

by Ken Dovey, Rhodes University

The concept, "modern technological society" refers to the institutions, and the values that infuse them, which dominate much of the daily experience of most South Africans: institutions which transform the economy through technological production and urbanisation, and the political, bureaucratic, military and "educational" institutions with which they are closely associated. The progress of the process of modernisation depends, amongst other things, upon the effective transmission of the value orientations necessary for maintenance of these institutions. These value orientations include the internalisation of a technical view of the world which is rational, objective, materialist and discreet; and the internalisation of social values of competitiveness, individualism, consumerism, short-term time orientation, materialism and ambition. Even though (according to the official statistics in South Africa) a minority of people actually inhabit the cities, the urban context, with its pluralised social life worlds represents the model of life to which most South Africans aspire. These values are beamed by the modern media to the furthest corners of rural South Africa. Even in the most isolated parts of rural Transkei for example, the value orientations necessary for progress are transmitted by radio waves, teachers and returning migrant workers. There is no going back to traditional (White and Black) lifestyles. There is however, an urgent need to critically scrutinise modern lifestyles and particularly the central role that work has come to play in the lives of modern individuals. Unless we are able to re-negotiate some of the values of modernity there is, a very real danger of a process of de-humanisation accompanying the process of modernisation to the point where it undermines the foundations of human existence. The place to begin such re-negotiation is at the workplaces and in the schools.

## CAREERS GUIDANCE IN MODERN, TECHNOLOGICAL SOCIETIES:

Guidance services, or institutions, usually reflect the values of the society in which they have been created. Thus conventional South African guidance services generally operate upon the following assumptions:

- \* the choice of a career is a technical problem which can be more or less solved by technical means - for example psychometric tests. The accurate identification of skills in particular is viewed as a very important part of this process.
- \* the process of attainment of work is a problem of marketing oneself. One needs to market one's

skills in such a way that one succeeds in selling them to the highest bidder in terms of money status and power. Thus the jobs with the highest status in modern, industrial society reflect these values in that they are generally characterised by high remuneration and social power. Whereas moral criteria have played an important role in the status of work in some traditional societies, this is not generally true of modern society.

- \* the workplace is value-neutral, and qualifications and hard work are the criteria of success at work. Similarly all have equal access to work.
- \* each individual prepares for the choice of one form of work for the entire duration of her/his working life.
- \* material security is a critical factor in the choice of work.

Such approaches neglect the significant role that work plays in terms of the emotional quality of an individual's life. They neglect important dimensions such as meaning and identity because their theoretical paradigm cannot deal with such phenomena. Work however, dominates the modern individual's consciousness at whatever level of the social hierarchy she/he finds her/himself, as the following quotes demonstrate: (1)

"I don't think there's a day in my life when I don't think about work. If I dream it is usually about work". (Engineer)

"I had to examine about thirty-six dozen pairs of socks a day. It was a crazy rush. I found the work absolutely boring. Socks and more socks. I dreamt of socks and thought I was going mad". (Factory worker)

Consultant and educational activities within various South African workplaces over the past five years have made it clear to me that a radically different form of education for work is essential in our schools, if individuals are to realise the potential of work, which is meaningful to them, in their lives.

## EDUCATION FOR WORK IN MODERN, TECHNOLOGICAL SOCIETIES:

Education for work must involve the demystification of the role of "social power" in the process of work attainment and work experience. Such educa-



tion must thus begin with the acknowledgement that work, as a human phenomenon, cannot be considered outside of the realm of human values. This means acknowledging that factors such as sex, race, religion, social class, political and personal values will influence one's chances and experiences at the workplace as much as, if not more than, factors such as certification and hard work. The intention of such education will be to help adolescents particularly those from low power social groups, to prepare for the reality of the workplace in such a way that they have a better chance of transcending the negative features and maximising the positive features of the workplace. Too many talented young people are sent naively to the workplace with false expectations, and are subsequently emotionally shattered by the reality of their experience there.

Secondly, education for work in modern R.S.A. should show that the choice of work is not a "technical" problem, by acknowledging the relationship between life experiences and the attainment of meaningful work. Such education would involve the exploration of the individual's life experience and his interpretation of the implications of his life experiences for the choice of meaningful work. This would involve the clarification of the emotional impact that such experiences have had on him. It would also include an analysis of the degree to which the attitudes, norms and values of significant others, such as family peer group and teachers, within the social context of each individual have been internalised.

Finally, education for work should incorporate an understanding of the very important role that work plays in a modern, technological society, with respect to the satisfaction of significant life tasks all human beings face, in creating a life which makes existential sense to them. I have elsewhere (2) identified four such tasks: survival; identity; community and meaning. In traditional societies these tasks were met through a great variety of means. In modern societies however, they are met almost exclusively through one's work.

**Survival:** The role that work plays in ensuring one's physical survival is obvious but many people particularly from low power social groups, tend to become entrapped in materialistic needs which are created by the mass media. Education for work needs to create an awareness of the higher order life tasks and to assist people to move through survival needs to negotiate tasks such as the role of work in the creation of meaning for them in work. This is particularly necessary in R.S.A. where the vast majority of adolescents do not have a choice with respect to their work but have to take whatever job is available to them. Such adolescents will need to know how to plan later movements to more meaningful work, once they have met their economic survival tasks. Falling victim to the artificial needs created by the advertisers, often prevents such vocational mobility.

**Identity:** In modern society the choice of work is, in effect, the choice of a social identity. One's answer to the question, "What work do you do?" tends to determine the kind of response to one as a person. Education for work needs to explore the various social identities that tend to go with different jobs and to critically examine the criteria upon which such identities are founded. The fact that most adolescents will not have a choice in their work means that for them, an acceptable social identity will be problematic. Modern society's alternative to work as a source of identity, tends towards an identity gained through the possessions one accumulates. Thus those people whose work provides a low status identity often resort to cars, furnishings and other material goods to boost their social identity. It is, in my opinion, the task of education to question modern values in this respect and to help adolescents explore the concept of identity through a variety of perspectives. It should also assist adolescents who find a low-status form of work, like teaching, attractive and enable them to defend their choice against materialistic arguments - arguments often used most forcibly by their immediate family.

Adolescents should also be helped to see that the social identity that a job carries often disguises the endeavour behind the actual work. It is very prevalent in modern society for people to choose an "identity" without any real understanding of the nature of the work. This process is beautifully described in the following extract:

"It was mainly the idea of the things around the job that I enjoyed as opposed to anything to do with the actual work. What disillusioned me was the fact that if I got the job as an actuary, I'd actually be working as an actuary and I wouldn't just be being an actuary."

Social pressure particularly from parents, towards the choice of high status working identities results in disillusion and a sense of failure as the following quotes demonstrate:

"I started to hear more and more about medicine, medicine, medicine. My mother, whenever we used to go to the doctor, would sit there and admire...so the prospect of doing medicine became stronger and stronger but not the motivation." (Medical school drop-out - now contented airforce pilot)

"I had been earmarked by my father from a very early age for a medical degree. My father was only Park Constable but he wanted the very best for his children. He was very disappointed when I had to train as a teacher instead... This is the driving force behind my decision to study until I get my doctorate in education - I want to be able to say, 'Daddy, up there in heaven, you can see I'm a doctor now'."

(Art teacher)



Education for work must help adolescents to negotiate parental and other pressures and prescriptions, and to be able to communicate with significant others on this topic in an informed and articulate manner.

**Community:** The choice of work is in effect, a choice of community. The working adult generally spends more time when he is awake with people at work than he does with his own family. Thus the people with whom one works become very important with respect to the emotional quality of one's daily life. My research (1) shows clearly that the human relations at most South African workplaces are poor and that rather than the provision of support and community, the people with whom one works are a source of tension and frustration. This is particularly true of authority figures:

"In the new department there was a lady supervisor. She was a rude woman and used to swear at the workers because she wanted her department to be tops in production. If one was perhaps away from work she would jump down one's throat before even listening to one's explanation. After three months I couldn't take it any more and resigned. I wanted a supervisor who would treat me like a human being and not like a dog." (Factory worker)

"I think the fact that the headmaster shouts at somebody like that shows he has absolutely no regard for people for a start, and secondly for the people who work under him". (Teacher)

A significant component of any education for work programme should thus focus upon human relationship education and self education. The development of a healthy self-concept, and respect and empathy for the situation of others is crucial to successful human relations at work. Such a programme (3) will need to scrutinise the role that the modern emphasis upon competition, individualism and materialism plays in the current poor human relations at the workplace and in the home.

**Meaning:** In modern society work is often the most significant source of meaning in a person's life. The values of modernity have undermined traditional religious world views and offer the ideology of materialism, besides work, as an alternative frame of reference with respect to meaning in life. Work has become a central source of meaning even for those modern individuals who are members of religious organisations. Thus the choice of work has powerful implications for the emotional/spiritual dimensions of one's existence. Work which fulfils these dimensions contributes significantly to an enriched life experience:

"I need to make music. I can never stop playing, even if I don't earn money for it. It's the way it makes me feel... it takes me far

away. You've just got to get involved with what you're doing and then you go into a kind of trance. It makes me see beautiful things which I could never describe. It's so beautiful to reach that peak, to be able to say, 'Wow! Where was I?'" (Restaurant musician)

Such essentially "religious" experiences of work are rare, but this is not surprising when one examines the conventional "wisdom" of modern careers guidance: base your decision on material criteria; material security is more important than "spiritual" or emotional fulfilment; your responsibility to your family is material provision rather than emotional; etc. Education for work must critically scrutinise social values which lead to a "death-in-life" working situation for the vast majority of our people. Many working people are clinging to secure jobs, even though their spirit and enthusiasm for the job died ten years earlier, because of a distorted sense of material security. Education for work needs to explore the potential of work for meaning in one's life, and to examine cultural conventions such as the one life/one career assumption. What may be a very meaningful choice of work at the age of 25, may no longer be meaningful at 35. Adolescents need to be educated to the fact that life experience frequently alters one's values and goals, and this will have implications for their work:

"One fine day there's something that it not right... your priorities change, and you pick up challenges that start to make you look within yourself, and probe and discover".

(Architect turned porcelain doll maker)

Work, I believe, is the centre of the modern individual's life. To be unemployed in modern society is to be almost identity-less and meaningless. As Studs Terkel (4) points out, work is about a human search "for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life - rather than a Monday through Friday sort of dying". The individual's experience at the workplace can develop or destroy him or her:

"Having been doing this I have got more self-confident than I was before". (Bank teller)

"Every role that you attack you learn so much by doing it... I am learning more about myself and other people all the time". (Actress)

"I'm continually under stress and I feel that I must have an outlet for my frustrations... This I had to learn a few years ago. I had a complete breakdown. Unfortunately I just had too much to handle". (Minister of religion)

"I got so upset that eventually I just cracked up and I couldn't go to school. I tried to go to school but when I got there I just started to cry". (Teacher)

Education for work quite obviously needs to attempt to facilitate the former two experiences and to prevent the latter type experiences described above, at S. African workplaces.

Conclusion: The choice of work is ultimately a choice of lifestyle, as it determines the quality and quantity of the emotional, time and material resources available to the individual. The distribution of these will impact all the individual's relationships, self-feelings and values, and the nature of such distribution will also be determined by the nature of the individual's work. The choice of work is thus one of the most important decisions that any individual will make. Education for work should assist adolescents to make as informed a decision as possible. Such a process of "inform-ation" should exhibit a strong critical dimension with respect to "official" information about work, by teaching adolescents to ask several vital questions about any information about work:

- i) Who produced this information?
- ii) For what purpose was it produced?
- iii) What is it telling me about work in this organisation?
- iv) What is it not telling me about work in this organisation?

- v) How can I find out supplementary information about work in this organisation?

Such a critical consciousness will prevent "official" manipulation of the workforce and should enable adolescents to explore the qualitative dimensions of work experience. Interviews with working people are an easy method of supplementing "official" information and will not limit information to "neutral" phenomena like salaries and fringe benefits, but will convey the capacity of different forms of work experience to enhance or destroy the emotional quality of any working individual's life.

#### Notes and references:

1. All quotations from Dovey et al (eds). *Working in South Africa*. Johannesburg: Ravan Press (in print).
2. Ken Dovey. *Work and Me*. Cape Town: Oxford Univ. Press, 1982 - and Ken Dovey. *Making it Work*. Melbourne: Oxford Univ. Press, 1983.
3. For an example of such a programme see Ken Dovey - *Learning to Relate: Exercises in Social Guidance*. Grahamstown: Guidance Publications 1984.
4. Studs Terkel. *Working*. Harmondsworth: Penguin 1975, p. xi

## JOBS WHICH MAKE A SCHOOL RUN

- Objective :
1. To make pupils aware of the numerous varieties of work necessary for the smooth running of an institution such as a school.
  2. To encourage awareness of the skills, training or education required for each of these jobs/occupations.
  3. To introduce the concept of career fields/groupings.

- Procedure :
1. By way of introduction write on the b/b all the different occupations involved in the construction of your school from the vacant veld stage to the stage of completion (as it is now). The object is to encourage pupils to become aware of the variety of jobs and skills involved. There is no need for further discussion at this stage.
  2. Focus the pupils' attention on the school as a living organism, and more particularly on the skills and training of the people responsible for keeping it alive and running. Use the following headings on the b/b to provide structure to this task :

Jobs required to keep our school operating smoothly	Some of the skills required for each job	The training or education required for each job
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3. Ask some pupils to identify one or two of the jobs listed in 2. which particularly interest them; to tell the class why; and to state whether they feel they have, or can develop, any of the skills which are required. Emphasise the need to explore the skills and training required for any job. Emphasise too the need for realistic aspirations. Point out the difference between skilled and unskilled jobs.

4. By way of introduction to career groupings show pupils how it is possible to categorise the jobs they listed in 2. in ways which will enable them to identify some of their interests. Categorise the different jobs under the following columns :

Interest in facts and figures	Interest in People	Interest in Things	Other Interests

5. As a homework assignment ask all pupils to speak to at least one adult (family member or otherwise) about his/her job/occupation. The information they should bring to school with them for the next class should be based on the categories given in 2. and 4. above. The object of the exercise should be to give them an opportunity to apply what they have learned, and to make them aware of the need to be active in the process of information gathering.

NOTE : This exercise should be encouraged and can be repeated from time to time during the year. It is important to give structure to what you want the pupil to do and not to expect too much detail at this stage. Later in the programme they will have an opportunity to do more comprehensive interviews.

## CAREER FIELDS / GROUPINGS

**Objective :** To reinforce the concept of career fields/groupings and to provide pupils with an opportunity to assign different occupations to these groupings.

**Procedure :** 1. Ask each pupil in turn to feed back information gathered for the homework assignment set at the end of lesson CE 6.4. Categorise the information on the b/b under the following headings :

Job/ Occupation identi- fied	Skills Required	Training required	Classification according to interest			
			Facts and figures	People	Things	Other

Discuss each occupation in turn giving individual pupils an opportunity to justify their classification and encouraging them to search for more information if there is a lack of consensus. You might be able to provide them with the information yourself, but if not, tell them where they may look for it. Encourage pupils to 'see' themselves in each occupation and to try to verbalise why they can or cannot imagine themselves doing the kind of work expected. Emphasise the need to identify areas of individual interest so that they learn to evaluate a job or occupation against their own interests.

N.B. Ensure that there is sufficient time left to complete Procedure (2).

**Alternate Procedures :** 1.A(1) If a homework assignment was not given at the end of CE 6.3, use the same headings and procedure as outlined in 1. above but use the list of occupations given below for categorization.

OR

1.A(2) Provide pupils with a list of these occupations and ask them to classify the occupations using the headings given in 1. The classification is done individually first and then either with the class as a whole. The object of the exercise is the same as that outlined in 1.



- 1.A(3) Ask pupils to think of an occupation starting with each letter of the alphabet and then use the procedure and headings outlined in 1.

OR

- 1.A(4) Using the headings outlined in 1. Get the class to play a career game which requires each pupil to choose an occupation which others in the class try to identify. The identification process should use the following procedure : The occupation itself may not be identified until the classification has been completed i.e. questions relating first to the occupational field, then to training, and finally to the skills required should precede the final identification. (For this activity it could be possible to divide the class into groups and structure the exercise as a quiz. It might be necessary to limit the number of questions that can be asked).

N.B. Please ensure that there is sufficient time for pupils to complete Procedure 2.

Chemist	Priest	Dancer	Engineer
Nurse	Dentist	Surgeon	Teacher
Plumber	Chemist	Social Worker	Photographer
Salesperson	Mechanic	Hairstylist	Policeman
Farmer	Fireman	Truck Driver	Electrician

- Procedure :**
2. Either hand out a copy of the accompanying Work Sheet for lesson CE 6.5 to each pupil or make a transparency for use with an OHP. Let the pupils complete the task, score their responses, and complete the appropriate bar graph on their PERSONAL PROFILE SHEETS.\* Stress that interests will probably change and that the process of self discovery is a continuing one.

- Resources :**
1. Lindhard M. What can I do? p23 for alternate classification system.
  2. Career Information Centres - Career Training Guide 1985/6

\* The PERSONAL PROFILE SHEET will be designed once the entire Guidance programme has been completed.

### INTERESTS IN FACTS AND FIGURES, PEOPLE OR THINGS

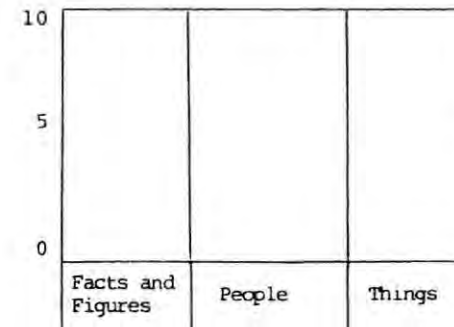
This survey is designed to help you to identify your preferred interest in activities related to FACTS AND FIGURES, PEOPLE or THINGS. It is designed to help you to begin to evaluate yourself. During the remainder of your school career you will have many more opportunities for self evaluation. For each of the statements which follow circle the number of the activity you prefer.

- A. When waiting for a bus you would prefer to :
1. read a book, newspaper, or magazine.
  2. strike up a conversation with another person.
  3. observe different makes of cars or details of a nearby building.
- B. As a member of a science club you would prefer to :
1. read scientific articles, or edit a monthly newsletter.
  2. be public relations chairperson or organize an outing.
  3. set up scientific apparatus, or arrange exhibits.
- C. In a job you might prefer to :
1. check answers to a survey.
  2. interview people.
  3. assemble and test a new toy.
- D. As a boat enthusiast you might prefer to :
1. draw plans for a model boat.
  2. teach a friend to sail a boat.
  3. build a model boat.
- E. As a member of an athletic club you might prefer to :
1. write minutes of club meetings.
  2. sell tickets for a club game.
  3. mend damaged athletic equipment.
- F. As a home chore you might prefer to :
1. draw up a family budget.
  2. persuade family members to take part in gardening activities.
  3. wash the windows or work in the garden.
- G. As a member of a theatre club you might prefer to :
1. imagine and write up a dramatic incident.
  2. act out a dramatic incident.
  3. build stage props.
- H. As an outlet for an interest in engineering you might prefer to :
1. work out formulae on your own.
  2. share the task with a close friend.
  3. experiment with a chemistry set.

- I. As a member of an amateur archaeological group you might prefer to :
1. write about Indian relics.
  2. teach a class about Indian relics.
  3. dig up Indian relics and restore them.
- J. As a spare time activity you would prefer to :
1. play solitaire/do crosswords.
  2. take a group of children on a picnic.
  3. build a model space craft.

### SCORING THE ACTIVITY SHEET

1. Add up the number of answers where you have circled statement No. 1. This will be your interest score for FACTS AND FIGURES.
2. Do the same for questions where statement No. 2 has been circled. This will be your interest score for PEOPLE.
3. Do the same again where you have circled statement No. 3. This will be your interest score for THINGS.
4. Complete the bar graph to give yourself a visual picture of your interests as indicated by this survey. Enter the results on your PERSONAL PROFILE SHEET.



Adapted from : Guidance Activities for the Intermediate Division  
Toronto Board of Education (1981)

## SUBJECTS AND CAREERS

**Objective :** To alert pupils to the relevance for particular careers of school subjects and subject combinations being offered.

**Procedure :** 1. Refer to the classification of careers according to interest as dealt with in CE 6.4 and CE 6.5. Briefly revise the groupings. Write the headings on the b/b. Ask pupils to name some careers which fall under each heading and write these on b/b. (See below)

2. Explain to pupils that these groupings can to some extent be associated with the following groupings;

Commerce; General; Practical/Technical and Science.

Use the following headings on the b/b and ask pupils to classify the subjects available to them in Std 8 under these headings.

Point out that certain subjects may be classified under more than one group.

Facts and Figures	People	Things	Ideas
Commerce	General	Technical/ Practical	Science

3. Use an OHP, or hand out the information sheet SUBJECTS and JOBS and encourage comparison with the pupils' own classifications. Discuss the types of jobs/careers available and encourage pupils to suggest other jobs which may be added to different categories. Stress that some careers require specific subjects while certain subjects are only recommended for others.

Although the information sheet The Application of School Subjects in the World of Work has an American bias, it is none-the-less informative and may be used in the same way as the first information sheet - Subjects and Jobs.

4. Emphasise to pupils that if they are already considering a certain career (or career field) they must ensure that they have the correct subjects. Encourage them to check with you and or Universities and Technikon before they make a decision about subjects in Std 8. Point out that an increasing number of careers require mathematics as a school subject.
5. Hand out the worksheet Academic Achievement, Interest and Career Choice (CE 7.1) for completion in class or at home. Ensure that pupils are given an opportunity for discussion and feed-back. Remember the focus here is not as much on subject choice as it is on the importance of keeping options open for later career decision, if this is possible.
6. Prepare a handout for pupils and their parents either to precede or to accompany information sent to parents at the time when pupils' subject choices are to be made. The hand-out should, with your assistance, help pupils and parents to choose the correct course of study (subject package) to be followed in the senior high school. The guide should include information relating to subject content, educational value of the subject, career possibilities and any special aptitudes required. A sample handout (CE 7.1) is provided. Subject heads should be approached for their assistance in producing this handout.

NOTE: It is more than likely that the procedure outlined above will require at least two lessons for successful completion.

Alternate  
Procedure :

Counsellors who have the DECIDING KIT produced by the Careers Information Centre may prefer to use the relevant sections in the kit, together with the worksheet and information sheets referred to above. Remember to keep the lesson objective in mind i.e. the focus is not as much on subject choice as it is on keeping options open for later career decisions.

Resources:

Are you in Std 7? - Career Information Centre

Deciding Kit - Career Information Centre

Career Training Guide - Career Information Centre

ACADEMIC ACHIEVEMENT, INTEREST AND CAREER CHOICE

This profile will enable you to identify and evaluate your academic achievements and interests (likes and dislikes)

1. Write any other school subjects taken by you but not included on the list in the space provided.
2. Plot your most recent marks for each subject on the graph.

[1 = 0 - 20 % 2. 21 - 40 % 3. 41 - 60 % 4. 61 - 80 % 5. 81 - 100 %]

Join the crosses with a pencil. Ignore the subjects which you are not taking.

	%	1	2	3	4	5
English						
Afrikaans						
Maths						
History						
Geography						
Accountancy						
German						
French						
Technical Drawings						
Woodwork						
General Science						

3. Now indicate how much you enjoy each subject. How interested you are in it. Plot your interests.  
[5. likes very much. 4. likes. 3. (neutral) average.  
2. dislikes 1. dislikes intensely. Join with a pen.]
4. Study your graph. You will be able to identify the subjects which you like most and in which you achieve the best results. What do you think the information has taught you?
5. Think of a career or career field that matches your subject interests and achievements. Would such a career appeal to you or not?  
Discuss your choice with your counsellor or a friend or family member



## THE CHOICE OF HISTORY AS A SCHOOL SUBJECT

The Natal History Teachers' Association has expressed concern that in many schools the value of History as a School subject is not being adequately brought to the attention of pupils who are required to make subject choices at the end of Standard 7. What follows has been prepared by the Society for the information of teacher-counsellors, on whose shoulders the responsibility for correct advice about subject choices often rests.

## THE VALUE OF HISTORY AS A SCHOOL SUBJECT

'We can chart our future clearly and wisely only when we know the path which has led to the present.' - Adlai Stevenson.

In the materialistic world in which we live few school subjects would seem as difficult to justify as history which is often perceived as an optional extra, of cultural interest but little practical use. Yet few subjects are as vital to society as history. Before examining the validity of this contention we might first look at ways in which the study of history does have direct practical application.

What skills are learned from the practice of history? J.W. Hunt has put it very succinctly : the student of history will 'learn to detect bias, to assess evidence, to see more than one side of a question, to write a good essay'. If 'memorandum' is substituted for 'essay', it is obvious that these are qualities which are valuable in a wide variety of occupations, from bank manager to station-master. Everyone needs to know how to acquire information; how to assess material honestly, distinguishing between the important and the secondary; and how to process and present conclusions in a clear and readable form.

The raw material of history could hardly be wider, including as it does many aspects of life in different ages and different countries, and the study of life in general provides a background that is essential for all successful careers. The technical abilities necessary in modern society often lie within a narrow field but people who wish to excel require a broader framework within which to place their particular expertise. Leading accountants have reputedly stated that they prefer aspirant members of their profession to have a background in history rather than accountancy at school level. The point is that any educated person can subsequently undergo practical training and this combined approach is considered superior to the purely vocational.

History has more elevated claims for recognition as a basic school subject. It is concerned with society and claims to shed light on the human condition. Economic, political and social factors from the past are adduced in an endeavour to help explain the present. History is the only social science taught in our schools and from history pupils derive an introduction to sociology, politics, economics and race relations, not to mention psychology. Without some knowledge of these areas there is a very real danger that we shall be producing technocrats with little understanding of what makes society function. Progress in agriculture, industry,

commerce and science will be vain if nations are torn apart by conflict. History does not purport to supply readymade solutions but, despite cynical suggestions that people do not learn from history, the study of the past can assist in illuminating present problems. It has been said that 'people who do not know history have no future'.

/sb

## Choice of Subjects

Your choice of subjects is determined partly by your educational and vocational plans for the future. You should choose, in the early grades of secondary school, the subjects which will keep the maximum number of possibilities open to you. If you avoid certain subjects in STDs 9 and 10 you might be narrowing your possible future choices. However you should keep in mind that you are in school not only to take courses leading to a career - important as that is. You will also spend many hours of your life in recreational and leisure activities. School is the ideal time to explore and develop your interests, whether these will lead to full-time careers or not.

This sheet is designed to give you information on careers and areas of post-secondary study as they relate to the subjects taught in secondary school.

**English:** is *required* for journalism, theology, commerce and finance, radio and television arts, business administration, home economics, architecture, early childhood education, interior design, secretarial science and graphic arts. It is *recommended* for every course or career where people use spoken or written words to communicate ideas to each other.

**Mathematics:** is *required* for architecture, astronomy, engineering, computer science, dentistry, science, forestry, medicine, meteorology, interior design, surveying, pharmacy, veterinary science, business administration, food sciences, commerce and finance, graphic arts and technology. It is *recommended* for economics, sociology, psychology, law, nursing, physical and health education and agriculture.

**French:** is *required* for translating, interpreting and public administration. It is *recommended* for commerce and finance, journalism, business administration, history, archaeology, law and English. It is *strongly recommended* for careers in airline and shipping companies, export/import business, travel agencies, hotel and resort services, foods, and fashion, civil service and politics.

**Science:** is *required* for architecture, engineering, dentistry, forestry, medicine, agriculture, pharmacy, veterinary science, food sciences, technology, surveying, physical and health education, home economics, physical and occupational therapy and nursing. It is *recommended* for geography, psychology, criminology, computer science, meteorology, astronomy. (There are many different science courses taught at several levels in each school. You should discuss the possibilities with your guidance counsellor.)

**History:** is *required* for journalism, interior design, diplomatic service, public administration. It is *recommended* for geography, economics, commerce and finance, music, urban and regional planning, architecture, law, sociology, philosophy, politics, archaeology and anthropology.

**Geography:** is *recommended* for history, commerce and finance, public administration, agriculture, meteorology, urban and regional planning, business administration, economics and forestry.

**Latin:** is *recommended* for law, history, English, French, archaeology, theology, political science, government, medicine.

EXTRACT from the Department of Guidance and Counselling Services, Toronto Board of Education, for use in Toronto elementary and secondary schools.  
September, 1980

## ACCOUNTING

Accounting, if taken as a subject at school level, should prove most valuable in adult life as regards one's private financial affairs, as it gives the pupil a general insight into the workings of banking and budgeting. It should also result in a sound general knowledge of public companies as a form of investment through shares bought on the Johannesburg Stock Exchange.

Although it is not a pre-requisite to have Accounting at school in order to study the subject at a tertiary level, research has proved that those students who do have Matric Accounting are at an advantage.

Various post-Matric courses can be taken, for example the Technikon offers a course which leads to an Accounting Technician diploma for the average achiever; the Universities offer Bachelor of Commerce degrees and, with further study, one could obtain a C.A. (S.A.). This is one of the highest paid professions in the country.

This subject requires a logical mind capable of understanding, not merely learning. Good mathematical ability is required to pass, especially on the Higher Grade.

## HISTORY

History teachers are sometimes asked: "Why should my child do History? Of what value is the subject? How will it benefit him in his future career?"

As in any academic subject, studying History is a mode of enquiry and is not merely a committing to memory of names and dates. What is involved is an investigation of the past: events, communities and people of the past are studied, not only because they are interesting in themselves but because they develop within the young person his imagination and an understanding. Through these he will acquire an appreciation of his heritage and of his and other people's cultures.

It goes without saying that those who have little or no knowledge and understanding of the past cannot be fully orientated in the world of today. They have no grasp of why current trends in world affairs or developments in this country take the course they do, for these people have no background knowledge upon which to draw. Young people are more interested than one generally realises in "what goes on around them". A background knowledge that is obtained from a study of History enables the young person to acquire an understanding and perspective of the world in which he and others live and thus to contribute in a more positive way to constructive citizenship.

It follows therefore that taking History as a subject is beneficial to a young person irrespective of what career he may choose, for in that career, he may require a positive sense of values and attitudes which come from a study of those human forces which have shaped the world in which we live and work.

EXTRACT FROM:

GUIDE TO THE OPTIONAL SUBJECTS OFFERED  
AT GLENWOOD HIGH SCHOOL IN THE 4TH PHASE

SUBJECTS AND JOBSSUBJECTS

Two Languages compulsory.

COMMERCIAL SUBJECTS

Business Economics  
Accountancy  
Economics  
Typing  
Maths

Commerce

EXAMPLES OF JOBS

bookkeeper  
accountant  
bank teller  
wages clerk  
secretary  
salesperson  
insurance agent  
typist

SCIENCE SUBJECTS

Biology  
Physical Science  
Maths  
Agricultural Science  
Geography

Science

science teacher  
computer programmer  
engineering technician  
farmer  
medical technologist  
microbiologist  
laboratory assistant  
nurse  
radiographer

TECHNICAL/PRACTICAL SUBJECTS

Technical Drawing  
Trade Theory  
Woodwork  
Metalwork  
Maths  
Physical Science

Technical  
(Apprentice/  
Technician)

motor mechanic  
fitter and turner  
boilermaker  
polisher  
plumber  
draughtsman/woman  
surveying technician

GENERAL SUBJECTS

History  
Biblical Studies  
Agricultural Science  
Geography  
Music  
Art  
Home Economics  
Needlework and Clothing  
Other Languages

General

legal assistant  
speech and drama teacher  
textile designer  
translator  
reporter  
home economist  
hairdresser  
community worker  
pre-primary teacher  
driver

FROM DECIDING

PRODUCED BY CAREER INFORMATION CENTRE



## THE APPLICATION OF SCHOOL SUBJECTS IN THE WORLD OF WORK

The Arts (Art, Music, Theatre Arts, etc.)	Commercial Subjects	English
Animation Broadcasting, radio and TV Commercial art Crafts and design Fashion arts Graphic arts Interior design Jewellery arts Landscape design Media arts Music Painting Photographic arts Theatre arts/performing arts	Accounting Advertising Business administration Computer operations Finance Industrial relations Insurance Legal-office administration Marketing personnel Public administration Sales and merchandising Secretarial science Stenography	Architecture Business administration Commerce and finance Early childhood education Engineering Graphic arts Home economics Journalism Journalism Radio and television arts Secretarial science Teaching Theology
French and Modern Languages	Geography	History
Airline services Archaeology Business administration Commerce and finance English Export/import business Fashion Food services History Hotel and resort services Interpreting Journalism Politics Public administration Shipping Translating Travel business	Agriculture Architecture Business administration Cartography Commerce and finance Economics Foreign trade Forestry History Marketing research Meteorology Public administration Research management Teaching Urban and regional planning	Anthropology Archaeology Architecture Business administration Commerce and finance Diplomatic service Economics Geography Interior design Journalism Law Music Philosophy Politics Public administration Sociology Teaching Urban and regional planning
Mathematics	Science	Technical Subjects
Agriculture Architecture Astronomy Business administration Commerce and finance Computer science Dentistry Economics Engineering Food sciences Forestry Graphic arts Health education Interior design Law Medicine Meteorology Nursing Pharmacy Physical and health education Psychology Sociology Surveying Technology Veterinary science	Agriculture Architecture Astronomy Computer science Criminology Dentistry Engineering Fashion Food sciences Forestry Geography Graphic arts Home economics Interior design Medicine Meteorology Nursing Pharmacy Physical and health education Physical and occupational therapy Psychology Surveying Technology Veterinary science	Automotive services Cooking Construction Drafting Electrical services Electronics Engineering Hair styling Horticulture Industrial chemistry Instrumentation Machine operations Marine science Mining Plumbing Radio and TV technology Sheet metal work Technology Tool- and die-making Welding

Adapted from : Guidance Activities for the  
Intermediate Division  
Pub. Toronto Board of Education



## Subject Grades And Careers

**Objective :** To alert pupils to the implications of Higher, Standard and Lower Grade passes for further training and for career choice.

- Procedure :**
1. Give pupils the handout on requirements for matric exemption and senior certificate.
  2. Discuss thoroughly the implications of subjects taken on the Higher, Standard and Lower Grade for matric exemption and senior certificate.
  3. Explain the conversion formula for subjects taken at Higher Grade and passed on Standard Grade.
  4. Emphasise that there is no conversion for subjects taken at Standard Grade. i.e. that subjects failed on Standard Grade cannot be passed on Lower Grade
  5. Discuss the entry requirements of various institutions for further education. (See CE 7,2 Information.) Point out to pupils that they must check with the universities, colleges and other places offering tertiary education for the requirements to specific courses. Point out to pupils that the opportunities with Lower Grade passes are limited.

- Resources :**
1. Handbooks fo Universities, Technikons, Teacher Training Colleges
  2. Natal Schools' Handbook

**Requirements for further training with  
special reference to Higher, Standard and Lower Grades:**

1. University degree - matric exemption (four subjects on Higher grade, no subjects on lower grade)  
For certain degrees the requirements may be higher or pupils may be required to pass particular subjects on Higher grade. An increasing number of Universities are introducing their own selection procedures. The University of Natal, for example, has introduced a points system based on the matric exam. results. There is increasing competition for places in certain faculties.
2. University diploma - senior certificate with three or two subjects on Higher Grade.
3. Technikon studies - senior certificate. For a teaching diploma you need English, Afrikaans and another subject on Higher Grade. For certain courses eg. pharmacy a matric exemption is required and for courses like engineering certain Higher Grade passes may be required. (Lower Grade subjects will probably not be accepted if the subjects concerned are considered to be important for the course being taken. No final decision has yet been taken in this regard by the Committee of Technikon Heads.) Where in doubt, counsellors must contact the relevant Technikon. The Natal Technikon Handbook usually contains all the relevant information. All counsellors should have a copy of this.
4. Teacher's training college (Natal) - Senior Certificate with Higher Grade passes in English, Afrikaans and another subject and a total of 900. Some colleges and some universities (teaching diploma) require only two Higher Grade passes.
5. Technical College - st. 7, 8, 9 or 10 (if under the age of 16 pupils must obtain permission from the Education Department to enroll for this). Counsellors are advised to contact Technical Colleges for more details. The policy on entry requirements for prospective students will appear to be quite flexible.
6. Other training institutions - find out from the institution in question.

LEAVING SCHOOL BEFORE MATRIC

- Objective** :
- (a) To inform pupils fully of the disadvantages for subsequent career choice of leaving school before the end of st. 10, and
  - (b) of the opportunities for further training, should they leave school early.

- Procedure** :
1. Discussion on the necessity of obtaining the best school-leaving qualifications possible. Discuss with reference to technological change, socio-political changes and increasing competition in the R.S.A., and the ever increasing needs for training and retaining.
  2. Examine "Situations Vacant" column in the local daily newspaper to ascertain what jobs are available for early school-leavers.  
NOTE : It is important to remind pupils that they are required by law to remain at school until the end of the year in which they turn 16. In exceptional circumstances they may however be exempted from schooling before this. In such cases the application for exemption is handled by the School Psychological Services in the first place. Only the Director of Education may exempt a pupil.
  3. Either hand out the Worksheet (CE 7,3) as a homework assignment, or hand out the "Situations Vacant" section of the local newspaper and reproduce the worksheet on the b/b. Let pupils work in groups and arrange feed-back before the end of the lesson (or during the next session if it is done for homework.) Try in particular to get pupils to focus on the short and long term realities of jobs which may be available to them. Help them to compare and evaluate the various jobs on offer for persons with and without a matriculation certificate.

NOTE : While this lesson may be aimed primarily at prospective early school leavers, it should not be used exclusively for them. It might in fact be a means to identifying possible early school leavers.

Having been identified, it is incumbent upon the counsellor to ensure that such pupils are seen individually to try to ascertain the real reasons for wanting to leave school.

4. Discuss the opportunities for further training available to those who leave school early. Pay particular emphasis to entry requirements, training facilities and career opportunities for apprentices. Alert pupils to the various courses available at Technical Colleges, Business colleges etc.

NOTE : It is important to mention the difficulties associated with part-time study - especially for the unmotivated.

- Resources :**
- (1) Local Newspaper cuttings
  - (2) Opportunities for matriculants and School Leavers in South Africa.
  - (3) Apprenticeship - See CE 7,3 (Information)

JOB OPPORTUNITIES FOR EARLY SCHOOL LEAVERS

1. Look at the advertisements provided and list the names of companies/government departments which provide opportunities for jobs or training for persons without a matric.

JOB	COMPANY	MINIMUM QUALIFICATIONS
(1)		
(2)		
(3)		
(4)		
(5)		

2. What appeal does each of the above have?

- (1)
- (2)
- (3)
- (4)
- (5)

3. What do you still have to achieve before you could qualify and/or apply?



# APPRENTICESHIP

## WHAT IS AN APPRENTICE?

The word "trade" indicates the acquired skill in manual work by which materials are manufactured or processed into a final product. An artisan is therefore a qualified person who undertakes practical work on artisan level. It is customary to refer to such a person as a carpenter, motor mechanic, welder, etc. Before qualifying as an artisan however, an apprenticeship (a period of training for a specific trade) must be completed.

The apprentice learns all the aspects of his trade through **practical experience** under supervision of a qualified tradesman or artisan. In addition it is compulsory for him to follow **theoretical classes** at a technical college. As an artisan he will work with machines and equipment which has been designed by the engineer and assembled by the technician.

In the Republic of South Africa the training of apprentices is at present administered by 19 industries, some of which have more than 40 designated trades. Should a prospective apprentice wish to qualify in one of these trades, it would be necessary for him to conclude an apprenticeship.

In terms of the Manpower Training Act, 1981, an apprentice is a person serving under an apprenticeship contract which includes minors on probation in designated trades. The purpose of the Act is to provide for the promotion and regulation of the training of manpower, the recognition of skilled persons as artisans, the registration of contracts of apprenticeship, group training centres, private training centres and training schemes and the imposition on certain employers of a levy in aid of training and to provide for matters connected therewith.

## THE APPRENTICE

### 1. Personal characteristics required for admission

In general, the personal characteristics required for admission are:

interest in the specific trade, practical aptitude for the trade, dexterity and the necessary technical knowledge.

To be an artisan satisfies creativity and offers opportunity for progress. The status of the artisan is usually directly related to the quality of his work.

A favourable medical report is essential.

The prospective apprentice should be at least 16 years of age and not required by law to attend school. Care should be taken that he achieves the highest possible educational certificate before leaving school. Although minimum educational qualifications for admission to the various apprenticeships are specified, employers are entitled to demand higher educational qualifications, which they in fact do.

### 2. Educational qualifications required for admission

Different educational qualifications are required by the different industries, but a Standard 7 (or equivalent) Certificate and a Standard 8 (or equivalent) Certificate are the general minimum requirements. A Standard 9 Certificate is the minimum requirement for an aircraft electrician and an aircraft radio/radar technician. A pass in the subjects Afrikaans, English, Mathematics and at least one more subject is a prerequisite for apprenticeship in order that an apprentice may be able to continue his theoretical studies.

Prospective apprentices should remember that the abovementioned is only the general minimum requirement and that employers could insist on higher educational qualifications for instance a Standard 9 or even a Standard 10 Certificate for a specific trade.

Candidates may also arrange for an aptitude test which is set free of charge by the Department of Manpower. This test could determine the most suitable trade for the candidate concerned.

In deserving cases exemption from the minimum educational qualifications may be granted by the Registrar of Manpower Training on recommendation by the relevant manpower training committee. Career counsellors of the Department of Manpower may make recommendations after a prospective apprentice has done a test indicating his suitability for a certain trade, notwithstanding the fact that he is not in possession of the required minimum educational qualification.

## THE EMPLOYER

The following aspects which are inter alia applicable to the employer, are considered on receipt of an application for apprenticeship:

- (i) The personnel situation in the employer's undertaking – sufficient artisans should be available for the provision of adequate training for the apprentice.

- (ii) The equipment should be such that the apprentice is allowed full and modern training.
- (iii) The diversity of work undertaken by the relevant employer should offer adequate scope for the apprentice to be trained in all the basic rudiments of his trade.
- (iv) The stability of the firm.
- (v) Other aspects as for instance the character of the employer and the prospects of the prospective apprentice in the specific trade on expiry of his apprenticeship.

## THE APPRENTICESHIP CONTRACT

After selection of a trade in terms of the Manpower Training Act, 1981, an apprenticeship contract should be concluded between a minor prospective apprentice, his guardian and his employer in the trade. The Registrar of Manpower Training registers the contract on recommendation of the relevant manpower training committee after which the parties are bound by the contract. Violation of the contract conditions by one of the parties is not only a civil but also a criminal offence.

A contract may be recalled: when an agreement is reached between the employer and the apprentice (assisted by his guardian if necessary) with the consent of the Registrar; or by the Registrar after consultation with the relevant committee, or on his own initiative, or on insistence by any of the parties, or if he is satisfied that any such action is advisable.

### 1. SHORTENING OF TRAINING PERIOD

The duration of the training period depends on the requirements of the specific industry, and may vary between two and a half and five years, though the training period is usually four years. The training period can be shortened by writing a qualifying trade test at an earlier date than specified in the contract, however.

### 2. REMISSION FOR RELEVANT EXPERIENCE AND EDUCATIONAL QUALIFICATIONS

The Registrar of Manpower Training may on recommendation by the relevant manpower training committee shorten the contract period by a suitable period for experience gained or educational qualifications obtained before the contract is concluded or during the contract period.

### 3. QUALIFYING TRADE TEST

Qualifying trade tests exist for two reasons. Firstly to release qualified artisans by shortening the apprenticeship period of talented apprentices and secondly to encourage apprentices to do their utmost in both the workshop and technical classes with the result that they achieve artisan status sooner.

Trade tests set by the Department of Manpower are undertaken at the Central Organisation for Trade Testing at Olifantsfontein near Kempton Park in the Transvaal.

Apart from the voluntary trade test which may be written at an earlier stage during the apprenticeship, compulsory trade tests for all industries are also prescribed.

The Department of Manpower issues Trade Certificates to all apprentices who pass the prescribed test.

Apprentices should bear in mind that although the trade test is a practical test, theoretical knowledge contributes to the successful passing of a test.

### 4. REMUNERATION

Wages for apprentices are published in the Government Gazette. Minimum wages are specified and could differ from one industry or area to the next. Most employers pay more than the prescribed minimum.

Certain industries pay supplementary wages for educational qualifications obtained prior to or during the apprenticeship. Majors may also become apprentices and their wages are higher than the wages prescribed for minor apprentices.

### 5. CONDITIONS FOR APPRENTICESHIP

As with training and wages, the conditions laid down for apprenticeship vary from industry to industry and are subject to alteration. Information in this regard may be obtained directly from the career counsellors of the Department of Manpower.

## APPRENTICESHIP AND MILITARY SERVICE

Details concerning military service and apprenticeship are included in the conditions for apprenticeship applicable to each industry. The apprentice is for instance granted a remission should he be called up for military service before or during his apprenticeship, depending on the period of military service and the relevant industry. A list of all the trades and their respective periods of training is available at the offices of the Department of Manpower for scrutiny.

FURTHER EDUCATION AND TRAINING

OBJECTIVE : To inform pupils about the various avenues open to them for further education and training on leaving school with a matric certificate and/or matriculation exemption.

PROCEDURE : 1. Discuss formal Education. List the institutions which offer formal education and highlight the variety of courses available. i.e. Universities, Technikons, Teacher Training Colleges, Nursing Colleges, Commercial Colleges, Hotel Schools etc. Focus in particular on any local institutions and, if appropriate, encourage pupils to visit them. Tables giving a list of courses available at various institutions should be regularly updated.

2. Discuss Informal Education. List places where informal education is offered, where training is done by the companies for their particular needs. e.g. Anglo-American AECI; ESCOM; Banks, Building Societies, SAR, SAA, SAP. Mention some of the job types.

Note: It is important that counsellors inform themselves of the content of at least one on-job training course or other so that they can use it as an example and talk with real authority about it.

3. Differentiate between 1 and 2. Discuss the difference between matric exemption and a normal matric certificate.

Note: It is desirable that some appropriate pupil involvement be planned for this lesson. Suggestions for inclusion in the final guide will be most welcome.

RESOURCES : (1) Tables of courses available at Universities or Technikons)

(2) Lists of courses available at Technical Colleges.

# WHICH UNIVERSITY?

Here is a list of some major courses and the universities at which they are

	Bophuthatswana	Cape Town	Durban - Westville	Fort Hare	Medunsa	Natal	Orange Free State	Pretoria	Rand Afrikaans	Rhodes	Stellenbosch	Transkei	UNISA	UPPE	University of the North	Venda	Western Cape	Witwatersrand	Zululand
ACCOUNTANCY																			
ACTUARIAL SCIENCE																			
ADMINISTRATION (Business)																			
ADVERTISING																			
AGRICULTURE																			
AGRICULTURAL MANAGEMENT																			
ARCHAEOLOGY																			
ARCHITECTURE																			
ARTS (B.A.)																			
BIOLOGICAL SCIENCES																			
BUILDING SCIENCE																			
COMMERCE (B. Com)																			
COMPUTER SCIENCE																			
DENTISTRY																			
DIETETICS																			
DOMESTIC SC/HOME ECON																			
EDUCATION																			
ENGINEERING																			
ENVIRONMENTAL STUDIES																			
FINE ART																			
FOOD SCIENCE																			
FORESTRY																			
JOURNALISM/COMMUNICATION																			
LAND SURVEYING																			
LAW																			
LIBRARIANSHIP																			
MARKETING																			
MEAT SCIENCE																			
MEDICINE																			
MILITARY SCIENCE																			
MINING ENGINEERING																			
MUSIC																			
NURSING																			
OCCUPATIONAL THERAPY																			
OCEANOGRAPHY																			
ORIENTAL STUDIES																			
PERSONNEL MANAGEMENT																			
PHARMACY																			
PHYSICAL EDUCATION																			
PHYSIOTHERAPY																			
PRIMARY EDUCATION																			
PUBLIC ADMINISTRATION																			
QUANTITY SURVEYING																			
RADIOGRAPHY																			
SCIENCE (B. Sc)																			
SOCIAL WORK																			
SOCIOLOGY																			
SPEECH & DRAMA																			
LOGOPAEDICS																			
THEOLOGY																			
TOWN & REGIONAL PLANNING																			
VETERINARY SCIENCE																			









<b>National Diploma:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Materials Management		*		*		*	*	*		*	*	*
Motor Business Management	*	*		*			*	*		*	*	*
Museum Technology	*											
Opera									*			
Organisation and Work Study	*	*		*	*	*	*	*	*	*	*	*
Personnel Management	*	*		*	*	*	*	*		*	*	*
Photography		*		*		*	*	*				*
Printing Management	*	*		*		*	*	*	*	*	*	*
Private Secretaries	*	*	*	*		*	*	*	*	*	*	*
Production Management	*	*		*		*	*	*	*	*	*	*
Property Develop. and Management	*	*		*		*				*	*	*
Property Valuation	*	*		*				*	*	*	*	*
Public Administration	*	*	*	*	*	*	*	*	*	*	*	*
Public Relations	*	*		*	*	*	*	*	*	*	*	*
Purchasing Management	*	*		*		*	*	*	*	*	*	*
Safety Management		*				*	*	*	*	*	*	*
Shipping and Forwarding Admin.		*	*	*	*	*	*	*	*	*	*	*
State Accs. and Finance (General)	*	*	*	*	*	*	*	*	*	*	*	*
State Accs. and Finance (Int. Rev.)	*	*		*	*	*	*	*	*	*	*	*
Teacher — Workshop Practice	*					*	*	*	*	*	*	*
Textile Design	*	*		*		*	*	*	*	*	*	*
Theatre Crafts								*	*	*	*	*
Tourism		*						*	*	*	*	*
<b>National Higher Diploma:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Applied Design (Art)	*			*	*		*	*	*	*	*	*
Acting								*	*	*	*	*
Company Administration		*	*	*	*	*	*	*	*	*	*	*
Concert Singing								*	*	*	*	*
Cost Accounting	*	*	*	*	*	*	*	*	*	*	*	*
Electronic Data Processing		*	*	*	*	*	*	*	*	*	*	*
Film Production								*	*	*	*	*
Fine Art	*			*	*		*	*	*	*	*	*
Food and Clothing Technology				*	*		*	*	*	*	*	*
Food and Nutrition	*							*	*	*	*	*
Instrumental Music								*	*	*	*	*
Management Practice		*	*	*	*	*	*	*	*	*	*	*
Marketing and Sales Management	*	*	*	*	*	*	*	*	*	*	*	*
Opera								*	*	*	*	*
Personnel Management		*	*	*	*	*	*	*	*	*	*	*
Photography				*	*	*	*	*	*	*	*	*
Post School Education	*			*	*	*	*	*	*	*	*	*
Production Management		*	*	*	*	*	*	*	*	*	*	*
Theatre Crafts								*	*	*	*	*
<b>National Diploma in Technology:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Applied Design (Art)	*			*	*		*	*	*	*	*	*
Company Administration								*	*	*	*	*

<b>National Diploma in Technology:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Cost Accounting							*	*	*	*	*	*
Drama/Directing									*	*	*	*
Electronic Data Processing							*	*	*	*	*	*
Film Production									*	*	*	*
Fine Art	*			*			*	*	*	*	*	*
Marketing and Sales Management	*	*	*	*	*	*	*	*	*	*	*	*
Management Practice							*	*	*	*	*	*
Personnel Management							*	*	*	*	*	*
Production Management									*	*	*	*
Photography				*			*	*	*	*	*	*
<b>Other Certificates:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Certificate for Training Instructors				*			*	*	*	*	*	*
Secretarial Cert. for Graduates	*			*	*		*	*	*	*	*	*
Occupational Health Nursing				*			*	*	*	*	*	*
<b>Other Diplomas:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
<b>Higher Diploma in Education:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Art				*			*	*	*	*	*	*
Commercial	*			*			*	*	*	*	*	*
Electronics				*			*	*	*	*	*	*
Home Economics	*			*			*	*	*	*	*	*
Industrial				*			*	*	*	*	*	*
Technical				*			*	*	*	*	*	*
<b>Further Diploma in Education:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Commercial				*			*	*	*	*	*	*
Home Economics				*			*	*	*	*	*	*
Industrial Arts				*			*	*	*	*	*	*
Teacher's Performer's Dipl. (Music)				*			*	*	*	*	*	*
Teacher's Perf. Dipl. (Speech & Drama)				*			*	*	*	*	*	*
<b>Institutes:</b>	C	MA	ML	MS	N	DFS	PEN	FE	P	RSA	W	VT
Admin. and Commerce (I.A.C.)	*	*	*	*	*	*	*	*	*	*	*	*
Bankers	*	*	*	*	*	*	*	*	*	*	*	*
Building Societies	*	*	*	*	*	*	*	*	*	*	*	*
Certified Bookkeepers	*	*	*	*	*	*	*	*	*	*	*	*
Chartered Secr. & Admin. (C.I.S.)	*	*	*	*	*	*	*	*	*	*	*	*
Commercial & Financial Technician	*	*	*	*	*	*	*	*	*	*	*	*
Cost & Management Accts (C.M.A.)	*	*	*	*	*	*	*	*	*	*	*	*
Credit Management	*	*	*	*	*	*	*	*	*	*	*	*
Estate Agents (Residential)	*	*	*	*	*	*	*	*	*	*	*	*
Management (S.A.I.M.)	*	*	*	*	*	*	*	*	*	*	*	*
Marketing Management (I.M.M.)	*	*	*	*	*	*	*	*	*	*	*	*
Paper Distributors	*	*	*	*	*	*	*	*	*	*	*	*
Personnel Management (I.P.M.)	*	*	*	*	*	*	*	*	*	*	*	*
Retail Management	*	*	*	*	*	*	*	*	*	*	*	*
Shipbrokers	*	*	*	*	*	*	*	*	*	*	*	*
Trustees	*	*	*	*	*	*	*	*	*	*	*	*

**THE PROCESS OF CAREER PLANNING**

**OBJECTIVE :** To illustrate that career planning is a process rather than an event, and to provide an outline of this process.

- PROCEDURE :**
1. Explain to pupils that the entire guidance programme from Std 6 - Std 10 aims to alert them to the fact that careers choice is a process and not an event - that the programme forms part of the career planning process which will hopefully enable them to make considered career choices.
  2. Read "One Person's Career Decision : An Event not a process" to the class and then ask the pupils to suggest what factors the person in question should have considered before rushing off to the student adviser. What are some of the avenues that should have been explored?
  3. Now structure the content more carefully by providing a brief outline of the guidance programme and pointing out how each aspect is planned to increase self understanding. Refer in particular to some of the evaluation techniques (both formal and informal) which have been aimed at improving self understanding. Use the diagram below, or something similar on the b/b, or prepare a hand out which enables the pupils to see how the different elements of the guidance programme provide substance to the concept that career planning is a process. Encourage pupils to add to the lists.

Social/ Personal	Careers Education	School Subjects	Self Awareness
relationships, problem solving, decision - making, acceptance of authority etc.	classification according to interest, subjects, training, skills, etc.	implications, A-grades, course selec- tions, subjects for certain careers, matric exemption etc.	Interests, aspirations, Values, needs, abilities, achievements, personality etc.

PROCESS



CAREER CHOICE

4. Encourage all pupils to approach at least one adult before the next lesson and to ask that person how he/she came to a career choice, i.e. who influenced them, what factors they took into account, what training they had to do etc. The structure provided in 3 could be adapted to provide a structure for the different questions pupils should be asked. Stress that the object of the exercise is to investigate the process which led up to the choice of a particular career.

Note (1):(1) It would be equally valuable for pupils to identify the factors which led adults to the rejection of a chosen job or career.

- (2) It is essential that an opportunity be afforded to pupils to feed back the information they have collected. It would not be unreasonable to expect to take a whole lesson for this. This follow-up lesson could be concluded by asking pupils to look at their particular situation and to attempt to identify elements of the process which they still need to investigate more fully. Some questions which they might be encouraged to ask themselves are :

- (1) Have you considered any particular career yet? If 'yes' go on to question (2). If no, what do you need to do? What are the reasons for your lack of decision etc.
- (2) Will the career you are considering require further training from you?
- (3) Can you pursue the career you are considering with the subjects you are taking?
- (4) Will you require matric exemption, senior certificate or Standard 8?
- (5) Do you know much about the career you are considering? If not, where should you be looking for more information?
- (6) How well do you think you are suited to the career you are considering? i.e. how well do your interests, values, needs, abilities, aspirations match up to the career in question? etc.

Note (2) : Unless you intend to discuss the responses of each individual on an individual basis it is better to structure this exercise as a group exercise. To be of any value at all, there must be meaningful feedback.

**ONE PERSON'S DECISION : AN EVENT, NOT A PROCESS**

We didn't have teacher-counsellors at school and I received no careers guidance whatever, though I remember that one of my teachers once told me that he thought I would make a good teacher - he thought I had the personality for the job! The idea didn't particularly appeal to me though, and I can not recall ever having given serious thought to what I might do one day. I did know though that I would be spending some time at a University - my father insisted on that, describing it as an insurance policy! To him it was immaterial what I studied. Getting a degree was all that mattered, and I don't recall ever having seriously questioned that.

After matriculating with the necessary exemption I was called up for military training and it was only during the latter part of my time in the army that I became aware of an increasing sense of panic. I had made no arrangements for enrolment at any University and I had no idea how I would finance my study years. A friend suggested I make an appointment to see the Student Adviser at a University, which I did. He discussed my plans, or lack of plans with me and, on the strength of my matriculation results, advised me to do a BSC (although I eventually enrolled for, and completed, a BA!) and arranged an education department loan for me since this was the most readily available finance available. In one short interview he solved all my problems for me - he decided what course I should do (even if I didn't take his advice) and he arranged finance for me, thus deciding for me that I would one day be a teacher! I was very happy to be able to go home and tell my father that from that day on I'd be costing him very little!

I don't think I have any regrets about the decision I made - or, should I say, the decision that the kind man at the University made for me - but I do sometimes wonder whether I would not have chosen something else had I stopped to think for one moment that the decision I eventually made on the spur of the moment was actually one of the more important decisions I'd ever have to make in my life.

By : a former Teacher-Counsellor



# How to increase your chance of succeeding in life

By: Mrs R.C. Richter-Higgins

**Managing Director: Human Resources.**

Did you know that if your child makes an unwise choice of career, this bad decision will cause him a great deal of unnecessary misery and can even ruin his life?

A working person spends at least half of his waking hours at work. If the individual detests his job because he is temperamentally unsuited and uninterested in it, he will be miserable for half of his conscious life!

The frustration an individual feels when trapped in an unsuitable career, frequently spills over into other areas. Not only is the person who derives no job satisfaction from his work, normally a poor performer and thus a problem employee, but his frustration can cause him to become a problem spouse, a neglectful parent and a social problem.

For example, frustration is a major cause of alcohol and drug abuse. The cost to the individual, his family and society in terms of material, emotional and physical suffering, accidents and lost production is horrifying.

Consequently, the choice of a career is one of the most important decisions any individual ever has to make. The wiser the career choice made, the greater the chances of success.

You as a parent, guidance teacher or counsellor are responsible for helping young people on the road to a successful life. How can you best do this?

## DO'S

1. Stress that a wise career choice will be one which will:-

- a) Build on known strengths. It is much harder and requires greater effort to overcome weaknesses. This wastes time. It is better to concentrate on developing talents.
- b) Suit the temperament of the person.
- c) Be interesting.

For example, a person may have the **intellectual ability** to become a librarian, a writer or a psychologist. The person's **interests** may be singing, writing and scientific hobbies. The person's **temperament** may be emotionally demonstrative, with a strong need to work with people.

If the individual opted for a career in singing, because he loved singing and enjoyed it, but had no real ability or talent, he would be unlikely to succeed.

A career as a librarian, although suited to the person's intellectual abilities, would tend to become tedious and boring because it did not take the person's interest and personality into account.

A career as a psychologist would maximise on the person's intellectual ability, provide the opportunity to do scientific research (which suits his interests), and allow him to work with people, (which suits his personality).

Thus a wise career choice will take into

account the individual's intellectual abilities, enjoyable interests and personality needs.

2. Seek advice from Vocational Guidance Counsellors if the young person is unsure which careers are likely to afford him the greatest chance of success and happiness. A Counsellor will test the person's abilities, temperament and interests, help the young person to gain insight into his personal needs and suggest the most suitable career options.

3. Help the young person to gain self knowledge and understanding of what he enjoys and dislikes by getting him to tell you honestly how he feels and what he thinks about his school subjects, his hobbies and his experiences with people, as well as his hopes and desires for the future.

A young person who has a good self-image because he has been accepted for what he really is, is more able to make a wise career choice.

4. Encourage children to get jobs during school holidays so that they will obtain some real life experience of different working environments. For example, office, factory, hospital, farm, theatre, and other temporary jobs will all aid the young person to understand his own needs better because he has had the chance to test what he imagines he may like, against real situations.

5. Take the child to careers exhibitions and discuss with him careers information supplied via exhibitions, brochures and magazines.

6. When the child says he is interested in learning more about a particular career, take the child to talk to people who are doing that type of work. If possible, let the child observe the person actually doing the job and encourage the child to ask questions such as, "What do you like best/least about your career?" "Are you happy/unhappy most of the time? Why?"

This will give the young person extremely valuable information about a career and help him towards a realistic evaluation of what the work is like.

7. Stress that the child will have to decide about his future **himself**, but he should listen carefully to good advice from responsible and more knowledgeable people.

8. Teach young people how to evaluate the pros and cons of alternative courses of action. Since they need to select from numerous options, they need to know how to work out which career decision is likely to be the best, long term.

3. Try to identify a child's strongest abilities and talents early. These can be assessed professionally, if necessary. Then **INSIST** that the child develop these skills and talents, as a matter of routine training and discipline. The child can abandon music lessons for example, when he leaves school if he really has no interest or enjoyment in it, in spite of having talent. However, where

children have some talent, they more frequently develop real enjoyment of the activity.

Many a talented person has failed to achieve anything because parents who were over anxious about "not living through their children," allowed them to stop developing their skills. The number of people who regret that their parents "did not force them to continue", far exceed those who "were made to do something I hated". Reward the child in some way, especially by praising him, for persevering to develop his skills.

10. Encourage the child to try all sorts of different activities and hobbies. Do not become upset if these interests become "three-week wonders". Rather try to get the child to express his feelings as to why he is no longer interested. Both of you will gain insight into the child's personality, and you will be able to give helpful advice based on knowledge of the child.

11. Keep career options (and therefore education options) as broad as possible for as long as possible. For example, dropping mathematics and science as matric subjects automatically reduces the possibilities of future study to qualify in certain careers.

It is far better for the child to be given extra maths or science lessons to help achieve passes in these subjects, than to let him abandon them too early, only to regret this later.

12. Encourage children to think realistically about their futures. For example, a child who wishes to become an astronaut or the Prime Minister should be encouraged to think about his chances of succeeding or failing to achieve such a career goal.

13. Help the child to obtain whatever training and educational qualifications are necessary to get him off to a good start in his chosen career.

## DON'TS

- Don't spend your hard earned savings paying for a university or technikon education if your child is unsure what career he wants to pursue. Rather let the child go and work for two or three years at different jobs. A Vocational Guidance Counsellor could recommend the most suitable jobs for him to try which would assist the child to make a career decision about which he feels confident. Then help him acquire the necessary education.

- Don't stop a child from studying certain subjects when he is highly motivated to do so, even when his school marks indicate he lacks ability. Motivation is far more important to the achievement of success than basic ability. Praise and good tutoring by a caring and interested teacher, can very often quickly make up for lack of ability.

- Don't talk and act as if having to work for a living is as bad as having leprosy!

Your children will only acquire negative work attitudes and wrong behaviours that will handicap them greatly in their careers. All mature and responsible people NEED TO work, even when they are very rich and do not need to earn a living. Enforced idleness proves to be extremely frustrating to normal mature human beings, while hard work can be greatly enjoyed.

- Don't encourage your child to believe that only the rich and powerful, and those having fame or high social status, or university educations, are the only winners or important people in life. There are many people like Marilyn Monroe and Elvis Presley who fall in their **personal** lives!

A successful person is one who is relatively happy at work and at home, and who makes a valuable contribution in some way, to society.

For example, society is very greatly indebted to the good people who clean our streets, bury our dead and dispose of our sewerage for preventing plagues and creating healthy environments for the rest of us to live in. For this valuable health service, they deserve our gratitude and respect.

- 5. Don't push your child to achieve at all costs. Remember that young people who are afraid to admit to failure suffer intensely and can become very depressed. Rather, be satisfied with a child's inadequate performance if he tried hard. Encourage him to learn

from failure and comfort him to help him get over it. Encourage the child to try again. It will be easier to achieve next time around. Tell your child, "There is no disgrace in trying and failing. It is only a disgrace to fail to try."

Part of growing into a mature person, is learning how to overcome failure, when it occurs.

- Don't forget to eliminate the three evil C's from your treatment of the child. Nothing demotivates and destroys a child more than **constant, cruel criticism!**

Don't say, "Why can't you be like your brother, father, or so-and-so's kid?" Love the child constructively, and help him to reach his fullest potential as a human being and individual in his own right.

- Don't be prejudiced against certain jobs and brand them, for example:- "For Sissie's Only", "For Men Only", "For Women Only", "For Stupid People Only"! Your only concerns should be to ask, "Is it **honest** work?"

Remember that there is dignity in all honest labour and any person can take pride in his job if it means he can be self supporting and make a constructive contribution to society.

- Don't tell your child, "You will become an X!" and try to choose his career for him. If you really love the child you will want what is best for HIM, not yourself. It is HIS life, therefore advise and guide your child, but let him decide on a career.

- Don't tell girls they don't need an education because they are just going to get married. Two out of three marriages on the Reef end in divorce leaving women ill-equipped to be breadwinners and fill the roles of mother and father at the same time! With no education they cannot compete and they and their children suffer. In addition, many married women **have** to work. Some women never marry and can gain satisfaction in life from a meaningful career.

Remember that any person's career is only a **part** of their total life, although an extremely important part. The guide lines given in this article will assist young people to make wise career choices. Much more is needed to help young people to become total human beings, who will be well adjusted in all aspects of their lives.

**PROCESS OF CAREER PLANNING (ALTERNATIVE LESSON)**

OBJECTIVE : To illustrate that career planning is a process rather than an event, and to provide an outline of this process.

- PROCEDURE :
- (1) Suggest to pupils that the planning of a career is like planning to buy a motorbike (or anything big that might interest them). It is not an event but a process. Discuss the buying of the bike and lead pupils to realize that one has to consider the following :
    - 1.1 What bikes are available?
    - 1.2 What do I want from the bike and why do I want this?
    - 1.3 What do I already have to obtain this bike (age, money, license, can I ride it?)
  - (2) Use OHP or hand out a copy of "The Process of Careers Choice - how do I choose my first job?"
  - (3) Discuss the process. Help pupil to make a decision at each stage.
  - (4) Explain that one also needs to have information about the following aspects :
    - 4.1 one's subjects - different grades and combinations, matric exemption or not;
    - 4.2 one's social skills - relationships with others, acceptance of authority etc.
    - 4.3 self - personality, interests, aptitudes, aspirations.

Emphasise that all these aspects and many others form part of the process.
  - (5) Conclude with a discussion (or worksheet) on buying a career. Focus on the present. Reassure those who do not yet know what they want that the object is not to force them to make a choice, but to make them aware of the process. Encourage them to participate on the basis of what they already know about themselves :
    - 5.1 What career field (grouping) are you considering?
    - 5.2 What do you already have which suggests that this is the direction you are most suited for? (qualifications, subjects, interests, abilities, personality, physical attributes, etc.)

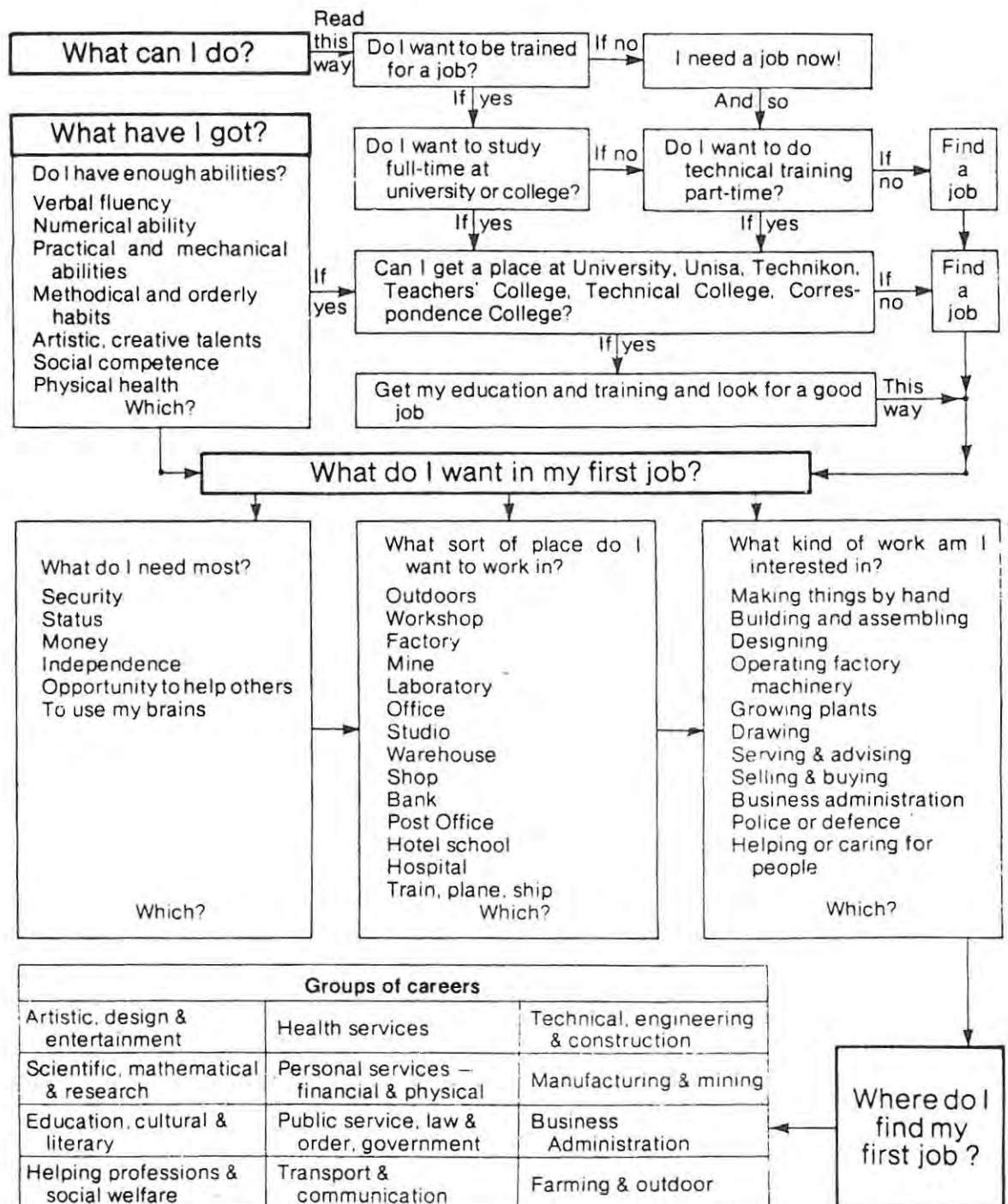
- 5.3 What do you need from this particular career? (needs values, aspirations);
- 5.4 Emphasise that this process of 'buying' a career is an ongoing one and stress that choices made at the present time are likely to change as they gain greater self-understanding and knowledge of available opportunities.
- (6) As a H/W assignment encourage all pupils to approach at least one adult before the next lesson and to ask that person how he/she came to make a career choice.

Note : If this exercise is done (and it is recommended), it is absolutely essential that pupils be afforded an opportunity to share the information with their peers. It would not be unreasonable (if the H/W exercise is done properly) to expect to take a whole lesson for this, perhaps concluding with a discussion (or worksheet) aimed at encouraging individual pupils to identify those aspects of the process of careers choice which have already become a reality for them.

RESOURCE : Richter-Higgins R.C. How to Increase your chances of succeeding in Life. Pub. in Careers for You, April 1984.



### THE PROCESS OF CAREERS CHOICE — HOW DO I CHOOSE MY FIRST JOB?



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Niels Lindhard

from : Lindhard N. and Africa H  
The World of Work in South Africa  
Pub. by Longmans S.A.



## CLASSIFICATION OF OCCUPATIONS

Objective : To remind pupils of the numerous ways in which careers can be grouped or classified, and to give individuals an opportunity to try to identify their own areas of interest.

Procedure : 1. Remind pupils of some of the more common groupings used for the classification of careers and then refer to the classification system introduced in CE 6.4, CE 6.5 and CE 7.1 write the following on the b/b :

Interest in facts & figures	Interest in People	Interest in Things	Interest in Ideas
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2. For the purposes of revision ask for examples of careers and categorise these under the headings provided. Other headings may be included. Emphasise that categorisation is part of the process of careers choice, and that considered classification can be most helpful. Stress that there is always overlap.
3. Ask pupils to complete the worksheet (1) and give a number of pupils an opportunity to tell the class about their responses. Encourage constructive comment from the rest of the class and especially from those who know the individuals well.

Emphasise that the process of getting feedback from friends is an important way of 'testing' one's own self-perceptions. Stress that pupils should get into the habit of asking the opinions of others who know them well. A greater awareness of self-preferences is likely to result in more considered job classification and greater compatibility between the person and a particular career or career grouping.

4. Get pupils to complete worksheet (2) and once again encourage feedback and discussion as in (3). It might be necessary to continue this lesson during the next session because it is very important that pupils should have an opportunity to discuss the results. It might be advisable to arrange the class into small groups for discussion. Move from group to group contributing to the discussion. Stress that an informal assessment of this kind is only tentative.
5. The information sheet CE 8.2 could be either handed out or projected on a screen once there has been some time for discussion of worksheet (2). Stress once again that the careers in question are provided only as a guide. Categories inevitably overlap.

THE CLASSIFICATION OF OCCUPATIONS

Just as occupations can be classified according to either the features of a job or the abilities required of a person, so they may also be classified according to a person's interests. It is as well to remember though that interests change from time to time. One's values and interests tend to determine what one would like to do while one's aptitudes and abilities will in large part determine what one can do.

Try to form some general impressions of some of your areas of interest (likes and dislikes, by circling the appropriate numbers after each of the questions which follow. By circling (1) you would be indicating that this is an activity that you would not like at all; a (3) would be a fairly neutral response; and a (5) would indicate that you are likely to enjoy the activity very much. When you are finished, score your sheet and complete the profile.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Offer your services as a helper at a fete or bazaar.                         | 1 | 2 | 3 | 4 | 5 |
| 2. Do activities which require you to solve mathematical problems.              | 1 | 2 | 3 | 4 | 5 |
| 3. Attend a play and/or art exhibition.   | 1 | 2 | 3 | 4 | 5 |
| 4. Spend as much time in as many out-door pursuits as possible.                 | 1 | 2 | 3 | 4 | 5 |
| 5. Write poems and/or short stories.  | 1 | 2 | 3 | 4 | 5 |
| 6. Work out a monthly budget and/or complete a tax return.                      | 1 | 2 | 3 | 4 | 5 |
| 7. Be of assistance to adults and children in need.                             | 1 | 2 | 3 | 4 | 5 |
| 8. Have a science subject such as geology or Zoology as a hobby.                | 1 | 2 | 3 | 4 | 5 |
| 9. Become involved in teaching an art form.                                     | 1 | 2 | 3 | 4 | 5 |
| 10. Repair things which have broken.  | 1 | 2 | 3 | 4 | 5 |
| 11. Take an active part in the drama and/or debating society.                   | 1 | 2 | 3 | 4 | 5 |
| 12. Choose a career which enables you to work primarily with facts and figures. | 1 | 2 | 3 | 4 | 5 |
| 13. Represent your school in a team sport or group activity.                    | 1 | 2 | 3 | 4 | 5 |
| 14. Read books which would improve your knowledge of science.                   | 1 | 2 | 3 | 4 | 5 |
| 15. Enrol for further training in one of the arts.                              | 1 | 2 | 3 | 4 | 5 |
| 16. Grow crops and/or work with animals.  | 1 | 2 | 3 | 4 | 5 |
| 17. Prepare and present a talk to a large group of people.                      | 1 | 2 | 3 | 4 | 5 |
| 18. Assimilate a vast knowledge of facts and figures.                           | 1 | 2 | 3 | 4 | 5 |
| 19. Choose a career in which you can assist the under-privileged.               | 1 | 2 | 3 | 4 | 5 |
| 20. Choose a career in which modern technology would play a role.               | 1 | 2 | 3 | 4 | 5 |
| 21. Read books which would improve your knowledge of the arts.                  | 1 | 2 | 3 | 4 | 5 |
| 22. Work in the garden/or workshop rather than read a book.                     | 1 | 2 | 3 | 4 | 5 |
| 23. Do some reporting for a newspaper.  | 1 | 2 | 3 | 4 | 5 |
| 24. Choose a job which demands detail to accuracy and order.                    | 1 | 2 | 3 | 4 | 5 |
| 25. Choose a career which will enable you to work with people.                  | 1 | 2 | 3 | 4 | 5 |
| 26. Lecture or teach mathematics as a subject.                                  | 1 | 2 | 3 | 4 | 5 |
| 27. Make a living by practising one of the arts.                                | 1 | 2 | 3 | 4 | 5 |
| 28. Choose a career which will enable you to use your practical ability.        | 1 | 2 | 3 | 4 | 5 |
| 29. Produce a TV programme on mob psychology.                                   | 1 | 2 | 3 | 4 | 5 |
| 30. Solve a problem by collecting the necessary facts and figures.              | 1 | 2 | 3 | 4 | 5 |

Scoring : To obtain your score for each of the interest categories and together the numbers you have circled for each of the questions shown above the respective blocks. Enter the total of all numbers circled in the block provided. Complete the profile to give yourself a visual picture of your areas of interest. Complete the relevant sections of your PERSONAL PROFILE SHEET.

Q. Nos.	1,7,13,19,25	2,8,14,20,26	3,9,15,21,27	4,10,16,22,28	5,11,17,23,29	6,12,18,24,30
	Working with People	Science and Technology	The Arts	Practical/Technical	Ideas and Communication	Facts and Figures
TOTAL						

Use the totals in each category to complete the bar graph.

25						
20						
15						
10						
5						
	Working with People	Science and Technology	The Arts	Practical/Technical	Ideas and Communication	Facts and Figures

SOURCES OF CAREER INFORMATION

- OBJECTIVE :**
- (1) To acquaint pupils with sources of career information.
  - (2) To assist pupils to use this information to best advantage.
- PROCEDURE :**
- (1) Present pupils with a list of sources of career information either in a handout or on the OHP.
  - (2) Show pupils actual examples of sources. For example, career magazines, newspaper supplements and advertisements, professional journals and career and training guides published by CIC and HSRC. As each source is displayed its limitations should be pointed out. Such things as depth, ease of finding information and date of publication need to be considered.
  - (3) Hand out copies of a brochure or a newspaper advertisement and discuss how to evaluate the information given. Structure the discussion by asking, "Who published this information? Why? When? How has the writer's intention influenced the selection of information? What information is given? What information is omitted?" etc.
- RESOURCES :**
- Newspapers
  - Opportunities for Matriculants and School leavers
  - Opportunities for Graduates
  - Opportunities for Diplomats
  - Careers for you (Monthly magazine)
  - My Career (quarterly magazine)

INTERESTS AND SOME POSSIBLE CAREERS

Have a look at your scores for the different interest categories on Worksheet (2) - CE 8.2. Look first at interest areas which have high scores and see how some of the suggested careers appeal to you. Then look at interest areas with low scores and compare the suggested careers. Both high and low scores can be most illuminating. Remember not to over-estimate the importance of your interests when called upon to consider career choices.

INTERESTS	SOME POSSIBLE CAREERS
Working with People	Psychologist, doctor, manager, receptionist, teacher, nurse, sales assistant.
Science and Technology	Engineer, chemist, mathematician, microbiologist, technician, surgeon
The Arts	Actor, Artist, fashion designer, film producer, hairstylist, musician, manufacturing jeweller
Practical/Physical	Florist, goldsmith, farmer, graphic artist, mechanic, builder, soldier, landscape, gardener, game ranger
Ideas and Communication	Advertising, architect, publisher, journalist, radio announcer, librarian, philosopher
Facts and Figures	Actuary, bookkeeper, accountant, maths teacher, statistician, tax consultant

THE CLASSIFICATION OF OCCUPATIONS

There are many different ways of classifying occupations. The object of this short exercise is to get you to identify some of the features of a job that you feel would most appeal to you, and the abilities that you feel you would be able to bring to a job.

Underline your choices. Try not to have a particular job in mind as you do so.

1. If I had to choose I would work mostly :

with people <u>or</u> alone	with plants or with animals
in-doors <u>or</u> out of doors	regular hours or irregular hours
with things <u>or</u> with data (information)	for money or for work satisfaction

\_\_\_\_\_  
\_\_\_\_\_

2. The abilities I think I could bring to a job are :

clerical ability	verbal ability
mathematical ability	ability to work under pressure
creative ability	ability to relate with to people

\_\_\_\_\_  
\_\_\_\_\_

3. If there are any particular features of a job which have not been included, but which you feel would appeal to you, please add them to the list above. Now look at all the features and abilities that you have either added or underlined and write, in the space provided, a brief description of the sort of job you think you would enjoy most.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. If you already have a particular job in mind, write it down and try to evaluate it against your description in (3) above. How does it measure up? Do you believe you have the necessary abilities? What are the abilities such a job will require of you?

AND

Given your description in (3), what other jobs could you also consider?

OR

If you do not already have a particular job in mind, what are some of the options open to you given the description in (3) above?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. After discussion with your friends / classmates, is there anything that you think you should review about your responses to (3) and (4)?



## SOURCES OF CAREER INFORMATION

1. Career magazines  
e.g. My Career, Careers for You
2. Newspapers  
esp. advertisements  
career supplements
3. Opportunities for Matriculants and School Leavers
4. Human Sciences Research Council Publications  
e.g. Tertiary Training and Career Opportunities  
G.S.4 1982
5. Professional Journals and Specialist Magazines  
e.g. De Robus  
Financial Mail
6. Specialist Career Advisory Services  
e.g. Career Information Centre (Durban)
7. Libraries  
Public Library  
Technikon  
University
8. Department of Manpower Utilization
9. Employment bureau
10. Personnel consultants
11. Individual companies - personnel departments
12. Word of Mouth
13. Teacher-counsellors
14. Student advisors at universities and technikons  
Books

# attention

## Sources of Vocational Information

*The title of this article may, at a first glance, cause the raise of an eye-brow: why discuss sources of vocational information while "My Career" is such a source? Does it imply that there is more than one source of vocational information or that such sources do not offer complete information? The answer is a qualified "yes", though a simple affirmative does not explain the position satisfactorily, as will be realized when the following paragraphs are read.*



### "My Career" and "Careers Guide"

"My Career" and the "Careers Guide" published by the Department of Manpower, together with the attendant service of written replies to vocational enquiries, is a source of vocational information with which persons of school-leaving age or even younger, should be familiar. The magazine is supplied to all schools, public libraries and military bases free of charge and may be consulted there.

"My Career" is published quarterly in February, May, August and November while the "Careers Guide" is published once every four years.

### Vocational enquiries

Yet, despite the fact that an effort is made to cover as wide a field as possible in vocational descriptions, questions still arise in the minds of readers, concerning details which, for their own particular purposes and interests, they are unable to find in the article and in respect of which further enlightenment is then sought. The magazine can, therefore not claim to be complete in its supply of vocational information, nor can it claim that the information contained in articles stays up to date. Articles are brought up to date and republished after a certain period, and the complementary service of **written replies to vocational enquiries** exists, to surmount this problem.

**Readers of "My Career" and the "Careers Guide" should first consult the indexes for the information they require before addressing unnecessary enquiries to the Editor**

The address for enquiries is:

The Editor  
"My Career"  
Private Bag X117  
Pretoria  
0001

The incompleteness of information and the fact that it does not stay up to date, one would venture to say, holds true for any source of vocational information. Moreover, it should be borne in mind that the nature of the information required is determined by the purpose for which it is needed. For example: does a person want to know more about the nature of the work or the training required? Does he want to know about employment possibilities or does he want information about a specific university or college course? There are many aspects to vocational information and it is conceivable that although one may have access to one source of information, such a source may not necessarily contain all the specific details that are required and that one should then know where to turn to other sources.



## Sources of Vocational Information

### Other formal, objective publications

Apart from "My Career" there are other sources which are also of a more formal and objective nature. Some examples are briefly listed here.

1. Publications by the **Human Sciences Research Council Institute for Information and Special Services** (Private Bag X41, Pretoria 0001)

- (a) University Training and Career Possibilities.
- (b) Tertiary Training Outside Universities and Career Possibilities.
- (c) Training and Career Opportunities for School-leavers before Std. 10.
- (d) University Education in the R.S.A.

Two of the HSRC publications which could be of use to the school counsellor are:

- (a) Occupational Information (Published by the Institute for Manpower).
- (b) School Guidance: Principles and Methods (Published by the Institute for Educational Research).

These publications are supplied to schools throughout the country. They contain extensive and to the point vocational information and from their titles it is self-evident for which groups they are individually intended.

2. The **prospectuses** of universities, the various types of colleges and other training institutions are another important source which should always be considered by juveniles in their preparation for their careers. These prospectuses give, for instance, an indication of what school subjects are required for admission to a particular course of training, what subject combinations are prescribed for a specific degree or diploma, etc. From information such as this, one is enabled to choose school subjects, for instance, or to see, on the basis of one's aptitudes and interests, whether one would be able to follow a particular course or not.

The address of universities, technikons, technical colleges, correspondence colleges and so forth are published regularly in "My Career". A complete list may also be found in the "Careers Guide".

3. The Commission for Administration from time to time publishes a manual on careers which can be followed in the Public Service – a very large employer. "**Careers in Government Departments**" may be obtained from the Secretary, Commission for Administration, Private Bag X121, Pretoria 0001.

4. A further source of vocational information for Coloureds is the monthly magazine **ALPHA**, published on behalf of the Administration of Coloured Affairs. Enquiries may be directed to:

The Editor,  
ALPHA  
Private Bag X9007  
CAPE TOWN  
8000

5. Asiatics may find the monthly magazine **FIAT LUX**, published by the Department of Information on behalf of the Department of Indian Affairs informative as far as employment possibilities are concerned. Enquiries may be addressed to:

The Editor  
FIAT LUX  
Private Bag X4332  
DURBAN  
4000

6. **EDUCAMUS**, the official organ of the Department of Education and training, is also a useful source for Black persons. Enquiries may be addressed to:

The Editor  
EDUCAMUS  
P.O. Box 2932  
PRETORIA  
0001

This magazine as well as those mentioned in the previous two paragraphs does not devote itself entirely to the dissemination of vocational information, but may nevertheless be consulted with this view in mind.

7. Individuals from time to time publish books on careers. These publications are also of a more objective nature and describe the world of work in South Africa. Examples are:

- (a) "Beroepe en Studierigtings", Niels Lindhard en Ernst Conradie, Tafelberg Publishers, Cape Town 1978.
- (b) "Loopbane in Suid-Afrika", Herman Spangenberg, Maskew Miller, Cape Town, 1977.
- (c) "Careers in Southern Africa", H. Spangenberg, Eru-dita Publications (Pty) Ltd, Johannesburg, 1980.
- (d) "Careers in Hospitals", Kim Weatherston, College Tutorial Press, Cape Town, 1982.

8. There are also a number of useful publications on training, other than those of the Human Sciences Research Council and the prospectuses of training institutions. These include:

- (a) "The Training Course Directory" published by the National Productivity Institute. Enquiries should be addressed to: The Director, National Productivity Institute, P.O. Box 3971, Pretoria 0001.

## Sources of Vocational Information

- (b) "Information on Secondary Technical Education, Pre-Tertiary Post School Technical Education and Technikon Education" published by the Department of Education and Training, Private Bag X212, Pretoria, 0001

The Director,  
Education Information Centre (EIC),  
P.O. Box 97,  
2000 JOHANNESBURG.

### Other centres and publications

#### Publications

- The following publications are distributed annually by MSL Publications (Pty) Ltd, P.O. Box 52518 Saxonwold 2132:
  - Opportunities for Diplomats in Southern Africa.
  - Opportunities for Graduates in Southern Africa.
  - Opportunities for Matriculants and School-leavers in Southern Africa.
  - South African Careers Guide
  - Civvy Street
- "Careers Supplement" to the Armed Forces magazine also comes in very handy. Enquiries can be addressed to the Editor, Careers Supplement (Pty) Ltd., P.O. Box 23022, Joubert Park 2044.

#### Centres:

The Director,  
Career Information Centre (CIC),  
206 Ambassador House,  
Cnr Pine & Prince Alfred Sts,  
4001 DURBAN.

The Careers Adviser,  
Careers Office,  
University of Cape Town  
Private Bag,  
7700 RONDEBOSCH.

The Director,  
Career Opportunities Research & Information  
Centre (CORIC),  
P.O. Box 2452,  
6056 NORTH END, PORT ELIZABETH.

The Director,  
Careers Centre,  
P.O. Box 38,  
1804 ORLANDO, SOWETO.

The Director,  
Careers Research & Information Centre (CRIC),  
P.O. Box 78,  
7735 CLAREMONT.

The foregoing list of sources of vocational information, while certainly not exhaustive or comprehensive, gives some idea of the more formal references which may be consulted.

There are, however, other sources, of a different nature, which as it were, imposes themselves on all of us. Every youngster grows up, for instance, in an environment where other people – his own family, friends or acquaintances – go to work and talk about their experiences: what they do, their likes and dislikes. In the light of what he hears any juvenile is apt to form his own impressions and be influenced either by the prejudices or preferences of others in his own approach towards his future career.

And this brings us to an aspect of vital importance in the process of the choice of an occupation, namely that it should be objective. Vocational choice on a subjective basis, influenced by factors such as inadequate knowledge of oneself, of occupations and conditions prevailing in occupational fields, is most likely to be unsuccessful. One should therefore always sift and be critical of information which is obtained or which reaches one inadvertently.

There is, for instance, hardly any newspaper or periodical in which some aspect of the occupational world is not dealt with. This can be through the advertising of vacancies, reports and articles on labour conditions or events occurring in the world of work. Even the characters in stories have occupations. Radio and television programs deal with occupations directly and indirectly.

In addition, it should be mentioned that many large corporations and other organizations such as professional bodies publish brochures in which employment opportunities, training required, etcetera, are set out. Vocational information contained in such brochures naturally has a bearing only on conditions appertaining to a particular organization.

In short, we are all exposed to numerous sources of vocational information, details of which we wittingly or unwittingly apply to ourselves. And whereas, as has already been stated, one can hardly possess enough or too much vocational information, all bits and pieces should be sorted and sifted, be recognized for what they are and utilized in an objective way to be able to arrive at a meaningful choice of career.



## A WORLD OF CHANGE

OBJECTIVE : To make pupils aware that they live in a rapidly changing world and to show them that the prediction of future change may have important implications for career planning.

- PROCEDURE :
- 1 Introduce the lesson by reading either the extracts provided, or similar ones. As you do this, ask pupils to focus in particular on the implications, as they see them, for the careers of the future. [By way of contrast it would be effective to have a short extract describing the sort of future a pupil in the late 1800's may have imagined. How might such a pupil have seen the careers of his future? Would the prospect of bewildering change have been as real?]
  - 2 Divide the class into groups of 6-8 pupils (or whatever other number may be convenient) and allow them about ten minutes to discuss the world of work in 20 years time. This exercise is likely to be most effective if structured for them, either in the form of a guided fantasy experience where they are "talked into" the future, or by asking them to discuss the topic under specific headings which may be written on the b/b. Here are some suggestions:
    - 2.1 What is the world of work going to be like in 20 years time?
    - 2.2 Note some occupations that you believe will survive for all times. Give reasons.
    - 2.3 What occupations are likely to disappear and why?
    - 2.4 What about unemployment? Will it be a problem, or will some suitable solution have been found for it?
    - 2.5 What about man's use of leisure - what predictions can you make in this regard?
    - 2.6 Project into the future the prospective career choices of members of your group. Given your particular view of what the future holds, how viable do you think these are, etc etc.

Note/



NOTE: For those counsellors who are able to allocate more than one lesson to this topic it would be advisable to allow more than ten minutes for this exercise. Indeed a very useful exercise is to ask each group to draw the future as they see it (large pieces of paper and much more time would have to be provided), and to give each group in turn a chance to explain their drawings. Having looked into the future they can then be sent back to their groups for a more specific discussion about the world of work of the future. (See 2.1 ).

3. Allow the group leaders to feed back information about group perceptions and try to formulate a global picture by summarising this feed-back on the b/b. This might be an opportune time to emphasise the following:
  - 3.1 It has been estimated that up to 80% of the jobs/careers that will be available in the early 21st century have not yet been discovered.
  - 3.2 Change, and coping with change is an increasingly important dimension of life.
  - 3.3 Change is often so rapid that information is obsolete before it is distributed.
  - 3.4 Changing technology is likely to have an important impact on the likely career path we are to follow.
  - 3.5 The concept of a job for life is no longer a realistic or acceptable one. More people will have an average of 5 or 6 different careers in their lives. [This has very important implications for career search strategies. What are they?] etc etc.
4. Discuss (preferably with the aid of an OHP) The Changing Occupational Structure of the Labour Force in South Africa (CE8.4). Look in particular at likely trends and at the implications of these for job opportunities and especially at the implications for more training.

RESOURCES : Calder M. Connexions - living tomorrow - planning for the future. Pub. Penguin Education 1974.

Toffler A. The Third Wave Pub. Pan Books, 1983.

## The future: What does it hold for us?

### Uncertainty

Most people born since 1950 should live on well into the twenty-first century. When we talk of the future, we mean the time of your life and the world which you and your children will enjoy, or hate living in tomorrow.

It will be different from the world of today. For one thing, it will be changed into whatever kind of world we choose to make with the fantastic powers of modern science and engineering. This is not only the Space Age. It is also the age of television, of nuclear power, of clever chemistry, of automaton and computers, of astonishing developments in biology and medicine, of many other techniques that will alter the lives of all of us, for better or worse.

There is no such thing as a fact about the future. We can only guess what the world of the future may be like. But the future, when it comes will be real life, and we shan't be able to change our minds then. All sorts of futures are now possible - good or bad - but decisions made between now and then will use up all the choices. Only if enough people take the future seriously are the decisions likely to be sensible.

The job that looks good in the 1970s may have ceased to exist in the 1980s. The 'facts of life' on which marriage and parenthood have been based for thousands of years are being gradually altered by the biologists. And how can life-insurers really reckon how long we'll live - when we may all be blown up by H-bombs next week, or when doctors may find ways of keeping us alive till we're 200?

But technical changes are not the only ones that matter. All round the world, young people are in revolt against the ideas of their parents. Smaller countries are in revolt against oppression by big countries. Poor people are in revolt against oppression by the rich. Thousands of millions of human individuals struggle for a life worth living. But now they do so in a world that is changing more quickly, more dangerously and more hopefully than it has ever done before.

That's why we should all be looking ahead to see what it will be like living tomorrow.

From: Calder M. Living Tomorrow - planning the future

### Controlling the sex of offspring

Several studies of parental attitudes have indicated that there is a 55 to 65 per cent greater demand for male children than for female children, Dr Etzioni reported.

He speculated that the preference for boys may be even higher than these studies suggest because 'attitudes reflect what people believe they ought to believe in, which in our culture is equality of the sexes.'

An overproduction of boys, Dr Etzioni predicted, would 'very likely affect most aspects of social life'.

Noting, for example, that men vote 'systematically and significantly more Democratic than women' and that the Republican party had been steadily losing support over the last generation, Dr Etzioni said 'Another 5-point loss could undermine the two-party system to a point where Democratic control would be uninterrupted'.

And because women are greater consumers of culture, more regular church attenders and typically charged with the moral education of children, 'a significant and cumulative male surplus will thus produce a society with some of the rougher features of a frontier town', the sociologist predicted.

He also foresaw an increase in inter-racial and inter-class tensions because lower classes and minority groups seem to be more male-oriented than the rest of society. An especially high boy surplus in lower status groups, he said, will prompt these boys to seek girls in higher status groups.

Other possible consequences of tipping the scales to favour males include some delay in the age of marriage. A rise in prostitution and homosexuality and an increase in the number of bachelors, Dr Etzioni wrote.

'The dangers are not apocalyptic,' he conceded, 'but are they worth the gains to be made?'

from a report by Jane E. Brody,  
New York Times, 15 September 1968

## CAREERS IN THE YEAR 2000

### Computers eat jobs

In the industrialized Europe and USA automation is now biting seriously into the size of the workforce in offices and factories. Word-processors and desk-top computers will reduce the need for semi-skilled clerical workers. Self-service petrol stations have already cost 100 000 jobs in the UK. Larger computers are now doing invoicing and stock control. Video tapes are taking large slices off the entertainment industry's market. Computerized typesetting takes the work from skilled printers' typesetters and hands it to a typist. Known as a photo-typesetter operator, at a saving of 20 to 60%.

In industry the situation is the same. New machinery in British coal mines reduces labour needs by 88,6%. A coal seam with 22 workers yielding 5 000 tons a day now produces 20 000 tons in two shifts of 5 men. The Australians, as we know, drink a lot of beer, but nearly all the beer cans for the continent are produced by 24 men with automatic, self-diagnostic machines who signal the contractor to service them if needed. One of Fiat's new models are produced by multi-programmed robot machinery requiring 25 workers instead of 125.

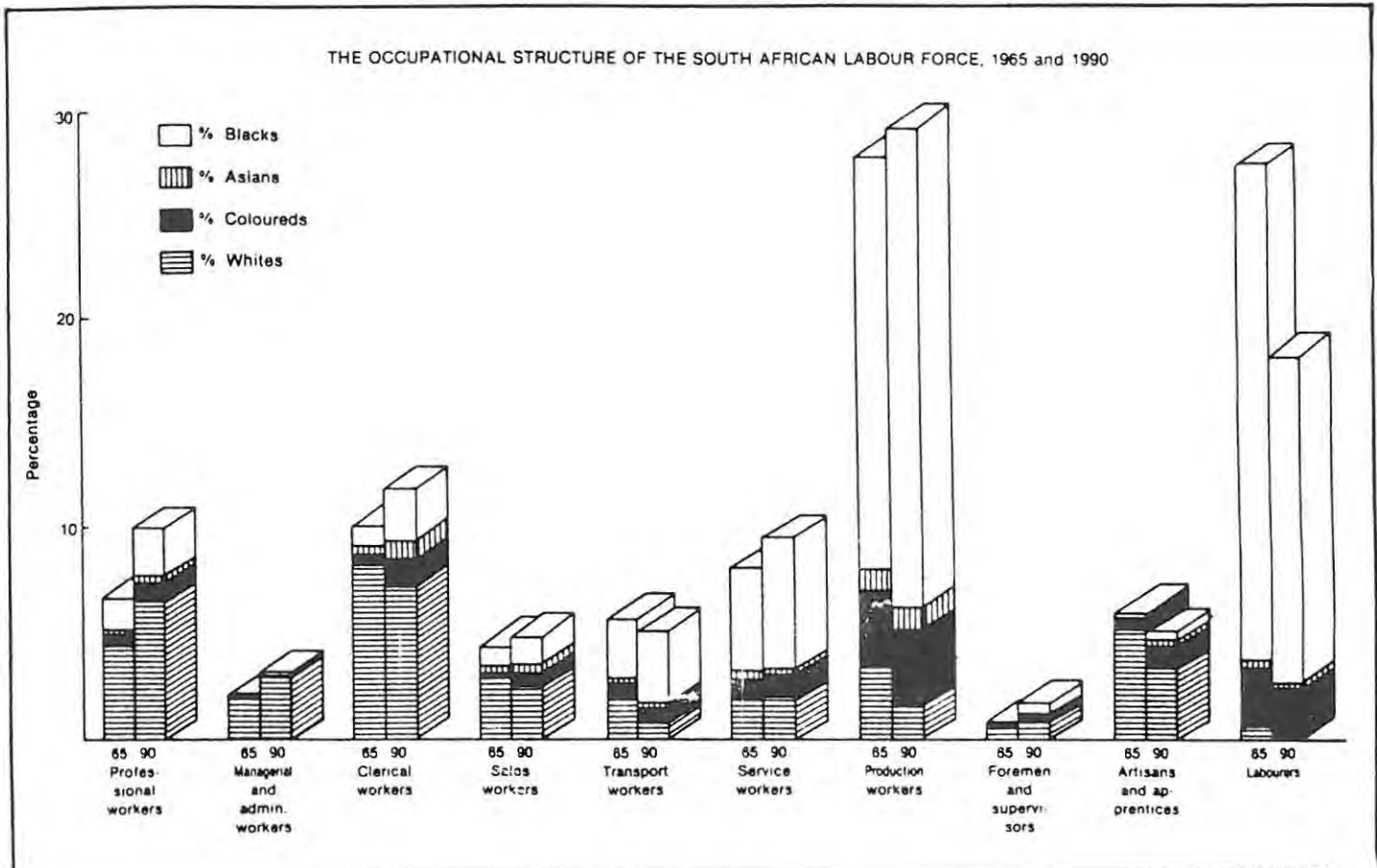
### Chronic unemployment

Experts in Britain are discussing whether the permanent unemployment rate in the year 2000 will be seven million or five million. This will depend on the economic growth rate. In 1978 one-third of the young school-leavers could get no jobs, and one quarter of them had been unemployed for a year. The average length of unemployment was 11 weeks compared with 1970 when it was three weeks.

Career patterns change rapidly. In the States one person in five will spend all his time in the career for which he was educated and trained at college or university, the other four will find careers in fields they did not plan for when they were twenty. A man or woman may expect to have two or three different careers and eight to ten jobs in one life-time.

from: Lindhard M in Compass 1984

# Changing Occupational Structure of the Labour Force



**The manpower scene 1982**, by S.S. Terblanche, J.J. Jacobs and Joyce van Pletzen (Research Finding MN-101, Price R3,70) — AN HSRC PUBLICATION

The occupational structure of the labour force needed in the production of goods and services changes over time and reflects the changes that took place not only in the demand for goods and services, but also in the technology needed to produce them.

The figure indicates the occupational structure of the labour force in 1965 as well as a conservative projection of the trends for 1990. These projections are based on the

biennial Manpower Surveys of the Department of Manpower from 1965 to 1981. The skills needed for the production of our goods and services follow the general trend in industrialized countries, namely an increase in the need for skilled manpower and a decrease in the need for the unskilled.

There are three occupational groups which show an increase in overall percentage but a decrease in the percentage of Whites employed, namely clerical, sales and production workers. The percentage of Whites in clerical occupations, for example, decreased from 83 % in 1965 to 65 % in 1981 while the percentage of Blacks doubled from 9 % to 18 % during the same period.

At the same time the percentage of White males in this group decreased from 41 % to 27 %. This has important manpower planning implications for those organizations such as banks and building societies which employ large numbers of clerical workers and recruit their managers through a system of inhouse training and promotion of clerical workers.

Given the declining growth rate of the White labour force, the training rate of other groups will have to be stepped up, especially in those fields which in the past have been predominantly White. This is especially true in the technical fields but one must remember that this is much easier said than done.



THE FUTURE : WHAT WILL THE WORLD OF WORK BE LIKE?

## THE NEW WORKER

As the adolescent matures and enters the job arena, new forces come into play on his or her personality, rewarding some traits and punishing or penalizing others.

Throughout the Second Wave era, work in the factories and offices steadily grew more repetitive, specialized, and time-pressured, and employers wanted workers who were obedient, punctual, and willing to perform rote tasks. The corresponding traits were fostered by the schools and rewarded by the corporation.

As the Third Wave cuts across our society, work grows less, not more repetitive. It becomes less fragmented, with each person doing a somewhat larger, rather than smaller, task. Flexitime and self-pacing replace the old need for mass synchronization of behaviour. Workers are forced to cope with more frequent changes in their tasks, as well as a blinding succession of personnel transfers, product changes, and reorganization.

What Third Wave employers increasingly need, therefore, are men and women who accept responsibility, who understand how their work dovetails with that of others, who can handle ever larger tasks, who adapt swiftly to changed circumstances, and who are sensitively tuned in to the people around them.

The Second Wave firm frequently paid off for plodding bureaucratic behaviour. The Third Wave firm requires people who are less pre-programmed and faster on their feet. The difference, says Donald Conover, general manager of Corporate Education for Western Electric, is like that between classical musicians who play each note according to a predetermined, pre-set pattern and jazz improvisers who, once having decided what song to play, sensitively pick up cues from one another and, on the basis of that, decide what notes to play next.

Such people are complex, individualistic, proud of the ways in which they differ from other people. They typify the de-massified work force needed by Third Wave industry.

According to opinion researcher Daniel Yankelovich, only 56 percent of U.S. workers — mainly the older ones — are still motivated by traditional incentives. They are happiest with strict work guidelines and clear tasks. They do not expect to find "meaning" in their work.

By contrast, as much as 17 percent of the work force already reflects newer values emerging from the Third Wave. Largely young middle-managers, they are, declares Yankelovich, the "hungriest for more responsibility and more vital work with a commitment worthy of their talent and skills." they seek

meaning/..

meaning along with financial reward.

To recruit such workers, employers are beginning to offer individualized rewards. This helps explain why a few advanced companies now offer employees not a fixed set of fringe benefits but a smorgasbord of optional holidays, medical benefits, pensions, and insurance. Each worker can tailor a package to his or her own needs. Says Yankelovich, "There is no one set of incentives with which to motivate the full spectrum of the work force." Moreover, he adds, in the mix of rewards for work, money no longer has the same motivating power it once did.

No one suggests these workers don't want money. They certainly do. But once a certain income level is reached they vary widely in what they want. Additional increments of money no longer have their former impact on behaviour.....

The most ingrained patterns of authority are also changing. In Second Wave firms every employee has a single boss. Disputes among employees are taken to the boss to be resolved. In the new matrix organizations the style is entirely different. Workers have more than one boss at a time. People of different rank and different skills meet in temporary "ad-hocratic" groups. And in the words of Davis and Lawrence, authors of a standard text on the subject : "Differences .... are resolved without a common boss readily available to arbitrate.... The assumption in a matrix is that this conflict can be healthy... differences are valued and people express their views even when they know that others may disagree..."

This system penalizes workers who show blind obedience. It rewards those who — within limits — talk back. Workers who seek meaning, who question authority, who want to exercise discretion, or who demand that their work be socially responsible may be regarded as troublemakers in Second Wave industries. But Third Wave industries cannot run without them.

Across the board, therefore, we are seeing a subtle but profound change in the personality traits rewarded by the economic system — a change which cannot help but shape the emerging social character.....

The advance of the Third Wave, is accompanied by a phenomenal increase in self-help and do-it-yourself activity, or prosumption. Beyond mere hobbyism, this production for use is likely to assume greater economic significance. And as it comes to occupy more of our time and energy, it too begins to shape lives and mold social character.

Instead of ranking people by what they own, as the market ethic does, the prosumer ethic places a high value on what they do. Having plenty of money still carries prestige. But other characteristics count, too. Among these self-reliance, the ability to adapt and survive under difficult conditions, and the ability to do things with one's own hands whether to build a fence, to cook a great meal, to make one's own clothes, or to/..

or to restore an antique chest.

Moreover, while the production or market ethic praises single-mindedness, the prosumer ethic calls for roundedness instead. Versatility is "in." As the third Wave brings production for exchange and production for use into a better balance in the economy, we begin to hear a crescendo of demands for a "balanced" way of life.....

Tomorrow, as many Third Wave people divide their lives between working part-time for self and family in small autonomous, prosuming units — we may well strike a new balance between objectivity and subjectivity in both sexes.

Instead of finding a "male" attitude and a "female" attitude, neither of them well-balanced, the system may reward people who are healthily able to see the world through both perspectives. Objective subjectivists —and vice verse.

In short, with the rising importance of prosumption to the overall economy, we touch off another racing current of psychological change. The combined impact of basic changes in production and prosumption, added to the deep changes in child-rearing and education, promises to remake our social character at least as dramatically as the Second Wave did 300 years ago. A new social character is cropping up in our very midst.

In fact, even if every one of these insights were to prove mistaken, if every one of the shifts we are beginning to see were to reverse itself, there is still one final, giant reason to expect an eruption in the psycho-sphere. The reason is summed up in the two words "communications revolution".....

If our assumptions are even partially correct, individuals will vary more vividly tomorrow than they do today. More of them are likely to grow up sooner, to show responsibility at an earlier age, to be more adaptable, and to evince greater individuality. They are more likely than their parents to question authority. They will want money and will work for it.—but, except under conditions of extreme privation, they will resist working for money alone.

Above all, they seem likely to crave balance in their lives balance between work and play, between production and prosumption, between headwork and handwork, between the abstract and the concrete, between objectivity and subjectivity. And they will see and project themselves in far more complex terms than any previous people.

As Third Wave civilization matures, we shall create not a utopian man or woman who towers over the people of the past not a superhuman race of Goethes and Aristotles (or Genghis Khans or Hitlers) but merely, and proudly, one hopes, a race and the civilization —that deserves to be called human.

No hope for such an outcome, no hope for a safe transition to/...

to a decent new civilization is possible, however, until we face one final imperative : the need for political transformation. The personality of the future must be matched by a politics of the future.

EXTRACTED FROM : TOFFLER, A. THE THIRD WAVE

Pub. Collins, 1980.



## Identifying some Skills, Abilities and Desired Working Conditions

**AIM:** To assist pupils to identify some of the skills and abilities that they will be able to bring to any position, and also to identify some of the working conditions they most desire.

- Procedure:**
- (1) Refer briefly to some of the more general, global factors which need to be identified when considering a prospective career — See CE 8.1.
  - (2) Recap briefly on the classification of careers (CE 8.2), pointing out how such global classifications are but one necessary step in the process of careers choice, which is ultimately aimed at a more specific choice which is compatible with what the individual wants out of a job and what that same individual feels she/he has to offer.
  - (3) Hand to each pupil a copy of What can you offer, and what would you look for in a career? CE 8.5, and allow pupils time to complete it. Ensure that on completion of the questionnaire they write short summarised descriptions of factors considered to be both appropriate/important and inappropriate/unimportant in the spaces provided. This is important since they must more consciously identify both attractive and unattractive factors to be best able to make considered choices.
  - (4) Either allow pupils to get together in pairs or to get together in small groups to share their findings with one another, and to discuss likely areas of further careers research (if appropriate). During the discussion period pupils should be encouraged to share their career choices (or hunches about appropriate career choices) with the group and should (where appropriate) note any comments offered by group members or by partners. The T/C should move from group to group to ensure that the group discussions are being correctly channelled.
  - (5) If there is sufficient time left, there should be some feed-back from the various groups. This could be of a general nature,



or more specific e.g. the discussion of individual preferences with appropriate comment from members of the group to support, or question, an individual's tentative choice of career.

**Note:** Wherever feed-back of the kind mentioned in (5) is attempted, it must be with the willing co-operation of individuals. This exercise can lend itself to psychological bullying of weaker individuals if left uncontrolled.

- (6) Be sure to collect all copies of the questionnaire for safe-keeping. The responses to the questionnaire will be referred to later when all information is integrated into a more meaningful whole.

## EVALUATING JOB ADVERTISEMENTS

OBJECTIVE : To assist pupils to evaluate job advertisements so as to be able to respond appropriately to them.

PROCEDURE : (1) Introduce the lesson by pointing out that the scrutiny of job advertisements is often a regular activity of working men and women. By implication, there are a great number of people who are forever on the lookout for new and better jobs/careers, and the old perception of a 'job for life' is no longer really valid. The average man might change his job 5 or 6 times during the course of his working life, and with over 20 000 + job titles in the Dictionary of Occupational Titles, this is not surprising.

While job substitution is normal in our society it is not unlikely that many people would experience less dissatisfaction with their current jobs had they taken the trouble, at the stage of responding to job advertisement, to ask a number of elementary questions. This lesson aims to teach pupils to respond with more insight.

(2) Select one or two advertisements and either hand copies to all pupils or project them on a screen by means of an OHP. Discuss some of the more important characteristics of the advertisements in question and evoke as much class participation as possible focusing on the object of the advertisement itself what it says, what it doesn't say, how one might respond to it, and what questions one might like to ask the prospective employer.

Note: It will be appropriate at this stage to mention without need for discussion the different ways of responding to advertisements. The detail is dealt with elsewhere.

(3) Either hand a copy of the questionnaire (CE 9.1) to all pupils or divide the class into groups and give each group a copy. (The latter arrangement is preferable). Hand out copies of advertisements to each pupil or group and get them to work through/respond to the various questions.

Note/

Note: It would be a good policy to have only a limited number of different types of advertisements for discussion, and to ensure that all individuals or groups have copies of all those being evaluated. This will enable all to participate during feed-back.

- (4) Move around the class during the evaluation stage and then allow sufficient time for feed-back. Questions 11 and 12 should provide the focus at this stage. It is inevitable that issues such as values and the quality of life offered to prospective employees will need to be dealt with

NOTE: Please emphasise that Interviews with working people are an easy method of supplementing "official" information and will not limit information to 'neutral' phenomena like salaries and fringe benefits, but will convey the capacity of different forms of work experience to enhance or destroy the emotional quality of any working individuals life. This capacity of one's work experience to develop or to destroy one's life is probably the most important that needs to be considered - yet so many people find to their cost that they had never considered it. Many working people cling to secure jobs, even though their spirit of enthusiasm for the job died ten years earlier, because of a distorted sense of material security.

RESOURCE : Dovey K. Education for Work in a Modern Technological Society. Reprinted from Mentor April 1984. (See CE 6.3)

THE EVALUATION OF ADVERTISEMENTS

1. How big is the advertisement? Is it eye-catching? Does it have any special appeal? Is there any relationship between the size of the advertisement and job prestige?
2. Is a job description given? How much does one learn about the job being offered e.g. do they specify that shift work will be a necessity etc?
3. Are there any definite indications as to the kind of person the employer is looking for? If so, how well do you meet those requirements.
4. Is mention made of the academic professional qualifications necessary for the position?
5. Is experience essential?
6. Are the employers looking for someone of a particular age or sex?
7. Do the advertisements offer any specific information about benefits e.g. pension, medical aid, 13th cheque, bonus, company car, housing subsidy, staff discounts, free uniforms, restaurant and recreational facilities? If not, at what stage would you want to get hold of this information?
8. Are there facilities for staff training?
9. How are you expected to reply to the advertisement? Must you telephone for an interview? Must you write a letter of application?
10. Are there any details about the place where the employment is offered? If so, check them out because they may paint a far rosier picture than is actually the case!
11. What are some of the questions you would like to ask? What haven't you been told?
12. What does the job in question offer in terms of the quality of life? What are some implications of shift work, regular travelling etc for a family man/woman? Are those factors you would consider, or would you be more inclined to consider such issues once you've considered the remuneration package?

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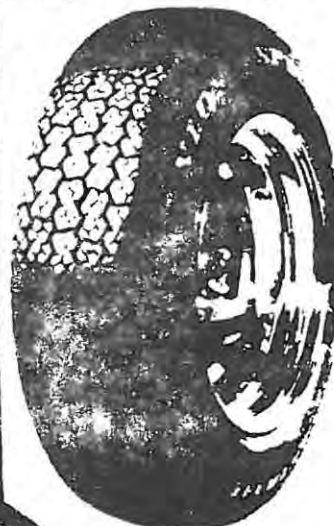
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## CAREER INDECISION : IS IT A FACT OF LIFE?

- Objective : To illustrate that career indecision is a common problem, and to provide pupils with an opportunity to discover at first hand how adults experience their chosen careers.
- Procedure :
- (1) Read the abbreviated article by Ian Gibson entitled "Career Indecision - A Fact of Life"
  - (2) Try to establish to what extent career indecision is a source of anxiety among members of the class. For how many is it a source of anxiety for their parents that they have yet to make up their minds?
  - (3) Share your own experiences of career decision making and/or your indecision. Share how you experience your job. What's it like to be a teacher? What are the advantages and disadvantages? Would you do it all again? etc. etc. Stress how important it is to speak to working people about the jobs they do -to search for information about the realities of the world of work.
  - (4) Hand out copies of the questionnaire and explain its intention. Give pupils a chance to read through it and to ask questions about it. Give them an opportunity to talk about the assignment itself. Let them add their own questions if they wish to do so. Suggest that they choose to interview someone they know - parent, friend or acquaintance. Stress that the idea of the questionnaire is not to create an uncomfortable formal situation, but rather to give structure to the exercise. Suggest that notes be taken during the interview and that the interview be completed before the next lesson.
  - (5) If there is any anxiety about the exercise itself it might be useful to have one or two 'dummy runs' in the classroom by allowing yourself to be interviewed by one or two of the pupils.

Note : Care has been taken to word questions in "Some Questions about Careers" in such a way that those being interviewed do not in any way feel obliged to provide information that they might at any other stage consider to be confidential. It is none the less important to stress that, if requested, confidence must be respected. Such information must under no circumstances be divulged in class.

- Resources : Ian Gibson's article entitled "Career Indecision - A fact of Life" - from Opportunities for Matriculants and School Leavers 1982.



## SOME QUESTIONS ABOUT CAREERS

These questions are designed to give some form to your interview. Note the numbers of the questions and keep your interview notes on a separate sheet and return this sheet when you have completed the assignment. The idea is to give you an opportunity to get accustomed to asking relevant questions even if it may be embarrassing and difficult at first for you to do so. Remember that it might be much more difficult if you already find yourself being employed in a capacity which doesn't suit you, and you come to realise that it is simply because you didn't ask all the questions that you should have asked in the first place! Here are some questions, you might be able to think of others in addition :

- (1) What type of employment do you have?
- (2) Please give a brief description of what the job/career entails i.e. What a typical workday is like.
- (3) How did you come to choose this job/career? i.e. who and what influenced you to make the choice? What were your primary considerations when making your choice? (e.g. financial, job security, interest, aptitude, need for change, etc.)
- (4) (a) Did you at any time experience career indecision? i.e. uncertainty as to whether you should choose a particular career, or whether you should change your career etc.  
(b) What was your solution to this problem?
- (5) (a) Are you presently contemplating a change of career? If so, are you able to give reasons.  
(b) If you had any other jobs previously are you able to say why you felt the need for change?
- (6) (a) What post-school qualifications and/or training have you had, and how appropriate/necessary has this training been for the position you now occupy?  
(b) Are the qualifications, and/or training you have, still relevant today, or do you feel the need for retraining in your present position?
- (7) Would you say that on the whole you enjoy the work you do? If not, what do you not enjoy? If yes, what are the main points in favour of the work you do?
- (8) How does the work you do affect your family life? i.e. to what extent is there encroachment on your private life?

- (9) Are you able to provide any information on the likely employment benefits that a beginner might expect on entering the same or similar employment today? e.g. beginners salary, regularity of salary review, other benefits (perks etc), and promotion prospects.
- (10) If you could choose again, would you choose the same type of employment.
- (11) (a) While still at school, were you given any careers guidance? If so, of what value was it to you?  
(b) Do you consider careers guidance to be important?
- (12) What general advice would you give to a young individual school leaver? Would you give different advice to that person if he had a Std 8 certificate or a matriculation certificate?



CAREER INDECISION  
A FACT OF LIFE

by I. GIBSON,  
Head Student Advisory Service, University of Natal

A large number of students who register for university degrees are undecided about their future careers, and given the pressures from parents in particular and society in general to make up their minds, often without much prior preparation, it is not surprising that many become anxious and miserable about their indecision.

In my opinion, it is unrealistic to expect seventeen-year-olds to know finally what career they should follow. Consider the following factors (the list could be much longer) : the Dictionary of Occupational Titles names over 20 000 jobs; our school system is not designed to introduce pupils to the realities of the world or work; our universities are academic institutions; the human being is capable of operating in a number of different fields successfully; no personality, preference or aptitude tests are sophisticated enough to produce clear-cut points to specific jobs; "correct" career decisions are independent on a host of variables - personality, maturity, character, etc. and rely on processes rather than one step operations. Yet they must make quick seemingly final and accurate decisions. At least this is what many feel is expected of them.

Sometimes we hear criticism of students' indecision about their lives and careers from men in prominent positions but ask a gathering of adults who are established in their professions and occupations how many are in the occupation they planned for on leaving school and you will probably find that seven out of ten made one or more changes before settling for their life-time career. You will also discover that what one might call the discontinuities of life, the unplanned experiences which shape our destinies, played a part in leading these "successful" people to their careers.

In America it has been estimated that 16 % of professionally educated people end up in careers for which they did not originally train .....

What message does this have for undecided students, especially for those in the "non-vocational" degrees like the Arts or Social Sciences?

Provided such students have made an effort to evaluate their academic strengths and weaknesses, have attempted to analyse their needs and to establish goals (even if those goals are to find out more about a subject that interests them, for example) they should accept the fact that they may not be ready to make final career plans, and they should then take positive steps to master, and become excellent in, the degrees chosen and accept that before any specific career direction

can be established, training and experience outside the university will be inevitable ....

Not until vocational psychologists can perfect measuring instruments and manpower planners can make really accurate forecasts, will there be a possibility of reducing indecision, and if it is eliminated, life may be the poorer, since some great men whose careers were not planned during or immediately after school might look back on their earlier indecision as the starting point of a journey of exploration which took them through experiences which enriched them and the society in which they lived.

Of course, I am not advocating that students should drift through life hoping that something will turn up; I am, however, aware of the anxiety experienced by many students who feel threatened by not being able to crystallise their career goals early. I believe that some are simply not ready to make the decision and need time to establish their goals, but are capable of benefitting from a university education ....

From: Opportunities for Matriculants and School Leavers - 1982.

## ADULT CAREER EXPERIENCES REVIEWED

Objective : To provide pupils with an opportunity to share the data they collected during their interviews with adults and give them an opportunity to evaluate the effectiveness of the exercise. (CE 9.2)

Procedure : (1) As it is now unlikely that it will be possible to deal individually with all the information collected by pupils, it is suggested that two or three pupils be given an opportunity to share their findings and impressions with the class. Encourage the rest of the class to ask questions and to comment as appropriate.

(2) Divide the class into groups of manageable size and provide each group with a copy of "Questions About Careers : an Evaluation". Give them enough time to discuss the questions and allow at least ten minutes at the end of the period for feed-back from the groups. Try to complete the lesson with a b/b summary.

or

Go through "Questions about Careers : an Evaluation" by inviting comment and feed back and noting the various contributions on the b/b. Try to provide a concise summary of the main points made.

(3) Collect interview notes made by all pupils and provide some written feed-back to them in due course.

(4) Conclude the lesson by highlighting the following points made by Ken Dovey in his article Education for Work in a Modern Technological Society (See CE 6.3) (Allow additional time for discussion in a subsequent lesson if there is insufficient time available. The points made are much too important to be glossed over :

(a) Work, as a human phenomenon, cannot be considered outside of the realm of human values. This means that one needs to acknowledge that factors such as sex, race, religion, social class, political and personal values will influence one's chances and experiences at the workplace as much as, if not more than, factors such as certification and hard work. Too many talented young people are sent naively to the workplace with false expectations,

and/...

and are subsequently emotionally shattered by the reality of their experience there.

- (b) Education for work in modern R.S.A. should emphasise that the choice of work is not a "technical" problem by acknowledging the relationship between life experiences and the attainment of meaningful work experiences. Choice has in reality much more to do with personal fulfilment than it has to do with salary and fringe benefits!
- (c) Education for work must enable young people to negotiate and, if necessary, overcome parental and other pressures and prescriptions, and to be able to communicate with significant others in an informal way so as not to be pushed to make choices which are clearly incompatible with individual values, needs and aspirations, to name but some factors.
- (d) The development of a healthy self-concept, and respect and empathy for the situation of others, is crucial to successful human relations at work. Development in these areas will include the need to scrutinise the role that the modern emphasis upon competition, individualism, and materialism plays in the current poor human relations at the workplace and in the home.
- (e) Education for work must explore more carefully the potential of work to create meaning in one's life, and critically examine cultural conventions such as the one life/one career assumption. What may be a very meaningful choice at the age of 25 may no longer be meaningful at 35. Life experiences frequently alter one's values and goals - a fact that has important implications for work.
- (f) Education for work must critically examine those social values and conventional wisdoms which lead to a "death-in-life" working situation for so many people. Issues which are manifest in statements such as:
  - \* You should base your career decision on material criteria because material security is more important than spiritual or emotional fulfilment.
  - \* your responsibility to your family is primarily one of material provision - emotional support comes naturally.

RESOURCE :

Dovey K. Education for Work in a Modern Technological Society (See CE 6.3)

Dovey K. Work and Me. Cape Town : Oxford University Press 1982.

## QUESTIONS ABOUT CAREERS : AN EVALUATION

The following questions are designed to assist you to summarise the information collected by the whole class during the completion of "Some Questions about Careers" - CE 9.2. You might like to suggest additional questions which could be asked. The question numbers appearing behind each of the questions which follow refer you to the appropriate questions in the interview schedule - "Some Questions about Careers".

- (1) Did you get the impression that most of the people interviewed really enjoy the job they do? (Q's 2,7,10)
- (2) What seems to be the typical method employed in the choice of a career, and what appears to have been the primary consideration when making a choice? (Q. 3)
- (3) Does career indecision seem to be a fact of life or not? What seems to be the message working adults give us here? (Q. 4)
- (4) Do adults change their jobs quite regularly or not? If so what reasons do they give and what does this have to teach us? (Q. 5)
- (5) Do most of those interviewed consider some sort of training or re-training to be a necessary pre-requisite or not? (Q.6)
- (6) To what extent is work (as experienced by those interviewed) compatible with family life? Did you get the impression that those interviewed had sometimes to choose the one in favour of the other? (Q.8)
- (7) Is career guidance a service that most of those interviewed had at school or not? Is it something they would have valued or not, if they didn't have it? (Q. 11)
- (8) What, if any was the advice that most people feel they would give undecided school leavers? (Q. 12)
- (9) In what way was this project beneficial to you?
- (10) What appears from this exercise to be some of the most important factors which have emerged about choosing a career? Have there been any lessons for us?



## 19 FIELD INTEREST INVENTORY : USE OF TEST RESULTS

OBJECTIVE : To provide pupils (and their parents) with information which will assist them to make maximum use of the results of the 19FII results.

INTRODUCTION : The 19FII is one of the formal, prescribed inventories which should be conducted as early as possible during standard 9. Although it is possible to administer the inventory in a single 40 minute period it would be wise to ensure that you have a double period set aside for it. The inventory is easy to administer and comprehensive instructions for administration and scoring are provided in the test manual.

If maximum benefit is to be derived from the use of the inventory it is essential that pupils are suitably motivated and that they understand from the outset that the scores obtained will only have real meaning when considered in conjunction with all other available information such as school achievement, biographical data, IQ, aptitude, ability, personality etc. Stress to pupils that they will be given an opportunity to integrate this and other available information in a more meaningful way. (See CE 9.7).

PROCEDURE : (1) Once scoring has been completed (with the assistance of trained and responsible senior pupils if necessary) the answer sheets showing the relevant stanine or norm scores should be returned to the pupils for the completion of their own profiles on the back page. The profiles must be checked by another pupil for correctness.

Having completed the initial profile, allowance must be made for fluctuations of scores which might be expected to occur by chance (see "Standard Error of Measurement" in the Manual of the 19FII). This is done by asking pupils to plot two additional points by adding and subtracting 0,5 of a stanine interval from the score plotted for each interest field, to give a band within which the pupil's true score can be expected to fall. The boundaries of the profile are now plotted and the band in which the pupils true score can be expected to fall is coloured in.

(2) Give all pupils copies of the Interest Categories Profile (CE 9.4) and ask them to complete it. Allowance must be made for fluctuations of scores as in (1) above and the boundaries of the various interest fields should once again be coloured in. The object

of this second profile is to see whether there are groupings which seem to point to consistently high or low interest.

- (3) Give each pupil a copy of Explanation of Interest Fields and ensure that there is as much clarity about the categories as possible. Warn all pupils not to assume that they understand the meaning of a category until they have become thoroughly acquainted with the explanation. There will be many misunderstandings if this does not happen. Emphasise once again that interpretation of individual scores is largely futile without reference to other related data. Emphasise too that sporadic variations in interest patterns are dependent on both a person's personality and age. The interests of under sixteens are not differentiated to the same extent as those of older persons.

The aim of this exercise is to give pupils an opportunity to examine their scores; to familiarise themselves with the meaning of the various interest fields measured by the test; and to give them an opportunity to see the interest field clusters that seem to interest them most i.e. human sciences, natural sciences, economic sciences, technical and outdoor. (No attempt should be made at interpretation beyond this - see final note). The examples of jobs provided after each explanation of interest field are for illustrative purposes only. It is hoped that this exercise will help at least some pupils to clarify some of their ideas and possibly even encourage them to do some private research into career fields which seem to be of primary interest to them.

- (4) The 1983 manual for the 19FII provides examples of the occupational profiles of adults who completed the 19FII at school and who are now working in 30 different occupations. These profiles should provide useful points of departure for class discussion on condition that they are regarded as guides and not as absolute standards.

This same occupational information has been reproduced in tabular form in 19 Field Interest Inventory : Occupational Profiles (CE 9.4). It is suggested that this table be projected on a screen (or that copies be given to each pupil), and that pupils be asked to choose from the table one, two or even three occupations which interest them, and then to plot each of these on their own

Interest Categories Profile for purposes of comparison. Each profile so drawn should be clearly differentiated from the next and marked as belonging to a particular occupational category so that there can be no confusion at a later stage. Allow some time for discussion, selecting one or two profiles from the class for illustrative purposes.

- (5) Conclude the lesson by collecting for safe-keeping, all the information handed out, and by emphasising that there will be an opportunity at a later stage to integrate this, and all other information collected in a similar fashion. Emphasise that when this happens it will be most desirable that parents be included in the discussion as well.

NOTE : As the interpretation of interest profiles is essentially the role of trained persons, the counsellor does not interpret - he/she only looks at trends and assists the pupil to do the same.

RESOURCE : 19 Field Interest Inventory Manual.





## EXPLANATION OF INTEREST FIELDS (19 FII)

- Fine Arts : An interest in activities which have a bearing on painting, sculpture and sketching as well as the expression of feelings and ideas relating to objects in creating artistic products e.g. painting, occupations, architecture, advertising, hairdressing, signwriting.
- Performing Arts : Has a bearing on interest in music, singing, ballet and opera as well as the expression of feelings through the medium of music, drama and ballet. Occupations in teaching and performing can be followed.
- Language : Includes interests in the appreciation of literature and the practical use and analysis of language as well as communication with others through the written or spoken word. This may be either factual or emotional. e.g. journalism, speech therapy, translation.
- Historical : An interest in and appreciation for the study of the classics and events in the past e.g. archivist, museum work, teaching.
- Service : Rendering of a fairly formal service to people in society who are not needy. e.g. accountant, public relations officer, shop assistant, hairdresser
- Social Work : Rendering of help to needy people on a more emotionally involved level. e.g. social worker, psychologist, nursing.
- Sociability : Formal and Informal contact with people - an interest in social intercourse. e.g. Public Relations Officer, journalism.
- Public Speaking : Refers mainly to the delivering of speeches and appearances in public i.e. Formal contact with people on a more authoritative basis. e.g. teaching, legal professions, minister.
- Law : Study and application of legal principles to daily life. e.g. legal occupations, police, auditor.
- Creative Thought : The use of logical thought to produce a unique solution. e.g. engineer, research worker, architect.
- Science : Covers an interest in the physical and biological sciences and of a systematic and structured method of working in the sciences. e.g. food technology, medical fields, laboratory technicians, chemist.
- Practical - Male : Mechanical or technical handling of tools for the practical execution of a task. e.g. trades, forestry, engineering.
- Practical - Female : An interest in housekeeping, clothes-making and other activities of a finer, practical and domestic nature. e.g. Dietician, fashion designer, home economist.
- Numerical : The use of mathematical principles to do calculations e.g. accountant, book-keeper, quantity surveyor.
- Business : Commercial interest with the goal of profit making. e.g. Estate agent, building contractor, salesman.
- Clerical : Systematic routine work related to business e.g. filing clerk, librarian, typist, bookkeeping.
- Travel : The extent to which persons like to travel often. e.g. tourism, sales representative, liaison officer.
- Nature : Refers to interests and activities which are pursued out of doors with plants and animals. e.g. Occupations include farming, nature conservation, vet, forester.
- Sport : The extent to which a person displays an interest in outdoor types of sport. Occupations involving physical activities. e.g. teaching, sports administrator, coaching.
- Work - Hobby : A low score indicates work orientation and a high score a hobby orientation.
- Active - Passive : A low score indicates a participant, a high score a preference for spectating.

The repetition of some fields on the Interest Categories Profile (CE 9.4) is necessary because they apply to more than one career grouping. Other groupings could be made.

Note : A combination of interests must be taken into account when using this information in the process of career decision-making.





## SENIOR APTITUDE TEST : USE OF TEST RESULTS

OBJECTIVE : To provide pupils (and their parents) with information which will assist them to make maximum use of the results of the Senior Aptitude Test (SAT).

INTRODUCTION : The SAT is one of the formal, prescribed tests which should be conducted as early as possible in Std 9 - preferably in the first week or two of the school year as this is possibly when there is likely to be the least disruption of the school programme. Unfortunately the test is a lengthy one, requiring about 3 hours for completion so it is important that sufficient time be set aside on the school calendar for it. If test instructions are followed carefully there should be no difficulties with the administration of the test. Counsellors should ensure that they have the most recent edition of the test i.e. 1978 edition.

If maximum benefit is to be derived from the use of the test it is essential that pupils be suitably motivated and that they understand from the outset that the results obtained will only have real meaning when considered in conjunction with all other available information such as school achievement, biographical data, interests, ability, personality etc. Stress to pupils that they will be given an opportunity to integrate this and other available information in a more meaningful way. (See CE 9.7).

PROCEDURE : 1. Once scoring has been completed (with the assistance of trained and responsible senior pupils if necessary), the answer sheets with the relevant norm scores and stanine scores should be returned to the pupils, together with a copy of the (Senior) Aptitude Categories Profile (CE 9.5) so that pupils may complete their own profiles. The profiles must be checked by another pupil for correctness.

Having completed the initial profiles (based on the mean of all stanine scores in each category) allowance must be made for fluctuations of scores which might be expected to occur by chance. (See 1978 Manual for the SAT, p. 29, which deals with the Standard Error of Measurement). This is done by asking pupils to plot two additional points 0,5 of a stanine interval on either side of each (mean score) point plotted. By joining these points on either side of the mean, pupils will be producing a band within which their true score may more realistically be expected to fall. This band can be coloured in.

Note/

Note : The Standard Error of Measurement of 0,5 of a stanine interval is in this case, where different scores have been combined, only a rough estimate and must be treated as such. The use of this estimated figure is to remind all concerned that the score plotted on the profile is not a precise score, but only an approximation of a true score.

2. Allow time for pupils to study the profiles and the explanation of categories. Explain that an aptitude can be regarded as the potential which a person has and which enables that person to attain a specific level of ability with a given amount of training and/or practice. Stress that aptitudes together with other personality characteristics such as interest, intelligence, attitude, motivation, diligence, perseverance, conscientiousness, training, past achievements, etc. will determine the level of skill and proficiency which may be reached. Emphasise that single scores have little meaning in isolation and that the integration of information in CE 9.7 should provide much more clarity of meaning.

The aim of the exercise is to give pupils an opportunity to have a look at their aptitude clusters and to identify those clusters which seem to be most appropriate for them i.e. verbal ability, numerical ability, clerical ability etc. and human sciences, natural sciences/technical fields, commercial sciences etc. No attempt should be made at interpretation beyond this (See final note.) It is hoped that the exercise will help at least some pupils to clarify some of their ideas, and possibly even encourage them to do some private research into career fields which seem to be of primary interest to them.

3. The HSRC Guidance Series GS6 - Occupational Information 1982 and 1983 provide examples of the occupational profiles of adults who completed the SAT in Std 10 and who are now in 8 different occupations. These profiles should provide useful points of departure for class discussion - on condition that they are regarded as guides and not as absolute standards.

This same occupational information has been reproduced in tabular form in the Senior Aptitude Test : Occupational Profiles (CE 9.5). It is suggested that this table be projected on a screen (or that copies be given to each pupil), and that pupils be asked to choose from the table one, two, or even three occupations which interest them, and then to plot each of these on their own Senior Aptitude Categories Profile

for purposes of comparison. Each profile so drawn should be clearly differentiated from the next and marked as belonging to a particular occupational category so that there can be no confusion at a later stage. Allow some time for discussion, selecting one in two profiles from the class for illustrative purposes.

4. Conclude the lesson by collecting, for safe-keeping, all the information handed out, and by emphasising that there will be an opportunity at a later stage to integrate this, and all other information collected in a similar fashion. Emphasise that when this happens it will be most desirable that parents be included in the discussion as well.

Note: As interpretation of aptitude profiles is essentially the role of trained persons, the teacher-counsellor does not interpret - he/she only looks at trends and assists the pupil to do the same.

RESOURCES : Manual for the Senior Aptitude Tests 1978 edition  
Pub. Human Sciences Research Council.

H.S.R.C. Guidance Series GS-6

Occupational Information 1982  
Occupational Information 1983



THE INTERPRETATION OF TEST PROFILES / DIE INTER-

PRETASIE VAN TOETSPROFIELE

The test profiles reproduced below are derived from information obtained from pupils who participated in the Talent Survey Project from 1965 to 1969, and who subsequently qualified for the occupations in question. The IQ (New South African Group Test) and Aptitude (Junior Aptitude Test and Senior Aptitude Test) test profiles provide an indication of the abilities and aptitudes of the mythical, average person who has qualified for a particular occupation. It must be understood though that mere possession of a similar profile is no guarantee that a person will qualify for a particular occupation. In addition to abilities and aptitudes, personality characteristics, interests, attitudes, motivation and perseverance in respect of training and instruction, are but some of the factors which will determine whether or not a person will succeed in a particular occupation.

Die toets profiele wat hier weergegee word is afkomstig van informasie wat verkry is van leerlinge wat van 1965 tot 1969 aan Projek Talentopname deelgeneem het, en wat na skoolverlating vir die betrokke beroepe gekwalifiseer het. Die IK- (Nuwe Suid Afrikaanse Groep Toets) en aanleg toetsprofiele (Junior Aanleg Toets en Senior Aanleg Toets) gee 'n aanduiding van die vermoëns en aanlegte van die mitiese, gemiddelde persoon wat vir 'n spesifieke beroep gekwalifiseer het. Dit moet dus verstaan word dat die blote besitting van 'n gelyksoortige profiel geen waarborg is dat 'n persoon vir 'n spesifieke beroep sal kwalifiseer nie. Geaardgaande met verstandsvermoëns en aanlegte, is persoonlikheidseienskappe, belangstellings, houdings, motivering en deursettingsvermoë ten opsigte van opleiding en onderrig, net enkele faktore wat sal bepaal of 'n persoon in 'n bepaalde rigting sal kwalifiseer of nie.

The IQ and Aptitude profiles are given in stanines. Stanines represent achievement on a normalised, standard 9-point scale ranging from 1 - 9. Stanines 4, 5 and 6 represent average achievement, whereas stanines greater than 6 and less than 4 represent above average and below average achievement respectively. In the occupational profiles which follow, the mean or average stanine score (X̄) for both IQ and Aptitude test results are plotted. Counsellors should bear in mind that the mean scores indicate tendencies only. The standard deviation (S) given for each sub test, indicates the variation of individual scores on either side of the mean. Statistically this means that + 2/3rd of the persons in the occupational sample in question had stanine scores, which fell within one standard deviation on either side of the mean. The shaded area in the first occupational profile given below illustrates this.

Die IK- en Aanlegprofiele word in staneges gegee. Staneges verteenwoordig 'n prestasie op 'n genormaliseerde standaard negepuntskaal wat van 1 tot 9 strek. Staneges 4, 5 en 6 verteenwoordig 'n gemiddelde prestasie, terwyl staneges van hoër as 6 en laer as 4 onderskeidelik boegemiddelde en ondergemiddelde prestasies verteenwoordig. In die hieropvolgende beroepsprofiele word die gemiddelde stanegestellings (X̄) vir IK en Aanlegtoetsresultate geskets. Voorligters moet in gedagte hou dat die gemiddelde tellings alleenlik tendense aandui. Die standaardafwyking (S) wat vir elke subtoets aangedui word, dui die variasie van individuele tellings aan beide kante van die gemiddelde stanegestelling aan. Statisties gesproke beteken dit dat + 2/3de van diegene in die betrokke beroepsmonster stanegestellings gehad het wat binne een standaardafwyking van beide kante van die gemiddeld geval het. Die ingekleurde deel van die eerste beroepsprofiel wat onder aangedui word illustreer die punt.

NOTE : The profiles which follow have been reproduced from the HSRC Guidance Series GS-6 Occupational Information (MM 93) 1982 and (MM 103) 1983. Both books have been recommended for use by counsellors and are available by direct order from: The Publication Manager, Human Sciences Research Council, Private Bag X41, Pretoria 0001. Cost is R7,00 and R10,00 respectively (GST excluded).

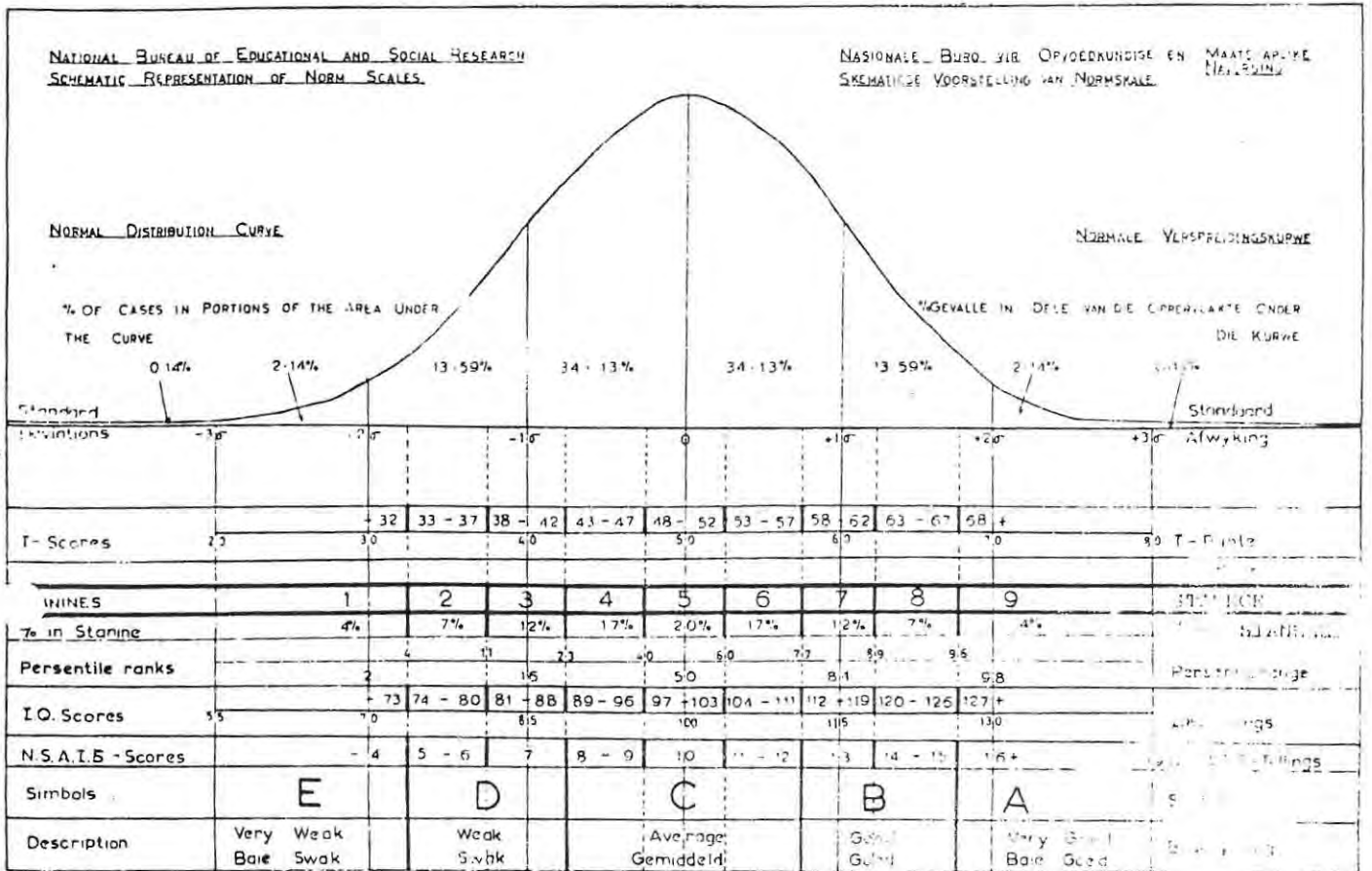
LET WEL : Die hieropvolgende profiele kom uit die RGN Voorligtingsreeks VR-6 Beroepsinligting (MM 93) 1982 en (MM 103) 1983. Albei boeke is reeds aanbeveel vir gebruik deur voorligters en is direk verkrygbaar van: Die Publikasiebestuurder, Raad vir Geesteswetenskaplike Navorsing, Privaatsak X41, Pretoria 0001. Prys onderskeidelik R7,00 en R10,00 (AVB ingesluit).

DIE VERSTANDSVERMOËNS VOLGENS NSAG EN JAT SOOS GEMEET IN ST. 6 VAN PERSONE WAT OOR KWALIFIKASIES IN ARBEIDSTERAPIE BESKIK (1965)

Verstandsvermoëns	Staneges								
	$\bar{x}$	s	2	3	4	5	6	7	8
IK:									
Nie-verbaal	7,8	1,2							
Verbaal	7,7	1,1							
Totaal	7,8	0,8							
Aanlegte:									
Redenering	7,4	1,2							
Klassifikasie	6,5	1,7							
Berekeninge	7,0	1,5							
Onderdele	5,7	1,8							
Sinonieme	7,0	1,7							
Vierkante	6,7	1,5							
Figuurpersepsie	7,1	1,6							
Geheue vir name en gesigte	6,3	1,4							
Woordvlotheid	6,6	1,9							
Koördinasie	5,8	1,9							
Skryfspoed	5,7	1,5							



THE NORMAL DISTRIBUTION CURVE  
DIE NORMALE VERSPREIDINGSKURWE



OCCUPATIONAL PROFILES

BEROEPSPROFIELE

THE MENTAL ABILITIES OF PERSONS WHO OBTAINED A BACHELOR'S DEGREE AND HIGHER ENGINEERING WHEN TESTED ON THE NSAGT AND THE SAT IN STD 10 (1969)

DIE VERSTANDSVERMOËNS VAN DIE GEMEET IN ST. 6 VAN PERSONE WAT LATER 'N BACHELOR EN HOËR IN TANDHEELKUNDE BEHAAL HET

Mental Abilities	Stanine								
	$\bar{x}$	s	2	3	4	5	6	7	8
IQ									
Non-verbal	8.2	1.2							
Verbal	7.7	1.3							
Total	8.2	1.1							
Aptitudes:									
Verbal comprehension	6.7	1.7							
Calculations	6.3	1.8							
Disguised words	5.5	1.9							
Comparisons	5.1	2.2							
Pattern completion	8.8	1.8							
Figural series	6.3	1.8							
Spatial (2 D)	6.7	1.7							
Spatial (3 D)	6.9	1.6							
Memory (paragraph)	5.3	1.7							
Memory (Symbols)	5.5	1.8							
Coordination	5.1	2.0							
Writing speed	5.1	2.0							

Verstandesvermoëns	Stanine								
	$\bar{x}$	s	2	3	4	5	6	7	8
IK									
Nie Verbaal	6.5	1.1							
Verbaal	7.1	1.2							
Totaal	7.0	1.1							
Aanlegte									
Redenering	6.6	1.4							
Klassifikasie	6.0	1.7							
Berekeninge	6.2	1.5							
Onderdele	4.6	1.7							
Sinonieme	6.3	1.7							
Vierkante	6.0	1.8							
Figuurpersepsie	5.6	1.9							
Gehue vir name en gesigte	6.0	1.9							
Woordklotheid	5.4	1.8							
Koördinasie	5.5	1.8							
Skrifspoed	5.1	1.8							

- Graduates in engineering achieved above average IQ scores in Std 10. Obtaining engineering qualifications therefore makes very high demands on the intellectual abilities of students.
- Graduates in engineering achieved above average scores in respect of: abilities to read, understand and digest verbal material in a logical manner, to find solutions for problems, to make arithmetic calculations, to reason and also to visualize objects.

- By toetsing in st 6 op die Nuwe Suid-Afrikaanse Groeptoets het persone wat later as tandarts gekwalifiseer het 'n gemiddelde IK's behaal (regs van die slippellyn) sonder veel verskil tussen hulle verbale en nie-verbale vermoëns.
- Teellings wat op die Junior Aanlegtoets behaal is, het gedui op 'n gemiddelde vermoë om te redeneer, die verband tussen begrippe in te sien, probleme op te los, vinnig en akkuraat met getalle te werk, vormmateriaal in hulle voorbeelding te manipuleer, en name en gesigte met mekaar te assosieer en hulle te onthou.

MENTAL ABILITIES PROFILE OF PEOPLE WITH LAND SURVEYING QUALIFICATIONS AS MEASURED ON THE NSAGT AND JAT IN STD 6 (1945)

Mental abilities	Stanines							
	$\bar{x}$	2	3	4	5	6	7	8
IQ:								
Non-verbal	7,4							
Verbal	7,1							
Total	7,3							
Aptitudes:								
Reasoning	6,9							
Classification	6,6							
Calculations	6,4							
Spare parts	5,7							
Synonyms	6,2							
Squares	7,1							
Figure perception	6,0							
Memory of names & faces	5,9							
Word fluency	5,6							
Co-ordination	5,9							
Writing speed	5,4							

- People who later qualified as land surveyors obtained above average IQ scores when tested in Std 6.
- They showed above average potential in areas relating to reasoning, the conception of relationships between objects/concepts and working quickly and accurately.
- Their potential with regard to manipulating and organizing objects mentally was high.
- These potentials are related to their higher non-verbal ability.

DIE VERSTANDSVERMOËNS VOLGENS NSAG EN JAT SOOS GEMEET IN ST. 10 VAN PERSONE WAT 'N BACCALAUREUSGRAAD EN HOËR IN ARGITEKTUUR BEHAAL HET (1949)

Verstands-vermoëns	Stanage								
	$\bar{x}$	s	2	3	4	5	6	7	8
IK:									
Nie-verbaal	8,5	0,9							
Verbaal	8,1	1,2							
Totaal	8,6	0,7							
Aanlegte:									
Verbale begrip	6,9	1,5							
Berekeninge	5,7	2,1							
Woordbou	5,7	1,8							
Vergelyking	4,9	1,9							
Patroonvoltooiing	6,8	1,6							
Figuurreekse	6,6	2,1							
Ruimtellik (2-D)	7,0	1,4							
Ruimtellik (3-D)	7,6	1,3							
Geheue (Paragraaf)	4,8	1,7							
Geheue (Simbole)	5,8	1,3							
Koördinasie	5,7	1,9							
Skryfspoed	5,7	2,2							

- Gegradueerdes in argitektuur het bogemiddelde IK-tellings in st. 10 behaal. Om argitekkwalifikaas te verwerf, stel dus hoë vereistes aan die Intellektuele vermoëns van studente.
- Gegradueerdes in argitektuur het bogemiddelde tellings behaal ten opsigte van die vermoëns om verbale mater wat gelees word te begryp, dit op 'n logiese wyse te ver, en 'n oplossing vir die probleme te vind, te redeneer asook die vermoë om visueel ruimtelik waar te neem.

THE MENTAL ABILITIES OF PERSONS WITH LEGAL QUALIFICATIONS AS MEASURED BY THE NSAGT AND THE SAT IN STD 10 (1969)

Mental abilities	Stanines								
	$\bar{x}$	s	2	3	4	5	6	7	8
IQ:									
Non-verbal	7,4	1,4							
Verbal	7,3	1,5							
Total	7,6	1,5							
Aptitudes:									
Verbal comprehension	6,2	2,0							
Calculations	5,9	1,7							
Disguised words	5,7	2,1							
Comparison	4,9	2,1							
Pattern completion	5,3	1,8							
Figural series	5,3	1,9							
Spatial (2-D)	5,6	1,8							
Spatial (3-D)	5,2	1,8							
Memory (Paragraph)	5,6	1,6							
Memory (Symbols)	5,2	1,6							
Co-ordination	5,2	1,9							
Writing speed	5,3	2,0							

- The profile reveals that when people who later obtained the B.A. Law, B. Juris, B.Proc. and LL.B. degrees were tested on the New South African Group Test in matric, they obtained above average IQ scores (stanine average 7,6).
- Their scores on the verbal and non-verbal subtests were very similar.
- When these same people were given the Senior Aptitude Test their scores were average. The only area in which they appeared to have above average potential was verbal comprehension. This is a useful, and possibly necessary, ability as much of the attorney's and advocate's work involves understanding the spoken or written word.

DIE VERSTANDSVERMOËNS VOLGENS NSAG EN SAT VAN PERSONE WAT 'N M.B.Ch.B. GRAAD BEHAAL HET SOOS GEMEET IN ST. 10 (1969)

Verstands-vermoëns	Stanage								
	$\bar{x}$	s	2	3	4	5	6	7	8
IK:									
Nie-verbaal	8,1	1,3							
Verbaal	8,0	1,1							
Totaal	8,2	1,1							
Aanlegte:									
Verbale begrip	7,0	1,5							
Berekeninge	6,6	1,6							
Woordbou	6,4	1,7							
Vergelyking	5,3	1,8							
Patroonvoltooiing	6,6	1,8							
Figuurreekse	6,1	1,9							
Ruimtellik (2-D)	6,3	1,8							
Ruimtellik (3-D)	6,2	1,6							
Geheue (Paragraaf)	5,8	1,7							
Geheue (Simbole)	5,6	1,7							
Koördinasie	5,3	1,7							
Skryfspoed	5,7	1,9							

- By toetsing in matric deur middel van die Nuwe Suid-Afrikaanse Groeptoets het persone wat later as mediese praktisyne gekwalifiseer het, bogemiddelde IK's behaal (8,2 teenoor 5,0), met weinig verskil tussen hulle verbale en nie-verbale vermoëns.
- Die ooreenstemming tussen hulle verbale en nie-verbale vermoëns is verder bevestig deur die aanlegtoets waarin hulle bogemiddeld presteer het op gebiede waar verbale begrip, logiese probleemoplossing, vinnige en akkurate oplossing van rekenkundige probleme, woordvlotheid, redeneringsvermoë en ruimtelike visualisering (twee- en driedimensioneel) van hulle vereis is.

Mental abilities	Stanines								
	$\bar{x}$	s	2	3	4	5	6	7	8
IQ									
Non verbal	8,2	1,1							
Verbal	7,1	1,2							
Total	7,9	1,1							
Aptitudes									
Verbal comprehension	6,7	1,5							
Calculations	5,8	1,6							
Disguised words	5,0	1,8							
Comparison	6,0	2,0							
Pattern completion	6,4	1,4							
Figural series	5,4	1,8							
Spatial (2 D)	6,7	1,1							
Spatial (3 D)	6,6	1,6							
Memory (Paragraph)	4,6	1,5							
Memory (Symtols)	5,1	1,8							
Classification	6,1	1,9							
Writing speed	5,0	2,1							

- When people who later qualified as quantity surveyors were tested in Std 10 they obtained above average IQs.
- Their non-verbal IQs were approximately one stanine higher than their verbal. This ability may be of relevance for those aspects of their job involving measuring, calculating and designing.
- The scores obtained on the Senior Aptitude test did not reflect a consistent above average pattern as was the case in the IQ profile. However, high scores were still obtained in non-verbal aptitude tasks, especially those dealing with the visualization of objects in two or three dimensions.
- Should you obtain similar profiles for the above two tests you could be considered suited to quantity surveying as far as abilities and aptitudes are concerned, although these achievements alone cannot guarantee that you will be able to obtain the qualification.

Verstandsvermoëns	Stanene								
	$\bar{x}$	s	2	3	4	5	6	7	8
IK:									
Nie-verbaal	6,8	1,8							
Verbaal	7,0	1,5							
Totaal	7,1	1,7							
Aanlegte:									
Verbale begrip	5,7	2,1							
Berekeninge	5,5	2,1							
Woordbou	5,4	2,1							
Vergelyking	5,6	2,3							
Patroonvoltooiing	5,4	2,1							
Figuurreekse	5,1	2,0							
Ruimtelike (2-D)	4,5	1,9							
Ruimtelik (3-D)	4,4	1,7							
Geheue (Paragraaf)	5,8	1,6							
Geheue (Simbole)	5,5	1,9							
Koördinasie	4,8	1,6							
Skryfspoed	5,7	1,9							

- Persone met kwalifikasies in maatskaplike werk het bogemiddelde IK-tellings in st. 10 behaal. Om 'n kwalifikasie in maatskaplike werk te verwerf, stel dus redelike hoë eise aan die intellektuele vermoë van studente.
- Persone met 'n kwalifikasie in maatskaplike werk het oor die algemeen gemiddeld presteer in al die senior aanlegtoets.

DIE VERSTANDSVERMOËNS VOLGENS DIE NSAG EN SAT SOOS GEMEET IN ST. 10 VAN PERSONE WAT DIE SERTIFIKAAT IN DIE TEORIE VAN REKENINGKUNDE BEHAAL HET (1989)

Verstandsvermoëns	Stanene								
	$\bar{x}$	s	2	3	4	5	6	7	8
IK:									
Nie-verbaal	7,7	1,3							
Verbaal	7,2	1,3							
Totaal	7,7	1,3							
Aanlegte:									
Verbale begrip	6,2	1,6							
Berekeninge	6,4	1,8							
Woordbou	5,0	1,7							
Vergelyking	5,1	2,0							
Patroonvoltooiing	5,0	1,7							
Figuurreekse	5,3	1,7							
Ruimtelik (2-D)	5,9	1,7							
Ruimtelik (3-D)	5,7	1,8							
Geheue (Paragraaf)	5,1	1,6							
Geheue (Simbole)	5,1	1,6							
Koördinasie	5,4	1,8							
Skryfspoed	5,2	1,9							

- Persone wat oor die Sertifikaat in die Teorie van Rekeningkunde beskik, het bogemiddelde tellings behaal ten opsigte van die vermoëns om verbale materiaal wat gelees word te begryp, dit op 'n logiese wyse te verwerk en 'n oplossing vir die probleme te vind en om rekenkundige bewerkings te doen.
- Persone wat oor die Sertifikaat in die Teorie van Rekeningkunde beskik, het bogemiddelde tellings behaal ten opsigte van die vermoëns om verbale materiaal wat gelees word te begryp, dit op 'n logiese wyse te verwerk en 'n oplossing vir die probleme te vind en om rekenkundige bewerkings te doen.

THE MENTAL ABILITIES OF PERSONS WHO OBTAINED A BACHELOR'S DEGREE AND HIGHER IN VETERINARY SCIENCE AS MEASURED BY THE NSAGT AND THE SAT IN STD 8 (1985)

Mental abilities	Stanines								
	$\bar{x}$	s	2	3	4	5	6	7	8
IQ:									
Non Verbal	7,2	1,5							
Verbal	7,5	1,4							
Total	7,3	1,3							
Aptitudes									
Reasoning	7,2	1,4							
Classification	6,8	1,5							
Calculations	6,8	1,3							
Figural series	5,2	1,9							
Spatial (2-D)	6,8	1,5							
Spatial (3-D)	6,1	1,7							
Figure perception	5,7	1,8							
Memory of names and faces	6,3	1,6							
Word fluency	5,8	1,5							
Co-ordination	5,7	1,8							
Writing speed	4,8	1,5							

- When people who later qualified as veterinarians were tested on the new South African Group Test (an IQ test) in Std 8 they tended to have above average IQ's. This suggests that an above average IQ is necessary should you wish to train as a veterinarian.
- Scores on the Junior Aptitude Test reflected above average abilities in reasoning, being able to visualize relationships, problem solving, working quickly and accurately with figures, recognising words which are related to each other in some or other way and associating names with faces and remembering them. These potentials tend to reinforce the picture obtained from the IQ profile, i.e. that the testees were above average in both verbal and non-verbal tasks.



SENIOR APTITUDE TEST : OCCUPATIONAL PROFILES/SENIOR AANLEGTUETS BEROEPSPROFIELE

This table gives the approximate average scores of the occupational profiles of a number of different occupations. Plot the scores of one or two occupations that interest you on your own (Senior) Aptitude Categories Profile and compare.

Die tabel dui die benaderde gemiddelde tellings aan van 'n aantal verskillende beroepe. Plot op jou eie (Senior) Aanlegkategorie-profiel die tellings van een of twee van die beroepe wat jou interesseer, en vergelyk.

APTITUDES/AANLEGTUETS	Occupations/Beroepe	Architect Argitek	Engineer Ingenieur	Social Worker Maatskaplike Werker	Radiographer Radioloog	Attorney Prokureur	Doctor/Specialist Geneesheer/Spesialis	Chartered Accountant Geotrooieerde Rekenmeester	Quality Surveyor Bourekenaar				
1. Verbal Comprehension Verbale Begrip		6.8	6.7	5.9	6.9	6.2	6.8	6.3	6.5				
2. Calculations Berekeninge		5.8	6.2	5.7	6.5	5.9	6.5	6.4	5.5				
3. Disguised words Woordbou		4.5	5.5	5.6	6.1	5.7	6.3	5.0	5.0				
4. Comparison Vergelyking		5.5	5.4	5.8	6.4	4.8	5.3	5.0	6.0				
5. Pattern Completion Patroon Voltooiing		6.6	6.8	5.6	6.7	5.4	6.5	5.8	6.4				
6. Figural Series Figuurreeks		6.5	6.7	5.0	6.0	5.4	6.2	5.2	5.5				
7. Spatial (2-0) Ruimtelik (2-0)		6.8	6.5	4.7	5.5	5.7	6.4	5.9	6.5				
8. Spatial (3-0) Ruimtelik (3-0)		7.4	6.8	4.4	5.3	5.2	6.3	5.7	6.4				
9. Memory (Paragraph) Geheue (Paragraaf)		4.6	6.0	5.8	6.3	5.6	5.8	5.1	4.5				
10. Memory (Symbols) Geheue (Simbole)		5.7	5.5	5.1	6.1	5.1	5.6	5.1	5.1				
11. Co-ordination Koördinasie		5.6	5.2	4.7	5.5	5.1	5.4	5.4	6.0				
12. Writing Speed Skryfspoed		5.6	5.2	5.8	5.9	5.3	5.8	5.2	5.0				

Adapted from/Aangepas van: HSRC Guidance Series / RGN Voorligtingsreeks  
Occupational Information / Beroepsinligting  
1982 and 1983 1982 en 1983

## (SENIOR) APTITUDE CATEGORIES PROFILE / (SENIOR) AANLEGKATEGORIE PROFIEL

Transfer your stamene scores from your SAT answer sheet to the tables below. Calculate the mean scores for each aptitudes category and complete profiles. The groupings or categories given below are only tentative. To have maximum meaning these scores must be considered in conjunction with all other relevant information (See CG 9.7). The brief explanations provided for each category in the first table are intended to give a general idea of the meaning of each combined score on the profile.

Dra jou stanege tellings oor van die SAT antwoordvel na die onderstaande tabelle. Bereken die gemiddelde tellings vir elke aanlegkategorie en voltooi die profile. Die onderstaande groeperings of kategorieë is alleenlik tentatief. Om die maksimum betekenis te hê moet die tellings saam met alle ander relevante inligting oorweeg word (Sien 9.7). Die kort verduidelikings wat vir elke kategorie in die eerste tabel voorsien word, is bedoel om 'n algemene idee te gee van die betekenis van elke gekombineerde telling op die profiel.

Aptitude/Aanleg	Test Toetse	Stamene Stanege Mean Gen.	Aptitude profile/ Aanlegprofiel						Explanation of Categories/Verduideliking van Kategorie			
			Onderge-middeld	Average			Ooge-middeld					
Verbal ability	1		1	2	3	4	5	6	7	8	9	The ability to comprehend, process, and memorise meaningful written material. Die vermoë om betekenisvolle geskrewe stof te begryp, te verwerk, en te memoriseer.
Verbale vermoë	3		*	*	*	*	*	*	*	*	*	
Numerical ability	2											The ability to solve simple mathematical problems, and to perceive similarities and differences in visual configurations, quickly and accurately. Die vermoë om eenvoudige wiskundige probleme op te los, en om die ooreenkomste en verskille in visuele vorms vinnig en akkuraat waar te neem.
Numeriese vermoë	4		*	*	*	*	*	*	*	*	*	
Visual-spatial reasoning	5											This score gives an indication of ones general non-verbal reasoning ability. Die telling gee 'n aanduiding van 'n mens se nie verbale redeneringsvermoë.
Visueel-ruimtelike redenering	6		*	*	*	*	*	*	*	*	*	
	7											
	8											
Clerical aptitude	4											The ability to work quickly and accurately and to perceive differences and similarities in visual configurations. Die vermoë om vinnig en akkuraat te werk, en om die verskille en ooreenkomste in visuele vorms waar te neem.
Klerklike aanleg	12		*	*	*	*	*	*	*	*	*	
Memory	9											The ability to memorise meaningful and meaningless material. Die vermoë om betekenisvolle en sinlose stof te memoriseer.
Geheue	10		*	*	*	*	*	*	*	*	*	
Motor skill	11											The ability to execute fine finger-hand, and hand-eye movements quickly and accurately. Die vermoë om fyn finger-hand en hand-oog bewegings vinnig en akkuraat uit te voer.
Motoriese vaardigheid	12		*	*	*	*	*	*	*	*	*	

Direction/Rigting	Tests Toetse	Stamene Stanege Mean Gen.	Directions Profile/ Rigtings profiel						Further Training/Verdere Opleiding			
			Onderge-middeld	Average			Ooge-middeld					
Human Sciences/ Geesteswetenskappe	1 3		1	2	3	4	5	6	7	8	9	B.A. degree or diplomas in arts, communication, personnel etc. B.A. graad of diplomas in kuns, kommunikasie, personeel ens.
	9		*	*	*	*	*	*	①	*	*	
Natural Science Technical Fields Natuurwetenskappe en Tegnieesvelde	2 4 5 7 8 10 11											B.Sc. degree or diplomas in engineering, medical science and technical fields, etc. B.Sc. graad of diplomas in ingenieurs- of medieswetenskappe, en tegniese rigtings ens.
			*	*	*	*	*	*	⊙	*	*	
Commercial Sciences/ Handelwetenskappe	1 2 4 5 12											B.Com degree or commercial diplomas and diplomas in management etc. B.Com. of diplomas in bestuur - en handelsrigtings ens.
			*	*	*	*	*	*	⊙	*	*	

Note : The validity of the aptitude grouping given in this second profile has not been established. The profile is presented only as a guide.

L.W. : Die geldigheid van die aanleggroeperings in die tweede profiel is nie bepaal nie. Die profiel word alleenlik as 'n tentatiewe gids voorgestel.



The Jung Personality Questionnaire is currently being tried out in a number of schools in the province and will only be made available to high schools if the results of these trials suggests that its purchase can be justified.

Counsellors who are particularly keen to try it out should contact me personally. (A.J.J.B.).

Die toets kan óf in Engels óf in Afrikaans afgelê word.

## JUNG PERSONALITY QUESTIONNAIRE : USE OF TEST RESULTS

**Objective :** To provide pupils (and their parents) with information which will assist them to make maximum use of the results of the Jung Personality Questionnaire (JPQ).

**Introduction :** The JPQ is one of the formal, prescribed tests which should be conducted in Std 9. The group test only takes about 30 minutes to complete, and both administration and scoring are quick and simple procedures.

If maximum benefit is to be derived from the use of the test it is essential that pupils be suitably motivated and that they understand from the outset that the results obtained will only have real meaning when considered in conjunction with all other available information such as school achievement, biographical data, ability, interests, aptitudes, aspirations, ideals, etc. Pupils must be told that they will be given an opportunity to integrate these results with all other available information in a meaningful way (See CE9.7).

Note : It is not counsellor's function to attempt a personality analysis after administering this test. Such use is in any event not recommended in the test manual. It should also be noted that the interpretation of the test results is essentially the role of trained persons. The teacher-counsellor must not interpret - he/she should only help the pupil consider thoughtfully the sort of careers thought to be most compatible with the personality type which emerges after scoring. This is always done in the light of all other available information.

The sole purpose of the use of the JPQ by counsellors is to provide an independent and fairly objective measure of personality type so as to enable the pupil, in conjunction with the counsellor, to consider the types of careers which have been found to be most compatible with their particular personality type. The emphasis therefore is on careers rather than the personality type. For this reason there is no need for counsellors to make a thorough study of the JPQ manual beyond the administration and scoring procedures, though it would be informative to have more than a mere superficial knowledge of the different personality types in question. Should there be a particular need for a more detailed interpretation of the scores, either the Adviser for Counselling/Guidance or a School Psychologist must be approached. Counsellors are none-the-less referred to pages 12 and 13 of the JPQ manual for an example of interpretation.

Research has shown that there is a strong, significant relationship between personality type and vocational preference, as well as vocational satisfaction and success. It is well known for example that extraverts prefer working in situations which provide ample opportunity for dealing with other people and that introverts work best in comparative isolation. The JPQ manual provides a list of careers which seem to be related to each personality type. (These have been reproduced for ready reference on the pages which follow). Although the general principles of this classification are supported by overseas research findings, it must be noted that the classification of careers according to the JPQ personality categories has not yet been validated in South Africa, and the information provided must therefore be used very cautiously. The use of the JPQ together with the SAT and 19FII results and all other information collected by formal and informal means, should considerably facilitate the service offered by teacher-counsellors. It must always be borne in mind, however, and this point must be clearly understood by pupils and their parents, that the responsibility of careers choice rests firmly on the shoulders of the pupil. The counselor's role is to facilitate the process of decision-making and not to make decisions for the pupil (See "Preamble" To Careers Education Programme).

- Procedure : 1. Once the scoring has been completed (with the assistance of trained and responsible senior pupils if necessary), the answer sheets should be returned to the pupils together with a copy of the JPQ Explanatory Profile (CE 9.6) which could in fact be copied onto the back of the JPQ answer sheet. Pupils should then complete the JPQ profile - getting a friend to check that the converted scores are correctly plotted. The same procedure should then be repeated for the profile on the JPQ Explanatory Profile (CE 9.6) which attempts to provide brief explanatory notes for the various traits etc. Some additional clarification may be needed from the counsellor who should also explain how to identify the personality type which is to be entered in the space provided. Do not allow or encourage too much discussion at this point as the emphasis is on the careers which seem to be most compatible with the personality type identified rather than the personality type itself.

2. Make copies of the various information sheets (CE 9.6) available to the pupils - preferably by using an OHP. Encourage them to jot down from the appropriate sheet some of the careers which might appeal to them. These should be written on the JPQ Explanatory Profile (CE 9.6) together with, if they wish, the brief description of the personality type in question.

At this point there is bound to be a need for discussion, and every attempt must be made to avoid a situation where pupils are tempted to consider the results in isolation and to take too seriously those careers which have been suggested as being personality-appropriate. They should be warned against telling their parents that they have been advised by the counsellor to become a postman or policeman etc.!

The aim of the exercise is to provide an independent, objective measure which may assist in the identification of personality-appropriate career fields. This process will hopefully help some pupils to clarify some of their ideas, and possibly even encourage them to do some private research into these career fields.

3. Conclude the lesson by collecting, for safe-keeping, all the information handed out, and by emphasising that there will be an opportunity at a later stage to integrate this and all other information collected in a similar fashion. Emphasise that when this happens it will be most desirable that parents be included in the discussion as well.

Resource : Manual for the Jung Personality Questionnaire  
HSRC 1983

## JPQ EXPLANATORY PROFILE

Research has shown that there is a strong, significant relationship between personality type and vocational preference, satisfaction and success. We know, for example, that those persons described as extraverts generally prefer to work in situations which provide ample opportunity for dealing with people, while those persons described as introverts tend to work best in comparative isolation.

The Jung Personality Questionnaire, completed by you, attempts to classify you according to one of eight different personality types and then to provide you with a list of some of the careers thought to be suitable for your personality type. The careers named are for your guidance only, and must under no circumstances be seen as firm indications of what you should do when you leave school. A decision in that regard can only be taken in the light of all the factors which have been stressed during the course of your CAREERS EDUCATION PROGRAMME. If one or two of the careers listed as being suitable, appeal to you, it is to be hoped that you will be encouraged to do some private research and to discuss the matter with your teacher-counsellor.

Refer to the JPQ answer sheet and transfer the converted scores from blocks 1, 2 and 3 (ignore 4) to the relevant blocks on this sheet. Indicate your score by making a cross on the 10-point scale. Your teacher-counsellor will show you how to identify your personality type which should then be entered in the space provided. Thereafter all you have to do is to refer to the relevant list of careers which are thought to be relevant for the personality type that has been identified. Your counsellor has different lists for each personality type.

1	Introvert (I)					Extravert (E)				
	0	1	2	3	4	5	6	7	8	9

This scale attempts to gauge to what extent you may be described as primarily introverted or extraverted. A score of (1) would suggest that you tend to be very introverted while a score of (9) would suggest that you are highly extraverted. A score of (5) suggests that you have equal attributes of both i.e. an ambivert.

2	Feeling (F)					Thinking (T)				
	0	1	2	3	4	5	6	7	8	9

This scale tries to gauge the relative strength of the rational functions which make use of judgement to arrive at a decision. The Thinking component consists of relating ideas to each other in order to arrive at a concept or solution. The Feeling component on the other hand, involves the acceptance or rejection of an idea on the basis of whether it has pleasant or unpleasant connotations.

3	Intuition (I)					Sensation (S)				
	0	1	2	3	4	5	6	7	8	9

This scale tries to gauge the relative strength of the irrational functions which do not require judgement for a solution. Sensation is used to indicate sense perception, which comprises all conscious experience produced by stimulation of the sense organs - sight, sound, smell, taste and touch. Intuition is an experience which appears 'out of the blue' rather than being produced by thinking and feeling.

Personality Type

Description :

Notes : Jot down here only careers which appeal to you from the list of those said to be compatible with your personality type. Also jot down some careers which definitely do not appeal to you, and try to give brief reasons for your decision.



JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Introversion with Feeling and Intuition  
(IFN)

*People in this category are conscientious workers who generally prefer to work alone or with few associates. They are none-the-less considerate and friendly towards their colleagues and are often sensitive observers of human relationships.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remeber to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
industrial designer	Col. for Art; 3 y.; dipl.	artist	4 y.; deg.
sculptor	Tec; 3 y.; dipl.	art critic	3 y.; deg.
textile designer	Tec; 3 y.; dipl.	ballerina	3 y.; dipl.
		child psychologist	6-7 y.; deg.
		clinical psychologist	6 y.; deg.
		criminologist	4 y.; deg.
		grammarian	3-5 y.; deg.
		historian	3-5 y.; deg.
		librarian	4 y.; deg.
		linguist	3 y. <sup>+</sup> ; deg.
		psychiatrist	9 y.; deg.
		psychologist	6 y.; deg.
		sociologist	4-5 y.; deg.
		translator	3 y.; deg.

JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Extraversion with Thinking and Sensation  
(ETS)

*People in this category are generally practical and realistic, like to deal with facts, and like mechanical things such as cars and machines. They like people and are friendly and easy-going.*

**The following are examples of some careers which would appear to suit their personality type, and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
bank manager	Tec; 3 y.; cor; dipl.	conveyancer	5-6 y.; deg. + dipl.
branch manager	Tec; 3 y.; dipl.		
building contractor	Tec; 4 y.; pt; dipl.	credit controller	3 y.; deg.
buyer	is	dentist	5½ y.; deg.
chartered secretary	Tec; 3 y.; dipl.	lawyer	4-5 y.; deg.
company secretary	Tec; 3 y.; dipl.	legal adviser	5 y.; deg.
construction supervisor	Tec; 4 y.; pt; dipl.	magistrate	4 y.; cor; dipl.
department head	is	officer (army)	4 y.; pt; deg.
detective	Pol. Col.; pt	ophthalmic surgeon	9 y.; deg.
hostel manager	Tec; 3 y.; dipl.	public prosecutor	4-5 y.; deg.
housing manager	Tec; 2 y.; cor; cert.	stage manager	2 y.; dipl.
marketing manager	Tec; 3 y.; dipl.		
officer (army)	is		
opera singer	Tec; 3 y.; dipl.		
optician	Tec; 4 y.; dipl.		
policeman	Pol. Col.; pt		
secretary	Tec; 3 y.; cert.		
spare part manager	is		

JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Extraversion with Thinking and Intuition  
(ETN)

*People in this category are usually quick, ingenious, resourceful, but dislike routine. They are friendly, like to use their powers of persuasion to influence people, and can be inspiring leaders.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING	CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
	auditor	6 y.; deg.
	economic adviser	4 y.; deg.
	financial manager	3 y.; deg.
	industrial adviser	4-5 y.; deg.
	industrial manager	3 y.; deg.
	insurance broker	3 y.; deg.
	manager of computer section	3-5 y.; deg.
	managing director	3 y.; deg.
	marketing director	3 y.; deg.
	production manager	6 y.; deg.
	stockbroker	3 y.; deg.
	wine-cellar manager	4 y.; deg.

JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Extraversion with Feeling and Sensation  
(EFS)

*People in this category are usually warm-hearted, talkative, friendly, interested in people, popular with co-workers, and active in society. They have good common sense in social matters, enjoy routine work, but dislike mechanical problems.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
beautician	Tec; 3 y.; cert.	committee clerk	3 y.; deg.
hotel receptionist	Tec; 1 y.; cert.	occupational therapist	4 y.; deg.
insurance agent	Tec; 3 y.; dipl.	personnel manager	3 y.; deg.
occupational therapist	Col. for Occupational Therapy; 3 y.; dipl.	public relations officer	3 y.; deg.
personnel manager	Inst. for Pers. Man.; 4 y.; cor; dipl.	radio broadcaster	3 y.; deg.
public relations officer	Tec; 2 y.; pt; cert.	recreation officer	4 y.; deg.
receptionist	Tec; 1 y.; cert.	speech therapist	4 y.; deg.
sales manager	is		
secretary	Tec; 1 y.; cert.		
slimming specialist	is		
tour guide	Tec; 1 y.; pt; cert.		
travel agent	Tec; 1 y.; cert.		
traveller	is		

JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Extraversion with Feeling and Intuition  
(EFN)

*People in this category are usually warm-hearted, enthusiastic, sensitive, considerate, and are liked by their companions. They like people and have a great deal of insight into other peoples' needs and problems. They tend to solve problems with quick hunches rather than careful analysis.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
advertising agent	Tec; 2 y.; pt	actor	3 y.; deg.
fashion designer	Tec; 3 y.; dipl.	agricultural extension officer	4 y.; deg.
graphic designer	Tec; 3 y.; dipl.	ballet teacher	4 y.; dipl.
interior decorator	Tec; 3 y.; dipl.	choirmaster	4 y.; deg.
journalist	Tec; 3 y.; dipl.	clergyman	5-7 y.; deg.
photographer	Tec; 3 y.; dipl.	concert pianist	4 y.; deg.
teacher (primary school)	Teach. Col; 3 y.; dipl.	conductor	3-4 y.; deg.
windowdresser	Tec.;3 y.; dipl.	diplomat	3-5 y.; deg.
		dramatist	3-5 y.; deg.
		information officer	3 y.; deg.
		journalist	4 y.; deg.
		lecturer	4-7 y.; deg.
		missionary	5-7 y.; deg.
		politician	3 y.; deg.
		publicity officer	3 y.; deg.
		sculptor	4 y.; deg.
		teacher (high school)	4 y.; deg.



JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Intraversion with Feeling and Sensation  
(IFS)

*People in this category are usually quiet, friendly, conscientious. They are patient with problems but slow, though thorough workers who give much attention to detail.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		COURSES REQUIRING STD 10 AND UNIVERSITY TRAINING	
chiropracist	Tec; 3 y.; dipl.	animal nurse	2 y.; dipl.
dental assistant	Tec; 1 y.; dipl.	doctor (general practitioner)	6 y.; deg.
electroencephalographic technician	CSIR; 1 y.; is; cert.	nurse	4 y.; deg-
matron (hospital)	Hosp.; $\pm$ 8 y.; pt; dipl.	oral hygienist	2 y.; dipl.
nurse	Hosp.; 3½ y.; pt; dipl.	physician	9 y.; deg.
physiotherapist	Col.; 3 y.; dipl.	physiotherapist	4 y.; deg.
potter in a studio	Tec; 3 y.; dipl.	social worker	4 y.; deg.
radiographer	Hosp.; 3 y.; is; dipl.		
radio therapist	Hosp.; 3 y.; is; dipl.		
social worker	Col.; 3 y.; dipl.		

JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Intraversion with Thinking and Intuition  
(ITN)

*People in this category are usually quiet, reserved, imaginative, critical and aloof. They tend to be individualists and enjoy theoretical and scientific work.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
ballistics expert	Tec; 4 y.; pt; dipl.	actuary	6 y.; dipl.
programmer	Tec; 3 y.; dipl.	advocate	5 y.; deg.
		agronomist	4 y.; deg.
		analytical chemist	3 y.; deg.
		archaeologist	5 y.; deg.
		architect	5 y.; deg.
		archivist	4 y.; deg. + dipl.
		astronomer	5 y.; deg.
		atomic physicist	4 y. <sup>+</sup> ; deg.
		biochemist	3 y.; deg.
		biological researcher	3 y.; deg.
		botanist	3 y.; deg.
		cartographer	3 y.; deg.
		chemist	3 y.; deg.
		city planner	4 y.; deg.
		computer scientist	3 y.; deg.
		cost accountant	3 y.; deg.
		curator	4 y.; deg. + dipl.
		econometrist	3-5 y.; deg.

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING	CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
	engineer	4-5 y.; deg.
	- aeronautical	4-5 y.; deg.
	- agricultural	4-5 y.; deg.
	- chemical	4-5 y.; deg.
	- civil	4-5 y.; deg.
	- consulting	4-5 y.; deg.
	- electronic	4-5 y.; deg.
	- electrical	4-5 y.; deg.
	- industrial	4-5 y.; deg.
	- mechanical	4-5 y.; deg.
	- mining	4-5 y.; deg.
	entomologist	4 y.; deg.
	ethnologist	3 y.; deg.
	food scientist	4 y.; deg.
	geographer	3 y. <sup>+</sup> ; deg.
	geologist	4 y.; deg.
	geophysicist	4 y.; deg.
	hydrologist	4 y.; deg.
	judge	5 y.; deg.
	landscape architect	4 y.; deg.
	land surveyor	4 y.; deg.
	manpower analyst	3-5 y.; deg.
	marine biologist	4 y.; deg.
	master of the supreme court	4 y.; cor; dipl.
	mathematician	3 y.; deg.
	metallurgist	4 y.; deg.
	meteorologist	3 y.; deg.
	micro- biologist	4 y.; deg.
	nuclear physicist	4 y.; deg.
	oceanographer	4 y.; deg.
	palaeontolo- gist	4 y.; deg.

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING	CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
	pathologist	9 y.; deg.
	physicist	3 y.; deg.
	physiologist	3 y.; deg.
	plant pathologist	4 y.; deg.
	poultry scientist	4 y.; deg.
	programmer	3 y.; deg.
	quantity surveyor	5 y.; deg.
	researcher	3 y. <sup>+</sup> ; deg.
	statistician	3 y.; deg.
	systems analyst	3 y.; deg.
	zoologist	3 y.; deg.

JUNG PERSONALITY QUESTIONNAIRE : USE OF RESULTS

Personality type : Introversion with Thinking and Sensation  
(ITS)

*People in this category are usually quiet, reserved, serious, practical and clear-minded. They are conscientious workers who enjoy mechanical work and like to do their work thoroughly when left to themselves.*

**The following are examples of some careers which would probably suit this personality type and are provided for your guidance only. Remember to consider this information in the light of all other available information.**

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING	
accountant	Tec; 3 y.; dipl.	accountant	3 y.; deg.
administrative assistant	Tec; 3 y.; dipl.	agriculturist	4 y.; deg.
aeronautical radio technician	Tec; 4 y.; pt. dipl.	anaesthetist	9 y.; deg.
agricultural extension officer	Tec; 3 y.; pt; dipl.	dairy scientist	4 y.; deg.
agricultural researcher	Tec; 3 y.; pt; dipl.	dietician	3 y.; deg.
analytical chemist	Tec; 3 y.; pt; dipl.	economist	3 y.; deg.
analytical physicist	Tec; 3 y.; pt; dipl.	forestry officer	4 y.; deg.
architectural draughtsman	Tec; 2 y.; pt; cert.	horti-culturist	4 y.; deg.
banker	Tec; 3 y.; cor; dipl.	household economist	4 y.; deg.
beer brewing technologist	Tec; 3 y.; pt; dipl.	nature conservation officer	4 y.; deg.
biochemist	Tec; 3 y.; pt; dipl.	patent agent	4 y.; cor; dipl.
bookkeeper	Tec; 3 y.; dipl.	pharmacist	4 y.; deg.
builder	Tec; 4 y.; pt; dipl.	radiologist	9 y.; deg.
building surveyor	Tec; 4 y.; pt; dipl.	specialist	9 y.; deg.
cartographer	Tec; 3 y.; pt; dipl.	surgeon	9 y.; deg.
carterer	Tec; 2 y.; cert-	veterinary surgeon	5½ y.; deg.



CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING	CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING
chemical technologist (plastics)	Tec.; 4 y.; pt; dipl.
cost accountant	Tec; 3 y.; pt; cert.
draughtsman	Tec; 3 y.; pt; dipl.
engineering technician	Tec; 4 y.; pt; dipl.
- civil	Tec; 4 y.; pt; dipl.
- diesel	Tec; 4 y.; pt; dipl.
- electrical	Tec; 4 y.; pt; dipl.
- electronics	Tec; 4 y.; pt; dipl.
- mechanical	Tec; 4 y.; pt; dipl.
- production	Tec; 4 y.; pt; dipl.
engineer- officer (marine)	Tec; 4 y.; pt; cert.
explosives expert	Tec; 4 y.; pt; dipl.
farmer	Agric. Col.; 2 y.; dipl.
fireman	Tec; 3 y.; pt; dipl.
flight controller	is
field technologist	Tec; 3 y.; pt; dipl.
forester	Saasveld; 3 y.; pt; dipl.
geological technician	Tec; 3 y.; pt; dipl.
health inspector	Tec; 3 y.; dipl.
horticulturist	Tec; 3 y.; pt; dipl.
hydrological technician	Tec; 3 y.; pt; dipl.
inspector of weights and measures	Tec; 4 y.; pt; cert.
insurance assessor	is
library assistant	is
livestock inspector	Tec; 3 y.; pt; dipl.

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING	CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING
material tester	Tec; 3 y.; pt; dipl.
meat inspector	Tec; 3 y.; pt; dipl.
medical representative	Tec; 2 y.; cor; cert.
medical technologist	Tec; 4 y.; pt; dipl.
metallurgist	Tec; 4 y.; pt; dipl.
metereological technician	Tec; 3 y.; pt; dipl.
microbiologist	Tec; 3 y.; pt; dipl.
mine sampler	Mine; 2 y.; pt; cert.
mine surveyor	Mine; 2½ u.; pt; cert.
munition technician	Tec; 4 y.; pt; dipl.
nature conservation officer	Tec; 3 y.; pt; dipl.
navigator (air force)	is
navigating officer (merchant navy)	Acad.; 3 y.; pt; cert.
oceanographer	Tec; 3 y.; pt; dipl.
orthopaedic technician	Hosp.; 5 y.; pt; dipl.
pharmacist	Tec; 4 y.; dipl.
pilot (defence force)	is
plant inspector	Tec; 3 y.; pt; dipl.
radio operator	Tec; 3 y.; pt; cert.
radio technician	Tec; 4 y.; pt; dipl.
registrar of deeds	Justice; 3 y.; cor; dipl.
stage design	Tec; 3 y.; dipl.
sugar technologist	Tec; 4 y.; pt; dipl.

CAREERS REQUIRING STD 10 AND ADDITIONAL TRAINING		CAREERS REQUIRING STD 10 AND UNIVERSITY TRAINING
surveyor (topographical)	Tec; 3 y.; pt; dipl.	
technician	Tec; 4 y.; pt; dipl.	
town and regional planner	Tec; 4 y.; pt; dipl.	
veterinary technologist	Tec; 3 y.; pt; dipl.	
water purification technologist	Tec; 3 y.; pt; dipl.	
work study officer	Tec; 3 y.; dipl.	

This lesson is being designed to facilitate the integration of all relevant information collected by both formal and informal means from all sections of the guidance programme - Careers Education, Personal/Social, and Educational Guidance.

The guidelines for this lesson, together with the accompanying PERSONAL PROFILE SHEET, will be produced once the entire guide has been completed. Counsellors are therefore asked to ensure that all relevant information, collected by formal and informal means, is stored in such a way that it can be retrieved for each pupil when required i.e. filed or kept in individual folders.

## APPLYING FOR A POST

Objective : To make pupils aware of the importance of giving the necessary time and attention to detail to the preparation of CV's, letters of Application, and Job Application forms.

- Procedure :
1. Recap briefly on the sources of career information (CE8.3) and of the need for careful evaluation of job advertisements (CE 9.1).
  2. Ask pupils what they believe to be the most correct and effective methods of applying for a post, and what information they would include when making an application. (Limit this to a brief discussion only).
  3. Stress the importance of taking care and trouble over an application - the CV and covering letter - right down to the smallest detail. Anything less than the best will not be good enough. Point out that it is a fact that people who phone up for jobs and interviews rarely get them!
  4. Emphasise the need to have certified copies made of all relevant documents well in advance of any application i.e. Senior Certificate (Matriculation Certificate), degree and diploma certificates.
  5. Describe a Curriculum Vitae (CV) and its significance - that it is a basic list detailing ones background and achievements. It is not an autobiography and must therefore be to the point and tailored to the specific post for which one is applying.
- Employers have frequently to sift through large numbers of applications and long, rambling CV's are less likely to "stick in the employer's mind". The object of the CV is to tell the prospective employer that one is just the sort of person he/she is looking for!
6. Use an OHP or hand out copies of The Curriculum Vitae (CE 10.1). Go through the different sections asking for comments, suggestions, for additions etc. Deal with queries as they arise.
  7. Use an OHP, or hand out copies of The Eye Catching Covering Letter (CE 10.1). Discuss this by referring to Some Essential Features of the Covering Letter (CE 10.1). Point out the importance of layout. The example given is a typewritten letter, but a hand written covering letter may be considered by some to be preferable, though this is by no means necessarily so today.



8. As the correct completion of application forms is an equally important activity it might be wise to collect various examples of these for discussion and/or completion in class. It is unlikely though that this and all other activities already outlined can be completed in a single period and if this activity is to be included it will be essential to set aside two periods for CE 10.1.
9. Ask all pupils (as a H/W exercise) to prepare their own CV's and to write a covering letter to job advertisements selected by them from any source. Provide each pupil with an outline for both the CV and the covering letter - Suggested Outlines - CV and letter of Application (CE 10.1). Collect the letters and CV's at a later stage and provide appropriate feed back. There is little point in the exercise if pupils are not given an opportunity to get some feed-back.

Note : It might be possible to use much of the information supplied in the CV as the source of information for an end-of-year testimonial thereby increasing the importance and legitimacy of the exercise.

- Resources :
1. Lindhard, N. What can I do?  
Pub. by Longmans, Cape Town 1980.
  2. Sims, B. Moving up - Selling yourself on the SA Job Market  
Pub. by Divaris Steyn, Cape Town 1984.

SOME ESSENTIAL FEATURES OF A COVERING LETTER

Why your Covering Letter is Important

Your covering letter is just the first of many moves in a job search. Devote the same attention to it as you would to your CV and interview - and you may find that step leading you straight to the job you want. This letter is the first glimpse a potential employer gets of you, and the impression it creates will stick in his mind and colour many of the judgements he will make about you and your ability to do the job.

Type or write an Original Letter for each CV you send

Unless the advertisement you are answering specifically asks you for a handwritten reply, use a typewriter - if possible an electric one with self-correcting key and a clear, unadorned typeface - the standard for business letters in the 80s. Script typefaces could label you as being unfamiliar with the world of business.

Letters that are photocopied are an insult. They say: "You aren't worth the trouble of writing a fresh original".

Use plain,white high quality, standard size stationery

Sending scented mauve stationery or paper adorned with flowers, scenic wonders, or Snoopy cartoons are sure ways to self-destruct. This is a business letter, aimed at establishing you as a sensible, reliable person.

Make the letter clean, straightforward, and impeccably written

Spelling, grammar, sentence structure, punctuation, and format should all be perfect. Before polishing a final version, show a clear intermediate draft to someone with editorial skill - such as a professional writer or an English teacher - who can double-check these details. Awful mistakes that are invisible to you will jump out at someone else.

One great advantage of a self-correcting typewriter is that your corrections don't show; painted corrections and those made with correcting paper strips draw attention to themselves, advertising you as a slip-shod worker.

Send the letter and CV to a person - not a company, office, department or title

Don't address your letter to "Personel Director", "Chairman", "XYZ Corporation", or any other faceless entity. If you know someone in the company, ask her for a name. If you are starting out blind, ring the company yourself and ask for the name of an executive in the department in which you want to work.

Don't send the letter to the personnel director even if you do know her name - although both letter and CV may eventually wind up on her desk, they'll carry more weight if they've been shuttled there by another executive in the firm.

If you have a connection, ask for permission to use his or her name in the letter - and then use it in the first sentence

Whether your connection works in the company or is an outsider with influence, that person's credential will subconsciously be transferred to you by whoever tends your letter - to your great advantage.

If you don't have a connection, your first sentence should tell the recipient how you found out about the job opening - an industry source, and advertisement. Although not as profitable as a connection, this does indicate that you know how to conduct a job search.

If you are simply posting off a stack of letters and CVs blind, without knowing if a specific position is available, use the first sentence to state your interest in a particular job, then note your knowledge of the company.

Don't be whimsical, naïve, chatty, intimate or strident

The purpose of the covering letter is to convince the recipient to read your CV. Don't try to inject "personality" into your writing: you'll have ample opportunity to show how attractive, intelligent and competent you are during the interview.

In general, your first paragraph should express interest in a specific position and say you've enclosed a CV, in the second paragraph, establish your credentials and knowledge of the company. Use the third to request an interview. These three paragraphs are all you need.

End the letter with a graceful final sentence thanking the recipient for his or her consideration, followed by an appropriate closing

"Consideration" is a wonderfully double-barrelled word since it means both "sympathetic attention" and "evaluation".

Sign your name in blue or black pen - and avoid the loops and little circles over the i's that you adopted in adolescence. The impact of a perfect covering letter can be destroyed by an overly idiosyncratic signature.

Adapted from : Cosmopolitan, April 1984

SUGGESTED OUTLINE - CURRICULUM VITAE

Name :

Home Address :

Telephone Number :

Place and date of birth :

Schooling :

Qualifications (give details of subjects, home language, bilingualism and other certificates, drivers licence, etc.)

Specific Achievements  
 (Prizes, awards, prefectship, etc.)

Activities  
 (Clubs, societies and sporting, etc.)

Interests and Hobbies

Career interests (and Aspirations?)  
 (Include reference to part-time employment and work experience)

Referees

SUGGESTED OUTLINE - LETTER OF APPLICATION

	Address Postal Code Telephone No. Date
MR xxxxxxxx Name of Company Address of Company	
Dear Mr xxxxxxxx	
Name your connection - where you read about the job and/or who told you about it and refer to your CV enclosure.	
Cite your credentials - give a brief biographic description - and mention any knowledge you may have of the organisation in question.	
Ask for a reply and an appointment and indicate how you can be contacted.	
Yours sincerely	
Sign your name in black or blue ink if your letter is typewritten	

Note : The letter may be either typed or handwritten. In either event every possible attention to detail must be taken. A poorly-written letter and a brilliant CV will both land in the waste paper basket.

Adapted from : Lindhard N. What can I do? (p.52)  
 Ramsen, J. Get a Job with the Right Letter.

Cosmopolitan, April 1984



THE EYE CATCHING COVERING LETTER

60 Kloof Street  
Cape Town  
8001

tel: 23-3231

2 April 1984

Mr David Todd  
Senior Editor  
Premier Publishing Company  
Box 231  
Cape Town  
8000

Dear Mr Todd

Charles Peterson suggested I write to you regarding an opening for the position of editorial assistant. I've enclosed my curriculum vitae with this letter.

Having worked at Brentwood Publishing in Johannesburg and Best Books in Durban, I am familiar with office routine at publishing houses, I am, of course, aware of the growth of Premier and of its highly regarded place in the industry.

I would appreciate the opportunity to arrange an appointment with you to discuss my qualifications, and look forward to hearing from you soon. Thank you very much for your consideration.

Yours sincerely

Judith Carson

Enc.

An Alternative opening paragraph might read :  
I am writing in answer to an employment advertisement your company placed in the Herald for an editorial assistant. I would like to apply for the job and enclose my CV with this letter.

From Cosmopolitan, April 1984

### THE INTERVIEW

OBJECTIVE : To alert pupils to some of the likely questions and approaches to be adopted during a job interview.

- PROCEDURE :
- (1) Read Preparing for the Interview (CE 10.2), pausing to make any comments and/or observations that you consider to be appropriate. Allow some time for discussion and feed-back, possibly relating your own experiences of the interview situation, or asking pupils who may already have "gone through the mill" to relate theirs.
  - (2) Read Employee Selection - a modern perspective (CE. 10.2) as a way of illustrating that much more than an informal chat or formal interview may be required when responding to an advertisement for a job. Stress the importance of preparation before an interview and allow some time for discussion.
  - (3) Hand out (or project on an OHP) The Interview - some questions you might be asked. (CE 10.2) and discuss points as they arise.
  - (4) Discuss some of the points made in Tips on Interviewing - questions you should and should not ask (CE 10.2). Highlight those points which would appear to be most important.
  - (5) Hand out (or project on an OHP) The Interview - how the interviewer may rate you (CE 10.2). Highlight those points which you would consider to be most important.

ADDITIONAL PROCEDURE : It would naturally be desirable for pupils to have an opportunity to be interviewed by you, but since it is unlikely that you would be able to give all Std 10 's such an opportunity it might be possible to simulate an interview situation in the classroom. Get those not directly involved to rate the performance of the interviewee and to comment afterwards. Role-playing, if properly prepared, can also be most effective.

Note : If some simulated interviewing is to be attempted it must be done during a separate lesson i.e. after points 1 - 5 above have been dealt with. It will not be possible to cover these points and a simulated interview in one lesson.

RESOURCES :/

- RESOURCES : Lindhard M and Africa H. The World of Work in South Africa  
Pub. Longman Penguin SA  
Pty (Ltd) 1978
- Lindhard H. What can I do?  
Pub. Longman Penguin SA (Pty) Ltd -  
1980
- Sims, B Moving Up - selling yourself on the SA job market  
Pub. Divaris Steyn 1984
- George D. How to Prepare for Interviews - a practical guide  
Pub. Harrap (London) 1981

## PREPARING FOR THE INTERVIEW

The applicant must be prepared to answer a lot of questions and will have to discuss facts, opinions, attitudes and values.

A common question asked is - "What are your strengths and weaknesses?" This should be considered beforehand and the answer reflects the person's self-image and indicates his level of maturity.

The applicant might also be asked to comment on such things as what turns him/her on or off in relation to work, as a way of determining how he will interact with people.

The applicant must also be prepared to answer questions on his/her hobbies, interests and plans.

The less work experience she/he has, the more the questions will be future orientated. "Where do you see yourself in the future?"

This sort of thing must be considered beforehand as it shows planning and maturity.

Do not talk yourself out of a job by talking too much. Use your discretion, be wise in how much you say. And, when it comes to your turn to question the employer, don't get bogged down asking about service conditions.

Questions should, however, be asked about how the job can grow, the prospects available, and how the individual can develop within the job, as the applicant will not be at the same level in two years time. He must know about how the job will develop and how he can turn it into a career. This will help him make a wise decision.

Before the interview ends, the applicant must be sure he knows what his next step will be. A decision must be taken on whether he should telephone back or wait for a letter. He must also have clarity about the main conditions of pay.

Adapted from : The Daily News, September 1979

## EMPLOYEE SELECTION - A MODERN PERSPECTIVE

As costs of recruitment and training spiral ever upwards the old "friendly chat" or "amateur psychologist" methods of recruitment are being found to be very costly. Recently an American system of selection has found increasing popularity with many South African companies, it is called "Targeted Selection". This system bases its philosophy on the Chinese proverb that "you cannot make a silk purse out of a sow's ear." The right person for the right job cuts down on training costs and is more likely to result, it is argued, in a happy employee who will stay in his job for a long time.

Unlike other selection procedures, Targeted Selection does not rely on theoretical questions of "What would the employee do if he were in a particular situation", nor on vague psychological theories manifest in questions such as "what is your favourite colour?" Instead, two areas are closely scrutinized. First, the dimensions needed to do the job, such as tolerance for stress, stamina, persuasiveness, ability to communicate, and secondly, the behaviour the applicant has shown in the past where these dimensions have been displayed - the assumption being that if a person has proved to be honest in the past he is likely to continue to show this behaviour.

### The Interview

An applicant is interviewed by at least two interviewers. When the applicant first enters the room the first interviewer will probably offer the applicant a cup of tea or coffee and try to let the applicant feel at ease. General questions are usually asked after the interviewer has explained to the applicant the format of the interview and that a second interview will follow. Questions on transport, family stability and past work experience are routine and should all be answered as honestly as possible, as any false information given could later be found to be untrue and this would result in dismissal even if the applicant has been employed.

After the background information has been collected, in depth questions are asked by focusing on the prospective employee's responses to questions about actual behaviour. Questions such as "When was the last time that you were angry?" Answers are then rated independently by the two interviewers on a 5-point scale.

At the conclusion of the interview, the applicant is told about the company, job, fringe benefits, and is given the opportunity to ask any questions that he might want answers to. The applicant is also told when the next interview will be held.

The second interviewer does not go into the background information in as much detail and will not need to give the applicant information about the company and fringe benefits if this has already been done. If these two interviewers are to be the only people to decide on the application, the applicant would be told by when he can

expect to be/



expect to be informed of the outcome.

After the two interviews have been completed, the interviewers come together to discuss their ratings and an integrated rating is decided upon. It is on the basis of this combined rating that a hire/no hire decision is reached. If the applicant is successful he/she will usually get a formal job offer following which salary will be discussed.

The advantage of Targeted Selection is firstly that decisions are taken on known past behaviour and secondly that by involving at least two interviewers, and giving a very structured interview, personality clashes are minimized. The aim of this method is to predict the future on the basis of the known past.

V. COX

SCHOOL COUNSELLOR (FORMERLY PERSONNEL OFFICER INVOLVED WITH RECRUITMENT)

/sb

## PREPARING FOR THE INTERVIEW

One's first interview is often seen as an ordeal to be dashed through as quickly as possible. If this is your idea, the chances are you won't be successful - even if you have something to offer.

The job interview is one of life's rituals - a pattern of behaviour that one adapts in an uncertain situation. The interview is uncertain both from the point of the employer and the applicant.

The uncertainty leads to tension and the ritual of the interview, which is usually played out across a desk, is devised to reduce tension.

The core of the ritual for the employer is the questioning which progresses from small talk, designed to break the ice, to more in-depth subjects related to values and motives. The ritual for the applicant is to answer these questions and to make a good presentation of himself.

Through his questions, the employer is trying to find out five things :

- (1) whether the applicant is the best qualified person for the job;
- (2) whether she/he will fit into the team or "personality" of the group;
- (3) whether the person can grow into more senior jobs;
- (4) whether the person is likely to stay for a reasonable time;
- (5) whether the company can pay the person.

The applicant on the other hand must find out something about the company in advance. Different companies have different working environments and whether this is a tight, secure set-up, or a relaxed, creative atmosphere will, depending on his personality, affect his happiness.

It is a good idea for the applicant to take a portfolio with him to the interview. In this he can carry his vital statistics in the sense of a curriculum vitae, any letters of reference, any successful projects done during school years, or certificates if he is coming from university. Such a portfolio can help prevent him from becoming unstuck if the interview should get disorganised.

Physical appearance at the interview is important. Most young people dress very well, but grooming is also important, and this should be in accordance with the type of organisation which will determine the hair length and the style of dress.

The applicant must be/

THE INTERVIEW - SOME QUESTIONS YOU MIGHT BE ASKED

1. Tell me something about yourself.
2. How well did you do in your recent examinations?
3. Which subjects did you like best at school?  
And why did you prefer these?
4. How did you hear about this job?
5. Why do you want this particular kind of work?
6. Tell me how you spend your spare time. What are your sports and hobbies?
7. How do you spend your evenings?
8. Which are the last three books you have read, apart from school textbooks?
9. Have you any plans for further study?
10. What are your strengths?  
What are your weaknesses?
11. Why did you decide to apply for this position?
12. What is your greatest regret in life?
13. What are you hoping to find in this job?
14. Are you willing to work anywhere?
15. Where do you want to be five years from now?
16. What type of people are you happiest to work with?
17. What makes you think you can do this job?
18. What type of boss do you prefer?
19. Do you prefer to work on your own or with people?
20. How important is praise to you?
21. What will you do if you are not offered this position?
22. How ambitious are you?
23. What salary are you looking for?
24. What is your definition of loyalty in a job?
25. How well do you interact with people?
26. What additional questions do you have?

TIPS ON INTERVIEWING - QUESTIONS YOU SHOULD  
AND SHOULD NOT ASK

Getting the job you want depends a great deal on the impression you make during a job interview. But most job hunters equate the word "interview" with something akin to "inquisition". They concentrate so hard on thinking of answers to the interviewer's questions that they overlook the importance of the questions they themselves can ask.

Asking the right questions not only ensures a lively discussion - it makes the interviewer's job easier. The person who is interviewing you was once on your side of the desk and will be again. Realise that the interview is a joint enterprise. It's a disservice to the interviewer to think that he or she should take charge.

But the best reason to ask questions during an interview is to get the information you need to make an informed decision should the company make you an offer.

Not all questions are created equal, however, and there are some you're better off not asking at all. Here's a list of do's and don'ts to start you thinking about how to make your next interview the most successful one ever.

Questions you should ask :

1. \*QUESTIONS ABOUT THE POSITION AND ITS RESPONSIBILITIES

Find out specifically what the job is. What will you have to do? Just knowing you are being interviewed for a secretarial or copy-writing position is not enough - certainly not all secretaries or copy-writers perform interchangeable functions.

2. \*QUESTIONS ABOUT THE QUALITIES AND SKILLS THE INTERVIEWER IS LOOKING FOR

Ask what qualities the interviewer is looking for in candidates for the position in question and then discuss the ways your capabilities and experience relate to these qualities.

3. \*QUESTIONS ABOUT "NORMAL" WORKING HOURS AND CONDITIONS

One way of finding out about your hours is to ask questions using "professional" language. Ask what kind of work schedule is expected of you. If working evenings and weekends is something you'll be expected to do regularly, you should know it. One bank official answered a question about normal working hours by saying, "The job is over when the job is over". That's a tip-off that this is not a lights-out-at-five company.

4. \*QUESTIONS ABOUT THE/

4. \*QUESTIONS ABOUT THE NORMAL CHANNELS FOR ADVANCEMENT IN THE COMPANY

Don't forget to ask about career possibilities, if they are important to you. Women think it is aggressive to ask about promotion opportunities. It isn't. And if you don't ask, you may find yourself in a dead-end job.

5. \*QUESTIONS WHETHER THE COMPANY PROVIDES TRAINING, EITHER ON THE JOB OR OUTSIDE THE OFFICE

Ask whether additional training is necessary and if the company itself offers such training. Companies vary in the training programmes they offer their staff. They can range from walking in on Monday and having somebody throw a company catalogue at you, to giant conglomerates that are noted for their long, elaborate training programmes.

6. \*QUESTIONS ABOUT PERIODIC PERFORMANCE EVALUATIONS AND PAY REVIEWS

One recruiter strongly suggests that you make sure you know how the company decides whether you have done a good job. How will you be rated? Don't wait until after you have been hired to find out, for example, that this particular company does not have pay reviews-ever.

7. \*QUESTIONS ABOUT THE SALARY RANGE

Most experts agree that you should resist the urge to raise the salary question and that you should let the employer name a figure first - if for no other reason than that the employer's figure may be higher than yours. If the interviewer doesn't mention money, at the end of the interview you might say, "We haven't discussed salary. Can you tell me what the range is?"

8. \*QUESTIONS ABOUT THE NEXT STEP IN THE INTERVIEWING PROCESS

Is this the first interview of many or will a decision be made based on this interview? After a successful interview at a local school board, one woman thought she had just landed a well-paid job. She was very disappointed to discover that she still had to pass an exam and survive several more rounds of interviews. To avoid similar disappointment ask what the next step will be.

Questions you should avoid asking :

1. \*QUESTIONS THAT SOUND AS IF YOU ARE INTERVIEWING THE INTERVIEWER

You want to pose questions to find out about the job and the organisation, not the person behind the desk. It's inappropriate to ask personal questions about the

interviewer's educational/



interviewer's educational background or where he or she worked before. This is where the interview is a one-way street.

2. \*QUESTIONS THAT WILL PUT THE INTERVIEWER ON THE SPOT

Avoid asking questions that the interviewer may have trouble answering honestly. What are the best and worst aspects of this job?" "Is this department considered strong?" "What are you like to work for?" and "How are women treated at this company?" - all are good examples of BAD questions for most interview situations.

3. \*QUESTIONS THAT BROADCAST THAT YOU HAVEN'T DONE ENOUGH HOMEWORK OR RESEARCH

It's wasteful to spend time finding out general information when you could (and should) be asking more important questions. Unless you are being interviewed by an obscure (or secret) organisation, you should have some idea of what the company does or produces. If you are in doubt, ask the company to send materials to you when the interview is arranged.

4. \*QUESTIONS THAT TIP THE INTERVIEWER OFF TO A PROBLEM YOU MIGHT HAVE

Don't ask questions such as, "Are people in this department easy to get along with?" or, "My former employer was bossy; are people here like that?" Defensive questions suggest to the interviewer that you have had these problems before.

5. \*QUESTIONS THAT CAUSE THE INTERVIEWER TO WONDER ABOUT YOUR PRIORITIES

In this category are questions about benefits and days off. One recruiter said, "Don't ask questions that make me uneasy about your commitment to the job. If your first questions to me are "How flexible are the work hours?" and "Can I work at home? I am going to be very concerned."

"I don't like young people to ask about pensions or benefits at all," agrees a recruiter for a major accounting firm. "It gives me the impression that the person is more concerned with fringes than with substance". You have every right to know if you will get more than one week's vacation or if you will have company-sponsored health, accident or dental insurance, but save your benefit questions until after you are offered the job.

Adapted from : Applying for a Post produced by the Student Advisory Service, Rhodes University, Grahamstown

THE INTERVIEW : HOW THE INTERVIEWER MAY RATE YOU (A TEN POINT SCALE)

1	2	3	4	5	6	7	8	9	10
<b>PERSONAL APPEARANCE</b>									
Poor appearance, careless, unkempt		No evidence of special care		Generally neat, of good appearance		Careful of appearance		Immaculate in dress and person	
<b>PHYSICAL CHARACTERISTICS</b>									
Pale, unfit		Subject to minor ailments, not clean cut		Looks to be in good trim physically		Looks energetic, clear skin and alert		Seems to be in excellent condition	
<b>VOICE</b>									
Unpleasant, irritating		Hard to hear, speaks indistinctly		Pleasant, good tone		Very clear, easy to understand		Unusually pleasing in quality, strength and clarity	
<b>POISE</b>									
Ill at ease, embarrassed		Somewhat ill at ease		Shows no unusual lack of poise		Apparently entirely at ease		Unusually self-possessed	
<b>ABILITY TO EXPRESS HIMSELF</b>									
Confused, illogical		Somewhat scattered and involved		Gets ideas across fairly well		Logical, clear and convincing		Superior ability to express self	
<b>SELF-CONFIDENCE</b>									
Timid or cocky		Hesitant or overbearing		Reasonable assurance		Very sure of himself		Sure of self and inspires confidence	
<b>EDUCATION</b>									
Lacks fundamental training for the job		Fair education for the job		Good educational background for the job		Good education, is improving it by further study		Exceptionally well-educated for the job	
<b>INTELLIGENCE</b>									
Slow, thick-witted		Has little to offer, rather dull		Grasps things easily, is a good listener		Alert, asks intelligent questions		Exceptionally keen, alert and understanding	
<b>AMBITION</b>									
Ambitions not in line with job		Wants job but not thinking beyond it		Wants to work, wants to get ahead		Plenty of drive, has plans for getting ahead		Excellent motivation	
<b>PERSONALITY</b>									
Not suitable for this job		Personality questionable for the job		Personality satisfactory for the job		Very desirable personality for the job		Outstanding personality for this job	
1	2	3	4	5	6	7	8	9	10

TOTAL MARKS :  
POSSIBLE : 100

General (✓ if appropriate)

- (1) S/he appears to be : open-minded  ; honest  ; Mature
- (2) S/he appears to be : a hard worker  ; have initiative  ; be enthusiastic
- (3) S/he appears to be loyal and likely to remain with the company for some time
- (4) S/he appears to have the capacity to grow into more senior positions in the company
- (5) S/he appears to be the best qualified applicant for the position

COPING WITH UNEMPLOYMENT

**Objective :** To alert pupils to the possibility of unemployment at some stage in their lives, and to assist them to cope more effectively should they ever be personally affected.

**Procedure :** (1) Introduce the topic by referring to some of the points made in Unemployment : how real a prospect is it? (CE 10.3) and Careers in the Year 2000 (CE 8.4). Focus in particular on the effects of being unemployed, and of the necessity to be active as opposed to being paralysed by indecision.

(2) Divide the class into groups and then read Mingling with Tramps and Beggars (CE 10.3). Ask different groups to discuss some of the following (or similar) questions :

- \* What is the attitude of people to the unemployed in this day and age?
- \* How do you imagine you would feel if you left school/university/technikon only to find that you cannot get a job?
- \* What are some of the things one could do when faced with a continued failure to find a job?
- \* What should one avoid doing when faced with a continued failure to find a job?

NOTE : Some of the issues that should be raised relate to the constructive use of unwanted leisure time e.g. seeking out additional training, forming self-help or self-enterprise groups, actively searching for and researching about vacancies that do exist etc. etc. The focus of the discussions should be on exploring positive ways of surviving unemployment usefully, and on resisting the depressing effects of having no work. Try to focus attention on the conceptualisation of creative action and creative projects aimed at job searching on the one hand, and at compensation for unemployment on the other (while the job search continues).

Unlike the U.K., for example, employees in the R.S.A. cannot rely on the dole if they find themselves out of work. If, however, they have already been employed and have been contributing to an unemployment insurance fund for some months prior to their unemployment they will be entitled to unemployment benefits, but probably for a limited period only. School leavers who cannot obtain unemployment cannot usually rely on any assistance and this fact makes the necessity of active job searching all that more imperative. In the U.K. it has been found, for example, that the longer school leavers are without work the more difficult it becomes to find employment. It has also been suggested that the chances are good that a school leaver who does not find employment within 18 months may never be employed!

- (3) Use an OHP, or hand out copies of Unemployment : to be active or passive? (CE 10.3). Discuss the different approaches with the class as a whole, or get the groups to report back after a brief discussion.
- (4) Conclude the lesson by highlighting some of the most important points raised.

- Resources : Sims, B. Moving Up : Selling yourself on the S.A. job market  
Published by Divaris Steyn, Johannesburg, (1984)
- Hamblin, D. Guidance 16-19  
Published Blackwell, Oxford (1983)
- Lindhard, M. et al Guidance in the Classroom  
Published Longman, Cape Town (1983)

## UNEMPLOYMENT : HOW REAL A PROSPECT IS IT?

### The demand for Jobs

Approximately 2 000 babies are born daily in S.A. at present. Twenty years after their birth about 1 000 new jobs will have to be found each day. The evidence is that unemployment (which already stands at a high level) will increase (See Careers In The Year 2000 CE 8.4). However unpleasant it is, unemployment has become a fact of life. A limited opportunity structure cannot be changed by guidance, but counsellors in schools can do much to teach pupils to compete more efficiently for the jobs available.

### Who are the unemployed?

In difficult economic times unemployment always comes first to those with the least training and education, but all over the developed world there are signs that graduate unemployment is already common. Predictions about the future are difficult, but present signs point to the prospect of unemployment for almost everyone at some time of his/her working life.

### What are some of the effects of unemployment?

For most people (men in particular) work is a necessary part of identity, and unemployment brings with it a devaluation of identity. There is pain, humiliation and fear. The stress which results comes primarily from social and psychological forces because there is a sense of personal failure and a stigma that goes hand in hand with unemployment. The unemployed father whose role is anchored primarily in the world of work will often feel unwanted at home. The stresses of unemployment frequently manifest themselves in disturbed marital relationships and in drinking and/or aggression.

Depression, whether overt or masked, is most common, and is generally marked by weaker interaction with the environment (a sense of "opting out"), a sense of worthlessness and helplessness. There is often self-reproach, and symptoms such as loss of appetite, sleeplessness, irritability, loss of concentration, and physical complaints such as headaches or gastro-intestinal difficulties. Parental anxieties often reinforce the depression of their unemployed children.

### Dealing with unemployment

While an important part of the counsellors' role in dealing with the question of unemployment should be aimed at making pupils understand and cope with the reactions of unemployed parents, this should only be secondary to preparing the pupils themselves to deal with such a situation. The first point to be made is that passivity and resignation, while being understandable, tends to be self-defeating. Unemployment has to be tackled with action. Brian Sims puts it this way :



"One of the most important results of being unemployed is that quite often your pride takes a battering and you feel worried about what your friends and neighbours think. By lounging around all day and generally feeling rather sorry for yourself, you will only increase this likelihood, while if your friends see that you are conducting yourself in a professional, disciplined manner, they will be far more likely to respect you and will try to help you.

Try the following experiment : Take a sheet of paper and roll it into a ball, about the size of a golf ball, then place a cup on the floor as far from you as possible. See how many throws it takes for you to land the paper ball in that cup. It will probably take quite a few, and yet if you try enough times, you will eventually succeed. The same principle applies to job hunting. If you contact enough companies, you will eventually secure a few interviews; and if you attend enough interviews, you will receive an offer of a job."

(Sims 1984, pp. 40-41)

**The unemployed manager**

- 08h00 Bids wife farewell as she leaves for her job. Then returns to bed to scrutinize the newspaper.
- 09h00 Nothing exciting in the advertisements; has read the news items. Time for breakfast.
- 10h00 Visit the post box to find out whether there are any replies to the letters written—none.
- 11h00 Calls into hotel for a quick beer (might bump into useful contacts).
- 14h30 No useful contacts, but has met some old friends, had lunch.
- 14h45 Buys afternoon newspaper.
- 15h00 Visits restaurant for a coffee while reading afternoon paper.
- 15h30 Telephone companies where possible jobs advertised. Writes letter for another job.
- 16h15 Home to prepare dinner for wife. On way, calls into employment agency to see if they have any jobs.

Compare this schedule with the following 'Day in the life' and then ask yourself which schedule is the most likely to succeed.

**Day in the life of ...**

- 08h00 Bids wife farewell as she leaves for her job. Showers, shaves, has breakfast, reads newspaper.
- 09h00 Writes letter to five companies advertising in newspaper for other types of staff.
- 09h45 Telephones five companies contacted by letter a week ago – one interview, the rest not interested.
- 10h15 Visits library to read through trade papers and magazines.
- 11h30 Writes, replying to three advertisements in trade papers, plus the company in Cape Town, soon to open in home town, as stated in trade magazine.
- 12h15 Visits two agencies – one interview arranged.
- 13h00 Lunch
- 14h00 Research at library again. (Background on company, interviewing in three days' time).
- 14h30 Meeting arranged with Chamber of Commerce. Four useful contacts given.
- 15h00 Returns home to write to those four contacts.
- 15h45 Telephones ten companies for names of personnel manager.
- 16h15 Time to prepare dinner.

### MINGLING WITH TRAMPS AND BEGGARS

When I first saw unemployed men at close quarters, the thing that horrified and amazed me was to find that many of them were ashamed of being unemployed. I was very ignorant, but not so ignorant as to imagine that when the loss of foreign markets pushes two million men out of work, those two million are any more to blame than the people who draw blanks in the Calcutta Sweep. But at that time nobody cared to admit that unemployment was inevitable, because this meant admitting that it would probably continue. The middle classes were still talking about 'lazy idle loafers on the dole' and saying that 'these men could all find work if they wanted to', and naturally these opinions percolated to the working class themselves. I remember the shock of astonishment it gave me, when I first mingled with tramps and beggars, to find that a fair proportion, perhaps a quarter, of these beings whom were decent young miners and cotton-workers gazing at the destiny with the same sort of dumb amazement as an animal in a trap. They simply could not understand what was happening to them. They had been brought up to work, and behold! it seemed as if they were never going to have the chance of working again. In their circumstances it was inevitable, at first, that they should be haunted by a feeling of personal degradation. That was the attitude towards unemployment in those days; it was a disaster which happened to you as an individual and for which you were to blame.

From: The Road to Wigan Pier by George Orwell (1937).

#### Question for discussion :

If this passage mirrors the attitude towards unemployment in the 1930's, what is the attitude today?  
Is it different? If so, why?

## RIGHTS AND OBLIGATIONS IN THE WORLD OF WORK

**Objective :** To tell pupils about some of their rights and obligations as employees and employers; and to introduce such issues as industrial relations and unionism; and ethical codes and the functions of professional associations.

**Procedure :** 1. Introduce the lesson by discussing some of the obligations one could expect workers to have toward those who employ them. These would include the employers right to a full day's work, maximum productivity, and to loyalty etc. etc.

Note: It might, even at this early stage of the lesson, be possible to arrange group discussions on this topic with feed back to the class after a short period of time.

2. During the discussion resulting from (1) above, it is inevitable that the other side of the coin, namely the rights of employees will be raised. Point out that the rights of most employees are protected by law and refer, for example to Lindhardt et al's Guidance in the Classroom (pp 226-227) which deals with the rights of factory workers. Various laws lay down strict conditions with respect to the number of hours an employee may work each week/day; and the conditions governing overtime, shift work, Sunday pay, maternity leave unemployment insurance, work on public holidays, sick leave, leave pay etc. etc. Many other Acts are designed to protect the interests of employees.
3. Point out that the question of Industrial Relations and Trade Unionism has arisen in respect to demands by employers on the one hand, and employees on the other, for their "pound of flesh". Membership of unions is usually voluntary and it is the unions which normally negotiate with employers (management) for improved working conditions. Refer to Industrial Relations : rights and obligations (CE 10.4).
4. Produce a newspaper clipping of any current or recent industrial dispute and encourage discussion - perhaps a group discussion will be most effective - on the implications of the dispute for the employers and employees.

It will be wise too to spend some time discussing some of the more negative aspects of unionism which are manifest in, for example, the intimidation of workers by pickets, the use of unions as political tools, and in extreme cases attempts to overthrow the government of the day.

Encourage pupils to think in particular of methods of approaching such disputes and of improving co-operation and goodwill.

Note: For those who have had little or no experience of industrial action it would be both wise and informative to invite an outside speaker who has had experience in these matters to talk on "Human Relations in Employment." Generally this would involve an invitation to someone in the personnel department of a large organisation.

5. If there is time, deal with the control of standards and ethics of practices by professional associations such as the Medical and Dental Council, the Professional Board for Psychology, the Law Society, the Institute of Estate Agents, South African Teacher's Council for whites etc. etc. all of which have been brought into being by Acts of Parliament to protect both the professional people in question and the man in the street. The connection between the role of professional associations is simply one which relates to the question of the protection of rights and the stipulation of obligations.

Note: Once again it will be a good idea to invite a speaker from one of the professions to talk about a topic such as: Standards and Ethics and the Role of Professional Associations

6. There might be too much information here to cover in one lesson so if time permits it would be advisable to continue the discussion as there are many issues which can be raised.

Resource : Lindhard, N. et al Guidance in the Classroom  
Pub. Longman, Cape Town (1983)



## INDUSTRIAL RELATIONS : RIGHTS AND OBLIGATIONS

Industrial Relations focuses on the regulation of relationships between employers and employees. These two parties consult and negotiate with one another on issues such as, for example, wages and basic conditions of employment. The third party involved in Industrial Relations is the State.

The relationship between employers and employees is often filled with conflict. Why is there conflict? Employers and employees are two independent parties with differing goals and interests. Employers, sometimes referred to as management, aim basically to create profits, while employees, sometimes referred to as labour aim to improve their wages and basic conditions of employment.

Sometimes, labour asks for more wages than management can pay, and sometimes management offers less than labour is prepared to accept. Hence the conflict. Relations is concerned with the resolution of this conflict.

Conflict can be caused by numerous factors. Let us take hours of work as an example. Management would ideally like workers to work certain hours, whereas unions aim to reduce the number of hours worked while keeping wages unaltered. If these parties cannot agree on this issue then conflict occurs. Wages and hours of work are two issues management and workers commonly haggle over. There are numerous others.

In an attempt to make it possible for management and labour to resolve conflict, the government, as a third party to Industrial Relations, passes legislation to regulate between management and labour. The most important piece of legislation is the Labour Relations Act of 1981. In this Act a procedure for resolving conflict is spelt out. This act details specific steps to be used by management and workers to resolve their conflict. This procedure involves the use of Industrial Councils, Conciliation Boards and the Industrial Court to resolve disputes. Unresolved conflict can lead to strikes and lockouts, these disrupt the economy of the country, hence the Government's interest in the maintenance of industrial peace.

Conflict can also be resolved by making use of mediation whereby the two parties agree on a mediator who will attempt to reconcile them, but does not make a decision for the parties.

Adapted from: Careers for You (October 1984)

C.E. 10.5  
(LETTER TO PARENTS)

THE STANDARD 10 INDIVIDUAL INTERVIEW : INFORMING PARENTS

**The following is a suggested format for a letter which should be posted to the parents of all St 10 pupils at the beginning of the year. It will naturally have to be adapted to meet specific needs, but its final form must be suitably informative. The parent questionnaire (CE 10.5) will accompany it.**

Dear Parent

At the end of this year all Standard 10 pupils will be entering a totally new stage in their lives. Some will be continuing their education at tertiary institutions, while others will be entering the world of work for the first time. The career decisions taken by pupils between now and the end of the year could be among the most important they will ever make. While the ultimate responsibility for the choice of a career, and for further education and training, is that of the individuals concerned, it is essential that they should be assisted by parents and school personnel alike.

Career decision-making is a process. It is not an event, and neither is it a problem which can be solved instantly by consulting a vocational specialist and/or taking a number of tests, although certain tests may provide new and important insights. During the course of their high school career all pupils have been exposed to CAREERS EDUCATION as part of the counselling programme. Rather than encouraging them to make specific vocational choices, an attempt has been made to prepare pupils to be able to make considered vocational decisions. Among other topics, the counselling programme has emphasised the importance of self-knowledge; has attempted to give a broad indication of available career fields and opportunities; has dealt with opportunities available for further training at tertiary institutions; but has not had as its aim the recommendation of specific careers for individual pupils. There have nevertheless been occasions when the information available to counsellors has made it possible for them to suggest more specific directions.

During the course of this year the teacher-counsellor will attempt to round-off the careers education programme by interviewing all Standard 10 pupils individually with a view to clarifying their immediate post-school career and/or educational plans. In the course of this interview all available information, including the results of Aptitude Tests and Interest Questionnaires conducted at school, will be discussed. In some cases it might be necessary to recommend referral to another specialist agency for a second opinion, or for additional assistance, but one of the purposes of this letter is to make you aware of the service being offered at school, and to invite you, if you so wish, to consult the teacher-counsellor by appointment.

... Please complete the attached questionnaire and return it to the teacher-counsellor as soon as possible. The information you provide will add useful supplementary information for the proposed interviews, and will ensure that your insights and aspirations are not overlooked.

Yours faithfully

PRINCIPAL/ TEACHER-COUNSELLOR etc.

N.B. Your letter to the parent should indicate how you should be contacted and, if possible, when you will be available for consultation. (In order to provide a service to parents, some counsellors are making themselves available for limited periods on one or two afternoons a week and have found this arrangement to be most satisfactory.)



4. Using Hollands Classification of Occupations by Working Environment as a guide, please select, by means of a cross (X), the working environment/s considered by yourself to be most likely to suit you. Also underline, or specify in the space provided, those occupation/s that you would seriously consider.

Holland's classification of occupations by working environment

<i>Working environment</i>	<i>Examples of occupations</i>
I <i>Realistic.</i> Tasks requiring the use of tools and machinery. Requires care, persistence and often physical movement, sometimes outdoors. Involves minimal social skills. Requires fairly materialistic and conventional values.	Draughtsman, surveyor, engineer, miner, farmer, laboratory technician, serviceman, builder Specify :
II <i>Intellectual.</i> The work is more with ideas than people. Usually indoors. Tasks tackled by intelligence and imagination through reading and often writing (or talking).	Computer programmer, statistician, technical writer, information scientist, research scientist, economist Specify :
III <i>Social.</i> Tasks requiring the ability to interpret and modify the behaviour of others, and an interest in caring for and communicating with them. Fluency in talking. Emotionally demanding.	Teacher, social worker, clinical psychologist, clergyman, youth worker Specify :
IV <i>Conventional.</i> Tasks requiring systematic processing of words or figures, often according to set procedures or sequences.	Bank manager, accountant, civil servant, stock controller, office manager Specify :
V <i>Enterprising.</i> Tasks requiring the ability to direct or persuade people. Social skills all-important.	Hotelier, public relations officer, advertising executive, representative, entrepreneur Specify :
VI <i>Artistic.</i> Tasks requiring one to draw on intuition and emotion. The creation or interpretation of artistic forms. Information often evaluated against sensory criteria.	Author, cartoonist, commercial artist, journalist, copywriter, interior designer, literary translator Specify :

5. Please give brief reasons for your choices i.e. indicate what factors lead you to believe in the validity of your choices.

6. Please return the questionnaire to the teacher-counsellor who will arrange an interview with you during the course of the year to discuss your future plans in light of all the other information already available to him/her.

Date : \_\_\_\_\_

Signature : \_\_\_\_\_



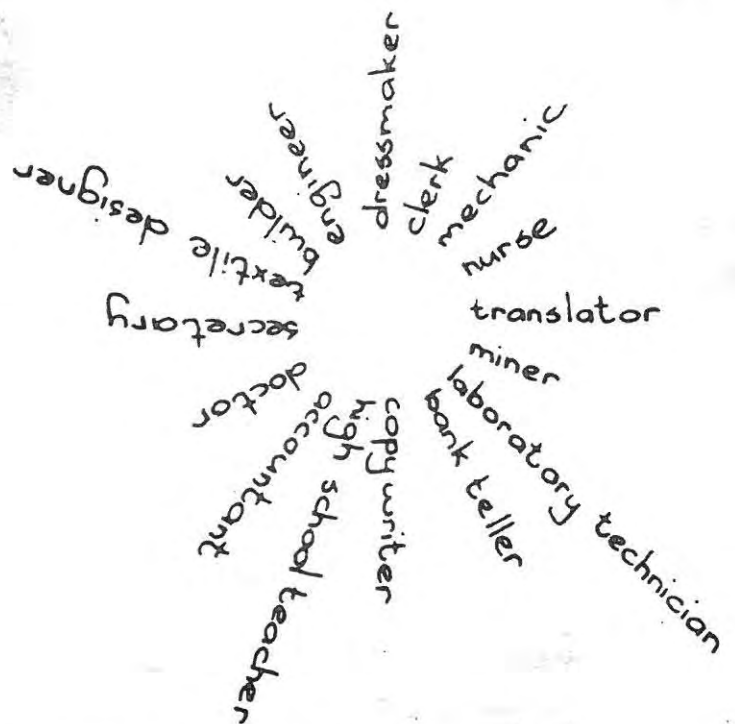
APPENDIX D

CAREER INFORMATION CENTRE (CIC)

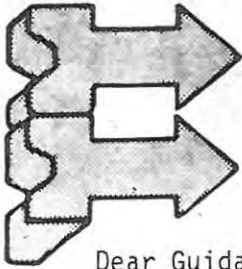
DECIDING KIT

# DECIDING

## teacher manual



*J. M. M. M.*



## Career Information Centre

TELEPHONE 353231/2  
St JOSEPHS  
20 St ANDREWS STREET  
DURBAN 4001

Dear Guidance Teacher,

We hope that this DECIDING Kit is going to assist your pupils in deciding what subjects they would like to do in Std. 8, 9 and 10 and encourage pupils to stay at school to complete Std. 10/Form V if they possibly can.

Although the Kit is most relevant to Std. 7 pupils, many of the exercises and lessons can be used by pupils in Std. 8, 9 and 10 as a guide to career decision-making.

The Kit is a revised version of our Std. 7 Subject Choice Kit and has been produced in consultation with Career Centres and Guidance Personnel around the country.

The DECIDING Kit consists of two parts:

- (1) The DECIDING Booklet which has been designed as a pupil workbook. Each pupil should have a copy so that they can fill in what they think.
- (2) The Teacher Manual which consists of thirteen lessons to help the teacher guide the pupils in using the DECIDING Booklet.

Please - The DECIDING Booklet should not be used without your guidance.

The thirteen lessons follow a set format and most of them make use of an Experience - Based Learning model. We have included an explanation of this method in the form of a "Brief Theory". In addition to the 13 lesson outlines, we have included Teachers' Notes and Pupil Material.

The Pupil Material could be used as it is, if you have access to a photocopying machine. If this equipment is not available this material can easily be transferred onto the blackboard and pupils can make use of a small exercise book.

Before handing out the DECIDING Booklet to pupils please -

- (1) Read this whole manual.
- (2) Read the DECIDING Booklet yourself.
- (3) Plan how you intend to use this Kit - the lessons, the aids and the Pupil Booklet.
- (4) Encourage pupils to include parents or guardians in this vital decision-making process.

We hope you enjoy using this DECIDING Kit in your classroom. If you have any problems or want to ask any questions, please write to us or phone us and we will do our best to assist you.

Yours sincerely,

*A. Kroon*

ANNE KROON (MS.)  
TEACHER CO-ORDINATOR

*C. Derman*

CATHY DERMAN (MS.)  
RESOURCES CO-ORDINATOR

# CONTENTS

	PAGE
BRIEF THEORY: EXPERIENCE -BASED LEARNING CYCLE .....	1
INTRODUCTORY LESSON .....	6
LESSON 1 .....	7
Teachers' Notes, Lesson 1 .....	8
LESSON 2 .....	11
Teachers' Notes, Lesson 2 .....	13
LESSON 3 .....	16
Teachers' Notes, Lesson 3 .....	17
LESSON 4 .....	18
Teachers' Notes, Lesson 4 .....	19
LESSON 5 .....	21
Teachers' Notes, Lesson 5 .....	23
LESSON 6 .....	26
Pupil Material, Lesson 6 .....	28
LESSON 7 .....	29
Teachers' Notes, Lesson 7 .....	30
LESSON 8 .....	31
Teachers' Notes, Lesson 8 .....	33
LESSON 9 .....	34
Teachers' Notes, Lesson 9 .....	35
LESSON 10 .....	36
Teachers' Notes, Lesson 10 .....	37
Pupil Material, Lesson 10 .....	38
LESSON 11(a) .....	39
LESSON 11(b) .....	41
Teachers' Notes, Lesson 11(b) .....	42
Pupil Material, Lesson 11(b) .....	43
QUIZ QUESTIONS AND ANSWERS, LESSON 7 .....	44

BRIEF THEORY: EXPERIENCE-BASED LEARNING CYCLE

Before one examines any teaching method or technique the first question to ask oneself is - How do people learn?

There are obviously many different and complicated answers to this question and as trained teachers you would be familiar with many of these answers.

I would like to examine one of the simple answers. An answer we have heard uttered by our elders and that we possibly at some stage have answered similarly ourselves is:

"People learn from experience"

But do they?

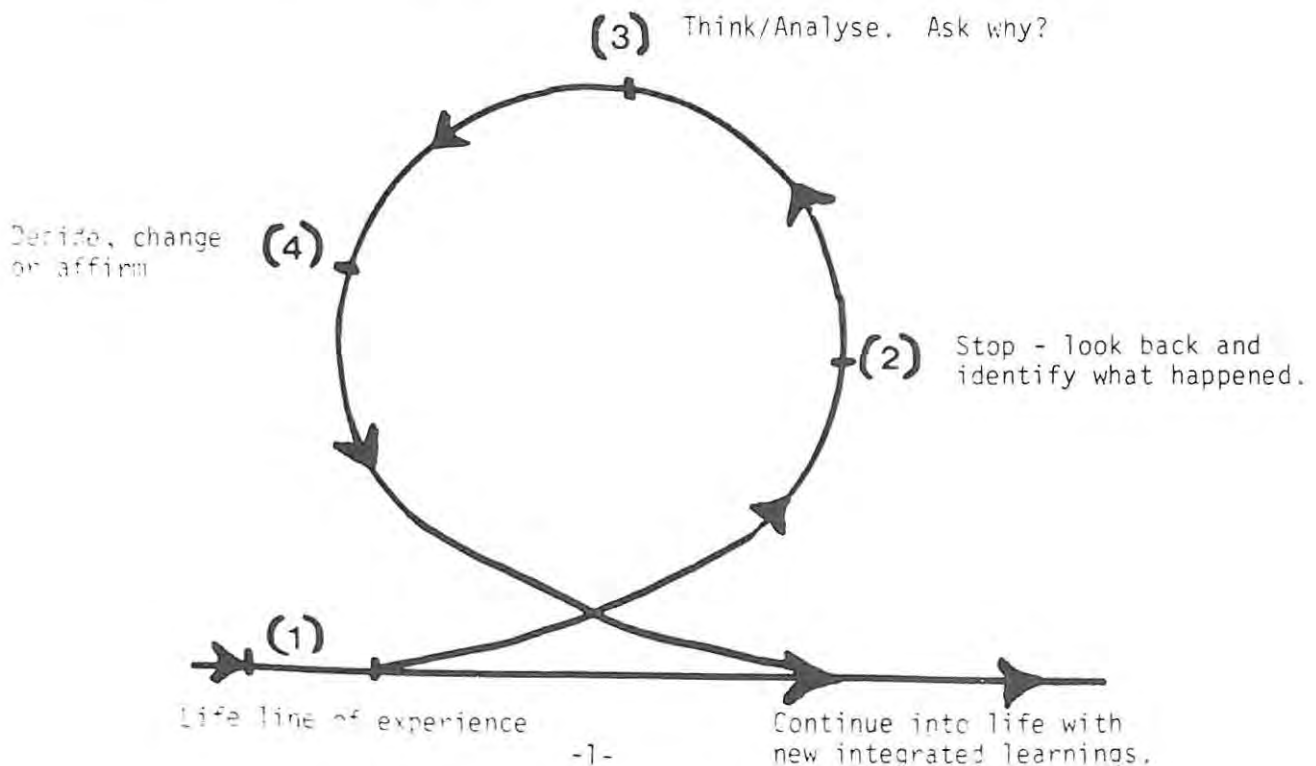
To verify this statement we simply need to look back in history and see if, in fact, nations and individuals have learned from experience? Or have they just continued to make the same mistakes over and over again? The above statement is partially true, but in order to learn from experience, or to put it another way, learn from our mistakes and successes, we need to reflect on them in a disciplined way.

Let me elaborate.....

People learn from a disciplined reflection on experience.

People learn when they stop and take the time to look back at what has happened, to think more deeply about it, and to decide in what way they wish to change.

I will now set out the steps that need to be followed in this process of disciplined reflection. The diagram below I hope will aid you in understanding this way of learning.





- Summary -
1. A specific life experience.
  2. Stop (look and identify)
  3. Think (analyse what happened)
  4. Decide (will you change or affirm something)

### SETTING OBJECTIVES

Before we look at these 4 steps in more detail let us look at the question:  
WHAT IS THE PURPOSE OR OBJECTIVE OF LEARNING?

Should our learning bring about

- a change in understanding?
- a change in knowledge?
- a change in awareness?
- a change in attitude?
- a change in behaviour?

As teachers we need to know what the purpose is of pupils learning anything. We need to state the purpose or objective of the lesson.

In setting the purpose, there are some simple rules to follow:

- The purpose must be specific (you cannot do too much in 35 minutes).
- The purpose must be clear (do the pupils understand what you are trying to do?).
- The purpose must be measurable (at the end of the lesson, can you see if the pupils have learnt what you set out to teach them?).
- The purpose must be relevant (do your pupils really need to learn what you aim to teach them now? Will it make a difference in their lives or is it irrelevant?).

Now let us look at the 4 steps of this learning model in more detail:

#### 1. EXPERIENCE

When we have formulated the purpose, we need to select the most relevant experience on which to reflect. The 'experience' selected could take many forms e.g.

- (1) It could be an experience taken from the pupils' own life.
- (2) It could be a simulated experience. This means that the pupils would be put through a set experience that would represent a real life situation.
- (3) It could be the experience of another person or group.

#### 2. STOP - (look back and identify) - What happened?

In this step the learner looks back on the experience to see what exactly happened. The aim of this step is to help the learner to see more clearly and take note of the facts.

Typical questions to ask are:

What happened?  
Where did it happen?  
When did it happen?  
Who did it happen to?  
Who did what?  
What were the order of events etc....?

3. THINK - (analyse what happened) - Why did it happen?

Once the facts have been clearly identified, the learner now needs to analyse these facts. In this step we ask the question why? The aim of this step is to help the learner to get beyond the facts, to look at cause and effect, to evaluate the action.

4. DECIDE - (will I change or affirm?)

In this step the learner is required to clarify and pull together what has been learned. He or she then needs to decide how these learnings are going to change or affirm his or her understanding  
his or her state of knowledge  
his or her level of awareness  
his or her behaviour  
his or her attitude etc.....

The aim of this step is to help the learner:

- (1) to decide what change to make
- (2) to make some commitment to implement change in the future.

We shall use Lesson 1. in this manual as an example of how the learning model is used. (See page 7.).

We hope you find this useful.

Example: Lesson 1. page 7. in this manual.

### Lesson Objective/Purpose

To discuss which subjects are available at our school and in what way these subjects prepare us for the future.

#### 1. Experience

Pupils are asked to look at their own understanding and experience of subjects offered at school.

#### 2. Identification - WHAT

The class is asked to list all the subjects that the school offers. "What are the subjects we do at this school"?

### Analyse/Think about - WHY

(1) Brief theory on what subjects at school are preparing us for:-

Work Skills and Life Skills (see Teachers' Notes)

- (a) How to make things and work with things.
- (b) How to work with numbers and papers.
- (c) How to work with people and get on with them.
- (d) How to work with ideas and think creatively.

(2) Pupils are then asked to think which subjects prepare them for what

(a) (b) (c) (d).

(3) Class discussion: Pupils go a step further in analyses. They are asked to consider whether the subjects offered at school fulfill all four of these needs.

### Decide/Change or Affirm

(1) In the light of what has been discussed in the class so far, pupils are asked to DECIDE which are the subjects they enjoy and are good at.

(2) After making this decision they then personalize the learning by clarifying for themselves how these subjects are preparing them for their future lives.

The objective of the above lesson was to increase pupils' understanding of why they do certain subjects at school. When the teacher evaluates the success of the lesson she/he is testing:

- (a) Whether the pupils' understanding has increased.
- (b) Whether this understanding has been integrated into the pupils' life experience.

### Teacher Evaluation

When the teacher evaluates the success of his/her lesson he/she is using the whole lesson as an experience of teaching a guidance lesson.

and hence if the evaluation is done thoroughly it will result in the teacher gaining in expertise as a guidance teacher.

### Why this Method of Learning?

#### (1) Active as Opposed to Passive Learning

The experience-based learning method encourages the pupils to be active in the process of learning. How? It attempts to get the pupils to make use of their own life experience and draw from it to learn on their own, rather than the teacher telling them what to do and think.

#### (2) Pupil-Centred as Opposed to Teacher-Centred

In guidance we are ideally trying to develop the individual pupil. This method emphasises the importance of the pupils experience, understanding and personal choice rather than the content of the actual lesson. Hence by using this method we are developing the whole person and his/her skills rather than only increasing the person's knowledge about a certain issue.

#### (3) Indirective as Opposed to Directive/Open-ended as Opposed to closed.

Guidance as a subject has a vast body of information. But this information, unlike in other subjects, needs to be given in a way that it assists the pupil to decide for themselves. There is no right or wrong answer in guidance. The information given in the guidance lesson should enable the pupil to realistically choose or discover what is right for him or her. As guidance teachers we are exposing the pupils to the facts and are giving them some guidelines on how to go about choosing the right path for their immediate and future lives.

Guidance is not concerned with telling pupils what to think and do. Rather we should allow them to decide

# INTRODUCTORY LESSON

## DECIDING booklet page 1

- Broad Topic** : SOME OF THE THINGS TO CONSIDER WHEN DECIDING ABOUT A FUTURE CAREER OR JOB.
- Objectives** : To introduce pupils to a series of lessons that will cover three of the most important factors to consider when deciding on a career.
- Aids** : Copies of DECIDING booklet  
Blackboard or Flip chart
- Method** : Telling  
Question and answer
- Content** : (1) Teacher briefly explains lesson objective.  
(2) Teacher asks the class the following two questions:  
(a) How do you think most people decided to do what work they are presently doing? (Allow as many pupils to respond - time permitting).  
(b) Do you know anyone who really enjoys the work that they do? Why? (Allow as many pupils to respond - time permitting).  
(3) Looking at both sides, Teacher refers pupils to the front of the DECIDING booklet and explains the following:  
1. (a) What kind of person am I?  
(b) What kind of jobs are there?  
2. (a) What have I to offer?  
(b) What do different jobs need/demand?  
(4) Teacher gives a brief explanation of the following three factors that need to be considered when deciding about a future career/job.  
(a) Subjects  
(b) Abilities  
(c) Values
- Pupil Activity** : In your guidance exercise books answer the following questions.  
(1) In what way do you think the lessons in these booklets are going to help you?  
(2) Deciding about a future career or job requires that you know about yourself and jobs - what are you going to do this week so as to begin this research  
(a) me?  
(b) jobs?
- Evaluation** : The class's interest and understanding could be evaluated informally by the responses received in the next guidance period.



# LESSON 1

## DECIDING booklet page 3

- Broad Topic** : UNDERSTANDING ABOUT SUBJECTS AND WHAT THEY PREPARE US FOR.
- Objectives** : To discuss which subjects are available at your school and in what way these subjects prepare pupils for their future lives, (See Teachers' Notes 1.).
- Aids** : DECIDING booklet page 3.  
Blackboard  
Guidance exercise books
- Method** : Telling  
Buzz groups and discussion
- Content** : (1) Teacher briefly introduces lesson objective.  
(2) Class is asked to call out all the subjects that their school offers in Std. 8, 9 and 10. (Teacher writes them on the board and pupils write them in the space supplied on page 3. of the DECIDING booklet).  
(3) Teacher gives a brief lecture on Work Skills and Life Skills (see Teachers' Notes 2.). Subjects at school, it is hoped, prepare us for the future. They should prepare us for work and for life in general. In today's world we need to know the following:-  
(a) How to make things and work with things.  
(b) How to work with numbers and papers.  
(c) How to work with and get on with people.  
(d) How to work with ideas and think creatively.  
(See Teachers' Notes 3.).  
(4) Of the subjects listed, pupils discuss with the person sitting next to them which subjects they think prepare them for (a) (b) (c) and (d).  
(5) Pupils report back and discuss with the teacher whether the subjects offered at their school fulfill all four needs (a) (b) (c) and (d).
- Pupil Activity** : Pupils turn to page 3. of the DECIDING booklet and fill in  
(a) Subjects that I enjoy:  
Subjects that I am good at.  
(b) For homework pupils are asked to write notes on how these subjects are preparing them for the future.
- Evaluation** : Teacher could read through notes written by the pupils or get a few pupils to report back in the next guidance lesson. Thus assessing the lesson's success.

# TEACHERS' NOTES

## LESSON 1

### WORK SKILLS AND LIFE SKILLS

1. This lesson has been planned so as to give pupils and guidance teachers the chance to discuss possible dissatisfactions about the lack of choice of subjects offered at your school. This lesson aims to move beyond just moaning. It tries to constructively look at the relevance of the subjects that are offered and challenges the pupil to be actively involved in the preparation for their futures. This could be a long lesson so the teacher must plan accordingly.
2. At school we attempt to give pupils a broad understanding of the world they live in. The purpose of this educational process should be two-fold. Ideally we should be preparing the pupil for a future occupation "work", and for life in general.

#### WORK SKILLS - Developing abilities and skills for work.

The subjects we do at school lay the foundation for specific skills to be developed. These skills are sold on the labour market. The person then becomes a contributing part of the country's economy e.g.

- (a) In many of the subjects at school we teach pupils to express ideas clearly in writing. Many jobs require this skill in the form of report writing, journalism, letter writing and company memos.
- (b) We also teach basic numerical ability in subjects like Maths and Accounting. Many jobs require this ability such as bookkeepers, wage clerks and accountants.
- (c) A number of subjects at school require that the pupil learn facts about the natural and physical environment and different nations of the world. The skill of absorbing facts as well as the facts learned, should form a necessary foundation for many different jobs e.g. management, teaching, farming, nursing, politics, journalism and mining. (Subjects done at school prepare people to develop saleable skills - WORK SKILLS).

#### LIFE SKILLS - Developing skills and abilities for life in general.

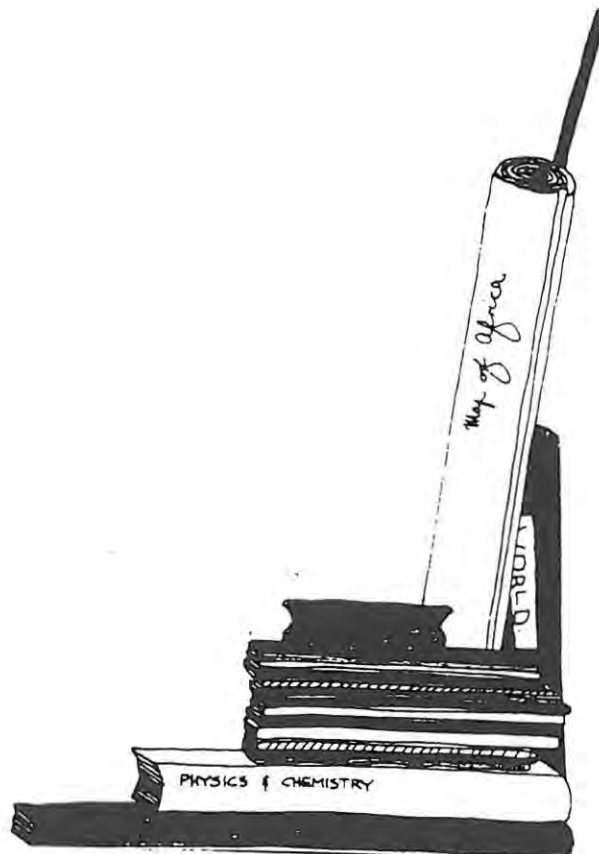
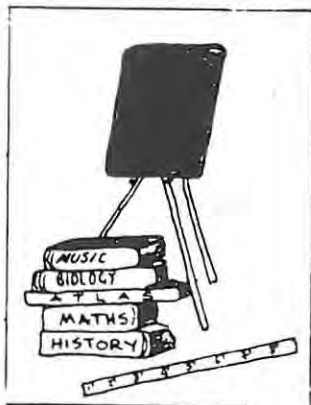
Obviously the person's whole existence does not consist only of work. Even within the work environment people are expected to have general problem-solving ability. Each individual is required to play many different roles in life. Each role requires a range of skills and abilities. School subjects should give pupils the foundation to develop skills they would use in the following areas of their lives:-

Personal - In Biology pupils learn about basic human anatomy. This information could be used in the daily care of the body - balanced diet exercise, sufficient rest and so on.

Family - As a parent you are required to tend to the physical needs of your family - with today's price increases, feeding, clothing and housing a family is quite a mammoth task. It requires disciplined budgeting, Maths and Accounting supplies the foundation to develop this ability.

- Work - Good relationships in the work environment most often increase work satisfaction. The person at work needs to be able to converse with colleagues. Languages done at school should lay the foundation for developing appropriate communication skills.
- Community - Every individual is a member of a greater community, a neighbourhood, a city, a country. Active and meaningful participation in a community requires some background knowledge of how communities are organized or structured. Subjects like History and Geography should lay this foundation.
- Leisure - The creative use of leisure in today's society is becoming more and more important. Language subjects should encourage an interest in reading, poetry and theatre. Subjects about the environment may lay the foundation for an interest in outdoor life, camping, nature conservation. Subjects that encourage the use of logic, like Maths, may lay the foundation for the different indoor activities like chess etc.

Subjects done at school should prepare people to develop skills to cope with life in general - LIFE SKILLS.





3. HOW SCHOOL SUBJECTS COULD PREPARE US FOR THE FUTURE

A. HOW TO MAKE THINGS AND WORK WITH THINGS

Examples of Work Skills

Machine operator: Operates different machines.  
Laboratory Technician: Works safely with chemicals.  
Farmer: Breeds healthy cattle and cultivates good crops.  
Artisan: Uses tools to fix or make something etc.

Examples of Life Skills

Preparing healthy food.  
Looking after animals.  
Maintaining the home.  
Using and fixing home appliances.  
Fixing the car etc.

B. HOW TO WORK WITH NUMBERS AND PAPER

Examples of Work Skills

Bookkeeper: Accurately records money received and money spent.  
Cashier: Works confidently and accurately with small sums of money.  
Typist: Types quickly and accurately.  
Small business owner: Runs and organizes a small business.  
Clerk: Organizes and stores important documents, follows instructions accurately.

Examples of Life Skills

Keeping important papers safe.  
Budgeting.  
Comparing prices.  
Checking your change.  
Saving and investing money.  
Measuring material.

C. HOW TO WORK WITH PEOPLE AND GET ON WITH PEOPLE

Examples of Work Skills

Teacher: Works well with children and teaches pupils well.  
Social Worker: Listens to people and helps them with their problems.  
Manager: Organizes people to work together.  
Personnel Officer: Chooses the right people for different types of jobs.

Examples of Life Skills

Being a good parent.  
Being a good neighbour.  
Being a member of a team.  
Getting on with friends.  
Communicating with people of different cultures.

D. HOW TO WORK WITH IDEAS AND THINK CREATIVELY

Examples of Work Skills

Journalist: Writes accurately about interesting events.  
Florist: Creates beautiful flower displays.  
Researcher: Investigates problems in a scientific way.  
Physicist: Attempts to understand and explain the world by means of experiment and theory.

Examples of Life Skills

Taking notice of what's happening around you and trying to understand.  
Thinking and planning ahead of time.  
Having the confidence to ask why.  
Being able to think of new ways of doing things.  
Perseverance to tackle difficult problems and find the solutions.

# LESSON 2

## DECIDING booklet pages 3 & 5

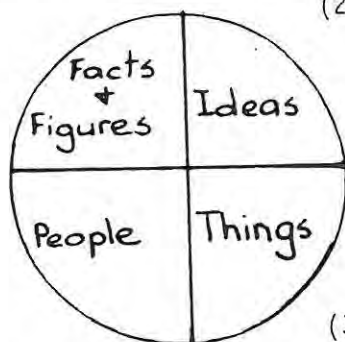
**Broad Topic** : MATCHING SUBJECT GROUPS TO JOB FIELDS.

**Objectives** : (a) To help pupils understand how different groups of subjects done at school could prepare them for different fields of work.  
(b) To increase pupils' knowledge of the different jobs mentioned in the DECIDING booklet.

**Aids** : DECIDING booklet pages 3 and 5  
Blackboard

**Method** : Telling  
Question and answer  
Discussion  
Research

**Content** : (1) Teacher briefly explains the lesson objective.



(2) Teacher draws the following on the board:

He/she briefly explains that work can be roughly categorised into:

- \* The kind which involves working with Facts and Figures.
- \* The kind which involves working with People.
- \* The kind which involves working with Things.
- \* The kind which involves working with Ideas.

(3) Pupils are asked to call out which category of work they would most prefer and the reason why.

(4) Pupils then turn to page 5. of the DECIDING booklet and the teacher explains how different groups of school subjects could prepare them for jobs in the different fields. (See Teachers' Notes 1.)

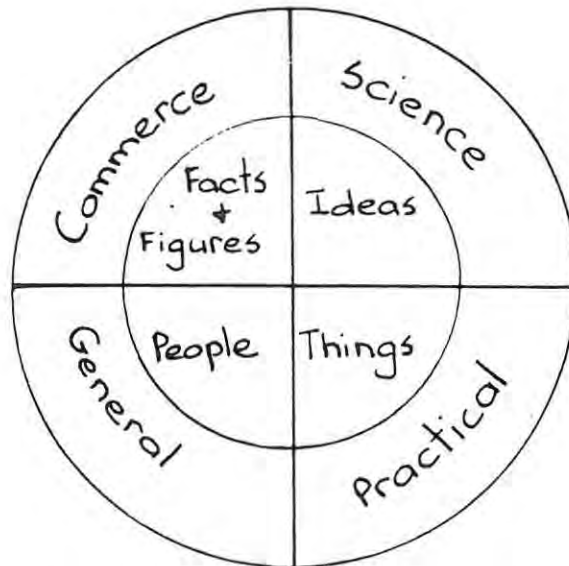
(5) The teacher asks the pupils which groups of subjects and which job fields match the categories of work on the board.

The answer to this is:

- \* Commercial subjects and jobs in the Commerce field involve working with Facts and Figures.
- \* Science subjects and jobs in the Science field involve working with Ideas.
- \* Technical/Practical subjects and jobs in the Technical field involve working with things.
- \* General subjects and jobs in the General field involve working with people.

The teacher then completes the diagram on the board:





- (6) Before moving on to the pupil activity, the teacher briefly summarises what has been done thus far in the lesson. That is, pupils have chosen the categories of work they would prefer and have matched these categories with subject groups and job fields.
- (7) Teacher asks pupils which jobs on page 5. they do know about and asks them to explain to the rest of the class what people in these jobs do. Teacher describes to the class the jobs that they do not know about (see Teachers' Notes 2.).

## Pupil Activity

- : Pupils are asked to look at the examples of jobs on page 5., next to the job field they have identified as the one they are most interested in. (The teacher points out that these are only a few examples and that there are many other jobs that the pupils could find out about by doing their own research). Pupils identify 3 jobs they think they would like to do, including others not listed on page 5. if necessary. Pupils then turn to page 3 and under the heading SUBJECTS I THINK I WOULD LIKE TO DO NEXT YEAR write down the subjects which could prepare them to do these jobs and the reason why.

## Homework

- : Teacher encourages pupils to find out more about the jobs they think they would like to do.

## Evaluation

- : A good indication of the lesson's success is if the Pupil Activity has been done with understanding.

# TEACHERS' NOTES

## LESSON 2

1. On page 5. of the DECIDING booklet subjects have been grouped under the headings of COMMERCE, SCIENCE, TECHNICAL/PRACTICAL and GENERAL. It is important to point out to the pupils that some subjects fall under more than one heading (e.g. Maths) and that these groupings are merely a guideline to thinking about JOB FIELDS.

For example: If you enjoy doing commercial subjects and are good at doing them, then you could think about jobs in the commercial field. The same applies to Science, Technical and General Subjects. However if the subjects you enjoy and are good at fall under more than one heading, you have a wider choice.

2. We have included job definitions for the commerce and science fields.

JOB DEFINITION CHART

NAME OF JOB	ACTIVITIES	PERSONAL QUALITIES	SCHOOL SUBJECTS	
			NECESSARY	USEFUL
Bookkeeper	Works in smaller companies and keeps the books on the income and expenditure of the company.	Must enjoy working with numbers and working alone. Must be accurate and able to concentrate.		Economics Bus. Ec. Maths Bookkeeping or Accountancy
Accountant	A University trained person who works in larger companies and prepares and checks the financial statements of the company.	Must enjoy working with numbers. Often ends up as a manager so must be both accurate and be able to work well with people.	Maths	Economics Bus. Ec. Accountancy
Bank teller	Works in a bank helping customers who come in to deposit money or take out money and works with money and cheques all day.	Must be accurate and honest, works with other staff and with the public so must be polite and helpful.	None	Maths Accountancy Economics Bus. Ec.
Wages Clerk	This person works in small companies and works out wages of all the employees and prepares the wage packets each month.	This person works alone, must enjoy working with figures and be accurate. Must be reliable and neat.	None	Maths Accountancy Economics Bus. Ec.

NAME OF JOB	ACTIVITIES	PERSONAL QUALITIES	SCHOOL SUBJECTS	
			NECESSARY	USEFUL
Secretary	The Secretary usually works for one person and takes care of all the typing, correspondence, telephone calls and filing for that person.	This person must be able to work quickly and accurately, be able to sometimes make decisions alone and be helpful and trustworthy		Accountancy Bus. Ec. Typing
Salesperson	This person works in a shop and sells goods to the public.	Must be friendly and helpful and understand the basic principles of business. Must be able to encourage people to buy things.		Bus. Ec. Economics
Insurance Agent	Works in an insurance company and works out the best sort of insurance policy for each client and often also sells insurance to people.	Should be able to think clearly and quickly and work with figures. Must also be able to encourage people to buy insurance.		Accountancy Economics Bus. Ec. Maths
Typist	A typist could work in many different kinds of offices and and is sometimes asked to do other kinds of tasks also e.g. filing, photocopying etc.	Should be able to type at least 35 words per minute. Should enjoy working alone and be able to be accurate and thorough.		Accountancy Economics Bus. Ec. Typing
Science Teacher	This person teaches in a primary school or high school. Must be able to prepare lessons and help pupils understand the subject.	Must have a keen interest in Science and have the ability to teach. Should enjoy working with young people.	Physical Science	Biology Maths
Computer Programmer	This person designs programmes for a computer in computer language which can then be used by a computer operator.	Must be able to think clearly and creatively. Usually works alone. Must have a strong ability in Maths.	Maths	Science Accountancy

NAME OF JOB	ACTIVITIES	PERSONAL QUALITIES	SCHOOL SUBJECTS	
			NECESSARY	USEFUL
Engineering Technician	This person is trained at a technikon and has to turn the professional engineers' ideas into practice.	Must be able to turn ideas into practice. Must have an interest in designing and also in working with practical things.	Maths Physical Science	Tech. Draw.
Farmer	Grows things and works with animals. Works with a large labour force and must be able to co-ordinate all the work on the farm.	Must have a knowledge of soil, animals, plants and figures. Must be able to plan ahead and put these ideas into practice.	Maths Physical Science	Agric. Science
Medical Technologist	This person assists doctors by doing various tests in a laboratory to find out the causes of disease as well as the state of people's health. Works indoors.	Must want to work in a laboratory, must be patient and accurate. Works alone a lot and must be able to put theory and tests into practice.	Maths Biology or Physical Science	
Microbiologist	This person studies bacteria and viruses and tries to analyse their effect in different situations. Does a lot of research for medical and agricultural purposes.	Must enjoy finding out new things and working with theories. Should enjoy studying and working alone. Must be accurate and be able to concentrate.	Maths Physical Science or Biology	Agric. Science
Laboratory Assistant	Works in a laboratory helping the chemist or technologist to do laboratory tests. Could work in a university, a factory or a hospital.	Should enjoy working indoors and with laboratory equipment. Should be prepared to do a fair amount of routine work.	Maths Physical Science or Biology	Agric. Science
Nurse	Works in a hospital as part of the team that cares for ill patients. Works under a nursing sister's supervision and has a variety of jobs to do each day.	Should really care about people and want to help them. Must be neat, efficient and careful in their work.	Biology or Physical Science	Maths

# LESSON 3

## DECIDING booklet pages 5,6,7 & 8

**Broad Topic** : SUBJECTS AND JOBS.

**Objectives** : To broaden pupils' knowledge of the school subjects which are necessary and the school subjects which are useful for different jobs.

**Aids** : DECIDING booklet page 5, 6, 7 and 8.

**Method** : Telling  
Individual pupil activity or small group activity.

**Content** : (1) Brief introduction and explanation of:  
Necessary subjects and (See Teachers' Notes)  
Useful subjects

(2) Pupils refer to page 5, and 7 of DECIDING booklet. Teacher checks with pupils if they know what each of the fifteen jobs listed on the top of the chart involves.

(3) Pupils are then requested to fill in or add  
(i) any other subjects offered at their school.  
(ii) any other jobs that interest them.

(4) Pupils complete the chart by filling in the stars and dots.

(5) Teacher goes through the chart with the class and gets pupils to correct their charts. (Jobs that have been added by pupils also need to be checked and if necessary further research done. Individual pupils could be encouraged to do this themselves).

**Pupil Activity** : This activity could either be done individually or in small groups. Pupils turn to page 3 of booklets and do  
(i) "How many jobs must have".  
(ii) Jobs that do not need Maths (pupils write the names of jobs in the space supplied).  
Teacher draws pupils' attention to notes on "Important subjects" and "Other subjects".

**Evaluation** : The guidance teacher will be able to assess the success of the lesson by looking at how well the Pupil Activity was done.



# TEACHERS' NOTES

## LESSON 3

### NECESSARY SUBJECTS AND USEFUL SCHOOL SUBJECTS

These terms (necessary subjects and useful subjects) have a specific meaning in the DECIDING booklet and teachers should clearly explain them to pupils to avoid confusion.

#### Necessary Subjects

When C.I.C. uses this term in the DECIDING booklet we mean subjects that are the compulsory requirements for certain fields of study e.g.

- (a) If a pupil wishes to enter the engineering field the necessary subjects are Maths and Physical Science.
- (b) If a pupil wishes to do nursing the necessary subjects are English and Biology.

In both of the above examples if the pupils do not have these subjects they are refused entrance into these fields of study.

#### Useful Subjects

When C.I.C. uses this term in the DECIDING booklet we mean school subjects that would supply a helpful background to a range of jobs but they are not compulsory e.g.

- (a) If a pupil wishes to become an accountant, Accountancy is a useful subject but not a compulsory requirement.
- (b) If a pupil wishes to become a social worker, Maths would supply a useful background understanding to the statistics that form part of the training, but he/she will not be refused entrance into that field of study if she/he did not have Maths.

Useful subjects are subjects that will be helpful but are not compulsory.

# LESSON 4

## DECIDING booklet pages 6 & 7

**Broad Topic :** STANDARD OF EDUCATION AND FURTHER STUDYING OR TRAINING REQUIRED FOR DIFFERENT JOBS. (See Teachers' Notes 1.)

**Objectives :** To increase pupils' knowledge of the required standard of education and the further studying or training required for different jobs.

To encourage pupils to achieve the highest possible standard of education.

**Aids :** DECIDING booklet, pages 6 and 7  
Posters on University, Technikon and Apprenticeship

**Method :** Question and Answer  
Telling  
Discussion in pairs

**Content :** (1) Teacher briefly explains lesson objective. Besides subject requirements, jobs also require certain standards of education and some jobs also require further studying or training after leaving school.  
For example: If you want to become an Accountant; you not only need to have Maths as a school subject but you also need to (i) pass Std. 10 with Matric Exemption and  
(ii) study further at university.

The higher your standard of education, the more choice you usually have in the kind of job you can do.

- (2) Pupils turn to pages 6. and 7. of the DECIDING booklet (i.e. necessary and useful subjects chart) and fill in above the name of each job
- (a) The standard of education required e.g. Secretary - Std. 10.
- (b) Further studying or training required e.g. Secretary - Std. 10 + Technikon. (See Teachers' Notes 2.).

- (3) Teacher gives a brief explanation of the following:

University) (See Teachers' Notes 3.)  
Technikon )  
Apprenticeship (Technical College)

Teacher then displays the posters.

**Pupil Activity :** (a) Pupils discuss in pairs or with the person sitting next to them

(i) what standard of education they are aiming to achieve;

(ii) whether they would like to study/train further after leaving school, and

(iii) the reason(s) why.

- (b) Teacher encourages pupils to discuss this issue with their parents.

## Evaluation

- : An explanation will be given in the next lesson on the requirements for Matric Exemption. Teacher can start the lesson with a report-back of the discussions and judge from this whether the lesson achieved its objective.

# TEACHERS' NOTES

## LESSON 4

1. STANDARD OF EDUCATION refers to the standard of education achieved at school e.g. Std. 8 or Std. 10 (Senior Certificate or with Matric Exemption).

FURTHER STUDYING/TRAINING refers to post-school education e.g. University, Technikon, Technical College and College of Education.

2. STANDARD OF EDUCATION REQUIRED AND FURTHER STUDYING/TRAINING REQUIRED AFTER LEAVING SCHOOL

Secretary	Std. 10 + TECHNIKON
Accountant	Std. 10 + UNIVERSITY
Bank Clerk	Std. 10
Copy Typist	Std. 8
Salesperson	Std. 8/10
Bus driver	Std. 8/10
Engineer	Std. 10 + UNIVERSITY
Building Manager	Std. 10 + TECHNIKON
Motor Mechanic	Std. 8/10 + TECHNICAL COLLEGE (APPRENTICESHIP)
Electrician	Std. 8/10 + TECHNICAL COLLEGE (APPRENTICESHIP)
Medical Technologist	Std. 10 + TECHNIKON
Translator	Std. 10
Social Worker	Std. 10 + UNIVERSITY
Journalist	Std. 10 + UNIVERSITY OR TECHNIKON

### 3. UNIVERSITY : TECHNIKON

The following is an explanation of the difference between University and Technikon.

	Admission Requirements	Type of Course	Qualify as:
<b>UNIVERSITY</b>	MATRICULATION EXEMPTION <b>M</b>	90 THEORETICAL 10 PRACTICAL	PROFESSIONAL with A DEGREE
<b>TECHNIKON</b>	STD. 10 or SENIOR CERTIFICATE <b>S</b>	50 THEORETICAL 50 PRACTICAL	TECHNICIAN with A DIPLOMA or A CERTIFICATE

To go to a university you must have a matriculation exemption (M). For many courses you need Maths and Science as Std. 10 subjects.

At a university you learn a lot of theory about the subjects you study. You learn about 90% theory and only 10% of the time do you learn how to put this into practice... This is called academic training.

When you qualify at a university you get a DEGREE. Some names of degrees are:  
B.A. (Bachelor of Arts)  
B.Sc. (Engineering) Bachelor of Science in Engineering.

In the technical and engineering fields you are called a professional: e.g. professional electrical engineer professional land surveyor.

Here are some examples of the degrees you can study at university:  
SCIENCE (B.Sc.)  
COMMERCE (B.Com.)  
ARTS (B.A.)  
SOCIAL SCIENCE (B.Soc. Sc.)  
EDUCATION (B.Paed) or (B.Ed.)  
LAW (B.A. LLB)

To go to a technikon you must have a senior certificate (S). For many courses you need Maths and Science as Std. 10 subjects.

At a technikon you get a much more practical training. 50 of the time you learn theory and the other 50 you learn how to put the theory into practice.

When you qualify at a technikon you get a DIPLOMA. Some names of diplomas are:  
Diploma in Art and Design  
Diploma in Food Technology.

In the technical and engineering fields you are called a technician or technologist: e.g. electrical technician food technologist.

Here are some examples of the diplomas you can study at technikon:  
COMMERCE  
MANAGEMENT AND ADMINISTRATION  
PARAMEDICAL SCIENCE  
DRAUGHTMANSHIP  
TECHNOLOGY  
ENGINEERING

# LESSON 5

## DECIDING booklet pages 3 & 4

**Broad Topic** : SENIOR CERTIFICATE AND MATRICULATION EXEMPTION.

**Objectives** : To familiarize pupils with groups and grades and the requirements for passing Std. 10 with Matric Exemption so that they can check whether the subjects they are doing or intend doing in Stds. 8, 9 and 10 will give them a Senior Certificate (S) or a Std. 10 with Matric Exemption (M).

**Aids** : DECIDING booklet pages 3 and 4  
Blackboard  
Matric Exemption poster  
Guidance note books

**Method** : Summary and Report Back  
Telling  
Individual Work

**Content** : (1) Teacher briefly explains lesson objective.

(2) Pupils report back on the standard of education they are aiming to achieve and on whether they would like to study/train further after leaving school (See Pupil Activity - LESSON 4.). Teacher should offer the reality factors if necessary.

(3) Pupils turn to page 4. of the DECIDING booklet and read the first two paragraphs.

(4) Teacher explains what the different groups and grades are (See Teachers' Notes 1.) and helps pupils fill in GROUPS and GRADES of subjects offered at your school on page 3. of the DECIDING booklet.

(5) Pupils turn back to page 4. and teacher explains the differences between passing Std. 10 and passing Std. 10 with matric exemption. (See Teachers' Notes 2.), Teacher displays Matric Exemption poster and answers any questions that may arise.

**Pupil Activity** : (1) Referring to page 3. of the DECIDING booklet pupils write in their Guidance note books the subjects they would like to do next year, the groups they belong to and the grades on which they intend doing them.

(2) Teacher writes the following questions on the blackboard:

- Are there 6 subjects?
- Do they cover 4 different groups?
- Are the 1st and 2nd languages on higher grade?
- Are there 2 subjects (other than languages) on higher grade and from 2 different groups of subjects?



- (3) If pupils intend passing Std. 10 with Matric exemption, the answer to all these questions is YES. If the answer to any question is no, pupils need to identify and correct the problem.

## **Evaluation**

- : If the pupil activity is completed with understanding, the lesson objective has been achieved.

# TEACHERS' NOTES

## LESSON 5

1. The information below is only a guide. Please check with the principal or the Guidance Inspector if you have any queries, and to find out if there are any changes. (This kind of information changes all the time).

### SUBJECT GROUPINGS FOR MATRICULATION EXEMPTION

(A) Official Languages

Afrikaans	First Language	H.G.
Afrikaans	Second Language	H.G.
English	First Language	H.G.
English	Second Language	H.G.
An African Language	First Language	H.G.

(B) Mathematics

Mathematics	H.G.
Mathematics	S.G.

(C) Natural Sciences

Biology	H.G.
Biology	S.G.
Physical Science	H.G.
Physical Science	S.G.
Physiology	H.G.
Physiology	S.G.

(D) Third Languages

African Languages	(Kanyama, Lozi Ndonga, Northern Sotho Southern Sotho, Tsonga Tswana, Venda, Xhosa Zulu)	H.G. S.G.
French	H.G.	
German	H.G. (Mother Tongue)	
German	H.G. (Third Language)	
Greek	S.G.	
Hebrew	H.G.	
Italian	S.G.	
Latin	H.G.	
Portugese	S.G.	
Spanish	S.G.	
Hindi	S.G.	
Arabic	S.G.	
Gujerati	S.G.	
Tamil	S.G.	

(E) Humanities

Biblical Studies	H.G.
Biblical Studies	S.G.
Economics	H.G.
Economics	S.G.

Geography	H.G.)	) if not offered under Group F
Geography	S.G.)	
History	H.G.	
History	S.G.	

(F) All other subjects including Geography

Accountancy	H.G.	
Accountancy	S.G.	
Additional Mathematics	H.G.	(may not be offered without Mathematics H.G. and shall only be offered by candidates taking seven subjects).
Agricultural Science	H.G.	
Agricultural Science	S.G.	
Art H	H.G.	(may not be offered by private candidates)
Art S	S.G.	(may not be offered by private candidates)
Business Economics	S.G.	
Commercial Mathematics	S.G.	(may not be offered with Mathematics H.G. or S.G.)
Geography	H.G.	(if not offered under Group E)
Geography	S.G.	(if not offered under Group E)
Music	H.G.	
Music	S.G.	
Shorthand	S.G.	
Speech and Drama	S.G.	
Technical Drawing	H.G.	
Technical Drawing	S.G.	
Typing	S.G.	
Mercantile Law	S.G.	
Electronics	S.G.	
Home Economics	H.G.)	may not be offered by private
Home Economics	S.G.)	candidates
Housecraft	S.G.	
Needlework and Clothing	S.G.	
Woodwork	S.G.	
Metalwork	S.G.	

GRADES

HIGHER GRADE: Demands more insight and understanding of the subject. Is marked out of 400. Pass mark is 40% i.e. 160 marks out of 400.

STANDARD GRADE: A less demanding syllabus. Is marked out of 300. Pass mark is  $33\frac{1}{3}$  i.e. 100 marks out of 300.

LOWER GRADE: Pass mark is  $33\frac{1}{3}$  with a sub-minimum of 25 in the theory paper.

Please note: No lower grade subjects will be accepted for matric exemption.

2. NOTES FOR MATRIC EXEMPTION (These are not included on the Poster)

1. For Matriculation Exemption a pupil must pass one First Language Higher Grade and ALSO pass a Second Language Higher Grade from Group A.
  - \* It is important to note that pupils can do THREE languages, viz. an African First Language H.G. and BOTH English and Afrikaans Second Language H.G. In such cases either English or Afrikaans must be presented as a subject under Group D.
2. For Accountancy, Agriculture and Technical Fields of study on Higher Grade, Maths is needed on at least Standard Grade.
3. If the pupil is doing Home Economics on Higher Grade, he/she must do Maths or a Science subject on at least Standard Grade.
4. If a pupil chooses 3 subjects from Group E, one of them may be converted to another group. Once converted that subject cannot rate as a Higher Grade subject.

# LESSON 6

## DECIDING booklet page 9

**Broad Topic** : FINDING OUT ABOUT MYSELF.

**Objectives** : To provide pupils with the opportunity to clarify what they think they are good at doing and to get them to ask people who know them well to tell them what they think their abilities are.

**Aids** : DECIDING booklet page 9.  
Abilities chart.

**Method** : Telling/Discussion  
Individual work and sharing in pairs.

**Content** : (1) Brief summary of what has been covered. (So far we have looked at subjects, matching subject groups to job fields, necessary and useful subjects, levels of education and matric exemption). Pupils now need to find out more about themselves, e.g. what they enjoy, what they are good at, what is important to them etc.

(2) How do you find out about yourself?

The teacher encourages the class to answer the above question. The teacher could offer a statement about who he/she is and what he/she thinks his/her abilities are.

We find out about ourselves by living each day and trying new things, meeting different people, by comparing ourselves with others, by being told by others what they think of us.

(3) One of the ways of finding out about yourself is to look at what you are good at doing.

Pupils turn to page 9.

Teacher reads through the list of abilities with the class, asks the class to add any other abilities they can think of. The pupils then complete the exercise marking what they think they are good at.

(4) Check your abilities.

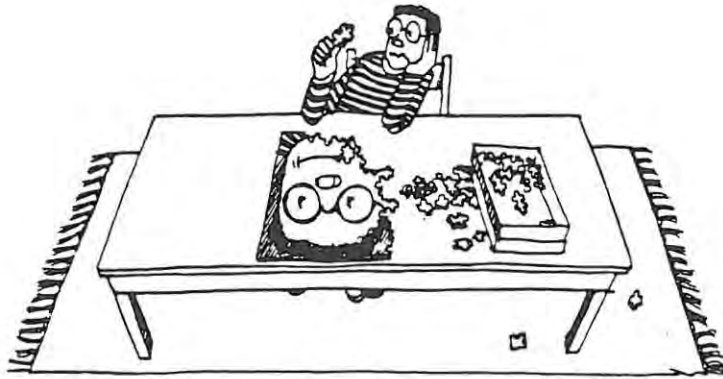
Pupils are then asked to share their lists with a friend in the class who agrees, disagrees or adds to the list.

**Pupil Activity** : The class draws up an abilities checklist (see the example). Each pupil then asks at least two people, who know the pupil well, to answer the checklist. Encourage the pupils to ask these people questions e.g. "Do you think I am good/average/bad at public speaking?", rather than giving these people the checklist to do on their own.



## Evaluation

: The next lesson (lesson 7.) is concerned with matching abilities with future jobs. For this lesson pupils will need to know what their abilities are. Therefore by pupils doing lesson 7. you will get some indication of the success of lesson 6.



# PUPIL MATERIAL

## LESSON 6

### ABILITIES CHECKLIST

NAME OF PUPIL .....

- Code: G - good  
 A - average  
 B - bad  
 ? - don't know

	Name of friend or relative				Name of friend or relative				Name of friend or relative			
	G	A	B	?	G	A	B	?	G	A	B	?
Finding out more about myself from people who know me.												
Understanding and learning new things.												
Keeping things neat and tidy.												
Keeping a secret.												
Helping people with their problems.												
Understanding instructions.												

# LESSON 7

## DECIDING booklet page 9

**Broad Topic** : ABILITIES AND JOBS

**Objectives** : (a) To increase pupils' knowledge of the different abilities that are needed for different jobs.  
(b) To encourage pupils to explore how their abilities could be used in future employment.

**Aids** : DECIDING booklet, page 9.  
Abilities chart  
Blackboard  
Two sets of question cards

**Method** : Telling  
Quiz  
Individual work

**Content** : (1) Teacher briefly explains the lesson objective.  
(2) Teacher explains what abilities are, how they can be developed into skills and how they can help a person in a job. (See Teachers' Notes 1.).  
(3) QUIZ: Matching abilities to jobs.  
For an explanation of how to do the quiz see Teachers' Notes 2.

**Pupil Activity** : Pupils turn to page 9. of the DECIDING booklet. Using the abilities checklist on page 9. and the abilities chart which was done for homework, pupils are asked to complete the second exercise on page 9. - JOBS and ABILITIES.

During this activity the teacher moves around the class offering assistance to individual pupils who might have difficulty with the exercise.

**Evaluation** : If pupils are able to complete the above PUPIL ACTIVITY realistically, then they have understood the last two lessons.

# TEACHERS' NOTES

## LESSON 7

### 1. ABILITIES

Each person has some abilities - something that he or she is GOOD AT.  
Each person can choose to develop these abilities for use at work.

For example: If a person has a good voice he or she can choose to develop this ability in a choir or learn a musical instrument.

If a person is good at keeping his or her possessions neat and tidy this could be developed into the ability to file and organise information.

Therefore abilities can be developed if we choose to develop them.

Abilities can also be developed into skills - skills are applied abilities i.e. ways in which abilities can be used at work or in life.

For example - if a person is nimble fingered and has good co-ordination this can be developed into the skill of typing.

- if a person is very popular and is able to make friends easily this can be developed into specific skills for working well with people.

We could say that a skill is a developed ability.

Abilities help people in their jobs. Depending on what abilities (or skills) people have, they have more chance of being successful in certain jobs.

For example: If a person has the ability to speak in public with confidence this would help him or her in a job as a journalist, a lawyer or a community health educator.

If a person has the ability to work accurately with figures this would help him or her in a job as a cashier, a bookkeeper, an accounts clerk or an accountant.

### 2. QUIZ - MATCHING ABILITIES AND JOBS

This quiz is aimed at helping pupils link the different abilities that are needed for different jobs.

#### How to administer the quiz

You should have two sets of cards - Set A and Set B.  
Divide the class into two teams (Team A and Team B) and ask each team to choose a leader to represent the team.

Give Team leader A the question cards (Set A).

Give Team leader B the question cards (Set B).

The teacher acts as the score keeper.

Team leader A is asked to read out the first question for his or her team to answer.

The team is given three chances to get the correct answer.

If the team answers correctly the first time it scores 5 points.

If the team answers correctly the second time it scores 3 points.

If the team answers correctly on the third attempt it only scores 1 point.

If the team cannot answer the question correctly by the third attempt they get no points and the team leader reads out the answer.

Now it is Team B's chance to answer.

Team A and Team B get alternate chances to answer questions and the teacher keeps the score on the blackboard.



# LESSON 8

## DECIDING booklet page

**Broad Topic** : VALUES

**Objectives** : To help pupils clarify what their values are and to help them to become more aware of how their values affect the choices they make in their lives.

**Aids** : DECIDING booklet page 10.  
Blackboard  
Value statements

**Method** : Debate/Forced Choice  
Individual work  
Case study and discussion

**Content** : (1) Brief introduction to lesson objective.  
(2) Debate/Forced Choice Exercise (See Teachers' Notes)  
This activity is not a formal debate, although brief debate forms part of it.

6.4.1.

Some of the following statements are displayed to the class, one at a time.

"We're only young once, why not have all the fun we can now?"

"Parents are older and wiser than we are hence they must be obeyed".

"Money, or the lack of it is the cause of most problems".

"The wise person first takes care of his/her own needs and only then concerns him/herself with the needs of others".

"The only way to get ahead in this world is to be well-educated".

"Having a fortune is worth nothing if you have no one to share it with".

"To have a healthy body and to have a healthy mind are equally important".

"Being on ones own is far more enjoyable than being with people all the time".

"The great people of our generation are the scientists and engineers".

"Men are superior to women".

"What the world needs is more people who are concerned about their fellow human beings".

Each pupil is required to decide if they agree or disagree with each separate statement. No one is allowed to stand in the middle.



(3) My values "At the age I am now"

Pupils turn to page 10. of DECIDING booklet and do the exercise.

Space is available for pupils to add to the list. The teacher could assist by helping to highlight additional values that were discussed in the previous exercise.

## **Pupil Activity**

: "Joseph has to make a decision" (Page 10. DECIDING booklet)

Pupils read through the short case study and complete it.

They are then given the opportunity to share their answers.

The teacher then encourages the class to think of decisions they are making daily and how their values influence them.

## **Evaluation**

: The final discussion will be a very good indication as to whether the pupils have clarified their values and become more aware of the effect these have on the choices they make daily.

# TEACHERS' NOTES

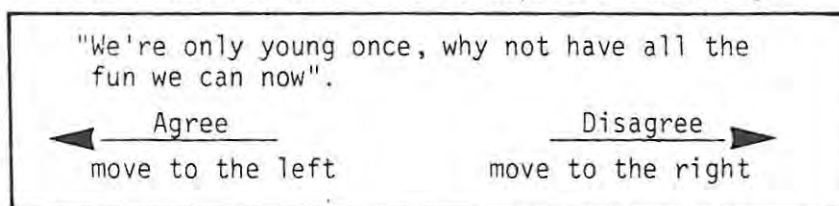
## LESSON 8

### FORCED CHOICE EXERCISE

This activity works very well if pupils physically move in response to their decision. (E.g. if you agree with the statement move to the left hand side of the room. If you disagree move to the right. If classroom is limited pupils could indicate by standing or sitting).

Once the choice has been made pupils representing each side are encouraged to explain their points of view and try to convince others to join his or her side.

The teacher may at times need to play "Devil's Advocate" - taking a definite stance and challenging the class point of view. For this exercise to work well, each statement must be written on a separate chart e.g.



The timing of this activity is also vital. The teacher needs to be sensitive to the class's level of involvement in each issue. The initial decision needs to be hurried, so as to give maximum time for debate.

The time allocated for each statement is roughly 5 minutes. This might mean that some of the debate will have to be cut short and only some of the statements displayed.

# LESSON 9

## DECIDING booklet page 11

**Broad Topic** : VALUES AND JOBS IN THE FUTURE.

**Objectives** : To help pupils to consider what their values may be when they leave school and how these values will influence the type of work they do.

**Aids** : DECIDING booklet page 11.  
Pictures  
Blackboard

**Method** : Telling  
Question and answer  
Individual work

**Content** : (1) Brief introduction to lesson objective.  
(2) Brief explanation of why our values may be different when we leave school. (See Teachers' Notes 1.).  
(3) Pictures - Teacher displays the different pictures and asks the class what they think the values are of the different people in these pictures. Teacher encourages discussion. (See Teachers' Notes 2.).  
(4) Values "When I leave school"  
(a) Pupils turn to page 11. of DECIDING booklet, read through the list of values and tick those that will be very important, important or not important.  
(b) Pupils also try individually to think of names of jobs which would satisfy each of the values listed. Teacher could go through these with the class afterwards so as to check understanding.

**Pupil Activity** : (a) Write down the three most important things you will look for in a job and also the reasons why.  
(b) Write down the three jobs which would offer you the chance to satisfy what is important to you.

**Evaluation** : The Pupil Activity if done with understanding will give a good indication as to the success of the lesson.

# TEACHERS' NOTES

## LESSON 9

### 1. "Our Values Now" - "Our values when we leave school"

As time goes by we change. How does this occur? We learn new things. We meet different people. Different things are expected of us at different stages of our lives.

When at school we are dependent on our parents or guardians to clothe and feed us, we depend on the school to educate us.

As young adults we have to begin to face some of these responsibilities ourselves. We are required to be more independent and responsible for our own keep.

Because of all these differences the values you consider to be very important now may quite easily change.

### 2. Pictures - The purpose of this activity is to get pupils to identify through the medium of pictures, some of the current values operative in society today.

Preparation: Look through local newspapers and popular magazines and find pictures that in some way illustrate some of the values of the young working population. The following example may be a helpful guide.

A picture of a new car or expensive Hi Fi equipment.

A couple who have just become engaged.

A picture of a graduate or a place of learning.

People working in the city.

People working in a rural area.

A group of people.

People working out on construction.

All these pictures could form part of a large poster, or they could be used individually. The teacher displays the picture to the class to stimulate discussion about values.

# LESSON 10

## DECIDING booklet page 12

**Broad Topic** : DECIDING ABOUT SUBJECTS.

**Objectives** : To help pupils make an informed decision about what subjects to take in Standard 8.

**Aids** : DECIDING booklet page 12.  
Checklist  
Blackboard

**Method** : Telling  
Pupil revision  
Working in pairs  
Individual work

**Content** :

- (1) Introduction of lesson objective.
- (2) The teacher gives a brief explanation of the steps in the decision-making process (see Teachers' Notes 1.).
- (3) The teacher then helps the pupils revise all the different steps they have been through in the DECIDING booklet.
- (4) Pupils are then asked to write their choice of subjects lightly in pencil in the space supplied on page 12. of the DECIDING booklets.
- (5) Teacher writes up the checklist on the board or hands pupils an individual copy. Pupils work through these questions on their own and make necessary adjustments in pencil. (See Pupil Material).
- (6) Check it out with a friend (optional).  
Ask pupils to share their subject selection with a friend or the person sitting next to them.  
The friend may be able to give a helpful suggestion or spot something they've not considered.

**Pupil Activity** :

- (1) Pupils write the subjects they have finally decided on in ink.
- (2) They then complete this sentence in their guidance books: I have decided to do these subjects in Std. 8 because.....
- (3) Teacher encourages pupils to discuss their subject selection with their parents.

**Evaluation** : The final chart on page 12. aims to bring all that has been covered in the DECIDING booklet together. Get the pupils to do this on their own at home. A brief glance at the completed chart together with the teacher's knowledge of the individual pupil will be a very good indicator as to the overall success of the lessons.



# TEACHERS' NOTES

## LESSON 10

### (1) Decision Making

#### Definition

A decision is a choice one makes between different options in order to solve a problem.

A decision can be simple (no long-term effects) or complex (it can affect the way you live, or have long-lasting effects on your life).

#### What decisions we make and how.

This depends on our personalities:-

are you a person who puts decisions off, or lets someone else or circumstances choose for you, or are you a person who always chooses the safe way, or are you a person who takes active responsibility for your life etc.

It also depends on external factors, which we can't change e.g. laws and physical abilities.

#### Steps in decision-making process

(a) State your aim: My aim is to decide on the subjects I am going to do in Std. 8.

(b) Find out the information you need to know to make an informed decision.

e.g. The subjects that are offered at the school.  
The subjects that you are good at.  
The different jobs that subjects prepare you for.  
The requirements for certain jobs you are interested in.

(c) Find out what the different options are

e.g. Should I do Maths and Science.  
Should I do General subjects.  
Do I want a matric exemption.

(d) Evaluate these options.

Which of these options would be best for me?

e.g. If I decide to do Maths and Science will I be able to pass them? (for further examples see checklist).

(e) Take the decision and act on it

Making up your mind (deciding) after you have considered all the facts and the options is only half of the process. Committing yourself to being actively involved in making the thing you have decided on happen, is the final test of a mature decision.

e.g. If you decide to take Maths and you know that you are weak in that subject you need to commit yourself to do extra work so as to keep up and finally pass and get the exemption you've decided you want.

# PUPIL MATERIAL

## LESSON 10

Here are some questions for you to ask yourself. They will help you check whether the decision you have made is the correct one for you.

- (1) Are you sure that the subjects you have chosen are offered in Std. 8, 9 and 10 at your school?
- (2) Of the subjects you have chosen, have you included subjects which you really enjoy?
- (3) Of the subjects you have chosen, do you think you have the ability to pass them at matric level?
- (4) If you wish to go to University, do your subjects meet the matric exemption requirements?
- (5) Do the subjects you have chosen include Maths and Physical Science or Biology? Do you know why these subjects are considered to be so important?
- (6) Will the subjects you have chosen prepare you for the type of work you are interested in?
- (7) Will the subjects you have chosen help you develop your abilities e.g. you may be good at working quickly and accurately with figures, Maths and Accounting would help you develop that ability.
- (8) Will the subjects you have chosen prepare you to get a job that will give you opportunity to satisfy what is important to you (your values).  
e.g. If it is very important for you to improve the health of your community, Biology or Agricultural Science would be important subjects to include.

# LESSON 11a

## DECIDING booklet page 8

**Broad Topic :** FINDING OUT ABOUT JOBS.

**Objectives :** To introduce pupils to one way of finding out more about different jobs and to encourage them to speak to people about the work they do.

**Aids :** DECIDING booklet page 8.  
Blackboard

**Method :** Question and answer  
Role Play

**Content :** (1) Teacher briefly explains Lesson Objective.  
(2) The teacher asks the class the following questions:-  
Think of one person you know or you are related to who is working. What work does he/she do?  
Try to imagine what this person would do in a day at work. Have you ever asked this person about the work he/she does?

This part of the lesson needs to be brief and fast moving. The teacher needs to get as many pupils to respond as possible.

(3) What are some of the questions to ask?

Teacher asks the class what questions they think are important to ask people about the jobs they do. These are written on the board e.g.

What do you do at work all day?  
What kind of qualifications do you have?  
Do you need them for the job you do?  
What made you decide to do this kind of work?  
What do you like about your job?  
What do you dislike about your work?  
What information would you give to someone who is interested in doing the kind of work you do?  
Would you do another job? Why?

(4) Role Play

The purpose of this activity is to give pupils the opportunity to practise the skill of information seeking through conversation with an adult person. The questions on the board are used as a guideline.

(i) The teacher offers to be interviewed/questioned about his or her career by a pupil volunteer.

(ii) In the second phase of this activity, the teacher is again interviewed by another volunteer, but plays a role (becomes someone else with a different career). Thus giving two pupils the chance to practise and the rest of the class the opportunity to observe and make comments.

(5) What have you learned from the two role plays?

Teacher attempts to get the class to formulate some basic guidelines for how to go about talking to someone about his/her work e.g.

Explain why you are asking all these questions.  
Listen and express your interest.  
Ask questions that are appropriate.

## **Pupil Activity**

: Ask the pupils to: (1) think of two people they could speak to about their jobs in the next week and (2) make notes on what they would like to ask them and how best it would be to approach them.

## **Homework**

: Speak to two people about the jobs they do.

## **Evaluation**

: In the next lesson pupils will report back. The teacher could assess lesson success from this feedback.

# LESSON 11b

## DECIDING booklet page 8

**Broad Topic** : FINDING OUT ABOUT JOBS.

**Objectives** : To give pupils guidelines for finding out about different jobs, and to involve them in doing their own research.

**Aids** : DECIDING booklet page 8.  
Poster on finding out about jobs  
Any relevant career resource material e.g. Career Training Guide, Newspapers, Magazines, etc.

**Method** : Report back  
Question and answer  
Team work

**Content** : (1) Report back. As many pupils as possible should be given the opportunity to share what they have found out by talking to people about their work.

(2) Summary  
Talking to people about their work is a very important way of finding out about different jobs but it is not the only way. In using this method of research we find out about the real life experience of the person in the job, but there are facts that we cannot find out by just talking to people.

(3) "Finding out about different jobs"  
Teacher displays poster and briefly explains it.

(4) What else do you need to know about jobs?  
Teacher writes the headings on the board (see Teachers' Notes) and uses these to encourage pupils to call out other questions they need to ask about jobs.

(5) Important points to remember when finding out about jobs  
(a) Be sure of the questions you want to ask.  
(b) Ask yourself who or where would be the best place to find out what you want to know.

**Pupil Activity** : Pupils refer to the poster and the questions on the board. They are then asked to decide which information source would best answer each of the questions.

**Evaluation/ Homework** : Divide class into small teams and give each team a blank job definition chart. The team to fill in the most jobs not listed in the DECIDING booklet is the winner. (Appropriate reward given to winning team). The charts could be used as career reference material in future guidance lessons.



# TEACHERS' NOTES

## LESSON 11b

### FINDING OUT ABOUT JOBS

These notes are to help the teacher guide the class in thinking of what questions to ask. The teacher could use the headings that follow to prompt pupils to think about all the different aspects.

#### Suggested Questions

(a) Requirements for the job

Educational requirements  
Subjects necessary and useful  
Experience  
Age/Sex/Race  
Specific knowledge  
Skills and abilities

(b) Description of the actual work performed

Does the person work with things/people/facts and figures/ideas?  
What tools or equipment are used?  
What are the day to day activities performed?  
What is most enjoyable about the work?  
What is least enjoyable about the work?

(c) Physical Work Environment

Is the work environment noisy or quiet?  
Is the work indoors or outdoors?  
Is the work environment safe or dangerous?  
Is the work environment clean or dirty?  
Is the place of work far from where people live or nearby?

(d) Social Working Environment

Is the work done in isolation?  
Is the work done in a team?  
Are there facilities and opportunities to meet and talk with work colleagues?  
What kind of personality do you need to have to get on well in the job?

(e) Organisation

Is the work closely supervised?  
Who is the person in charge?  
Does the work require independent decision-making?  
Are there set working rules - what are they?

(f) Job availability

Are there many vacancies available in this sort of job?  
How many people doing the same sort of job are employed at your place of employment?  
Would it be easy to find similar work at a different place or in a different town, city or country?  
Is the job one that there will always be a demand for?

(g) Conditions of Service

Are there opportunities for improvement/promotion?  
Is there any training offered?  
Is there a pension scheme and medical aid scheme?  
Is the salary good/adequate/poor?  
Is there a trade union or professional association?  
How much leave is granted?  
What are the working hours?  
Is there shift work?

PUPIL MATERIAL LESSON 11b

NAME OF JOB	ACTIVITIES	PERSONAL QUALITIES	REQUIREMENTS (Education and/or Experience)

# PUPIL MATERIAL

## LESSON 7

### A Questions

### B Questions

1. What does this person do?

This person has:

- An ability to respond to music.
- An ability to move gracefully.
- An ability to do hard physical exercise.

1. What does this person do?

This person has:

- An ability to recognise, remember the music of different popular groups and singers.
- An ability to speak clearly and easily.
- An ability to keep people happy (to entertain people).

2. What does this person do?

This person has:

- An ability to understand Biology.
- An ability to take responsibility.
- An ability to understand individual people's problems as well as community problems.

2. What does this person do?

This person has:

- An ability to learn and understand Science.
- An ability to explain things clearly.
- An ability to get on well with young people.

3. What does this person do?

This person has:

- An ability to assist people to find what they need.
- An ability to organize and categorize information.
- An ability to work in a set routine.
- An ability to read quickly and widely.

3. What does this person do?

This person has:

- Writing and language ability.
- An ability to remember general knowledge.
- An ability to be imaginative and creative.
- An ability to meet strangers and socialize.

4. What does this person do?

This person has:

- An ability to cook well.
- An ability to arrange things attractively.
- An ability to work in an organized manner and to organize people.
- An ability to please people.

4. What does this person do?

This person has:

- An ability to get on well with people.
- An ability to make people look beautiful.
- An ability to follow new fashions and styles.
- An ability to work with his/her hands.

Answers B

Answers A

5.

Disk Jockey "DJ"

Ballet Dancer

6.

Science Teacher

Community Nurse

7.

Journalist

Librarian

8.

Hair Dresser

Chef

## A Questions

## B Questions

5. What does this person do?

This person has:

- An ability to talk easily to strangers.
- An ability to persuade and convince people.
- An ability to make money.
- An ability to keep people happy.

5. What does this person do?

This person has:

- An ability to look pleasant.
- An ability to assist people.
- An ability to be organized.
- An ability to remain calm and pleasant in most situations.

6. What does this person do?

This person has:

- An ability to work with animals.
- An ability to read and understand.
- An ability to solve problems on his/her own.
- An ability to work confidently and accurately with tools.

6. What does this person do?

This person has:

- An ability to organize things and people.
- An ability to work with animals and plants.
- An ability to work with heavy machinery.

7. What does this person do?

This person has:

- An ability to put ideas on paper.
- Good hand-eye co-ordination.
- An ability to work neatly and accurately.

7. What does this person do?

This person has:

- Good eye sight.
- Good judgement.
- An ability to respond quickly in dangerous situation.
- Good sense of direction.
- Ability to stay alert for long hours.

8. What does this person do?

This person has:

- A good memory.
- An ability to defend a point of view.
- An ability to read quickly and absorb information.
- An ability to speak with confidence in public.

8. What does this person do?

This person:

- Has technical ability.
- Is able to follow safety rules.
- Is able to work with tools.
- Must not be colour blind.
- Is able to diagnose faults.



Answers B

Answers A

Receptionist

Sales Representative

Farmer

Vet

Heavy Duty Driver

Draftsmen/women

Electrician

Lawyer

# DECIDING

Everyday people are making decisions about many different things. Some of the decisions you have to make while you are still at school are about subjects and your future jobs. We hope that this booklet will help you in making these decisions.

The subjects that pupils decide to do in Std. 8 and later in Stds. 9 and 10 will influence the kind of JOBS they can do when they leave school. This is because different JOBS require different SUBJECTS.

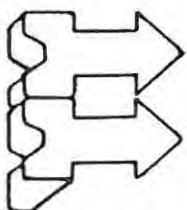
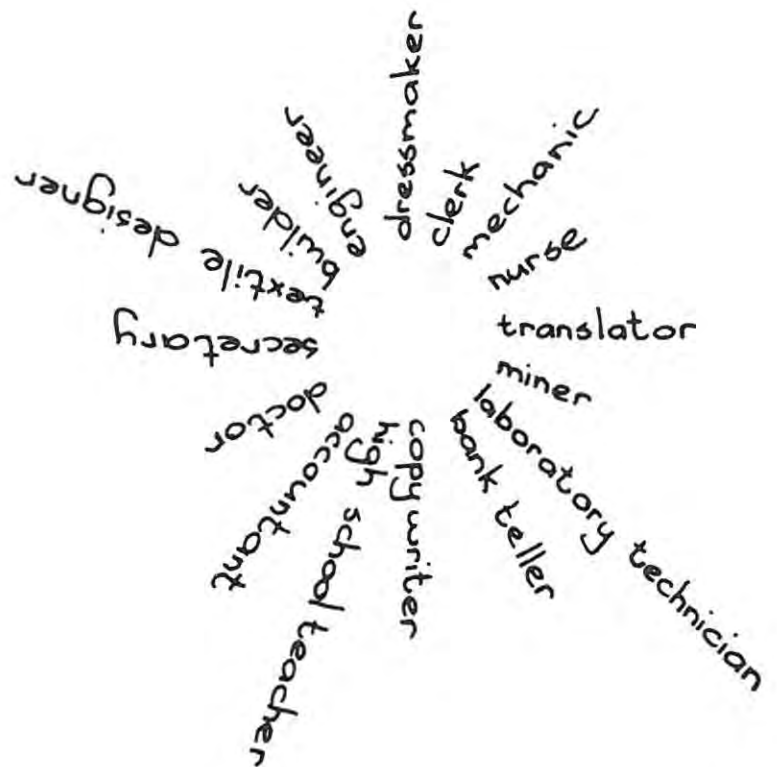
Although it is not always possible, most of us would like to be satisfied in the jobs we do.

To be satisfied in your job, the **job** should suit the kind of person **you** are.

To help you find out what jobs may, one day, suit you, you will have to firstly think about these two things:

## WHAT KIND OF PERSON AM I?

## WHAT KIND OF JOBS ARE THERE?



# IN THIS BOOKLET WE SHALL LOOK AT:

## ME

(1) Each of you will have to offer some things to a job.

These are:

- SUBJECTS that suit the job.
- ABILITIES that suit the job.

## JOBS

(1) Different jobs require different things from a person.

These are:

- SUBJECTS that are required for the job.
- ABILITIES that are required for the job.

For example: \* If you want to be an electrician you will need the subject MATHEMATICS.

- \* If you want to be a salesperson you will need to BE ABLE to persuade others to buy your goods.

(2) Each of you will require some things from a job to be satisfied in that job.

These are:

- The chance to do something that you are GOOD AT DOING.
- The chance to do something that is IMPORTANT to you.

(2) Different jobs have different things to offer to a person.

These are:

- The chance to do what you are GOOD AT DOING.
- The chance to do what is IMPORTANT to you.

For example: \* If you are GOOD AT typing you might think about jobs which give you the chance to do this (e.g. Secretary, Computer Operator).

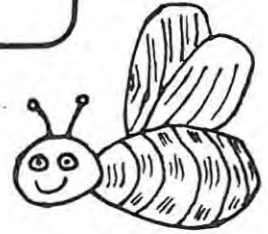
- \* If it is IMPORTANT TO YOU to work for your community you could find out about jobs which give you the chance to do this (e.g. Social Worker, Nurse).

# Subjects

When you are thinking about which subjects you should do, it is important to know which subjects you CAN do at your school or the school which you will attend in Std. 8.

Find out from your guidance teacher or principal:

- \* What subjects your school offers in Stds. 8, 9 and 10.
- \* Which groups these subjects belong to.
- \* Whether these subjects can be done on Higher Grade (H.G.), Standard Grade (S.G.) or Lower Grade (L.G.).



When you have done this, fill in the chart below.

RANK	SUBJECTS	GROUP	GRADE

Now that you know which subjects your school offers, think about the subjects you ENJOY and those that you are GOOD AT.

Write down:-  
SUBJECTS I ENJOY

---

---

---

---

SUBJECTS I AM GOOD AT

---

---

---

---

Now write down:-  
SUBJECTS I THINK I WOULD LIKE TO DO  
NEXT YEAR

---

---

---

---

---

REASON WHY

---

---

---

---

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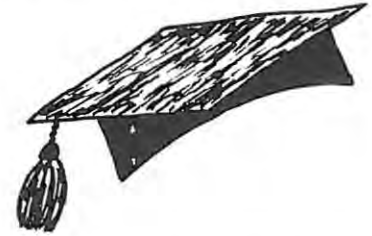
However this is not your FINAL decision on subjects. There are still other things you need to think about. READ ON!



# MATRICULATION EXEMPTION

When you look at different kinds of jobs you will find that some of them require university training. Anyone who goes to university **MUST** have a MATRIC EXEMPTION.

As you know, subjects are divided into groups. They can also be done on Higher Grade, Standard Grade or Lower Grade. It is important to know the groups and grades of the subjects you select if you intend passing Standard 10 with Matric Exemption.

Ask your guidance teacher or principal to explain what the different groups and grades are.



TO PASS STANDARD 10 YOU MUST:	TO PASS STANDARD 10 WITH MATRIC EXEMPTION YOU MUST:
<ul style="list-style-type: none"> <li>* Do your first language (from Group A) on higher grade or standard grade</li> </ul>	<ul style="list-style-type: none"> <li>* Pass your first language (from Group A) on higher grade.</li> </ul>
<ul style="list-style-type: none"> <li>* Do a second language (from Group A) on higher grade or standard grade.</li> </ul>	<ul style="list-style-type: none"> <li>* Pass a second language (from Group A) on higher grade.</li> </ul>
<ul style="list-style-type: none"> <li>* Write at least 6 subjects.</li> </ul>	<ul style="list-style-type: none"> <li>* Write at least 6 subjects.</li> </ul>
<ul style="list-style-type: none"> <li>* Pass in 5 subjects including the 2 languages from Group A</li> </ul>	<ul style="list-style-type: none"> <li>* Pass in 5 subjects and obtain at least 20% in the 6th subject.</li> </ul>
<ul style="list-style-type: none"> <li>* Obtain a total of 720 marks or more.</li> </ul>	<ul style="list-style-type: none"> <li>* Obtain a total of 950 marks or more.</li> </ul>
	<ul style="list-style-type: none"> <li>* Cover at least 4 different groups with the subjects you pass.</li> </ul>
	<ul style="list-style-type: none"> <li>* Pass 2 subjects (other than languages) on higher grade from 2 different groups of subjects.</li> </ul>
<div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><b>NOTE: NO LOWER GRADE SUBJECTS WILL BE ACCEPTED FOR MATRIC EXEMPTION.</b></p>



# Subjects and Jobs

Now we look at different SUBJECT GROUPS and match them to different JOBS. The chart below shows how SUBJECT GROUPS could help you in various JOBS.

## SUBJECTS

## EXAMPLES OF JOBS

Two Languages compulsory.

### COMMERCIAL SUBJECTS

Business Economics  
Accountancy  
Economics  
Typing  
Maths

Commerce

bookkeeper  
accountant  
bank teller  
wages clerk  
secretary  
salesperson  
insurance agent  
typist

### SCIENCE SUBJECTS

Biology  
Physical Science  
Maths  
Agricultural Science  
Geography

Science

science teacher  
computer programmer  
engineering technician  
farmer  
medical technologist  
microbiologist  
laboratory assistant  
nurse  
radiographer

### TECHNICAL/PRACTICAL SUBJECTS

Technical Drawing  
Trade Theory  
Woodwork  
Metalwork  
Maths  
Physical Science

Technical  
(Apprentice/  
Technician)

motor mechanic  
fitter and turner  
boilermaker  
polisher  
plumber  
draughtsman/woman  
surveying technician

### GENERAL SUBJECTS

History  
Biblical Studies  
Agricultural Science  
Geography  
Music  
Art  
Home Economics  
Needlework and Clothing  
Other Languages

General

legal assistant  
speech and drama teacher  
textile designer  
translator  
reporter  
home economist  
hairdresser  
community worker  
pre-primary teacher  
driver

The chart you have just read tells you something about how different SUBJECT GROUPS could lead to different kinds of JOBS.

Let's now look at subjects which are NECESSARY for certain jobs and subjects which are USEFUL for certain jobs. (NECESSARY subjects are those which you must have to do a certain job).

Code

- ★ necessary subjects
- useful subjects

SUBJECTS (fill in any other subjects that your school offers)	JOBS (fill in any other jobs that interest you)												
	Secretary	Accountant	Bank Clerk	Copy Typist	Salesperson	Busdriver	Engineer	Building Manager	Motor Mechanic	Electrician	Nurse	Medical Technologist	Translator
Languages	●				●						★		★
Accountancy		●	●										
Business Economics													
Economics													
Maths		★					★	★	★	★		★	
Physical Science							★	★	●	●			
Biology													
Physical Science or Biology										★	★		
Geography													
History													
Biblical Studies													
Agricultural Science													



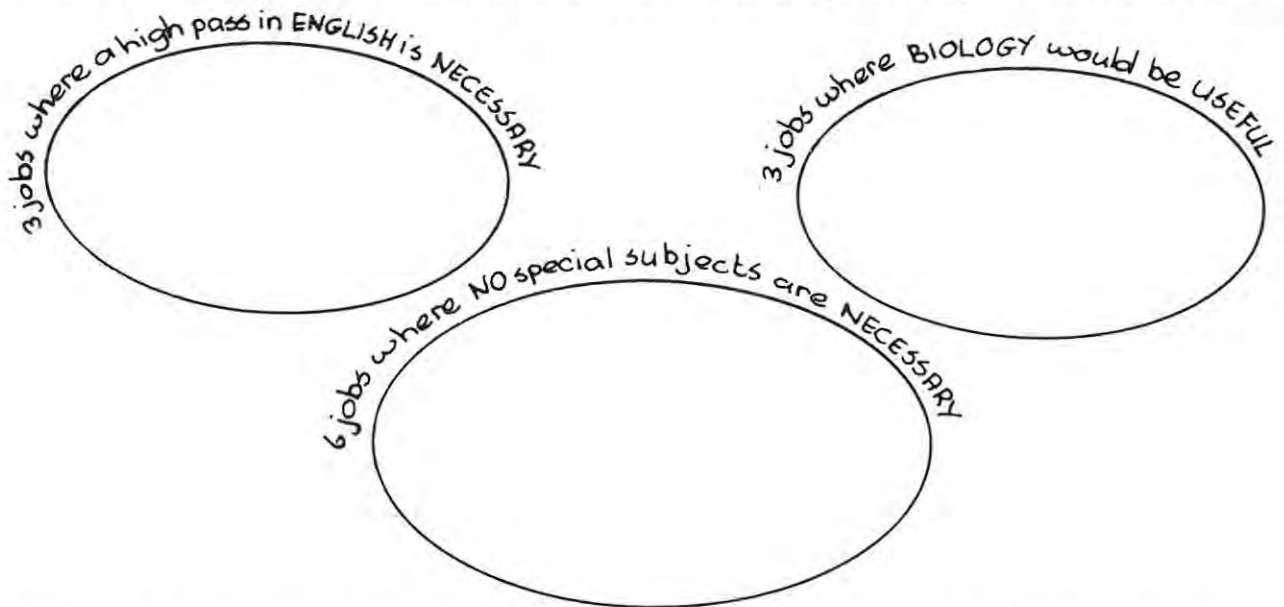
On pages 6 and 7 there is a chart showing some jobs and the subjects which are either necessary or useful for these jobs. Have a look at the jobs mentioned.

How many jobs must have:

- MATHS? .....
- PHYSICAL SCIENCE? .....
- BIOLOGY? .....
- ACCOUNTANCY? .....
- HISTORY? .....
- GEOGRAPHY? .....

<p>IMPORTANT SUBJECTS</p>	<p>MATHS and PHYSICAL SCIENCE or BIOLOGY are the subjects which are <u>necessary</u> for many jobs. If your school offers these subjects and you think you can pass them, try to include them in your subject selection.</p>
<p>OTHER SUBJECTS</p>	<p>Subjects like GEOGRAPHY and HISTORY are <u>not necessary</u> for any jobs. Choose the ones you <u>enjoy</u> or are <u>good at</u>.</p>

However there are jobs that do not need MATHS. Do not look at any other page in this booklet but THINK of:



Now you have some information on DIFFERENT JOBS and the SCHOOL SUBJECTS which are necessary or useful for these jobs.

But there are still lots of other jobs to find out about. There are also different things to find out about these jobs.

**FIND OUT ABOUT DIFFERENT JOBS:**

- \* Ask people about the jobs they do . . . your neighbours, your friends and your parents.
- \* Visit places where people work. Ask your guidance teacher to help you arrange these visits.
- \* Read books, magazines and newspapers to find out about the different jobs people do.
- \* Try to get holiday jobs.
- \* Visit or write to your nearest Career Centre:

DURBAN: Career Information Centre (C.I.C.)  
 20 St. Andrews Street, DURBAN 4001.  
 Tel.: (031) 353231/2.

CAPE TOWN: Careers Research and Information Centre (C.R.I.C.)  
 7 Roscommon Road, CLAREMONT 7700.  
 Tel.: (021) 611058

JOHANNESBURG: Educational Information Centre (E.I.C.)  
 601 Dunwell House, 35 Jorissen Street, BRAAMFONTEIN 2001.  
 Tel.: (011) 392476

PORT ELIZABETH: Career Opportunities Research and Information Centre (CORIC)  
 P.O. Box 9, Kwa-Zakhele, PORT ELIZABETH: 6025.  
 Tel.: (041) 21430

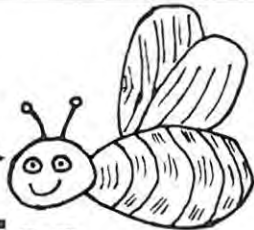
SOWETO: Careers Centre  
 P.O. Box 38, Orlando, SOWETO 1804

# What are you good at doing — ABILITIES

There are many different ways to find out what you are good at doing. We have already looked at school subjects that you are good at (see page 3). Now let's look at some of the other things you may be good at doing. Read through the following statements and tick those that apply to you. Add any that have not been mentioned.

	I AM GOOD AT		I AM GOOD AT
SPEAKING IN PUBLIC		WORKING QUICKLY AND ACCURATELY WITH FIGURES	
READING QUICKLY		REMEMBERING FIGURES	
WRITING COMPOSITIONS		WORKING OUT SUMS IN MY HEAD	
WORKING WITH TOOLS		SELLING THINGS	
MAKING THINGS		ORGANISING PEOPLE	
REPAIRING THINGS		MAKING FRIENDS	
UNDERSTANDING HOW THINGS WORK e.g. A BICYCLE		DESIGNING THINGS	
REMEMBERING THINGS I HAVE SEEN		DRAWING	
SOLVING MATHEMATICAL PROBLEMS		MAKING THINGS LOOK BEAUTIFUL	
SPORT			

Ask your parents what they think you are good at doing



## Jobs and Abilities

Different jobs require different abilities. Can you THINK of any jobs which would require the different abilities that you have?

I AM GOOD AT (including subjects)	JOBS
For example: public speaking	lawyer, community worker, T.V. announcer
For example: Science	medical technologist, technician
* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____

### REMEMBER

To be satisfied in your job, the job should offer you the chance to do what you are GOOD AT DOING.



# What is important to you – VALUES

To be satisfied in your job, the job should offer you the chance to do what is important to you. **VALUES** are things that are really important to you.

But how do we know what our values are? Read through the following statements about values and tick those that are very important, important or not important to YOU at the age you are now. Add any other things that are important to you.

AT THE AGE I AM NOW	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
GETTING ON WITH FRIENDS AND BEING POPULAR IS.....			
HAVING LOTS OF CLOTHES, RECORDS ETC. IS.....			
DOING WHAT MY PARENTS WANT ME TO DO IS.....			
BEING GOOD AT SPORT IS.....			
DOING WELL AT SCHOOL WORK IS.....			
DOING THINGS MY OWN WAY IS.....			
ORGANISING OTHERS AND BEING A LEADER IS.....			
BEING PART OF A YOUTH GROUP IS.....			
HELPING OTHER PEOPLE WHO HAVE PROBLEMS IS.....			

Read the following story about a person called Joseph who has to make a decision. What do YOU think Joseph would decide to do? Write that decision in the proper space. Then write in what YOU think Joseph values.

Joseph has been invited to spend a weekend away from home with a group of friends. On the Monday morning after the weekend there is going to be a Maths test at school. Joseph knows that if he doesn't study over the weekend he will not do very well in the test. He also knows that he won't be very popular if he doesn't join his friends. Joseph has to make a choice between spending time with his friends or studying.

Joseph decides to \_\_\_\_\_

\_\_\_\_\_

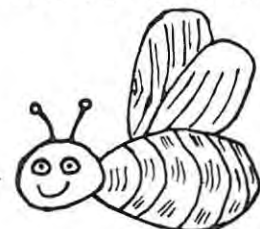
He values \_\_\_\_\_

\_\_\_\_\_

The choice Joseph makes depends on what is most important to him. We often find out what our values are when we have to choose.

Find out more about yourself:

- Talk to your guidance teacher or counsellor.
- Talk to your subject teachers.
- Talk to your parents.
- Talk to your friends.



Since you know about some of the things that are important to you AT THE AGE YOU ARE NOW and how they influence your decisions, let's look at some of the things that will be important to you WHEN YOU LEAVE SCHOOL and how they will influence your decisions about jobs.

Once again read through the following statements about values and tick those that will be very important, important or not important to you when you leave school.

WHEN I LEAVE SCHOOL	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	JOB Name jobs which would satisfy the following values.
FINDING A JOB AS SOON AS POSSIBLE WILL BE.....				
STUDYING/TRAINING FURTHER WILL BE.....				
WORKING FOR THE COMMUNITY, HELPING OTHERS TO IMPROVE THEIR HEALTH, EDUCATION, WELFARE, ETC., WILL BE.....				
HAVING PEOPLE RESPECT ME AND LISTEN TO MY OPINIONS WILL BE.....				
BEING MY OWN BOSS, MAKING MY OWN DECISIONS ABOUT WORK WILL BE.....				
ORGANISING AND DIRECTING OTHERS IN THEIR WORK WILL BE.....				
INVENTING, DESIGNING OR DEVELOPING NEW THINGS OR IDEAS WILL BE.....				
BEING SURE OF HAVING WORK (HAVING A SECURE JOB) WILL BE.....				
HAVING MANY DIFFERENT THINGS TO DO IN MY JOB WILL BE.....				
WORKING IN A GROUP OR TEAM WILL BE.....				
HAVING LOTS OF FREE TIME WILL BE..				
HAVING LOTS OF MONEY WILL BE.....				

If when you leave school you have a choice of jobs, you will have to decide which one to take. This choice or decision will often depend on what is most important to you.

Write down the three MOST IMPORTANT THINGS you will look for in a job and also the reason why.

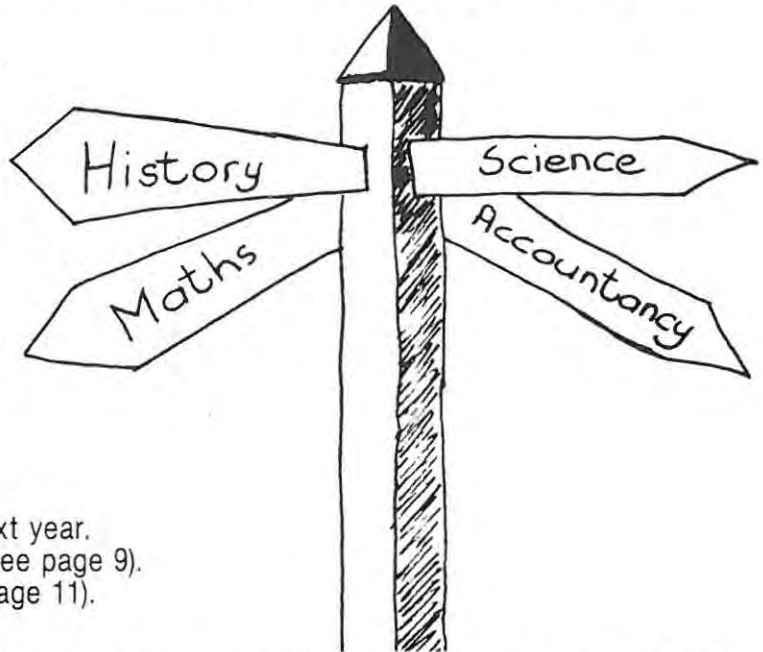
I VALUE	REASON WHY
1. _____	_____
2. _____	_____
3. _____	_____

Can you THINK which jobs may suit your values? Write down three jobs which you think would offer you the chance to satisfy what is important to you.

\* \_\_\_\_\_ \* \_\_\_\_\_ \*

Now that you have found out more about YOURSELF and JOBS, write down the 6 subjects you would like to take next year, the groups to which they belong and the grades on which you will do them.

SUBJECT	GROUP	GRADE



Below is a chart for you to fill in:-

- (1) the SUBJECTS that you have decided to take next year.
- (2) what you are good at doing — your ABILITIES (see page 9).
- (3) what is important to you — your VALUES (see page 11).
- (4) the jobs that you are interested in.

When you have filled in the chart, tick off the subjects, abilities and values that you think would suit the jobs you are interested in.

On the first page of this booklet we said that

'To be satisfied in your job, the job should suit the kind of person you are'.

Check, by looking at what you have ticked, whether the jobs you are interested in suit the kind of person you are.

<b>ME</b>	<b>JOBS</b>					
MY SUBJECTS						
1.						
2.						
3.						
4.						
5.						
6.						
MY ABILITIES						
MY VALUES						

APPENDIX E

CAREER RESEARCH AND ADVISORY CENTRE (CRAC)

DECIDE FOR YOURSELF



# Decide for Yourself

By Bill Law

CRAC





# Contents

	Page		
<b>About this book</b>			<b>List of worksheets you will find in the Workbook</b>
What it is for	1		
How it works	1	<i>Stage One</i> 1	Influences and choices (Self-assessment)
The stages	1		
 <i>Stage One: Influences and choices</i>			
Making choices	2	<i>Stage Two</i> 2	Values and needs (Self-assessment)
How do you choose?	2		
How will you choose a job?	2	<i>Stage Three</i> 3	Survey of job values (Job-assessment)
Internal and external influences	3		
			4
 <i>Stage Two: Values and needs</i>			Analysis of values in a job (Job-assessment)
What do you value and need in your education?	4		
What are your leisure values and needs?	4	<i>Stage Four</i> 5	School-or college-leaving qualifications (Self-assessment)
What values and needs are reflected in your opinions?	4		
What are your values and needs?	4		6
Eight values	5		Mental abilities (Self-assessment)
How well do you know yourself?	7		
			7
 <i>Stage Three: Values and needs at work</i>			Physical and health considerations (Self-assessment)
A survey of job values	9		
The right job in the right circumstances	10		8
People choosing jobs	11		Analysis of demands in a job (Job-assessment)
Sorting out the values in a job	12	<i>Stage Five</i> 9	Personal style (Self-assessment)
 <i>Stage Four: Qualifications, abilities and skills</i>			
What will be your level of qualification?	14		10
Eight mental abilities	15		Survey of matching and mismatching job styles (Job-assessment)
What are your mental abilities?	16		
Physical and health considerations	17		11
Short-listing job titles	18		Analysis of styles in a job (Job-assessment)
Sorting out the demands in a job	18	<i>Stage Six</i> 12	Self-assessment – Summary
 <i>Stage Five: Personal style and occupational style</i>			
You: as you see yourself	19		13
You: as others see you	19		Job-assessment – Summary
A survey of matching and mismatching job styles	19		
Sorting out the styles in a job	20		
 <i>Stage Six: Focus</i>			
Background and foreground information	21		
Instead of a conclusion	22		
 <i>Appendix: Linked surveys of jobs</i>	23		

# About this book

## What is it for

This book is about choosing a career. It does not contain detailed information about jobs, instead it invites you to think about *who you are*. There are plenty of books which will give you information about the *jobs you can get*. But a lot of people find it hard to know how to make use of the information in those books until they know something about what sort of jobs they want. In other words, until they know something about themselves.

*Take Derek, who knows - or says he knows - that he wants to be a scientist when he leaves school. He enjoys science classes at school, and wants to specialise in science at college. But what does his interest in science mean? That discovery and invention are important to him? That he is good at science? That he likes the science teacher? That he sees science as a secure base for a secure future? That he would rather work closer to things than to people? It probably means a combination of some of these and other things too. And it surely means something different to Derek than to his friend Mike, who is also interested in science. Mike's reasons are just as complicated, just as personal and just as unique as Derek's.*

*Or take Sheila who is unclear about what job she wants. Most of her friends are going to train to be typists, and that seems to her as good as anything else she can think of. All she knows for sure is that she is going to leave school at the end of the fifth year. But what does this mean? That she can't benefit from more education? That she feels ready to start living life instead of just learning about it? That Mum and Dad think it's time she started to earn a living? That she can't stand another day of having to wear school uniform? That all her friends are leaving school to work, and she likes to pay her way? That her Dad can get her a job as a typist in the place where he works? Sheila's reasons are complicated, personal and unique too.*



This is a book for Derek and Sheila. It will help them to have another look at the decisions they have already made. And it will help them to make any new decisions on a broader, surer basis. It is also a book for you, because you are also making decisions and have more decisions to make.

Of course this book cannot tell you who you are. All it can do is to give you some important questions to consider about yourself. The questions are designed to help you to *begin* to answer the questions 'Who am I?', 'What do I want?', 'What have I to offer?' and 'What do I want to do?'. They are not psychological tests — just questions for you to think about.

## How it works

This is not just a book to read. You share in the writing of it by filling in the sheets which are to be found in your separate Workbook. Some of these Worksheets ask you to say things about yourself. These are called Self-assessment Worksheets, and are marked like this:



Others ask you to record your impressions of the world of work. These are called Job-assessment Worksheets, and are marked like this:



The Workbook containing these assessment sheets is meant to be kept as a complete personal record of your thinking about career decisions. Use a pencil when filling in the sheets, so that you can go back and revise them later, if necessary.

## The stages

There are six main stages in *Decide for Yourself*. For each one there is something to read, questions to ask yourself, points to discuss and an opportunity to relate what you find to the world of work. The six stages are:

### Stage One: Influence and choices

What things influence you in making a choice, and which are most important in choosing a job?

### Stage Two: Values and needs

What things are most worthwhile to you and necessary to your happiness?

### Stage 3: Values and needs at work

Can you find, in the world of work, the situations which will offer you some of the satisfactions you most value and need?

### Stage Four: Abilities, skills and qualifications

How successful are you at school or college, what abilities and skills do you have, how will these things affect your choice of job?

### Stage Five: Personal styles

How would you describe your personality? And how would others describe you? Can you use this information to plan a career?

### Stage Six: Focus

How can you gather together all your impressions of yourself and the world of work to give you a stable basis for making satisfying career decisions?

## Stage One

# Influences and choices



## Making choices

Alan is choosing a career, and has discussed it with his parents. They all talked to the careers adviser and have since chatted about it at home. He has listened to his classmates talking about their plans. They have all been given pamphlets about careers, and have been shown films. The school held a careers convention where all kinds of jobs were represented, with experts on hand to talk about them. Some of the class have been able to talk over their chances of examination success with their teachers. Some have been thinking seriously about which subjects they can do best, and which they are most interested in. They all had an interview with the Careers Service to hear about vacancies which might suit them.

Alan and his friends have been lucky. They have received help, advice and information from the right people. But now they are on their own. It is up to them. They must decide for themselves.

Alan is taking a job which was readily available to him, just around the corner from home. His friend Chris will take the job that he knows his parents want him to go to. They are not putting a lot of pressure on him, but he finds it hard to ignore their wishes. Sue has been reading a pamphlet with information about her chosen job. It tells her what the job is, what is involved and how the work is done. She says you should know things like that before you choose a job. Jean has been talking to a teacher who advised her to take a certain job because, he said, he knows her and thinks she would be suitable for that kind of work. Fred thought of the things he did best at school and chose the job which he felt best suited to his abilities. There was one job which Liz thought suited her personality very well, fitting in with the way she likes to talk, dress and behave. She says she will feel natural in it. Jack says the most important thing about a job is to provide the necessities of life, so he has chosen one which will give him what he needs financially, together with security, good working conditions and prospects. Helen disagrees. For her, a job has got to be worthwhile and satisfying. So she has chosen a job which reflects the values important to her and is prepared to ignore other things.

## How do you choose?

Everyone makes choices, but not in the same way. Choosing a job is only one of the choices you must make. But it is one of the most important ones. To see which influences are important to you, consider some of the other choices which you have already thought about. Alan, Chris, Sue and the others considered eight

in making their choices. These influences are set out on *Worksheet 1*. Study this sheet and notice how each kind of influence is different from the rest. Which, for you, would be the three most important influences for choosing: a disc or book? a shirt or blouse? a hobby, club or sport? a motor cycle or car? a school or college subject? a husband or wife? a political or religious viewpoint? There is room on the right of the *Worksheet* for you to add other kinds of choices to consider, if you wish. Tick on *Worksheet 1* the three influences which you feel are most important for each type of choice — three ticks in each vertical column.

## How will you choose a job?

When complete, *Worksheet 1* gives a picture of how you seem to feel choices ought to be made. There may be a pattern in it to think about, and perhaps discuss with others who have done this assessment.

You may find that most of your ticks are in the same rows. If so, you seem to make most of your choices in response to one kind of influence. For example, you may be the sort of person who listens to advice, or is aware of your abilities.

Or you may find that your way of choosing varies with the kind of choice you are making. Here the ticks will be scattered widely over the rows. For you sometimes advice is important, sometimes abilities, sometimes other influences.

Whether or not you have characteristic patterns, it will be valuable to discuss with others how your choices are made, how theirs are made and whether there are right and wrong ways of making choices.

*Is there a right way to choose a car, or a wife or a job? Should the way you choose a job be similar to your choice of other things?* If you have your own answers to such questions, don't forget to say why you hold these views.

When you have considered and perhaps discussed



*Worksheet 1*, try to decide which two or three influences are most important in choosing a job and write these in the spaces at the bottom of the worksheet. (Ignore the rows marked 'revised' for the time being.)

### Internal and external influences

You may have noticed a difference between the four influences at the top of *Worksheet 1* and the four at the bottom. *Before you read on, look back and see if you can work out what the difference is.*

You could put the word 'my' in front of the lower four. You could say 'my abilities', 'my personality', 'my needs' and 'my values'. But you would have to say 'availability in the place where I live', 'pressure from the people with whom I mix', 'information from books and people I come into contact with' and 'other people's advice'.

So influences are partly self-directed, or 'internal', and partly directed by others, or 'external'. You may also have found out that you tend to give a bit more weight to one type of influence than to the others. *Worksheet 1* will tell you. Where did most of your ticks come — at the top or at the bottom of the sheet? Look at the illustration on this page and see if you can work out the main influence for the choice of a book by each of the people shown. The rest of this book is about how to 'decide for yourself'. If you regard yourself as largely *internally* influenced, it may help you to organise your thoughts about your future job more systematically. It may help you to find out more clearly

just what sort of 'self' you are deciding for. If you regard yourself as largely *externally* influenced, this book may help you to see what aspects of choice situations you may have previously missed but would like to consider in future.

The fact that this book is about self-direction does not imply that you need not pay any attention to matters of availability, pressure, information, and advice. But remember that many of the external influences upon you may change, or be changed for you. You, like Alan, must consider what work is available to you. But you can increase your choice by finding out more about what is available away from your home town. You, like Chris, are under some pressure to choose work which is considered acceptable by the people with whom you now mix. But you can meet new people — if you want to. The pressure upon you will change as you become more independent. There are plenty of people who are ready to give you information and advice about work. It can be reassuring to have advice from others because, if things go badly, you have someone other than yourself to blame. But this would be unfair. Only you know what it is like to be you. Others can only guess. Only you can accept the responsibility for making choices. Advisers can only say what they would do if they were you. But they are not you, and you may see something important to you in a job or in yourself which your adviser has missed, because it would not be important to him.



# Values and needs



This section looks more closely at people's values and needs, so you can be sure about the importance you attach to them. It begins by looking at three main areas of life in which values and needs can be reflected:

- In your education
- In your leisure
- In your opinions

You can put your thoughts about this in *Worksheet 2*.

## What do you value and need in your education?

Not everyone who studies hard has an overpowering thirst for knowledge. The reasons you have for working hard at or enjoying some subjects but not others will say something about what is important in your life, what you value in life and need from it. Think about the subjects you like best. They may not be the ones in which you get the highest marks, but they will probably be the subjects which spring to mind first when you are asked what you are studying, and also the ones you would most like to continue studying in future. Have those subjects well in mind as you do the next bit of self-assessment.

Section A of *Worksheet 2* contains 40 statements which people might make about their school or college work. Tick the statements which you feel apply to you. Ignore the horizontal dividing lines and the empty rows for the time being. Tick as many statements as you like in each of the eight sections, leaving others blank if you wish.

When you have worked through all 40 statements once, go through them again and put a second tick against any you feel are of special importance to you. If there are any statements which really stand out as extra-specially important to you, then treble-tick them. Now Section A gives you a rough-and-ready picture of what it is in education that is important to you.

## What are your leisure values and needs?

Someone once said that we learn most about a person by the things he does in his spare time. Spare time is

choosing time. The use you make of your spare time will tell you a great deal about what things are most important to you in life. Perhaps you have a formal interest like stamp collecting or dressmaking; perhaps you belong to a club or society; or spend a lot of time enjoying television or reading or just being with your friends. You may have a spare time job which gives you satisfaction. When you do the next part of this exercise, think about *all* your spare time activities.

In Section B, tick the statements you feel most apply to you in your spare time pursuits. When you have finished, work through the statements again, double- or treble-ticking the important ones. As before, ignore the horizontal lines and empty rows. You now have a rough statement of some of your leisure-time values.

## What values and needs are reflected in your opinions?

There are not many jobs where you would be paid to have opinions! Indeed, they may never ask your opinion about anything when you are at work. But you will have your opinions about your work, about how it is done and how worthwhile it is, and the circumstances in which you do it. Your opinions can make a great difference to how much satisfaction you get from your job. Some opinions fit comfortably with most types of work — some don't.

In Section C there are 40 opinions about different topics, some of which you will agree with as they are the sort of things you might well say yourself. Tick the statements you generally agree with. Then work through the list again, double-ticking any statements you strongly agree with; treble-tick any that you feel are absolutely basic to your beliefs. Now you have a list of thoughts and opinions which are important to you.

## What are your values and needs?

You have looked at 120 statements. The way you have agreed with them may reveal a pattern. Your ticks may be grouped in particular ways.



To see more easily what patterns there might be, add up the number of ticks in box 1a (counting double ticks as two and treble ticks as three) and put the total in the box marked 1a in Section A in the 'analysis section' (Section D) on page 5 of the workbook. Do the same for the others boxes in Sections A, B and C until you have 24 different totals to consider — three for each of eight horizontal sections. The total for each group of three should be entered in column D. Now you can see at a glance what sort of patterns and groups there are in the way in which you have ticked these statements.

As you see, *Worksheet 2* is divided into eight rows, numbered from top to bottom. Each of them represents a different value-system and each of the value-systems draws upon something from your educational experience, leisure-time experience and thoughts and opinions.

In which of the eight rows did most of your ticks come. Are there rows which appear particularly important to you because they have more ticks? By looking back, you can see what statements you ticked in these important sections. By studying them and comparing them with each other, you can probably see what these sections represent. How would you describe the eight different value-systems? Write your descriptions in the upper part of the spaces in column E — but leave the lower part blank for the present. Even if you don't describe all eight, be sure to find a way of expressing the ones which seemed most important to you.

When you have done that, you will be ready to discuss the self-assessment in *Worksheet 2* with others who have done it. Here are some points for discussion:

- *Can you agree on the descriptions of the eight sections?*
- *Have you been generally consistent from section to section in the way you have ticked the statements?*
- *How do your value-systems compare with those of others?*
- *Are you surprised by the way in which other people have filled in their self-assessment?*
- *Are they surprised by yours?*

You have given a rough-and-ready score in ticks to each of eight values. But it is more important to think about them than to score them. Somewhere, maybe half-hidden among those ticks, may lie a clue as to what you are most seeking in life and what will make work most worthwhile for you.

There is room at the bottom of *Worksheet 2* for a summary of what you think are your most important values. Put down one or two words for each of these. There are three spaces but you may not want to use all of them. (Leave the spaces marked 'revised' for the time being.) Later in *Decide for Yourself* you will see how you can use this self-assessment to point out jobs in which you might find some particular satisfaction.

## **Eight values**

What makes people work well? Ability comes into it. Being a professional footballer or a ballerina may be very attractive occupations, but you can't do them well unless you have abilities such as physical strength and co-ordination. Every job calls on ability of some kind. Most people have an average amount of most abilities. *Yet some people with no more than average ability work hard and do well in particular jobs. Why?*

If you find a job boring and pointless, the steam will eventually go out of you and you will begin to do it badly. People who work hard usually find their work rewarding, valuable or worthwhile. Working hard gives them something they need in life. Most people who fail in work or school or college do so because they have been unable to find good enough reasons for working hard.

It is not enough to say that one person is naturally hardworking and another naturally lazy. Many people who are said to be lazy at school or college turn out to have energy enough for the things they really want to do out of school. Very few people are completely lazy.

This section is going to talk about what makes people want to work by saying something about what the eight rows in *Worksheet 2* mean. You have already put in the analysis section to the right of *Worksheet 2* your own words to describe the eight rows — it will be interesting to see how far what you made them mean agrees with the descriptions given below. If you like your descriptions better — then stick with them. If you think that the descriptions given here are worth using to replace yours or to add to them — then there is room in *Worksheet 2* for you to do that.

As you read — either by yourself or in group discussion — you may even be able to think of some more statements to write in under 'education', 'leisure' or 'opinions' which people with this kind of value would be likely to make. You will see that there are some empty spaces in each row for you to add such statements. If you can add any statements then you will have begun to write your own questionnaire and it will perhaps give you some more ticks to make. You may find that by making the questionnaire more personally your own like this, you will change the balance of ticks between rows.

The other thing that you are asked to do in this section is to begin to think of jobs which might be suitable for people with different sorts of values and needs. Make lists of jobs as you read — especially for the sort of people who you think are most like you. You will find the list useful when you come later in this book to start surveying possible jobs for yourself.

### *1 A practical person*

Everyone needs to be fed and sheltered to survive. From infancy, we all learn to value useful, practical things which keep us alive and comfortable. We are all interested in eating, making enough money to live on and acquiring possessions. To people for whom such values have a special place, having a well-paid job, maintaining a comfortable home or eating well may have greater value than almost anything else. That doesn't necessarily mean that the practical person is

good at making things, cooking, building or things like that — although such a person would probably like to have such skills.

The statements in row 1 of *Worksheet 2* are the statements which a practical person is most likely to agree with. *Can you see why? Can you add any statements that such a person might make about his education, his leisure life or his opinions?*

Deep inside such a person may lurk a special fear of being unable to work to support self or family. He will work hard to keep a job that gives him what he wants. He will be unhappy in work that doesn't. He will find a job that has to do with producing useful things especially worthwhile. *Can you think of any such jobs?*

### 2 A security-seeking person

All of us need something we can be sure of. Babies need not only to be fed and clothed, they need to feel safe. In adulthood we make our safety in different ways — we plan, insure, organise and protect our lives in such a way that the unexpected won't be so hard to cope with. For some people the need to feel safe and secure is especially important. They will do a lot of checking to make sure that their families, homes, jobs and lives are as free from danger as possible.

The statements in row 2 of *Worksheet 2* are statements which a security-seeking person might make. *Can you see why? Can you add any new statements?*

Clearly a person who needs his life to be as safe as possible needs a safe job. He will suffer more anxiety than other people in an industry where there are a lot of redundancies. Modern life is very hard on the security-seeking person! But, provided it was a secure job, he might get a lot of satisfaction from a job which was itself about making life more secure. There are such jobs. *Can you think of any?*

### 3 A social person

The maturing child needs not only to be fed and sheltered, and to feel safe and secure. He needs to feel that he is accepted, cared for and loved by his family — that he belongs. It is a need we all carry into adulthood. We daily notice signs that other people give to show that they accept us, that we are understood, that we are not alone in the crowd, that there is the possibility of help when we are distressed or in trouble. Such feelings are more important to some people than to others. The social person may not necessarily be the sociable type nor the most liked member of his group, but he will probably be the one most prepared to listen to others, including their troubles.

The statements in row 3 are statements which a social person might make. *Can you see why? And can you add any new statements?*

In his work he would like to feel that he is offering a service which other people want and appreciate. He might be very unhappy in a job where he could not get on friendly terms with his colleagues and workmates, or with clients and customers. *What jobs can you think of that are about caring for other people in a personal way?*

### 4 An attention-seeking person

Every child learns early in life the pleasure that can be gained from getting the admiring attention of adults.

Adults sometimes use more subtle methods — but the pleasure remains. The way a person dresses, the company he seeks and the style with which he does his work will all provide opportunities to get attention, acknowledgement or even applause from others. For some, such attentions are especially important. They might show in a liking for telling the latest or funniest story, or in a tendency to talk to anyone who will listen about himself and his work, in an inclination to exaggerate stories, to improve their effect on other people, or in a tendency to find the most extraordinary and spectacular ways of getting into trouble!

Row 4 contains the statements that an attention-seeking person is most likely to make. *Can you see why? Can you add any?*

The attention-seeking person will have a special fear of humiliation. He will enjoy work where he can be with other people who will notice how well he works. He will find his work tedious if he is isolated from other people or if no one pays any attention to him. There are jobs which have a great deal to do with holding other people's attention. *Can you think of any?*

### 5 An influence-seeking person

Watch any young child and you will see that there is pleasure to be gained from successfully defying adult authority. We all learn the satisfaction to be gained from saying 'Shan't' or 'Get knotted' to authority. No one likes to feel wholly dependent on others. We all like sometimes to defy decisions that other people make for us. Some people make sure that they are not being wholly influenced by others by doing some influencing themselves. A child may resort to physical violence or the threat of it to influence other children. But as he gets older and wiser the influence-seeking person learns that arguments and persuasions are more acceptable — and, quite often, more effective.

The statements which an influence-seeking person is most likely to make are in row 5. *Can you see why? What other statements might he be likely to make?*

His nightmares may be about being dependent on others, being manipulated by others or being entirely ignored by people in charge. He will enjoy and work hard at tasks where he has real responsibility. He will find it irksome to work as a tiny, insignificant cog in a massive machine. *What jobs can you think of where a person has real decision-making responsibility?*

### 6 A knowledge-seeking person

Curiosity is a well-known characteristic of young children. 'Why?' and 'How?' figure prominently in their day-to-day conversation. The 'thirst for knowledge' is not a characteristic which always survives to secondary education and beyond! But it is probably true that most people would rather know something than not know. Curiosity survives as a stronger drive for some than for others. Some students who don't work hard at school or college gain tremendous satisfaction from gathering information about some outside interest, and become expert in their chosen field.

Row 6 contains the statements that a knowledge-seeking person might make. *Can you see why? Can you add any?*

The knowledge-seeking person will gain great



satisfaction from becoming an expert in his job, or an authority on his subject. He will find work frustrating where he is not told what is going on, or what contribution his work is making to the overall enterprise, or where there is nothing very much to think about or learn. There are jobs which are closely concerned with information and discovery. *Can you think of any?*

### 7 An aesthetic person

'Beauty', they say, 'is in the eye of the beholder'. So every baby will reach for the colourful or sparkling toy and every child prefers 'nice' clothes to 'nasty' clothes. Most adults like to be in attractive rather than unattractive surroundings, and would rather listen to pleasant sounds than nasty noises. The aesthetic person has a keener sense of what is beautiful in art, music, literature or his surroundings. He may not have the ear, eye or hand of the musician, artist or writer, but he wishes he had and may work hard to achieve skill in one or other of these 'aesthetic' pursuits.

The statements which an aesthetic person is most likely to make are in row 7. *Can you see why? What statements can you add?*

He will get satisfaction from his work if he can use an artistic skill in it, or work with the artistic productions of other people. He will want to work in pleasant surroundings, since anyone who appreciates beautiful things will find it unpleasant to work in an ugly, noisy or unattractive place. *What jobs can you think of which would appeal to such a person?*

### 8 An achievement-seeking person

Adolescence is the time when we first feel keenly that there is something special about being 'me'. It is often the time when we most fervently hope that we might achieve something great, 'become somebody', 'make something of ourselves'. The fact that the achievement-seeking person may not do the things better than others does not rob him of that feeling. It just makes it hard for him to talk about it. He will try to develop some talent to the limit. The achievement-seeking person goes out of his way to prove himself. He need not be interested in the applause he gets for success or in the feeling that he is influencing other people by it. He gains his own private satisfaction, and that is enough.

Row 8 contains the statements that such a person is most likely to make. *Can you see why? Can you add any?*

Such a person will want a job that he can do well and will work hard to succeed in it. He will find repetitive work boring because there are no new challenges to overcome, unless he has the scope to improve his performance of the same old repetitive task. He may want a job where there are clear ways in which he can measure his own achievements — like professional qualifications, or accessible promotion ladders. There are jobs which have special opportunities for challenge, self-development and achievement in them. *Can you think of any?*

Now that you have had a chance to consider more closely the sort of values that different people can experience, have a look at the pictures below and see how, in one situation, different people will see different things that are important.

### How well do you know yourself

Inside everyone is a little of each of these eight values. Differences between people come from the importance they attach to them. It depends on their personality, upbringing and experience in life. One person may not agree with another's values because of these differences, but all values are valuable. It is just that each person finds some more valuable than others.

Now that you have done some more thinking about people's values and needs you may want to change your own assessment of yourself on *Worksheet 2*. There is room for you to do that, if you wish.

But remember *Worksheet 2* is only a questionnaire, there is nothing 'magic' about it which guarantees that it will work well for you. So, before you leave it, think about the people described below. They all had difficulty making use of *Worksheet 2*. One of them may be a bit like you.

*Isabel is a changeable girl. When she feels good, she enjoys people's company, works hard and thinks clearly and honestly. When she did Worksheet 2 the first time she felt good and came out with one set of values. But when she read the section on 'Eight values' she felt 'bad', and reworked her way through Worksheet 2, completely changing it. Now she has to decide which of the two assessments she can trust more, which is the real Isabel?*



Take Peter. While doing Worksheet 2 he had an uncomfortable feeling that it was not really about him at all. The sentences about study, social life and opinions were not the kind he would himself have used. He was unconvinced that they had anything to do with him. So when he read the section on 'Eight values', he made quite a different list of statements for himself. No questionnaire can offer a wide enough range of options to pick up all the subtle things in human personality. For Peter, the statements did not fit his life pattern at all well. So he decided to place more trust in his own version of it.

Charles has a very strong desire to achieve something extraordinary in his life, to accept the challenge of difficult tasks, and to compete against others. But, unless you knew him really well, you wouldn't realise this, because he keeps all these feelings deep inside himself. He is afraid of showing them because he is afraid that if he tries to make something of himself, but fails, that would be worse than not trying at all. So he sits on his feelings. He didn't tick any of the achievement-value statements in Worksheet 2. But he knew that they were important to him really.

In some ways, he is like Angela. She enjoys other people's company, but is afraid to say so, as she is afraid of being let down. She thinks that if she acts too friendly, and lets too much of herself be known, she might be hurt. Better to keep herself to herself, and not let other people know how much she needs them. So she didn't tick any of the social-value statements in Worksheet 2, although she knew these were what she really wanted from life.

Christine had a strict upbringing. Her father is strong-minded and always makes the important decisions for her. He loves her, she loves him. But she knows that she has to keep her place at home. But she can think for herself and she knows it. She is just as strong-minded as her father, she wants control of her life, to make her own decisions and to have responsibility. But she feels guilty about these feelings, because of her upbringing. So she didn't tick many of the influence-seeking statements in Worksheet 2, because she thought that people like her father might think she was aiming too high in wanting responsibility.

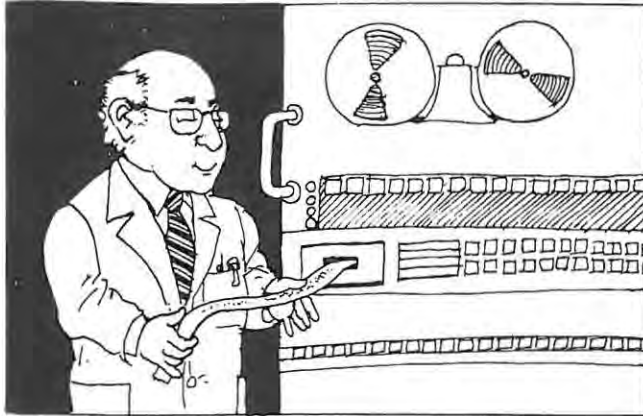
Cliff is on a course in a high-powered educational establishment where all the emphasis is on academic achievement, book-learning and education for education's sake. While there, he can go along with that thinking. But Cliff has been brought up to be more practical and down to earth. He believes that education is not worth a light unless it helps to pay the bills. For him, success in exams is money in the bank, not academic achievement. But when he came to the practical value-statements in Worksheet 2 Cliff passed them by.

It is all too easy to make mistakes in making self-assessments.

- People change.
- Questionnaires never ask enough questions.
- People sometimes deny what they know to be true.
- Sometimes — especially under pressure from outside — it is hard even to know what is true.

Isabel, Peter and the others could easily make mistakes in their self-assessments. You want your career planning to be based on the best assessment of yourself that you can get. Think about it carefully and revise it as many times as you need to — now, and later.

# Values and needs at work



People work hard at what seems worthwhile to them. When people fail in a job and change to something else or get the sack, it is *not* usually because they haven't got the ability. Most people have the ability to do their job. Failure in a job is more often caused by boredom, a feeling of pointlessness, or a feeling that it is worthless to work hard. Will you be able to express in your work the values and needs which are most important to you? It's one thing to say you have personal values that are important to you. It is quite another to find those values reflected on the 'vacancies' noticeboard outside a factory, or in the files of the Careers Service or Job Centre.

## A survey of job values

This section is concerned to see whether there is a way in which you can relate your values to possibilities for your future career.

Look at *Worksheet 3*. As you can see, the statements there are not about people, they are about work. But they are arranged in the same eight rows that we used to look at people's values. What we are examining now, then, is value in jobs.

While you were reading the section on 'Eight values' you were asked to see if you could make lists of jobs which might offer some satisfaction to each of the types of people described there. Take those lists now and see if you can enter the job titles on the right of *Worksheet 3* so that the statement on the left belongs to the job title you have entered against it. Ask yourself — would a worker in this job be able to make this statement about his work?

As you can see, you can put more than one job title against each statement. You can also, if you wish, put one job title against more than one statement.

You may have some job titles which you think ought to go in one of the eight sections, but there is no statement there which corresponds with that particular job. If that is the case, try to write a statement which does correspond with the job, and enter the job against that statement. When you start doing that you are, again, beginning to write your own questionnaire —

and that is good. If necessary you can make room for new statements by crossing out any that you are not using.

It is important to remember that there is no completely 'right' or 'wrong' way of doing this survey. You will find in discussion that other people's surveys will be different because they concentrate their attention on different aspects of a job. *It would be useful to talk over with others how they have done the survey, compare their approach with your own, and if you want, extend or change your own lists.*

When you have finished writing in the job titles on your own lists it might be useful to have a look at those on the list below and see if you can find one or more statements that fit each of them.

Accountant	Laboratory technician
Auctioneer	Librarian
Barrister	Painter and decorator
Bank official	Policeman
Career adviser	Portrait photographer
Computer operator	Post office clerk
Deep-sea fisherman	Psychiatric social worker
Draughtsman	Quantity surveyor
Engineering technician	Radiographer
Fire service control room operator	Shop assistant
Funeral director	Silversmith
Garage receptionist	Soldier (infantry regiment)
Hairdresser	Solicitor
Hotel receptionist	Storekeeper
Journalist	Taxi driver

Some of the jobs you know about. Others you can find out about by looking them up in a careers library or by talking to someone who has done that kind of work.

When you have completed the survey of your own lists of jobs and the one given here, you will have, on *Worksheet 3*, eight groups of job titles; each group shows jobs which appear — to some extent anyway — to be offering some kind of satisfaction to a set of job values. It is quite possible that in some of the eight



groups, one job title may appear more than once; and that may mean that that particular value can be found in that particular job to a marked extent.

In any event you will want to do some checking. And later in *Decide for Yourself* there are some exercises which will help you do that.

Meanwhile make a note at the bottom of *Worksheet 3* of the jobs which you would especially like to learn more about. They may be jobs which are in value — groups which you know to be important to you.

There is nothing to stop you coming back to *Worksheet 3* from time to time to add new job titles to it. The more job titles you survey, the wider the net you are casting in your search for a job that will offer something that you find personally valuable.

### The right job in the right circumstances

You may have found in talking to others about *Worksheet 3* that different people had different ideas about how the jobs should be analysed. That is inevitable. Jobs are very complicated things to think about. They are made up of a lot of different bits of *activities* and *circumstances*; and, because people are different, they concentrate their attention on different aspects of jobs.

*You can test this for yourself by taking any job title and asking a group of people to list in order the five most important things for a prospective employee to know about that particular job. You will get different lists and different orders. There are no 'right' answers to such a question; only answers that are important to some people and other answers that are important to other people. What is essential is that you find the kinds of answers that are important to you.*

One question to think about is this: how much attention do you want to pay to the actual content of the *activity* in the job itself; and how much attention do you want to pay to the *circumstances* in which the work is done?

This section is going to concentrate on thinking about the *circumstances* in which work is done. Here are some of the kinds of circumstances you might want to consider:

#### 1 The setting

The same job can be found in different settings. A waiter can work in a large hotel or a local restaurant. An engineering craftsman may work in a large factory or a small workshop. A shop assistant may work in a city department store or in a small shop in the local High Street. Settings can therefore be grand or ordinary, impersonal or personal, far away or nearby.

*Can you think of any other important differences between the settings of a job which might be important to know before you filled in the application form? What kind of settings would be most attractive to you?*



#### 2 The branch or department

Most occupations can have a number of branches. You could be an engineering craftsman in an electronics branch or in a mechanical branch of the work. Selling flowers would be quite different from selling hardware. The merchandise would be different, so would the customers. Doctors, teachers, lawyers can all specialise in particular branches of their professions. So can policemen, lorry drivers, farmers and most other workers you can think of.

*Can the job you are most interested in be divided into branches? Which branch is the one that interests you most?*

#### 3 The level

Talk to a group of people in the same occupation and you will find that they have different qualifications, training and experience and different levels of seniority.

Some people will tolerate what to them are the lesser satisfactions of being a bank clerk for the sake of enjoying later what for them will be the pleasure of being an influential bank manager. But a bank manager may look back on his days as a teller, dealing with customers and fellow workers in an informal and undemanding way, as the happier part of his career. Most people would value seniority for the better income and improved security and enjoy the more demanding responsibilities it brings.

*In what ways does a job get better as you get more senior? In what ways does it get worse? How much promotion can you expect to get in the job you are most interested in? What differences will it make to the way you feel about the work?*

#### 4 The employer

The same work can be found with more than one employer. The type of employer can make a great deal of difference to how much you enjoy your work. It is not much fun working for a firm which is on the verge of collapse if you have a family to support or are trying to save to buy a car. Some people get more satisfaction from working for a big international company, especially if they enjoy showing off a bit. Your employers will look carefully at your qualifications as an employee. Be sure to look just as carefully at their qualifications as employers. They might not suit your requirements. In a sense, you have more at stake than they.

*What is it that you are looking for from your employer? Are there employers like this in the field of work in which you are most interested?*

### 5 The life-style

The circumstances of a job spill over into private life. A person's workmates and colleagues influence his life away from work. In a sense, none of us gets away from our work. It becomes part of our personality. It can influence the friends we make, what we do with our spare time, even the relationship within our families. The off-the-job life-style of a solicitor is likely to be different from the off-the-job life-style of a deep-sea fisherman. The hours, shift work, social obligations, living in a particular locality and many other things are part of the circumstances of a job and can make a great difference to job satisfaction. One important off-the-job consequence which has important influences on life-style is how much money the job pays.

*Can you think of any other off-the-job consequences that a job can have for a person? What are the off-the-job consequences of the sort of work in which you are most interested?*

Every job has its own set of circumstances, and the circumstances can be a very important part of the job. For some people they are the most important part. Those people may not be too worried about what sort of work they do, but they care very much that the setting is friendly or the employer is secure or the money is enough.

Look again at *Worksheet 3* and you will see that some of the statements about work there have more to do with the circumstances in which a job is done than with the actual content of the job activity itself. Now that you have had a chance to think a bit about job circumstances you may be able to add some more statements about job circumstances that are particularly important to you, and use them as a way of re-sorting some of the job titles in the right-hand columns.

#### People choosing jobs

Below is a series of situations in which people have to choose. In each, the choice is not between one type of job and another but between different circumstances in which the similar jobs can be done. Sometimes it is in different settings, sometimes in different branches or departments, at different levels of entry and with different employers.

No choices, however carefully made, are foolproof. There are no guaranteed 'right' answers. But it is usually possible to say that one choice is more likely to be successful than another.

Look at the situations, think about the people who have to choose and then ask yourself these questions:  
*How would I expect that person to choose?*  
*Would that choice mean that the person would be more likely to stay in the job? be happy in it? work hard at it? succeed in it?*  
*How would I choose?*

#### Alan

*Alan is 16 and is on an examination course at school. He is above-average in most of his subjects, has always enjoyed science, likes finding out new things and tinkers with old televisions and transistors in his spare time. He is also sociable and likes to give a helping hand when he can. He wants to be a television maintenance technician and two television rental firms have offered him apprenticeships. One*

*is in a large maintenance workshop which strips and rebuilds faulty sets, the other assisting a qualified technician who goes to people's homes to examine faulty sets, put them right if he can, and replace them if he can't. Part of the job is getting the customer to explain clearly what the problem with the set is.*

*Alan's self-assessment of values is like this:  
 'The most important values for me are:*

	Scientific	Social	Practical
Revised:	Social	Practical	Scientific
Revised:			

#### Anne

*Anne is 16 and on an examination course at school. Though she is well above average ability she can expect to do really well only in art and needlework. She could do better in other subjects if she were to stay on and work hard. But she likes to spend her evenings with her friends and doesn't do much homework. She has two chances for training in hairdressing, the work she has chosen.*

*One job is in a 'posh' town salon that specialises in creative styling. They would send her to college one day a week. To get it she must remain at school for another year to get a higher qualification, and her parents want her to stay. The other job is with a firm in the High Street. It is a good business and the training is adequate but most clients would not want particularly 'creative' styling. There is a friendly atmosphere and she knows some of the girls who work there through her Saturday job there.*

*Anne made her self-assessment of values like this:  
 'The most important values for me are:*

	Practical	Social	Security
Revised:			
Revised:			

#### Jim

*Jim is doing a non-examination course at school. He is not the most intelligent person in the world but he does have a certain independence of mind. He is a 'loner' and likes the feeling of adventure in challenges that other people avoid. That's why he goes motor-cycle scrambling. He has two chances with a local building firm. One is with 200 other men making pre-cast concrete building parts, where a lot of his friends work. The other job is with a smaller unit mostly of older men, specialising in demolition. It is dirty work and can be dangerous.*

*Jim assessed his values like this:  
 'The most important values for me are:*

	Achievement	Practical	Influence
Revised:	Achievement	Practical	
Revised:			

### John

John is doing well enough on an examination course for 16-year-olds who are above average, and plans to be a motor mechanic. His father works for a large motor firm and could put in a word which would probably help him get an apprenticeship as a trainee technician. The same firm has another factory 15 miles away, specialising in high performance cars which John is very keen to work on, and he has been offered an apprenticeship there.

John sees his values and needs like this:  
 'The most important values for me are:

	Attention	Achievement	Scientific
Revised:			
Revised:			

### Mary

Mary is 18 and completing an advanced chemistry and biology class. She is one of the most sociable people in her year, often the centre of attention, cheerful and well liked. She has applied for a three-year diploma course in dietetics and hopes to get a job in a hospital, working out diet sheets for patients who need special diets as part of their treatment. The scientific side of the job does not attract her but she is interested in cookery and feels that this career fits her qualifications well. She enjoys thinking out new and unusual meals and likes to help her mother entertain friends. Her scientist father is encouraging her to take up dietetics and so everything seems to fit. But her college pamphlet on dietetics also has details of a diploma course in home economics. The qualifications are a bit below the standard she knows she can reach, but she is interested in the work of a cookery demonstrator. Her father is against this, saying it is not a practical and useful enough job for a girl of her ability.

Mary assessed her values like this:  
 'The most important values for me are:

	Scientific	Attention	Aesthetic
Revised:	Attention	Aesthetic	Practical
Revised:			

### Pam

Pam is doing an advanced geography and art examination course for 18-year-olds. For family reasons she must start work this year and has been offered a place in the local authority's planning department. The work interests her because it is about the use of land for homes, factories and social facilities, without spoiling the natural and architectural beauty of the area. At her interview she was advised to study part-time as an architectural technician or for the examinations of the Royal Town Planning Institute. In the architect's section she would work with drawings and models. But she could never be head of the department because that job goes to a trained architect. On the planning side she would learn how to deal with officials in other departments. It is a talking, liaison and administration job with more chance of promotion.

Pam sees her values like this:  
 'The most important values for me are:

	Aesthetic	Influence	
Revised:			
Revised:			

### Kevin

Kevin is applying for university entry to read social studies. He is interested in people and group behaviour and is looking forward to studying in some depth a subject which he has little chance to study at school. He might research later on and has considered applying for a lecturing post after university. Reading, studying and satisfying his curiosity about things is something which gives Kevin satisfaction. He is not only a thinker, but an active and leading member of a local voluntary service for deprived families. When asked by his careers teacher if he had considered social work he said it had crossed his mind but he had always thought of it as 'women's work'. Kevin is interested in two distinct types of social studies course. A sociology course would lead him to study the place of the family, class structure and political institutions in different societies, just what he is interested in. A social administration course is more practical, providing information about the social services available in this country. Though he finds the content of the social administration course less interesting, he is attracted because he could train as a social worker.

Kevin sees his values like this:  
 'The most important values for me are:

	Security	Social	Security
Revised:	Social	Scientific	Security
Revised:			

### Sorting out the values in a job

This section is designed to give you an opportunity to take a close look at a job of your choice, the job which you are most seriously considering. It might be one of the jobs you specially noted at the bottom of the job survey (*Worksheet 3*). If you cannot think of a job that you want to analyse at this stage, a look at the jobs listed under 'Values' in the Appendix to this book might give you some ideas.

The sorting-out is done on *Worksheet 4*. After you have written the basic information about the job and the qualifications it requires, you should fill in the spaces on the analysis to give information about the value satisfactions it offers — both those from the work and from the circumstances in which it is done. The list of statements on *Worksheet 3* will give you some starting points and some can be copied into the analysis. But you will be able to make other statements as you get to know the job. By thinking about the statements you will be able to say what sort of values they represent.

You can find out about the job by looking at the material in the careers library or resources centre. Remember that employers' pamphlets make a job look



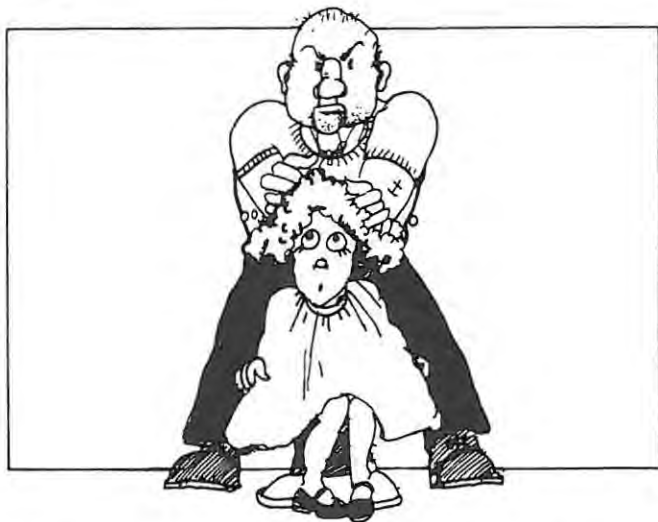
as attractive as possible, so read critically. If you have a chance to talk to someone who has done the job, and maybe to ask that person questions based on *Worksheet 4*, this may be valuable. There is a space at the bottom of the analysis for information which does not easily fit into its other parts. You could also use this space to write a summary of what the job involves.

When you have finished your analysis, look through it again and underline the statements which you feel are particularly important parts of that job, because they occur many times in the job or are an inescapable part of it. When you have studied a job in detail you should be able to say whether it offers the kind of value satisfactions you are seeking. How far do the kinds of values which you have noted in this job correspond with the values that you noted in *Worksheet 2*? *Is this a job offering you at least some part of what you are most looking for in life? Would you get real satisfaction from this kind of work, in the circumstances in which it has to be done? Is it the kind of job you would work hard at because it has elements that are important to you?*

This is the first worksheet in *Decide for Yourself* which is designed to give you an opportunity of having a really close look at a job. You can make an analysis of more than one job if you want to.

But this is not the last opportunity you will get to analyse work closely. There are later worksheets which are designed to help you look at work in other respects. By filling in the Workbook you will gradually build up a detailed picture of the jobs that are of most interest to you.

# Qualifications, abilities and skills



You have been thinking about what you want from your work-job satisfactions. Now your attention is turned to what it is that your job will want from you — job demands. They include qualifications, mental abilities and physical qualities and skills.

## What will be your level of qualification?

The commonest mistake in estimating success in examinations is to make a simple comparison between the marks gained at school in different subjects. Look for example at Fred, who got the following marks in his last school examination: English 83%; mathematics 45%; science 51%. *Can you tell which subject he is most likely to succeed in?*

### *Fred's teaching groups*

In Fred's school, English is taught in 'sets' and Fred's set is the slowest moving in his year, with only one or two students entered for the examination next year. *Does that make any difference to your guess about how Fred will do in the exams?*

### *Fred's class mates' marks*

Fred is in a middle set in mathematics and they will all be entered for the examination. The highest mark in the set was 49% and the lowest 15%. *What do you think of Fred's chances now?*

### *Fred's effort*

Fred has a soft spot for the English teacher and always works hard for her. He has not worked very hard in science but he wants to be a technician and he knows he must work harder now and his teacher knows that he can do better in the subject. *Which subjects do you think Fred is most likely to succeed in now?*

To properly assess chances in examinations, you must consider three sets of facts:

1 *What sort of teaching group am I in?* (Is it preparing for a particular examination level or is it a 'mixed ability group' or what?)

2 *How do I rank in relation to the other students in*

*the group?* (Am I in the upper third, the middle or the lower?)

3 *Will I improve my performance to succeed in the examination?*

*Worksheet 5* sets out these questions. Before completing it, try talking to your teachers. There are spaces for each of the subjects you are studying. It is completed by shading in the squares next to statements which do *not* apply to you in that particular subject. Doing it this way it means as you get nearer an examination, so you can narrow your predictions by shading in more squares. The *unshaded* areas will be those which you feel correspond to statements which apply to you.

*Worksheet 5* therefore sets out the 'best guess' you can make on your examination success. If you intend to leave school or college after this, then this is your likely level of leaving qualification. Certain jobs at this level of qualification will open up to you and most others will close. In any study that you make of occupations you must make a note of entrance requirements.

There is room on all the job analysis Worksheets to do that. There is little point in studying jobs for which you have no hope of qualifying.

But it is well worth remembering that there is often more than one way to qualify for entry to a particular job. Some employers use their own entrance tests as an alternative to asking for examination results. And some employers accept entrants at more than one level of qualification, and give the entrants at lower levels longer training programmes. So do not assume that the statement of entrance qualifications that you find first is the only possible way of getting into that particular job. You may be able to find another route in.

Another thing to remember is that many of the higher professions, for which the qualification requirements are beyond the reach of most people, have brother-professions which recruit at lower levels of qualification. Do not assume that because you cannot gain entry to medical school, you can do nothing in the field of health and hospitals.



Because you cannot train as an architect it does not mean that you can never work in an architectural drawing office. A careful search of the classifications index of your careers library will often give you the names of trades and professions closely related to higher professions for which you seem unlikely to qualify.

### Eight mental abilities

Looking at educational achievement is one way of assessing mental abilities, but not the only one. A lot of mental ability in the world does not show itself in achievement at school or college.

#### Jane

*Jane is intelligent but doesn't enjoy her school work. She goes to school to see friends, not to work at lessons. She can't remember the date of the battle of Agincourt but she knows the day, time and place where her favourite pop guitarist was born and can give an interesting and intelligent account of the last folk festival she attended.*

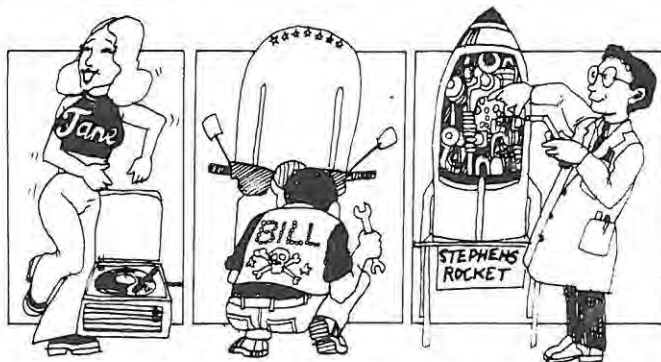
#### Bill

*Bill doesn't read or write well but can take his motor scooter to bits and put it back together again. If his father's car isn't running well, Bill is usually the first to notice the fault and suggest what the trouble might be.*

#### Stephen

*Stephen does well enough in his A-level science course but his real flair is for having new and original ideas. He is an accomplished amateur inventor and some of his inventions work! But examination work at college doesn't give him much scope for using his imagination.*

Jane, Bill and Stephen all clearly have ability, but it has not shown up at school because they don't or can't use it there. If you are thought to have a good intelligence — sometimes called a high *intelligence quotient* or *IQ* — then you are expected by some people to cope with all kinds of problems and do well at all subjects at school. Those people might also assume that because a person is not doing well at school, he is not intelligent. Views like this arise because people think of intelligence as a single thing, and also because people sometimes forget that you need both the right abilities and the desire to do well at school. Working has to be worthwhile.



But you can also think of intelligence as a *series* of abilities, making it easier to see how a person can be good at solving arithmetical problems, but incapable of good English comprehension. Below is a series of questions to ask yourself about your mental abilities. This is *not* an intelligence test and will not give you a reliable estimate of your intelligence. However, it may help you to think about where your mental strengths and weaknesses lie. Some of the abilities are closely

linked to subjects which you may be studying at school or college. Numeracy, for example, has close links with achievement in mathematics. Other abilities, like memory, are important for almost everything you study. The questions are about the way you use your abilities in your spare time and at school. You may be able to see abilities you have not shown at school, either because you have chosen not to use them or because you have not had the opportunity to use them.

One important word of warning. Making a self-assessment of your abilities is not a substitute for using examination success to prove your abilities to employers. You cannot become a professional accountant or a computer programmer just because you can *tell* your employer that you are numerate. He will need more evidence than your say-so!

#### 1 Can you understand words?

Verbal comprehension is the ability to 'take in' accurately the meaning of written and spoken words. How well do you comprehend speech and writing? Do you attempt 'difficult' books? Do you usually understand what you read the first time? Can you distinguish the meaning of words with closely similar meanings? Do your hobbies or interests involve a great deal of reading?

At school do you do well in subjects which require a great deal of reading? In English classes are you good at 'comprehension' and 'precis'?

Are you good at foreign languages? Do you notice differences of writing style? Do you allow for the context of a word when interpreting its exact meaning? Do you feel at home with words?

#### 2 Are you fluent?

Word fluency is the ability readily to 'give out' your meaning in the right words. Do you enjoy talking because you know you do it well? Do you have the ability to argue or persuade? Are you a good talker and rarely lost for a word? Are you a good letter-writer? Can you solve anagrams and crosswords quickly? Can you make your meaning clear in essay-writing and class discussion? Have you ever had to talk yourself out of a tight situation? Or to persuade someone to buy something? Or perhaps to act as a disc-jockey at a party? How well did you perform? Can you write poetry?

#### 3 Are you good with numbers?

Numeracy is the ability to understand and express ideas by way of numbers, although just being good at arithmetic or at remembering mathematical formulae is not necessarily an indication of how numerate you are.

Do any of your hobbies or interests involve the use of complicated mathematics? Do you understand statistical tables, accounts, sporting odds or technical data? Do you cope well with decimal, centigrade and metric conversions? If your family or friends want to know how to solve a complicated problem, could they ask you?

Do you do well in subjects where calculation is important, such as science, economics or technical and practical subjects? Are you better at mathematics than at most other subjects? Are you at home with numbers?

#### 4 *Are you good with shapes, diagrams or objects?*

Spatial ability is the ability to understand two- or three-dimensional shapes or objects. It is a mental ability and should not be confused with being good with your hands.

How much spatial ability have you? Do your hobbies or interests require the use of complicated diagrams, maps, drawings, or the dismantling and re-assembling of objects? Can you interpret a dress pattern on a sheet of paper so that you can visualise what the dress will look like when it is made up? Are you mechanically minded? Can you see how a complicated mechanism works when it is not moving? Are you good at puzzles where you piece together or disentangle shapes or objects? Do you have a good sense of direction?

Do you do well in subjects requiring spatial ability, like geometry, art, technical and practical subjects, physics or physical geography? Can you visualise the shape of the countryside from its representation on a map by contour lines? Can you interpret technical drawings in three dimensions? Can you represent your own thoughts diagrammatically? Do you feel at home with information presented in the form of maps or diagrams?

#### 5 *Do you remember well?*

Memory is the ability to retain and recall material from the past. Even if you have a good memory you may find it operates better in certain areas of thinking. You may have a good memory for faces, dates or mathematical formulae. But your memory for written material may be poorer. How good is your memory? In your hobbies and interests do you remember more facts and figures than other people with the same interests? Can people turn to you if they want recall of an out-of-the-way piece of information? Do you remember telephone numbers, people's names and faces or what happened on the third day of your last holiday? If you are asked to take a message, can you remember it without writing it down? Do you remember what you have read? Can you remember things which do not interest you? Can you 'mug-up' to pass examinations in subjects that you do not understand well? Can you rely on your memory?

#### 6 *Do you notice things?*

Perception is the ability to notice things in detail, and should not be confused with good vision or hearing. Like memory, good perception can operate differently in various areas of thinking — in written or spoken material, numbers, shapes and diagrams or objects.

How perceptive are you? Do your hobbies or interests demand close and accurate observation of details? Do you notice quickly if something is wrong? Have you an eye for detail? As a road user, can you constantly check your speed, road conditions and traffic signs and do you find you can act on the important bits of information? Can you pick out the face in the crowd or the number or name on a list that you are looking for? Are you good at puzzles requiring close observation? Do you notice important details in subjects which other people miss? Can you pick up the vital information from a general presentation of materials.

#### 7 *Are you good at reasoning?*

Reasoning is the ability to move surely from the known to the unknown by taking what is known and then drawing conclusions logically. Like memory and perception, it can operate with varying degrees of efficiency in areas such as verbal, numerical or diagrammatic reasoning.

Are you logical and can you solve logical puzzles? Do you know when a statement is logical? Can you follow and re-assemble the clues in a 'who-dun-it?' story, so you know who did it before you reach the end of the book or play? When you hear people's opinions, can you draw reliable conclusions about their unspoken, underlying beliefs? Do you see quickly when people contradict themselves? Are you clear headed? In science lessons can you see how general scientific conclusions follow logically from a large number of separate and minute observations? Do you understand how algebraic methods can help you to solve a range of unrelated problems?

#### 8 *Are you original?*

Originality may or may not be closely related to intelligence. No one is sure. But it can be important to career planning and so it is included here. It is the ability to produce a flow of new and useful ideas. As with memory, perception and reasoning ability, a person's originality may operate better in some areas of thinking than in others. You may be original in the use of words, numbers, shapes and objects, or pictures.

Are you original? Do your hobbies or interests involve creativity? Can you usually come up with new ideas for doing things? Are you unconventional, inventive or creative in your dress, interests or ideas? Do you enjoy new ideas in music, literature or art? When you come across a new scientific or technical development, can you often see a wide range of applications for it? Are you prepared to stand by your original opinions?

Can you write essays, draw pictures or set up experiments or calculations which are not imitations of other people's work? Does your best work have an unusual quality about it? Can you usually think of more than one way of looking at a problem or answering a question? Do you sometimes give good and unexpected answers to questions? Do you sometimes feel that a given 'conclusion' may be only one of a number of possible conclusions? Are you ready to consider unusual or apparently unobtainable solutions to a problem?

#### **What are your mental abilities?**

Reading about mental abilities will not help you to assess your general level of intelligence compared with that of other people. But it might help you to begin to work out where your personal mental strengths and weaknesses lie. In *Worksheet 6* there is room on the left for you to write in, under each of the eight headings, the things that you do best — at school, in your hobbies and in your social and leisure life — which indicate where your mental strengths might be. There is also room on the right for you to write in the things you do least well. Do not worry about how well you do



things compared with other people. Put down the things that are your personal best things and worst things. Read — and if necessary re-read — the description of the abilities in the last section. Think carefully about the abilities that you show in your daily life. Then write at the bottom of *Worksheet 6* your strongest abilities. If you think honestly about your abilities — and you can if you try — then you will achieve a rough-and-ready assessment of your mental abilities which you may very well want to take into consideration in planning for your future career.

But remember, this is not a psychological test. There are such tests, and if you want to check your assessment of one or more of the abilities, your careers teacher, counsellor or careers officer may be able to arrange for you to take the appropriate test.

Refer to *Worksheet 6* again when we begin to discuss occupational abilities later in *Decide for Yourself*.

## **Physical and health considerations**

All jobs make physical as well as mental demands, and this is as true of an office job as of a physically strenuous job. It is not possible to set out here all the physical demands which a job might make. But some general comments and questions might provoke some thought about this.

### *1 General health*

Is your general health good? Are you rarely absent through illness? If your health is unreliable, would you be risking it by taking on strenuous, exhausting work, with long hours, weekends or shifts, or work where you were exposed to the weather?

### *2 Height*

The police and the Forces have minimum height requirements and in other jobs you need to be fairly tall. But if you are under school-leaving age, you may still be growing. So you should wait until the last moment before deciding that you cannot do certain jobs because of lack of height.

### *3 Breathing*

Is your breathing clear? Are there no recurrent disorders of the chest? If you are at all 'chesty' you know how uncomfortable you would be working in heavily polluted or damp atmospheres.

### *4 Skin*

Is the skin on your hands usually clear? Do you have any allergies? If there is any possibility that your skin could become irritated by certain materials, such as chemicals, detergents or metals, you should rule out certain careers which involve handling them. You might not be allowed to handle food either.

### *5 Speech*

Is your speech clear and distinct and is your voice easy to listen to? If a job involves a lot of talking then indistinct speech is a serious problem.

### *6 Hearing*

Is your hearing good? If your job involves listening, it is obviously important to be able to distinguish sounds clearly, whether directly or over the 'phone.

### *7 Strength*

Are you strong and can you lift heavy weights? Can you stand for a long time without becoming tired? The exercise in a strenuous job will undoubtedly develop your strength, but if you do not readily put on muscle, perhaps you should avoid jobs which need physical strength.

### *8 Reaction time*

Are you 'slow-on-the-draw'? In some jobs you would have to react quickly to an emergency. For many of these you would be tested before you were given the job. Reaction time is difficult to measure without special equipment. But you may have some impression of your reaction time from the way you play ball games, drive (or play snap!).

### *9 Vision*

Is your vision good? If you wear glasses and can see well in them then you probably have no problem. Colour blindness can be a problem and there are various types. For some jobs you will be tested before you are accepted. Colour blindness can be a problem in some branches of the electronics and chemical industries.

### *10 Dexterity*

Are you nimble-fingered? Practice helps most people, but if you are unlucky enough to be unable to make your fingers do exactly what you intend, jobs involving delicate assemblies or keyboards may not be for you.

### *11 Co-ordination*

Are you clumsy? If you suspect that you are, you had better not take a job in a china shop, or anywhere where well-controlled movements are vital.

### *12 Appearance*

The 'Should boys have long hair?' and 'Should girls wear trouser suits?' controversy has nothing to do with this question. It is about whether you have a pleasing, clean, tidy appearance. Would your appearance put off customers, colleagues, clients or bosses with whom you would work?

If you have to choose between adjusting your appearance to your work, or your work to your appearance, presumably you will not need to take advice on this. But if you find that being well-groomed is a bore, then you should face the fact that, in a job involving meeting lots of people, they might not be very pleased to meet you.

*Worksheet 7* sets out the 12 main physical and health aspects relevant to choosing a job. There is room for you to make notes about your own physical strengths and weaknesses which you want to take into consideration in choosing a career. Write down anything about any of the headings which you feel is important in your career planning — either because it is a great asset that you want to use in your work, or because it is a problem that you want to take account of by avoiding some kinds of work.

You can improve some of these aspects yourself if you need to. Others you can improve with medical or other professional help, but there are some things which cannot be changed. If you are concerned about any particular aspects in this assessment, you might

seriously consider contacting the school medical service or your doctor, or there may be a teacher or counsellor with whom you could talk over the possibility of getting further help.

At the bottom of *Worksheet 7* there is a place where you can summarise the physical and health aspects of your career planning.

### Short-listing job titles

We have been considering eight different kinds of demands that a job can make on a person's mental capabilities, and twelve different kinds of demands that it could make on his physical capabilities — twenty job demands.

There may be — among that twenty — some mental abilities or physical strengths which you assess yourself to have and which you would like to apply to your career planning a bit more closely. So you need to get some lists of jobs that look as though they might call upon those particular abilities. You could probably make some guesses yourself about what some of those jobs might be. But it might also be useful to get into a discussion with a group and *ask everybody to see what jobs they can think of which would call on each of the twenty abilities listed on Worksheets 6 and 7*. That way you will get an opportunity to consider job titles that you might not have thought of by yourself. It would be a good opportunity for you to get some information about those jobs — it's quite possible that somebody in your group has a relative or acquaintance who works in a job that you would like to know more about. You might even be able to fix a visit so as to find out even more.

But wait a minute. Before you do that, think back to *Worksheet 3*. That was about making lists of jobs that might *have something to offer you*. What you are doing now is trying to think of jobs where *you have something to offer*. Work is a contract. There will be something for you to take from the work, and something to give to the work. What you need is a list of jobs where both things happen — they are jobs you will find satisfying *and* jobs you can do well.

One way of getting the beginnings of such a list would be to take the job titles which seem to match the sort of mental and physical strengths you have, and use *Worksheet 3* as a way of sorting each of them into one or more of the value-sections there. That way, you may come up with a handful of job titles which might be satisfying and worthwhile jobs to you *and* might also be jobs for which you have the right kind of mental and physical qualities.

Those are the jobs that you will want to have a much more careful look at. They are jobs for your special short-list.

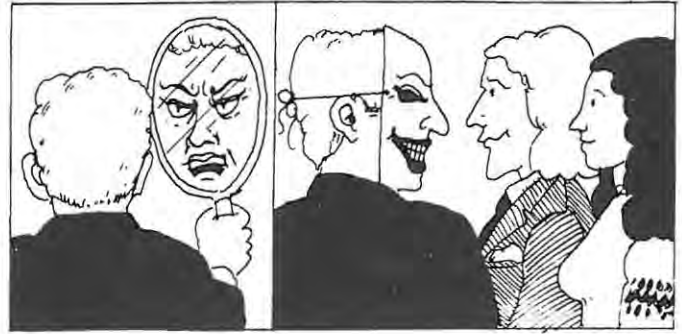
### Sorting out the demands in a job

You already have a way of looking in detail at the way a particular job can offer certain satisfactions. That was *Worksheet 4*. Now you can also have a way of looking carefully at the way a particular job makes certain demands. That is the next worksheet, *Worksheet 8*.

Find as many sources of information about the job you want to study as you can. The careers library or resources centre will have some material. There may also be somebody you can visit, or somebody who visits your school or college whom you can ask about the job. Using *Worksheet 8* as a rough guide, try to find out what the job involves and what sort of mental and physical demands it makes upon the people who do it. It may not make *all* twenty of the demands mentioned on *Worksheet 8*. But it will make some of them. The question you are interested in is — are the demands it makes demands that you can cope with?

If you want to carry on with the investigation, you could use *Worksheet 4* on the same job. This way you will be thinking not only about whether you can do the job, but about whether you will get any satisfaction from doing it. With copies of *Worksheets 4 and 8* you can carry out an intensive investigation into as many different jobs as you like.

# Personal style and occupational style



Remember Liz (page 2)? She said that she would base her job choice on what she thought would suit her personality. That is what this section is concerned with — personal style.

## You: as you see yourself

Look at *Worksheet 9*. It contains some of the statements that one person might use to describe another. The statements have been arranged in nine groups. *Can you see why they have been grouped together that way? Can you think of any other statements that might be added to any of the sections?* There is room to do that if it proves necessary.

Which of the statements on *Worksheet 9* could be used to describe you? Suppose someone who knew you well was describing your personal style to a stranger; which of those statements would you expect that person to use? Put a tick in column 1 against those statements. If you want to change any of the statements before you tick them — do so. If you would like to add some statements to one or more sections, so that you can tick those — do that too. That list of statements that you have ticked is the beginning of a picture of your personal style. We call it style because it is the *visible* you. When you were assessing yourself on *Worksheet 2* you were concentrating on your feelings, hopes and aspirations. They are things that other people may or may not be able to see. But in *Worksheet 9* we have another picture — the picture you are projecting for other people to see.

It would be useful to sit down with a group of people and ask everybody to say *what sorts of jobs they would expect to fit the personal styles represented by the nine sections in Worksheet 9*. There may be some more jobs you can short-list there.

## You: as others see you

The previous section was about the way you *think* others see you. To find out if you are right, show your self-assessment to people — relatives, teachers and lecturers, friends — who could say how far they agree with you. If they disagree, your personality is not coming over to others in the way you thought it was.

They may have seen more or less of you than you thought. To get the views of others, you should use columns 2 to 6 on *Worksheet 9*. They can tick in these columns the statements which they think apply to you. Then you will be able to see how far other people are getting the picture of you that you thought they were getting!

You may be flattered that other people have seen you in the way they have — or you may be disappointed. But before you get too happy or sad about it think about this: it may not be possible for one person to have all, or even nearly all, the styles described on *Worksheet 9*. It may very well be that we have to choose between styles. Perhaps choosing one particular style of behaviour means that another one can no longer be available to us. *Perhaps some of the styles on the worksheet amount to contradictions of some of the others — do you agree?*

In any event there is room at the bottom of *Worksheet 9* for you to make a note of any personal style that you would want to take special account of in planning for your career.

## A survey of matching and mismatching job styles

But before you try to use information about your personal style in relation to your future career, there is another question that it could be useful to consider. Look again at the descriptions of personal styles on *Worksheet 9*. *Supposing it were possible, do you think it would be a good idea if everybody could have all of these personal styles — all of the time? most of the time? sometimes? Or, on the other hand, can you think of some circumstances in which it would be unhelpful to have some of these styles? Is it, for example, always good to be active? careful? co-operative? dominant?*

It may not be possible for everyone to have all the styles on *Worksheet 9*; and it may not be desirable either.

Now think about jobs. There are jobs in which certain styles would be an advantage. *But are there any jobs in which certain styles would be a disadvantage?* Earlier in *Decide for Yourself* you carried out a survey of jobs — *Worksheet 3* — where you decided which jobs seemed to match up with different kinds of



personal values. The next job-survey — *Worksheet 10* — also works the other way round. What you are being asked to decide is which jobs match and which jobs do *not* match very well with these different personal styles. Mismatching styles would be where doing the job in a particular style could cause friction, conflict or even mean that the job would not be done very well.

There is room for you to add more statements to the list in *Worksheet 10*.

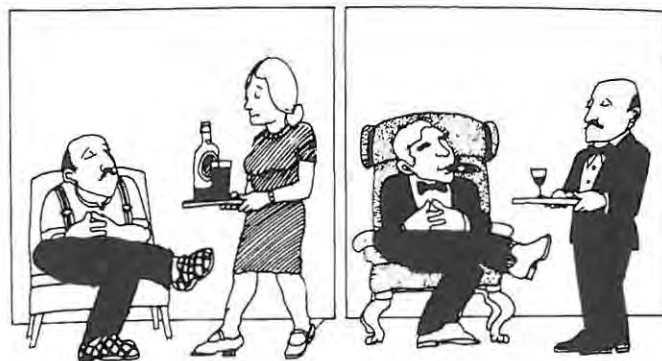
You could take all the job titles that you have so far considered in previous worksheets and re-sort them into both sides of *Worksheet 10*.

It would be useful to have a group discussion asking for *different people's points of view: then information about jobs could be used to see how jobs matched and mismatched the various statements*. For a starting point you could consider this list of jobs.

- |                               |                              |
|-------------------------------|------------------------------|
| Advertising executive         | Medical receptionist         |
| Airline pilot                 | Milk roundsman               |
| Air stewardess                | Miner                        |
| Air traffic controller        | Newspaper printing operative |
| Bus conductor                 | Nurse                        |
| Bus driver                    | Personnel manager            |
| Business manager              | Private secretary            |
| Buyer                         | Retail manager               |
| Cartographer                  | Salesperson                  |
| Civil engineer                | Security guard               |
| Customs officer               | Social worker                |
| Dispensing assistant          | Tax official                 |
| Factory inspector             | Teacher                      |
| Farm manager                  | Telephonist                  |
| Hotel receptionist            | Toolmaker                    |
| Information officer           | Travel agent                 |
| Management trainee            | Typist                       |
| Medical laboratory technician |                              |

As before, you can write in any job title more than once, and you can put more than one job against any statement.

What you will have is two sets of lists of jobs: one set will contain jobs that seem to match styles that you assess yourself to have. They will be jobs that you might want to put on your short-list. The other set will contain jobs that seem to conflict with your styles. They will be jobs to think about hard before you put them on your short-list. In any event you will need to do some checking. And that is what the next section is about.



### Sorting out the styles in a job

*Worksheet 11* is about taking a close look at the way in which a particular job matches or mismatches particular personal styles. On the left of the worksheet you can write in any statements about the job you study which match up with one of the nine styles we have been thinking about. On the right you can write in any statements about the job which would seem to cause a problem to one of the styles. For example, if you found out that a job required that the rules were always rigidly kept to, that everything was done exactly 'by the book' — then you could enter that as a *match* with some aspects of trustworthiness or co-operation; but it might be a mismatch with some aspects of *self-sufficiency*. You can find some examples of the kind of statements that you may be able to make about the job in *Worksheet 10*. But as you look at the job in detail there will be many more statements that you will be able to make about it. Put in any statements more than once if it seems to relate to more than one style.

Check as many sources of information about the job as you can — use the careers library or resources centre, talk to people and — if it can be arranged — make visits. When you have completed your analysis you will have a very thorough piece of information about one particular job. And it will tell you where that particular job seems to match up to your personal style and where it mismatches.

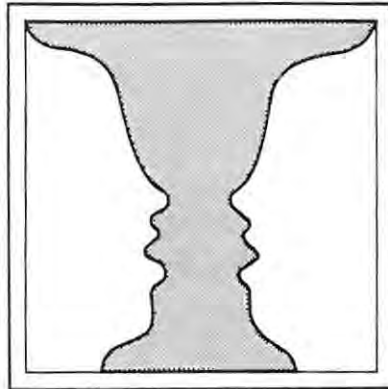
You can repeat such a study as many times as you like by making further copies of *Worksheet 11*. And you can combine *Worksheet 11* with *Worksheets 4 and 8* to do really thorough-going analyses of jobs that you are considering very seriously indeed. By working with a group you could, between you, *assemble a lot of really useful information about a very wide range of jobs*. By meeting to show each other your worksheets, explain them, talk them over and compare notes, you could get and give a great deal of help in career planning for the whole group. There might even be a display area where your analyses could be exhibited for people to come and have a look at.

## Stage Six

# Focus

### Background and foreground information

Look at the picture below. What is it?



It can be interpreted in two ways. It depends upon whether you think the dark area is in front of or behind the light areas. You can change what you see in the picture by deciding what is foreground and what is background. If you do not decide, the picture can keep changing and you can become confused. To avoid confusion, you must choose the bits of the picture to which you are going to pay the most attention.

This book has been written in the hope that it will help you develop the picture you have of yourself. Some parts of that picture will be in the foreground and some in the background. If you do not choose what parts you are going to concentrate on, then you can become just as confused about your picture of yourself and then you cannot properly decide *for yourself*. And so this book finally asks you which of your statements in the *Self-assessment* worksheets you are going to pay more attention to and which less.

At the bottom of each of your Worksheets there is a summary. Look through them again and ask yourself if they are accurate. If you feel you have a good reason to revise any of the statements, do so. It may be that the picture that you have of yourself on one assessment will help you to clarify the picture on another. If you look at them carefully you will see that there are places where the assessments overlap. For example, what you have to say about your values may be connected with what you have to say about your abilities or your style. When you are satisfied that your summaries are accurate, transfer them to the rows on *Worksheet 12*. Few words will appear in each row, but they will be words which you will have thought about carefully before you chose them to describe yourself. (You will see that there is no place on the summary for *Worksheet 1*, which should be left for the moment.)

Now look at your list of words. You have a record of values, qualifications, mental abilities, physical and health characteristics and of personality styles. These are parts of a picture of yourself. Which parts do you think are foreground in that picture, and which are background? Which are the most important? Which

parts do you choose to highlight?

*Different people will do this in different ways. For some people one particular value may be central. Others may feel that all the values are important. Or that the styles are the most important part. Others again may feel that the important words are distributed fairly evenly across the columns. If you discuss it with your group you will find all kinds of valuations.*

When you think you are sure which words describe the most important parts of *you*, underline them. If you can hold all the words in the foreground of your picture and they all seem equally important, then underline all of them. But by underlining you are selecting the parts of yourself that you want to concentrate on, so the more you underline the more easily you can become confused.

How can you make further use of this information? You have already made some use of it by concentrating in the *Job-assessment worksheets* on sections corresponding to the subdivisions of your *Self-assessment worksheets*. You now have a summary both of your picture of yourself and your picture of certain jobs. It is possible to make a comparison of self and work, because you have a common framework for both in terms of values, qualifications, abilities, health and skills, and personal styles. *Worksheet 13* provides you with an opportunity of summarising the information from the most important *Job-assessment* worksheets.



Searching through careers books and pamphlets for information can be fascinating for some and tedious for others.

*Decide for Yourself* sets out to show that there is a close relationship between the person and work, and that careers information is closely relevant to the person if you ask the same questions about jobs as you ask about yourself. You probably know people who separate themselves from their work. Physically they may be 'at work', but within themselves they are waiting for something else. And when work is over they rush away to the things they really want to do.

But people are sometimes more involved in their work than they realise. Your work will influence you through the people you work with, and possibly through the sort of things it allows you to do with your spare time. It will certainly determine what abilities and skills you develop and what you leave dormant. A person's job also has a considerable influence on the way he looks at the world and the values he places on things in it. All the influences for choosing a job, considered in *Decide for Yourself*, will themselves be influenced by and maybe changed by whatever job you choose. If the person does not choose the job, the job will choose the person — this is why the questions answered in *Self-assessments* are put in the same terms as those in *Job-assessments*.

The summaries to *Job-assessment* and *Self-assessment* can be directly compared. The more information you collect about the jobs, the more complete the comparison. You have now identified through *Worksheet 12* which areas contain foreground information about your personality. Look in *Worksheet*

*13* at jobs which correspond to these areas to see whether there are any job titles there to analyse further, by using more *Worksheets 4, 8 and 11*. In the end — by thinking about yourself, searching out new job titles, analysing them in terms of your own personality — you will find the job that offers you the best hope of a worthwhile career.

### Instead of a conclusion

There can be no final statement. If you have managed to decide for yourself this year, there is no doubt you will have to do the same again in the future. You will return to, rethink and revise your picture of yourself and the kind of place you want in the world. And so the finishing point in *Decide for Yourself* is the same as the starting point. You began by saying that there were certain internal or external influences which were more important than others in choosing a career. That was in *Worksheet 1*.

Look at it again. Which did you say they were? Now that you have looked at the internal influences — values, abilities and styles — much more closely, do you agree with what you said at the beginning of the book? Have those internal influences grown in importance, or shrunk? *Worksheet 1* is not included in the summary because everything else there depends upon the answer to this question. How much attention are you going to pay to *yourself* in choosing a job? The more attention you pay, the more useful the *Self-assessments* will be. It is the first and the last question. This is where you came in. You must decide for yourself.



# Appendix

## Linked surveys of jobs

This appendix contains job titles arranged to fit two sets of categories simultaneously. The first chart lists jobs according to values and mental abilities. The charts are included to provoke thought about linked categories of jobs.

There is only one job in each 'box' on the charts, but thought will suggest others which could just as easily have been put in. No attempt has been made to arrange jobs according to levels of qualification and most of the titles can be substituted by a similar job at a higher or lower qualification level. There is plenty of room for disagreement about how job titles should be located on such charts. These arrangements are not intended to be final, nor to be used as recommendations of particular jobs to people in particular categories. But by looking in the columns and rows which correspond to your self-assessment, you may find job titles which will be useful to your survey of careers. By looking where those columns and rows overlap you may find starting points for more detailed thought and analysis.

But, at best, the categories can only refer to some aspects of the jobs listed. And so you should use the lists with great caution and only as *suggestions* for further thought and analysis.

## Job titles arranged according to values offered and mental abilities demanded

Values Abilities	Practical	Security	Social	Attention	Influence	Scientific	Aesthetic	Achievement
Verbal comprehension	Farm management	Solicitor	Housing Management	Acting	Civil service (administrative)	Information science	Book retailing	Publishing
Word fluency	Technical sales	Security officer	Religious ministry	Sales	Politics	Technical writing	Creative writing	Street trader
Numeracy	Quantity surveying	Accountancy	Clinical psychology	Market research	Actuarial work	Computer work	Valuation	Mine engineering
Spatial ability	Mechanical engineering	Air-traffic control	Occupational therapy	Stage design	Production engineering	Physics	Furniture design	Structural engineering
Memory	Stock control	Police work	Youth employment service work	Lecturing	Insurance	Museum work	Archaeology	Translation
Perception	Public health inspection	Control ground work	Health visiting	Photographic journalism	Cost control	Meteorology	Fashion design	Surgeon
Reasoning	Economics	Medicine	Personnel management	Diplomatic service	Company secretaryship	Statistics	Nature conservancy	Organisation & methods
Originality	Industrial design	Silversmithing	Community welfare	Broadcasting	Advertising copy-writing	Research & development	Graphic design	Electronic engineering



Job titles arranged according to mental abilities demanded and matching styles

Abilities Styles	Verbal com- prehension	Word fluency	Numeracy	Spatial ability	Memory	Perception	Reasoning	Originality
Active	Estate agency	Commercial travelling	Farm management	Agricultural engineering	Market research	Factory inspection	Agricultural science	Film industry work
Careful	Secretarial work	Technical writing	Navigating	Cartography	Medicine	Airline pilot	Systems analysis	Calligraphy
Co-operative	Local government	Hotel reception	Heating & ventilating	Garage work	Hotel management	Residential care of children	Civil service work	Make-up artist
Dominant	Weights & measures inspection	Barrister work	Auctioneering	Town & country planning	Police work	Acting	Organisation & methods	Buying
Resilient	Business management	Newspaper reporting	Inland revenue work	Work with physically handicapped	Dentistry	Customs & Excise	Pathology	Teaching handicapped children
Self-sufficient	Journalism	Translation	Auditing	Civil engineering	Archivist work	Forestry	Insurance assessment	Fine art
Sensitive	Solicitor work	Work with blind	Psychology	Medical photography	Medical reception	Geriatrics	Psychiatry	Work with deaf
Sociable	Post office clerical work	Public relations	Retail trade	Floristry	Travel agency	Operational research	Management	Occupational therapy
Trustworthy	Legal executive	Youth service work	Accountancy	Gas engineering	Pharmacy	Air traffic control	Banking	Jewellery craft

## Job titles arranged according to matching styles and values offered

Values Styles	Practical	Security	Social	Attention	Influence	Scientific	Aesthetic	Achievement
Active	Building trades	Civil engineer	Remedial gymnastics	Film production	Private secretarial work	Veterinary work	Session musician	Deep-sea fishing
Careful	Instrument technology	Banking	Dispensing	Shorthand typing	Railway signalling	Library work	Confectionery work	Scaffold rigging
Co-operative	Municipal engineering	Armed Services (non-combatant)	Ward nursing	Reception work	Police work	Laboratory assistant work	Window cleaning	Armed services
Dominant	Quality inspection	Security work	Education welfare work	Sales person	Traffic warden work	Teaching	Cosmetics demonstration	Expert sales
Resilient	Dental nurse	Fire service work	Mental nursing	Supermarket check-out	Telephonist work	Information officer work	Commercial art	Sewage disposal
Self-sufficient	Food delivery	Game-keeping	House-mother work	Teaching	Prison service work	Research science	Interior decoration	Mining
Sensitive	Social security work	Child care	Funeral direction	Stewarding	Retail trades	Electro-encephalography	Portrait photography	Mental nursing
Sociable	Plumbing	Post office work	Retail trade	Demonstrating	Marketing	Radiography	Hairdressing	Entertainment
Trustworthy	Post delivery	Cashier	Medical reception	Security guard work	Jewellery sales	Medical laboratory technology	Silversmithing	Explosives operative

# Teacher's Notes

for

## 'Decide for Yourself'

By Bill Law

**CRAC**

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## Note

Where, for reasons of brevity, a masculine pronoun has been used, the feminine equally applies. Where, by way of example, a masculine or feminine job description has been used, it equally applies to the opposite sex, unless otherwise specified.

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# TEACHER'S NOTES

for

'Decide for Yourself'

## CONTENTS

<i>Introduction</i>	2
The application of <i>Decide for Yourself</i>	2
Practical considerations	2
About the 'Self-assessments'	2
About the tone of discussions	3
<i>About this book</i>	3
<b>Stage One: Influences and choices</b>	4
Making choices	4
How do you choose?	4
How will you choose a job?	4
Internal and external influences	4
Further development – the use of careers literature	4
<b>Stage Two: Values and needs</b>	5
Education, leisure and opinions	5
What are your values and needs?	6
Eight values	6
How well do you know yourself?	7
Further development – values and other kinds of decisions	7
<b>Stage Three: Values and needs at work</b>	8
A survey of job values	8
The right job in the right circumstances	8
People choosing jobs	8
Sorting out the values in a job	8
<b>Stage Four: Qualifications, abilities and skills</b>	9
What will be your level of qualification?	9
Eight mental abilities	10
What are your mental abilities?	10
Physical and health considerations	10
Short-listing job titles	10
Sorting out the demands in a job	10
<b>Stage Five: Personal style and occupational style</b>	11
You: as you see yourself	11
You: as others see you	11
A survey of matching and mismatching job style	11
Sorting out the styles in a job	12
<b>Stage Six: Focus</b>	12
Background and foreground information	12
Instead of a conclusion	13
Further development – careers games	13



# Introduction

## The application of *Decide for Yourself*

A recent study of the work of careers specialists (Law and Watts, 1977) suggests that there are four main tasks to be achieved in helping school and college leavers to make their career plans. A student needs to know something about the world of *opportunity* that exists for him; he needs to know something about his own *self*, so that he can know what parts of the world of opportunity to focus attention on; he needs to learn something about the nature and skills of *decision-making*; and he needs to acquire some new learning and skill in order to be able to cope with the variety of new demands that will be made upon him in accomplishing the *transition* from one stage of his life to another.

*Decide for Yourself* is concerned with laying the first two foundational steps to that process. It invites the reader to engage in exploration both of *himself* and of the world of work; and to do that exploration in such a way that the two can be related. *Decide for Yourself* maps the path to decision-making. Although the book focuses primarily upon career decisions, it can be used to approach discussion of other kinds of decisions – including decisions concerning what to do with a situation of *unemployment*.

It is addressed to *mid- and late adolescents of average and above average* academic achievement. With some students it could be used as early as the fourth year of secondary education. Few students in mixed ability groups in the fifth and sixth years of secondary schools or in further education will have serious difficulty with the ideas in the book. Slower students may need more individual attention, but the book is designed to allow for a great deal of individual activity. An important feature of the book is the extent to which it permits each student to find his or her own individual route to decision-making.

The combination of the book's unitary construction and the supplementary suggestions made in these notes is well suited to mixed ability work. But it is not recommended for entire groups of less able students.

It is written in such a way as to be usable in both *secondary* and *further education* settings.

The material in *Decide for Yourself* can be used as a basic *careers education programme*, but it can also be integrated very readily with other types of course such as *social education* and *liberal studies*. There are suggestions in these notes as to how this might be done. The material is grouped into a number of more or less self-contained units. Each unit can be dealt with at greater or lesser length, at the discretion of the teacher. Much of the material can be used in connection with industrial visits, the use of the careers library or resource centre, the evaluation of careers information and in individual preparation for interview. Suggestions along these lines appear in these notes.

There is enough material in the Classbook (main text) and the *Teacher's Notes* to form the basis of a year's

work (of, say, one to one-and-a-half hours a week of class time). The material in *Decide for Yourself* alone can be dealt with in a much shorter time.

## Practical considerations

Each student will need to have the use of a copy of the *Classbook*. But a set of Classbooks can probably be shared concurrently, with a little planning, between two or more groups of students. In any event the Classbooks are re-usable. They set out a number of questions and case-studies for individual and group exploration. As an aid to the teacher the issues for group discussion and exploration are italicised; so are the case-studies.

Additional suggestions for group discussion topics appear in these notes.

Each student will also need a copy of the *Workbook* to keep. Workbooks are not re-usable because they represent a growing account of the student's individual career planning. The Workbook contains two types of worksheet, *Self-assessments* and *Job-assessments*. The text of the Classbook clearly explains how the worksheets can be used, and how they can be related to form the basis for decision-making. The usefulness of the Workbook to the students can be enhanced by duplicating additional copies of some of the Job-assessments for those who would like to carry out one type of job-assessment on more than one job. The teacher may well wish to allow different groups of students to linger longer on certain sections – if those sections appear to be offering those students a particularly appropriate basis for exploration.

The materials are designed so that they can be *changed* by the participation of the students. The teacher may well want to consider the value (in an enterprise as subtle and individual as career decision-making) of allowing the students room to 'answer back' to the materials in this way.

Additional suggestions for individual exercises appear in these notes.

## About the 'Self-assessments'

The *Self-assessments* in *Decide for Yourself* have some similarity to more conventional interest questionnaires and intelligence tests. But there are important differences. Interest questionnaires and intelligence tests give grades which show that the student has more or less of a particular ability or interest than a group with which he is being compared. The Self-assessments in *Decide for Yourself* are not intended to make objective comparisons of that kind. They are concerned only with what is 'foreground' and what is 'background' for the individual. He is being compared only with himself, not with other people. Items in intelligence tests and interest questionnaires sometimes irritate students who want to argue about the content or form of the question asked. It is often impossible to deal with the students' arguments to their own satisfaction, so the irritation persists. The Self-assessments in *Decide for Yourself* are designed primarily to stimulate intelligent introspection. Questions and argument are therefore to be welcomed and encouraged.

If the student decides that he cannot answer a particular question no great damage is done. For, in the end, he will make his own assessment of himself.

The Classbook encourages the student to *change* and *add to* the items on the worksheets in order to give as much flexibility in their use as possible.

The object is to improve his ability to assess himself, not to provide him with ready-made assessments. There are therefore no norms for the Self-assessments in *Decide for Yourself*. They are not intended to be objective tests.

### About the tone of discussions

Some of the discussions arising out of the material in *Decide for Yourself* are likely to be personal. Some of

them might provoke disagreement from members of the group, maybe even from the teacher. Disagreements will and must occur. But it is important to maintain an atmosphere in which any kind of statement of genuine personal feeling will get a fair hearing. Otherwise students will be inhibited by fear of disapproval, so contributions will degenerate into a series of platitudes designed chiefly to get the agreement of the other students – or of the teacher. One of the vital tasks of the teacher therefore is to maintain an atmosphere in which disabling judgements are avoided.

The rest of these notes contains background information concerning the ideas in *Decide for Yourself*, notes for group use and suggestions on how the material might be expanded. The headings basically follow those in *Decide for Yourself* with a few supplementary sections added.

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## About this book

This chapter in *Decide for Yourself* is intended as an introduction to the book. It hints at some of the issues raised in the book and gives an outline of its main structure. The teacher may judge that it is enough to let the student read it and pass straight to a consideration of 'Influences and Choices'. But the material in the chapter can be used as a basis for discussion around the theme, 'What makes a good decision?' Everyone can say now whether decisions made three years ago were good or bad, because the results of those decisions can now be seen. But how can you judge whether a decision is 'good' at the time it is being made and before the results are known? Take Derek's and Sheila's decisions and try asking the group, 'What would you have to know about how those decisions were arrived at, to know if they were good ones or not?'

Are some of the reasons given in the text of *Decide for Yourself* 'good' and some 'bad'? Can anyone think of

other reasons, good or bad, that they might have given for such decisions? If you were their parent, teacher or friend what would you want to ask Sheila and Derek about their decisions, to know if they were good ones or not? This should provide a list of questions about decisions.

Some impression of the complicated, contradictory and highly personal nature of decision-making can be conveyed by arranging the questions in a column on the blackboard. It might look like this:

Will her parents let her do it?  
Is he qualified?  
Is it really what he wants to do?  
Is she rushing into something?  
Isn't he being a bit vague?  
Shouldn't she think less about what she wants *now* and more about the future?  
Does he know enough about what he says he wants to do?

Members of the group could be asked to say which were the most important questions.

## Stage One

# Influences and choices

There are four sub-sections:

1. *Making choices* sets out to explore how different people approach decisions in different ways.
2. *How do you choose?* systematically applies the different approaches that people have to eight kinds of decisions.
3. *How will you choose a job?* invites the student to compare the various ways in which he or she makes choices, particularly of a career, with those of other people.
4. *Internal and external influences* prepares the way to the rest of the book by making a broad distinction between considerations which relate to a person internally and considerations which relate externally to his circumstances.

### Making choices

Some imaginative students may experience little difficulty in discussing the extent to which they can or cannot identify with the different way in which each of the people in this story deals with his or her problem. Identification with one or more approach may be made easier, however, by first asking the members of the group who are experiencing difficulty in making a decision *why* they think they are having that difficulty – ‘What is it that makes it so hard to choose a job?’. The answers will vary, and some may refer to some of the issues in the story – problems of availability, pressure, information, etc. The experiences of the group can then be used to elaborate, and contradict, the experiences of the people in the story which could be introduced at this point.

The key words in this part of *Decide for Yourself* are *needs* and *values*, *abilities* and *personality*, because they prepare the way for later sections in the book. It might be useful to you, therefore, to have some idea now of what those sections of the book contain.

### How do you choose?

This is an individual pupil activity which can be done in class or at home. The instructions in *Decide for Yourself* are explicit enough for most students. Some might appreciate a blackboard demonstration of what has to be done.

### How will you choose a job?

When the students have done their individual self-assessments, try to let them have discussions in groups. Some might say that they find certain considerations more important than others, or that certain considerations are more important for particular purposes. Some students might notice the difference between ‘internal’

and ‘external’ considerations – and discussion of this anticipates the next section.

### Internal and external influences

The distinction between internal and external influences is central to the rest of the book, and is not hard to develop. There are plenty of characters from history, literature and current affairs (including the world of the media and of sport) who could be discussed in terms of being caught between something in themselves and something in their circumstances. There are some subjects at school in which students get a chance to examine their inner lives, and there are some where the opportunity to do so is very limited. There are some societies, including some schools, which aim to assist individuals to realise themselves. There are some which rely on their power to command external conformity. The students will have their views about who are the most successful characters, the most useful parts of the curriculum and the most successful societies. The teacher who wishes to arm himself in advance for such a discussion could read parts of Riesman (1961, pages 5-24) and Veness (1962, pages 68 ff). Both write of ‘inner-directed’ and ‘other-directed’ types of character. Riesman characterises the inner-directed type as the person who maintains course despite the buffetings of his environment – someone with a kind of ‘psychological gyroscope’. Veness, in a study of the reasons given for choosing particular careers, found that certain children would characteristically answer in terms of what they liked to do or what it was they thought they had to offer. On the other hand, Riesman characterised the other-directed type as the person who is sensitive to the needs and wishes of others, demanding approval and seeking acceptance from others. He has a kind of ‘psychological radar’ by which he picks up the needs and wishes of others. By the same token, in the Veness study, some of the children said they had chosen their jobs in terms of what ‘runs in the family’ or what ‘the others do’. This study is a rich source of discussion and activity material for careers education.

### Further development – the use of careers literature

A further activity, not mentioned in the text of *Decide for Yourself*, could be attached here. It is the evaluation of sources of careers information. It could be linked with an introduction to the use of the careers library or resource centre, and could be a group or individual activity. Any source of information might be evaluated and questions which could be asked include:

1. How much information is there about the *availability* of the job? Where is this kind of work available? Would it involve moving or travelling? Does it say how many vacancies there are, or whether there are waiting lists?
2. Is there any attempt to *pressurise* people to take this type of work by the use of attractive pictures or by suggesting that it is fashionable or likely to be approved of by others?
3. Is there a great deal of *information* about the job itself? Can you tell what you have to do and what it is



like to do this kind of work?

4. Is *advice* offered? Does it say that it would be 'wise', 'sensible' or 'suitable' to do this kind of work?
5. Is there anything about what kind of *abilities*, skills or qualifications are required for the job?
6. Is there anything about what sort of *personality* would suit this kind of work, or what sort would not?
7. Does it tell a person whether he is going to get what

he *needs* from his work in terms of salary, security, companionship, working conditions, supervision?

8. Is there anything about why people would enjoy doing this kind of work, the satisfactions they would get from it, or why it is worthwhile?
9. What are the most important things to put into a pamphlet, film or talk about a particular kind of career?
10. What things ought to be left out?

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## Stage Two

# Values and needs

People work best at what is most important to them. This section is designed to help students gain some insight into what is most important to the individual, this being expressed in the words 'values and needs'. This is a departure from the more conventional guidance use of the idea of 'interests'. The idea of values and needs is different from that of interests in the following ways:

1. It is more basic, being much more concerned with feelings and personal involvement than interests which can, and often are, dealt with at a somewhat detached level.
2. It is independent of occupational information. A student can talk of his values and needs without knowing a single fact about the world of work. Being *interested* in an occupational field depends much more upon knowing something about that field.
3. Values and needs are probably more firmly established parts of adolescent personality than interests. Interests shown by young people can change rapidly. Values and needs have deeper roots and are generally more stable.
4. Interests are useful mainly to describe the 'content' of jobs. But the different circumstances in which a single job can be done are often more important sources of satisfaction or dissatisfaction than the actual job content. Values and needs can be used to analyse the attractiveness of job circumstances as well as job content.

There are six sections in the 'Values and Needs' stage of *Decide for Yourself*: the first three present the student with 120 statements of feeling taken from the world of study, leisure and opinion. The student is asked to consider how far he agrees.

*What are your values and needs?* shows the student how to make his own first analysis of the results of the first three sections.

*Eight values* sets out in some detail the origins and nature of the values and needs on which the 120 statements are based.

*How well do you know yourself?* asks the student to take a second look at himself and points to some of the ways in which we can be deceived about what we really feel.

### Education, leisure and opinions

These sections introduce the student to a series of activities in order to seek a rough-and-ready measure of what is important to him in his life. There is a serious danger that the student might feel that in some sense his *abilities* are being measured. It is very important to make it clear from the outset what the distinction is between values and abilities.

What we *want* to do and what we *can* do are probably related, but they are not necessarily the same. It might be useful to allow the students to discuss whether *wanting* something or *being able* to do it comes first. Do we learn to want what we can get, or do we learn to get what we want? Illustrations of the distinction between wants and abilities can be developed from a comparison between a race, which is a fairly objective measure of a particular ability, and a queue for a sale, which is a rather less reliable measure of how much a person wants a particular thing. In general the longer a person is prepared to wait in a queue, the more he wants whatever it is he is queuing for. The scores that come out of these sections are a rough-and-ready measure of how far up particular 'queues' the student would want to be.

The instructions for completing the worksheets are explicit enough for most students. Some students might appreciate a 'dry run' in class through the first list. The worksheets can be done in class or at home, but they should be done individually and independently. It might be worth suggesting that, if they want to show their parents or friends the lists, they should do so *after* they have filled in the blanks. The students should be encouraged to do the lists as quickly as possible – first impressions are often more valuable than subsequent ones. But it is not necessary to do them at one sitting, though all three can be completed by an averagely intelligent student in under half an hour. It is important that the teacher gives no indication at this stage of what the eight sections on each list represent. It is also worth stressing that there are no 'right' or 'wrong' answers and that no answers should be thought of as being especially approved of by the teacher or anyone else.

The students can go straight on, when they have done the checklists, to begin to analyse the results. How this beginning can be made is explained in the Classbook under the next section heading.

### What are your values and needs?

Perceptive students will probably return to the next group with some idea of the structure of the checklists and what the sections represent. They may have entered tentative headings in some of the sections on their Self-assessment. A useful discussion can be built around the agreements and disagreements between students on how the sections should be headed. Further suggestions for headings will emerge from the discussion and these can be entered now. The students should be encouraged to look at the statements in each of the eight sections, to work out what those sections represent. Other questions for discussion appear in the Classbook on page 5. The last two questions in that list could usefully make a topic of small group discussion.

Finally, students should be encouraged to select between one and three sections which seem particularly to apply to them because they have ticked most statements in those sections. But point out that they will get a chance to revise their assessments later.

### Eight values

The opportunity comes almost immediately. This section approaches the subject of personal values again, by a different route. It describes how values are formed in young children and how pursuit of them becomes more diverse and sophisticated in adolescence and adulthood.

This is, therefore, a 'safety net' section, in the sense that it gives the student a chance to look again at how well or badly the worksheet worked for him. At the same time it provides him with a heading for each of the value-systems used. At this stage, it would be as well for these headings to be entered in the 'value descriptions' column of *Worksheet 2*.

There is a picture on page 7 of the Classbook which illustrates a variety of value-laden responses to a cat stuck in a tree.

There is room for discussion of the eight value-systems outlined in this section. They are based on Maslow's description (1970, pages 35-58) of human motivation, and there is an account of them in vocational terms in Roe (1956, pages 23-39). One way of expanding the presentation of the ideas contained in this section would be to link it to a discussion of human development. Hadfield (1962, pages 68-114) gives a good short account which relates fairly closely to this section in *Decide for Yourself*.

The students may even be given an opportunity to report on the developmental phases of their younger brothers or sisters, nephews or nieces. It is not at all difficult to link a discussion of child development to a discussion of human needs.

It is worthwhile emphasising certain key words in each of the eight sub-sections, particularly with students who

may have some difficulty with unfamiliar material. It is important to avoid any suggestion that some values are more 'valuable' than others. Some values will be worth more to one individual than to another, but it is impossible to say that any particular value *ought* to be given priority by people in general. The difference between a need and a value is, perhaps, that a value is a need which a person or group of people feels to be more important than other needs. For a particular person, not all needs will necessarily be values.

### The eight values are:

1. *Practical* values – the key words are 'practical' and 'useful'. Some students may find this value 'materialistic'. Man does not live by bread alone, but without bread he doesn't live at all.

2. *Security-seeking* values – the key words are 'safe' and 'sure'. It is a 'belt and braces' approach to life. Happily for all of us, some of us think it worthwhile to keep life on a fairly even and predictable course.

3. *Social* values – the key words are 'companionship' and 'caring'. Some students may find the feelings 'sentimental' but this value finds general acceptance in a Christian, or post-Christian society – on the surface of things, anyway.

4. *Attention-seeking* values – the key words are 'recognition' and 'attention'. Some students may find the pursuit of such values vain and conceited. But somebody may be able to think of ways in which our society would be a poorer place without people who have the nerve to seek such things.

5. *Influence-seeking* values – the key words are 'power' and 'results'. Some will say that power corrupts, but others might say that all societies owe something to people who have the courage to pursue and accept responsibility.

6. *Scientific* values – the key words are 'curiosity' and 'knowledge'. It is important also to emphasise that 'scientific' can apply to all fields of knowledge, not just the natural sciences. It might also be worth mentioning that you don't have to be intelligent to have a curiosity about the world around you. Some students no doubt will be scornful of 'mere learning' and of 'over-spending' on research. But curiosity is a precious human characteristic and ought not to be stifled.

7. *Aesthetic* values – the key words are 'senses' and 'appreciation'. The value can be linked to all the arts, music, literature and the appreciation of natural beauty. You could argue that no one should own a Picasso until everyone has enough to eat. But you could also argue that the appreciation of beauty is what distinguishes civilisation from brutality.

8. *Achievement-seeking* values – the key words are 'competition' and 'self-realisation'. Some might find egocentricity objectionable, but it would be hard to deny the benefits derived from man's competitive and/or self-actualising nature.

The italicised issues in each section here in the Classbook are designed to begin to focus attention



forward to the next stage. They begin to make the connection between *self-awareness* and *opportunity awareness*.

There is a further way in which this connection might be made, involving the development and use of some kind of role-play or simulation. The teacher may be familiar with one or other of the 'crisis' and 'survival' situations which are used in curriculum development work as a basis for small-group discussion. Several novels with intrinsic appeal to adolescents contain descriptions of such situations (notably *Lord of the Flies* by William Golding and several of John Wyndham's novels such as *The Day of the Triffids* and *The Chrysalids*). Any discussion of what to do in such crises will inevitably involve the students in an exploration of their own priorities, and of how one's personal values may influence one's judgement concerning what kinds of activity in a society are most valuable.

### **How well do you know yourself?**

It is probable that some of the students will want at some stage to revise their assessment of their values in *Worksheet 2*. But before they do so they should be encouraged to read this section, which is about the capacity we all have for self-deception. After reading this (and the case-studies allow plenty of opportunity for group discussion), some students will make their revisions.

### **Further development – values and other kinds of decisions**

There are a number of ways in which the discussion of values and needs in groups can be developed outside the consideration of choice of career, which is not a special sort of choice insulated from other parts of the personality. It rests upon the same foundations in the personality which support other kinds of choices and preferences. There may be time to discuss the relevance of values and needs to other kinds of choices, and some possible lines of approach are suggested below. Items from the Worksheets can provide discussion leads in many of the contexts listed here.

**1. Values and leisure** – Could knowing about your own personal values help you to use your free time in a more

rewarding way? What leisure-time pursuits can anyone tell the group about which may be linked to one or more personal values? Does knowing what a person does in his spare time tell you more about him than knowing what he does for a living? What good or bad things are there about having friends with the same sort of values as yourself?

If there is a high youth unemployment rate in the district it will be important to give the students an opportunity to explore the relationship between self and a range of non-paid employment situations.

**2. The 'generation gap' and values** – Are the values of young people today different from those of their parents? If so, how and why? Do the values of society change with the passing of time? Do people's values change as they get older?

**3. Social issues and values** – Do people's social backgrounds mean they are likely to have certain values more than others? What about values from particular racial backgrounds? Why does background make a difference to the development of values? Are a man's values likely to be different from a woman's? Could a survey be conducted in the group or school to look for some of the answers to these questions?

**4. Sex, marriage and values** – Can thinking about a person's psychological needs and values help to explain his sexual behaviour? Can knowing about his sexual behaviour offer any insight into his psychological needs and values? Sex has psychological as well as physical consequences. Contraception gives a fair degree of control over the physical consequences, but what about the psychological side? Freud is interpreted as having seen sex in everything. Maybe it should be the other way round, maybe everything is in sex? How many of the values set out above can find some sort of expression through sexual activity? Is it good to marry someone with the same values as yourself, or someone with different values?

This whole section in *Decide for Yourself* can be rounded off quite nicely by getting students to write or talk autobiographically on something like: 'How I Came to be the Bastard I am Today' or 'Why Society should be Proud of what it has Done to Me'.

## Stage Three

# Values and needs at work

The purpose of this section is to help each student to begin to make a firm connection between his self-concept and the world of occupational opportunity as it exists for him.

There are four sections in this stage:

1. *A survey of job values* asks the student to look at a number of job titles and to ask himself what sort of values are offered by each.
2. *The right job in the right circumstances* sets out to make clear the distinction between intrinsic and extrinsic satisfactions.
3. *People choosing jobs* is a series of case-studies describing decisions which school and college leavers might have to make about careers.
4. *Sorting out the values in a job* is a depth-study exercise on a particular job.

### A survey of job values

It will be necessary to allow some students to discuss and thereby grasp the connection between the values described in the previous section and the statements on the worksheet on pages 6 and 7 of the Workbook. Encourage the students to discuss, modify and add to the statements on *Worksheet 3*.

Ways are suggested in the Classbook for compiling a list of jobs for survey. An additional group method would be to pass round appropriate newspaper pictures (e.g. general views of the town) to see what kinds of job lists can be made, suggested by what is in the picture(s).

When the worksheet is familiar to the group they should attempt a survey of jobs as suggested in the Classbook. This can be done individually or in a group. One way would be to set the group to do individual surveys and then compare notes by attempting a group survey on the blackboard.

In group discussion there will be some disagreement about how particular jobs should be located in the survey. There are no outright correct answers. Different people may satisfy different values in the same situation. The realisation of this is an important objective of the exercise. But students should be encouraged to defend any statement they make about a job by producing information about it. This is a powerful means by which you can capitalise on the resources of occupational information which the students already have – as a group – through their contacts in the community. It is also a way of monitoring to what degree *misinformation* is being used.

Some of the disagreement, however, will be attributable to opponents thinking about the same job in different circumstances. This issue is taken up in the

following section of *Decide for Yourself*.

In any event discussion will provide an exchange of a large amount of relevant information about jobs. Each student will emerge from the discussion with a list of job titles in the value categories to which he accords highest priority.

### The right job in the right circumstances

This section is largely discussion- and reading-based. It is designed to help students accept differences in the way they look at particular jobs. Foci for discussion are set out in the Classbook.

A whole-group project on this section may be set up on the following lines: divide a large wall space – a noticeboard would be ideal – into four vertical sections, and head the sections 'Setting', 'Branch or Department', 'Level' and 'Employer'. After discussing and clarifying as far as you can the distinctions made in *Decide for Yourself*, issue the students with some expendable careers literature – employer leaflets are quite useful for this purpose – and ask them to cut out any references to each of those four extrinsic considerations. These can then be stuck or pinned in the appropriate sections on the wall. A quick survey of the chart will give a clear impression of the kind and quantity of information which is available about extrinsic job satisfactions.

If you think your students will find this childish, much the same task can be done individually by analysing material from the literature on a chart set out as a supplement to the student's Workbook.

### People choosing jobs

There are seven case-studies in this section about which the students can talk or write. The purpose is to bring together into a single set of discussions both intrinsic and extrinsic considerations. The case-studies extend over a broad band of ability and the teacher may feel that he will want to be more selective in suggesting which cases his particular group – or particular sub-groups within it – look at. In a mixed ability group, where the material is going to be written about, the students can be allowed to choose two or three cases from the section and, perhaps, to add one of their own. The task of writing a problem of this kind can be a valuable exercise. The terms of discussion are clearly set out in the Classbook.

### Sorting out the values in a job

This is the first close look which individual students using this book will take at one particular job. The object is to find out what kinds of intrinsic and extrinsic satisfaction a particular job can offer to the seven values discussed earlier. Because it involves a high degree of individual activity some groups of students may need some guidance as to how exactly you would like them to set about the task. *Worksheet 3* may provide some 'starters' concerning the sort of questions that may need to be answered in order to have something to say about the satisfactions a job offers. But encourage the

students to ask and answer the questions in their own way.

Strategies for the use of the questionnaire include:

1. Sending students on individual industrial visits, using the questionnaire as an aid to making a record of the visit. It will probably be unwise to show the schedule to workers; it should be used only as a source of questions and/or a subsequent means of analysing material gathered. Each student will need to talk to one or more individual workers. Resulting reports on *Worksheet 4* can be displayed or circulated to the group and made the basis of group discussion 'fronted' by the student who did the research for that particular job.

An alternative to industrial visits is for each student to interview a member of his family about his or her work.

2. The schedule can be used as a basis for project work in the careers library, each student using it as a means of extracting information from various sources about a particular job. Again the digested reports can be displayed to the group.

3. The schedule can be used as a basis for taking notes from a careers film or a visiting speaker. Selected digested reports can then be displayed to the group. One way of doing this is to invite representatives of various kinds of occupations and allow one or two of the students to 'interview' them in the presence of the group. Factories, shops, offices, laboratories, etc. in your neighbourhood contain a mass of occupational information, but it is

information in the minds of the people doing the jobs. Such information is more valuable than that which, stereotypically, falls from the fluent lips of recruitment officers or occupies the spaces between the glossy pictures in recruitment literature. The trouble is that workers are, quite often, not gifted public speakers. But they can be helped by being put in small groups of students with a pre-arranged interview schedule which they have seen and had a chance to think about.

A useful way of using a preparatory class period for such an interview would be to assemble the interview schedule. *Worksheets 3 and 4* might usefully suggest at least some of the questions that the students would like to ask.

If the talk is tape-recorded and some pictures can be obtained of the situations described by the visitor, a useful 'package' of audio-visual as well as written material can be put together to be re-used on future occasions in a variety of different ways.

This method enables you to get close insights into on-the-job situations from workers who have a great deal to say but would be unwilling to give a formal talk.

It may be possible to divide a wall into spaces for each of the eight value-categories and display selected and pictures in appropriate categories. With this the students can share a great deal of accumulated information.

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## Stage Four

# Qualifications, abilities and skills

This stage opens a new approach to the self-awareness task. The emphasis is still upon thinking of jobs in terms of people, but this time in relation to what the job demands from the person rather than of what the person values and needs in the job.

There are six sections:

1. *What will be your level of qualification?* asks the students to make a 'best guess' of what their school- or college-leaving qualifications will be.
2. *Eight mental abilities* sets out an alternative way for looking at mental abilities.
3. *What are your mental abilities?* is a self-assessment of mental abilities.
4. *Physical and health considerations* raises issues concerning the demands made by jobs on a person's skills and physical fitness and asks the student to make a self-assessment along these lines.

5. *Short-listing job titles* makes the connection between what people have to offer in terms of strengths and what different jobs demand.

6. *Sorting out the demands made by a job* is a second chance to look at one particular job in some depth, but this time in terms of the physical and mental demands it makes upon the worker.

### What will be your level of qualification?

This section leads up to the student making a prediction of his own likely school- or college-leaving qualification. It necessarily refers to the statistical notions of 'standardisation of marks by 'dispersion' and 'central tendency'. The teacher who is not a trained statistician and who wants to have some basic background information about such notions could consult the appropriate chapter in a textbook of educational psychology (for example, Maxwell, 1970; pages 134 ff). But unless you are likely to get into a detailed discussion with your group, this is probably unnecessary.

The discussion in *Decide for Yourself* of Fred and his problem can be used as a basis for classroom discussion and it would be worth developing it in terms of the particular way in which your school or college allocates marks. Some enlightened establishments standardise their



marks before they are issued anyway; in which case Fred's sort of problem is considerably less acute.

The self-assessment – *Worksheet 5* – in this section is an individual activity, but some less-than-brilliant students might like to see a worked example on the blackboard.

There is an important point made at the end of this section about students being able to enter any given field of work at various levels of qualification. This is well worth emphasising – both for students with unrealistically high, and for those with unrealistically low, levels of aspiration. One way it can be developed is through the 'Field and Level' game, which is played by drawing on the board a chart made up of rows and columns. Each column can represent a particular field of work – for example 'Medical', or 'Engineering'. Each row can represent a level of entry qualification – for example 'no academic qualification required' or 'university degree required'. In discussion the teacher can work out titles for rows and columns which best suit the group. Alternatively, examples of titles for the columns can be taken from interest inventory categories such as Crowley (1976, page 2), Connolly (1968, pages 9-10) or Closs (1969, page 20). The game can be played in various ways. One is to draw up the rows and columns first without headings, and then ask the students to suggest job titles which the teacher fills in until the group can identify what each of the rows and columns represents. Then the group can go on to fill up any remaining blank squares in the charts with additional suggestions. A skilful teacher can get the group to exchange a great number of occupational qualifications, and show the students the importance of looking at various levels of qualification within any given field.

### **Eight mental abilities**

This is a self-contained section which can be read by the students in preparation for the self-assessment they will make in the next section. One important feature of this section is the extent to which it insists upon the student's non-academic (as well as academic) activities as a basis for assessing his mental abilities. A possible classroom discussion, extending and strengthening the point, would be to ask the group to brainstorm the range of academic and non-academic activities in which each of the abilities described here might be used. If students can gain some impression of the range of activities in which they are engaged, and which gives some clues as to where their own personal strengths and weaknesses lie, then they will be better prepared for the next self-assessment worksheet exercise.

The headings used in this section are based on some psychologists' observations of how different people perform in different tests. The method is explained briefly in Eysenck (1953, pages 19-39). A general survey of the main findings can be found in most textbooks of educational psychology, such as Maxwell (1970, pages 168-195). Any presentation of the ideas to your group can be usefully supplemented by showing the students examples of test items for each kind of ability. Ask them to think of other possible items and then to think of real life situations in which that kind of ability would be

useful. Some real life applications are suggested in *Decide for Yourself*. Examples of test items can be obtained from Eysenck (1953, pages 41-65 and 1962). A detailed and highly technical discussion of ability can be found in Vernon (1961).

Creativity is usually treated separately from intelligence. It has been integrated with the section on mental abilities in *Decide for Yourself* because it has the same kind of relevance to occupational choice as mental abilities. Hudson discusses the concept of creativity at some length and also provides some material which can be adapted for practical group discussion use (Hudson, 1967, pages 68-92).

### **What are your mental abilities?**

*Worksheet 6* is an individual activity. A student who is able to understand the book should have little difficulty. It prepares the way for looking later at jobs in terms of mental abilities.

### **Physical and health considerations**

This is a relatively simple but very necessary part of the self-analysis process. The exploration of these types of personal characteristics, which may be of considerable significance to some members of the group, can be elaborated in terms of the 'brainstorming' exercise suggested above for the exploration of mental abilities.

### **Short-listing job titles**

We now begin again the route back from *self-assessment* to *job-assessment*. The Classbook shortcuts the route by pointing the students' attention back to *Worksheet 3* and inviting them to analyse there some of the job titles which discussion and thought in this section have suggested to them.

But there is a longer route which may be necessary for some students. It involves first carrying out a survey of job titles (much as was done in *Worksheet 3*), but this time on the basis of job demands rather than of job satisfactions. There is no worksheet in *Decide for Yourself* which sets up such an exercise. But such an exercise could quite profitably be carried out in full-group session using the blackboard instead of a worksheet. The blackboard would have to be divided into 20 sections – corresponding to the twenty sorts of demands described in this chapter (eight mental abilities and twelve physical and health considerations) with space alongside each of the sections in which job titles could be entered during discussion. The students will exchange a fair amount of occupational information by this means – and some may well want to short-list some new titles for re-analysis in *Worksheet 3* (as suggested by the Classbook).

### **Sorting out the demands in a job**

*Worksheet 8* is the second type of depth analysis of a job that students have been asked to attempt. The applications and developments suggested on page 9 of these notes can be adapted for use with this analysis.

To maintain as much variety of activity as possible, you may care to use one of the suggestions that you did not use for the analysis of values.

A series of rounding-off activities in small interest-groups might be useful. Possibilities include:

1. Looking at a particular job and deciding what employers would want – in qualifications, abilities and skills – from people applying for it. Set up a selection panel and interview volunteers from the group who act as applicants for the job. The whole group could then evaluate their effectiveness in getting the right man for

the job. They could also evaluate the applicant in terms of his ability to communicate his employability.

2. Members of the group could be asked to write letters of application for jobs, setting out the relevant facts concerning their qualifications, abilities and skills.

3. Looking at some application forms for jobs and trying to work out what sort of qualifications, abilities and skills the employer is looking for.

For all these exercises the presence of an experienced selection officer from the relevant sector of employment would be a useful additional resource.

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## Stage Five

# Personal style and occupational style

This is a third framework within which *self*-assessments and *job*-assessments can be carried out, and cuts across the distinction between employer demand and employee satisfaction. The word 'style' is used instead of the more technical term 'personality traits' to convey the idea of public behaviour by which we make ourselves known to others. There are four sections:

1. *You: as you see yourself* sets out a grouped list of styles and the student is asked to say which he feels describes him.
2. *You: as others see you* invites the student to ask his acquaintances how far they agree with his own analysis of his own styles.
3. *A survey of matching and mismatching job styles* asks the student to relate a number of job titles to styles which would be helpful and unhelpful in those jobs.
4. *Sorting out the styles in a job* is a look in depth at one particular job to ask what sort of styles would be most helpful in it.

### You: as you see yourself

A preparatory exercise for the completion of the worksheet might be useful. One possibility would be to get the group to discuss the ways in which people's public behaviour can be described. An initial brainstormed list of descriptions could be used as a basis for discussing which descriptions might be expected to go together – in the sense that you might expect someone who is described as 'friendly' also to be described as 'sociable' but you might not care to make any assumption that the same person would be, say, 'reliable'. The discussion might lead to a jumbled list of descriptions on the blackboard being grouped into

'islands' of terms which, in the view of the group, constitute recognisable personal styles. The groups need not correspond to those in *Worksheet 9* – which could be introduced, for comparison purposes, at this point. Indeed there might be some useful discussion to be had from criticising *Worksheet 9's* construction – and amending it until it meets with some degree of acceptance by the group.

The self-assessment is an individual activity, although some students may appreciate a demonstration of how they should set about it. Encourage them to think of descriptions of their own to insert in appropriate places in the analysis.

### You: as others see you

One way of getting the assessment of others would be to form small groups and allow the students to circulate their assessments within the group. They could then discuss their mutual perceptions of each other. The dangers of doing this may not be as great as they appear, because descriptions in the checklist have been phrased deliberately in a positive way. None is rejective or disapproving. Alternatively, the assessment can be circulated by the student in his own time, among family, acquaintances and various teachers.

### A survey of matching and mismatching job styles

The group may need an opportunity to study the connection between the list of personal styles on *Worksheet 9* and the list of occupational styles on *Worksheet 10*. This is the second type of job survey in *Decide for Yourself* and it can be set up in much the same way as the earlier type (see pages 8 and 10 of these notes). To maintain some variety for the students, consider using one of the approaches to this survey which you have not already used for previous surveys.

An important feature of this section lies in the fact that it introduces the possibility of mismatching a job and a person.

There is inevitably some disagreement among members of the group about how a particular job should be



located on a survey, and if the group has an opportunity to discuss their individual surveys together, that discussion can be a valuable part of the course. But mismatching becomes clearer where the particular style is present in an extreme form. An extreme of 'dominant' could be 'bossy'; of 'co-operative', 'obsequious'; of 'sensitive', 'touchy'; of 'resilient', 'unfeeling'; and so on.

A useful discussion might be built around setting the group to suggest words which express the extreme – and perhaps rather negative – form of the styles listed in the checklist. It will then be easier to see where certain styles could hinder the carrying out of particular jobs.

One way of highlighting mismatching would be to invite members of the group to prepare short role-plays of mismatching styles. One group perhaps could try a brisk and vigorous warden of an old people's home with two or three of her residents. Someone might have some fun with an utterly honest used-car salesman. Other possibilities are a dominant air-stewardess, a polite drill-sergeant, and a nurse who prefers her own decisions to those of the doctor. It would be important at some

point to say that the styles only become a serious problem if they are in the wrong setting. Someone who gets a lot of agreement to his perception of himself as 'sociable' should not be allowed to go away with the feeling that most other people find him 'a bore' or 'too friendly'. Such characteristics will only become a serious problem in certain settings, including job settings: in other, more appropriate settings other people might be very grateful for his sociability.

### Sorting out the styles in a job

*Worksheet 11* is the third of three types of job-analysis suggested in *Decide for Yourself*, but to maintain a variety of approaches the teacher can use one of the methods suggested earlier which has not yet been used.

One way of rounding off this stage would be to introduce the group to the idea of personal references in making applications for jobs, and invite them to attempt to write references for themselves, or for each other, in support of applications for jobs which they choose.

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## Stage Six

# Focus

Two points are made in this chapter:

1. *Background and foreground information* points to the necessity of deciding what things are or are not important in a consideration of self, and to the fact that each person has to decide these for himself. And the résumé of the *Self- and Job-assessments* makes the point that it is not only desirable but inevitable that a person's job should be linked to his concept of himself.
2. *Instead of a conclusion* points out that deciding is a recurring experience. Each decision leads to more decisions.

### Background and foreground information

Daws (1968, pages 25-31) argues for the use of what he calls a 'comprehensive matching model' in vocational guidance. He compares this with what he calls the 'talent-matching model', e.g. the 'Seven Point Plan' which was once commonly used in the Youth Employment Service – as it then was – and which tried to match employers' demands with individual skills. *Decide for Yourself* has attempted to set out a more comprehensive model which draws not only upon lists of employers' demands for skills but also upon the employees' needs for satisfaction. One advantage, however, which the Seven Point Plan had over anything more comprehensive was that, because it was more

selective, it was less complicated, and so less confusing. And so this chapter in *Decide for Yourself* suggests that the student should focus his attention on selected elements in his self-concept. He may, after all, decide to use employer-orientated criteria for selection. He may, for example, focus his attention upon his abilities and skills, in which case he will be basing his decisions upon a structure which is very similar to the talent-matching model which Daws found too limiting. The point is that these are limitations which the student is imposing upon himself: they have not been forced upon him by a ready-made employer-orientated structure. In fact most students will probably focus upon some employer-orientated elements and some self-orientated elements.

To make these selections the student will go over the summary statements at the foot of each self-analysis and transfer statements from these to *Worksheet 12*. The group may need preparation for this process by re-iteration of the main differences in approach between stages two, three and four in *Decide for Yourself* and by demonstration of examples of how a person could select from some of the assessments.

The summary sheet is short and self-contained. It may be possible to integrate a copy of it with the school's careers record system. It would certainly be worth discussing with the careers teacher and the careers officer, to see if any place can be made for the discussion of their summaries with individual students in the careers interview programme. In any event doing the summary provides a useful preparation for interview with the careers teacher or careers officer. It might be possible to set up role-play situations in the group, in which individual students are interviewed about their summaries in the presence of the group. The group

could then discuss which parts of the summary can best be used in an interview situation.

There is a necessary connection between job and self. They are mutually interdependent. *Decide for Yourself* has been concentrating on how certain types of persons will tend to be attracted by certain types of work. But this is only one kind of connection. There are others. The group could be asked to suggest jobs which will influence the personalities of the people who do them. Could being a bank official, for example, have any effect at all upon a man's political opinions? Are there any issues of the day – reported on television or in the Press – on which a bank official's opinion might be influenced by his job? Will there be certain newspapers that he would be more likely to read, certain areas where he would be more likely to live, certain styles of family life which he would be more likely to adopt, certain leisure pursuits which he would be more likely to follow? If he is under pressure of this kind, exactly what form does it take? Would you expect the pressures to be different for a salesman, a nurse, a deep-sea fisherman, a teacher? Are there jobs where such pressures are greater than for others? Must a man go along with those pressures or can he carve out a shape for his life against the pressures of work? Just how much is a person choosing when he chooses a job?

One satisfactory way of dealing with material of this kind is to form a small panel of representatives of various occupations and let them discuss with the group the questions raised in this section. The topic does not call for great expertise about qualifications and job opportunities, so it may be more useful not to have representatives from the personnel departments of local firms, but to call upon the men and women who do the jobs. The parents of group members might be a useful source of recruits. They will only need to know what they feel, and to be averagely articulate.

The task of comparing self-assessments and job-assessments in *Decide for Yourself* is an ongoing one. Once this point has been reached, there is ample scope for bright students to supplement the job analyses they have already begun, and to begin new ones. The linked surveys of jobs which appear in the Appendix to *Decide for Yourself* are designed only to stimulate thought about how different jobs satisfy different personal criteria.

### Instead of a conclusion

It would be interesting to know what differences the reading of *Decide for Yourself* makes to the way students use their self-concept in making decisions. One way of doing this would be to issue a new set of copies of *Worksheet 1* and to ask the students to do it again.

### Further development – careers games

A rounding-off activity for the whole group is a development of the 'Field and Level' game described on page 10 of these notes. It is played on a chart, like those in the appendix of the Classbook. To play the game the appropriate blank chart will need to be put on the board and the students might make their own copies on separate sheets of paper.

Possible examples of rules are:

1. The object of the game is to think of job titles which go into the squares on the board to 'fit' the two factors to which they correspond. A student might have to think of a job requiring fluency and offering responsibility. He scores if the umpire agrees with his judgement. The umpire can be an individual or the group majority. The player might be asked to justify his choice by saying what he knows about the job.
2. Players can mark their personal copies of the chart with areas which correspond to each of them personally. Each could be given one or two rows and one or two columns on the chart. When those areas have been pencilled in, students will have three areas on their chart:
  - (i) Areas wholly outside their personal area.
  - (ii) Areas in one or other of their columns or rows.
  - (iii) Areas where their columns and rows overlap.More points should be awarded to successful suggestions for areas (ii) and (iii). This rule will encourage individual players to seek suggestions which are most relevant to themselves.
3. The same job title can be used more than once, but bonus points might be offered for entirely new suggestions.
4. If a game is left half-played, the students might be encouraged to seek out new information to fill empty squares in the matrix when the game is taken up again.

The game can therefore be played with varying degrees of sophistication. It is a matter of time and readiness.



Stage One *Worksheet 1 (Self-assessment)*

**Influences and choices**

		Disc or book	Shirt or blouse	Hobby, club or sport	Motorcycle or car	School or college subject	Husband or wife	Political or religious viewpoint	Job				Choices Influences
<b>Availability</b>	I would choose what was most easily available to me, without waiting or travelling.												<b>Availability</b>
<b>Pressure</b>	I would choose what other people would like me to choose or what I was persuaded to choose. I would try to suit other people.												<b>Pressure</b>
<b>Information</b>	I would choose only what I had a great deal of information about. I would want to know a great deal about what I chose.												<b>Information</b>
<b>Advice</b>	I would choose what people whose opinion I respect said was suitable for me. I would take advice.												<b>Advice</b>
<b>Abilities</b>	I would choose what best suited my existing abilities, skills and achievements.												<b>Abilities</b>
<b>Personality</b>	I would choose what best suited my personality, my own style of doing things and behaviour.												<b>Personality</b>
<b>Needs</b>	I would choose what was most necessary to me, what gave me what I needed, something I definitely required.												<b>Needs</b>
<b>Values</b>	I would choose what was most valuable, worthwhile, pleasurable, satisfying or fulfilling.												<b>Values</b>

For me the most important influences in choosing a career are . . .

Write influences here

Revised

Revised

	1	2	3

# Decide for Yourself Workbook

CRAC





Stage Two *Worksheet 2 (Self-assessment)*

Values and needs

Section A – In education

		Tick here	Total
Row 1	I like using tools, utensils, technical instruments or machinery	<input type="checkbox"/>	} <input type="text"/> 1a
	I like working with my hands on something useful	<input type="checkbox"/>	
	I like working with things or objects rather than with books or ideas	<input type="checkbox"/>	
	I like learning things of practical use to me later in life	<input type="checkbox"/>	
	I like subjects which will help me to get a well-paid job	<input type="checkbox"/>	
Row 2	I like being taught in an orderly, well-organised way	<input type="checkbox"/>	} <input type="text"/> 2a
	I like subjects where you know exactly what you are expected to do	<input type="checkbox"/>	
	I like teachers who keep students well under control	<input type="checkbox"/>	
	I like subjects where I know that I am going to be able to cope with the work	<input type="checkbox"/>	
	I like subjects which are about facts that you can be sure of rather than 'airy-fairy' ideas that are hard to pin down	<input type="checkbox"/>	
Row 3	I like subjects where the teacher encourages a friendly atmosphere	<input type="checkbox"/>	} <input type="text"/> 3a
	I like subjects which are about the way people think, feel and behave	<input type="checkbox"/>	
	I like working in co-operative groups	<input type="checkbox"/>	
	I like the chance to hear what other people think and feel	<input type="checkbox"/>	
	I like subjects where the other students are friendly	<input type="checkbox"/>	
Row 4	I like taking part in class discussions or plays, readings or exhibitions	<input type="checkbox"/>	} <input type="text"/> 4a
	I like unusual subjects	<input type="checkbox"/>	
	I like my work to be good, so that it can be used as an example	<input type="checkbox"/>	
	I like or would like people to think I am good in certain subjects	<input type="checkbox"/>	
	I like to have my work praised	<input type="checkbox"/>	

		Tick here	Total
Row 5	I like taking part in class debates or arguments	<input type="checkbox"/>	} <input type="text"/> 5a
	I like writing essays where I must argue a case persuasively	<input type="checkbox"/>	
	I like subjects which are important to my plans and prospects	<input type="checkbox"/>	
	I like subjects where I can do the work in my own way	<input type="checkbox"/>	
	I like subjects where I can be asked for my advice or opinion	<input type="checkbox"/>	
Row 6	I like finding out things by experiment or research	<input type="checkbox"/>	} <input type="text"/> 6a
	I enjoy subjects which involve thinking, memorising or reasoning	<input type="checkbox"/>	
	I enjoy subjects where there is a lot to read about	<input type="checkbox"/>	
	I like subjects where I am able to satisfy my curiosity about things	<input type="checkbox"/>	
	I like working with an intelligent and expert teacher	<input type="checkbox"/>	
Row 7	I like subjects where I can create something artistic, musical or literary	<input type="checkbox"/>	} <input type="text"/> 7a
	I like subjects which deal with attractive or beautiful things	<input type="checkbox"/>	
	I enjoy subjects where I can present my work in an attractive way	<input type="checkbox"/>	
	I enjoy subjects that develop my understanding of art, music or books	<input type="checkbox"/>	
	I like working in attractive or beautiful surroundings	<input type="checkbox"/>	
Row 8	I like having to use all my concentration and ability to work	<input type="checkbox"/>	} <input type="text"/> 8a
	I like doing subjects that I can do really well	<input type="checkbox"/>	
	I like subjects where I am in competition with others	<input type="checkbox"/>	
	I like being kept up to the mark by a demanding teacher	<input type="checkbox"/>	
	I like subjects where I am left alone so that I can discover and use my own capabilities	<input type="checkbox"/>	

Worksheet 2 cont. Section B – In leisure

		Tick here	Total
Row 1	I like learning things that are useful		} <input type="text"/> 1b
	I like collecting and keeping things		
	I like looking after equipment or machinery and tools		
	I like making extra pocket money		
	I like keeping fit and healthy		
Row 2	I like sorting things out and keeping them in an orderly way		} <input type="text"/> 2b
	I would rather spend my time alone than keep meeting people I can't be sure about		
	I like by self-control to keep my social and leisure life within respectable limits		
	I generally feel more comfortable with myself when I am in familiar surroundings		
	I like to plan for the future so that I can have some idea of what to expect		
Row 3	I like helping the needy		} <input type="text"/> 3b
	I like doing things in co-operation with other people		
	I like doing things which offer companionship to people		
	I like activities where I am with a lot of friendly people		
	I like listening to my friends telling me about themselves		
Row 4	I like wearing clothes or a uniform that people find attractive or smart		} <input type="text"/> 4b
	I like unusual activities		
	I like the chance to perform or do things publicly		
	I like activities where you can win prizes, cups, medals or badges		
	I like the chance to show-off a bit		

		Tick here	Total
Row 5	I like the chance to be in authority		} <input type="text"/> 5b
	I like being, or would like to be, on an organising committee		
	I like getting things done effectively and properly organised		
	I like making for myself the decisions about what to do		
	I like activities which will develop my leadership qualities		
Row 6	I have a lot of curiosity		} <input type="text"/> 6b
	I like documentary TV programmes best		
	I like libraries, museums and other places of educational interest		
	I would like to be an expert or authority on some subject		
	I like non-fiction books best		
Row 7	I like making beautiful or artistic things		} <input type="text"/> 7b
	I like keeping in touch with good music, art or creative writing		
	I like the chance to appreciate beautiful things		
	I like developing my artistic, musical or literary understanding		
	I really feel more comfortable when I am in beautiful surroundings		
Row 8	I like activities where I must and can stand on my own feet		} <input type="text"/> 8b
	More than anything else, I like things that I can do in my own way even if it means doing them alone		
	I only really like doing things that I know I can do well		
	I am a competitive person – I like to win		
	I like attempting challenges where I have to work hard to succeed		



Worksheet 2 cont. Section C – In opinions

	Tick here	Total
<b>Row 1</b>		
A lot of people tend to be rather impractical in their ideas	<input type="checkbox"/>	} <input type="text"/> 1c
I admire people who concentrate on useful things, not vague ideas	<input type="checkbox"/>	
Mankind has benefited most from the invention of tools and machines	<input type="checkbox"/>	
Money spent on the needy is wasted unless it provides them with adequate food and shelter	<input type="checkbox"/>	
One of the first questions to ask of any new venture is 'Is it practical?'	<input type="checkbox"/>	
<b>Row 2</b>		
We should all have more respect for parents, teachers and others in authority	<input type="checkbox"/>	} <input type="text"/> 2c
Wrongdoers should be made to conform to the demands of society	<input type="checkbox"/>	
Military strength and strong government are basic needs of our society	<input type="checkbox"/>	
Society is becoming a bit too chaotic, there is too much change and not enough stability	<input type="checkbox"/>	
Law and order is more important than most people seem to realise	<input type="checkbox"/>	
<b>Row 3</b>		
What the world needs now is love: not sex but caring love	<input type="checkbox"/>	} <input type="text"/> 3c
People don't listen enough to each other's points of view	<input type="checkbox"/>	
I admire people who are kind and sympathetic to others	<input type="checkbox"/>	
The courts should at all costs be fair to every individual	<input type="checkbox"/>	
The worst part of being in need is the loneliness	<input type="checkbox"/>	
<b>Row 4</b>		
I admire people who gain and keep the attention or admiration of others	<input type="checkbox"/>	} <input type="text"/> 4c
Having the respect of other people is more important than anything else	<input type="checkbox"/>	
When I see a cheering crowd I wish they were cheering me	<input type="checkbox"/>	
The way you dress and behave publicly tells others a lot about you	<input type="checkbox"/>	
In our society most people are nondescript, anonymous and dull	<input type="checkbox"/>	

	Tick here	Total
<b>Row 5</b>		
I admire people who get things done, influential people	<input type="checkbox"/>	} <input type="text"/> 5c
A good leader must be able to persuade others to accept his way	<input type="checkbox"/>	
Politics are very important	<input type="checkbox"/>	
The world needs more 'doers' and fewer 'dreamers'	<input type="checkbox"/>	
Many of the problems of our society need strong, forceful solutions	<input type="checkbox"/>	
<b>Row 6</b>		
I admire people who are well educated and intelligent	<input type="checkbox"/>	} <input type="text"/> 6c
Mankind has benefited most from the invention of writing and books	<input type="checkbox"/>	
Any new venture is justified if it helps our knowledge of the universe	<input type="checkbox"/>	
It is mankind's ability to learn and solve problems which is his most important characteristic	<input type="checkbox"/>	
Schooldays really are among the happiest days of your life	<input type="checkbox"/>	
<b>Row 7</b>		
It is art, music and literature which have contributed most to the quality of life	<input type="checkbox"/>	} <input type="text"/> 7c
We must preserve the beauty of nature at all costs	<input type="checkbox"/>	
Pleasant design in clothing is more important than following fashions	<input type="checkbox"/>	
More attention should be paid to building and landscape design	<input type="checkbox"/>	
Artistically creative people are not paid enough	<input type="checkbox"/>	
<b>Row 8</b>		
People should stand on their own feet and not rely on other people	<input type="checkbox"/>	} <input type="text"/> 8c
I admire people who face challenges and do not give up	<input type="checkbox"/>	
The happiest people are those who can use their abilities and who work hard	<input type="checkbox"/>	
People are not given enough opportunity to do what they are capable of doing	<input type="checkbox"/>	
A person is worth only what he achieves with his life	<input type="checkbox"/>	

Worksheet 2 cont. Section D – Values and needs: analysis

A	B	C	D	E
Education	Leisure	Opinion	Totals	Value descriptions
1a	1b	1c		1
2a	2b	2c		2
3a	3b	3c		3
4a	4b	4c		4
5a	5b	5c		5
6a	6b	6c		6
7a	7b	7c		7
8a	8b	8c		8

The most important values for me are

Revised

Revised




Survey of job values

		Job titles		
<b>1. Practical jobs</b>	Society needs this job done in order physically to survive			
	It means working mainly with things rather than people			
	It is a practical job, useful to people			
	It is well paid			
	It is a convenient job – travelling would be cheap and easy			
	The skills learned could be used to make money outside			
<b>2. Security-seeking jobs</b>	This work makes life safer			
	You don't have to keep on changing the way you work			
	It is a secure job			
	A person with abilities like mine would not be taking on more than he could cope with			
	It is a job where you can easily find out what to do and how to do it			
	It is a job where the employees are properly looked after and protected by the employers			
<b>3. Social jobs</b>	The job is about helping people			
	It involves knowing and understanding clients or customers			
	It involves listening to what people have to say			
	The work is done in a friendly atmosphere			
	There is plenty of company			
	You can talk to colleagues or workmates while you work			
<b>4. Attention-seeking jobs</b>	It is a job which many people consider important			
	It involves a certain amount of leadership			
	The work done is looked at or noticed by seniors			
	The public see you at work			
	It is a job that a worker can be proud of in our society			
	It is an unusual job			

Worksheet 3 continued

		Job titles		
5. Influence-seeking jobs	The job carries real responsibility			
	It means working persuasively with customers or clients			
	If it is not done properly the consequences can be serious			
	You get a feeling of getting things done			
	A person with my qualifications could be put in charge of something			
	The work could mean persuading colleagues or workmates what has to be done			
6. Knowledge-seeking jobs	It is scientific work			
	The work requires a good educational background			
	It involves finding things out, getting information			
	It involves providing information to others			
	It is concerned with books or ideas			
	Further study is required			
7. Aesthetic jobs	The job involves being artistically creative			
	It is concerned with decorating things – making things attractive			
	It takes you into the countryside			
	It involves handling other people's creative work			
	It is done in attractive surroundings			
	Some sense of what is good in music, art or writing is involved			
8. Achievement-seeking jobs	The work is hard and demanding			
	You get on by your own effort and ability			
	You can do this kind of work in your own way			
	The work involves competition with others			
	A person with my ability could get on in this job			
	A lot of people would be unwilling to attempt taking on this job			
Write here the titles of any jobs of which you would like to make a particular study				



Analysis of values in a job

Job title	Branch or department (if known)
Name of employer (if known)	
Level at which job is being studied (e.g. at entry, technician level, management level etc.)	
School-leaving and other qualifications required for entry	
1. Practical satisfactions offered because . . .	
2. Security satisfactions offered because . . .	
3. Social satisfactions offered because . . .	
4. Attention satisfactions offered because . . .	
5. Influence satisfactions offered because . . .	
6. Scientific satisfactions offered because . . .	
7. Aesthetic satisfactions offered because . . .	
8. Achievement satisfactions offered because . . .	
General comments	






 Stage Four *Worksheet 6 (Self-assessment)*
**Mental abilities**

 Things calling for mental abilities and which I do *best*

 Things calling for mental abilities and which I do *least well*

1. Verbal comprehension	1. Verbal comprehension
2. Word fluency	2. Word fluency
3. Numeracy	3. Numeracy
4. Spatial ability	4. Spatial ability
5. Memory	5. Memory
6. Perception	6. Perception
7. Reasoning	7. Reasoning
8. Originality	8. Originality

Write here any mental strengths and weaknesses which seem important to you in choosing a career

**STRENGTHS**
**WEAKNESSES**



Stage Four *Worksheet 7 (Self-assessment)*

Physical and health considerations

My particular physical and health *assets*

Physical and health considerations that present me with a *problem*

1. General health	1. General health
2. Height	2. Height
3. Breathing	3. Breathing
4. Skin	4. Skin
5. Speech	5. Speech
6. Hearing	6. Hearing
7. Strength	7. Strength
8. Reaction time	8. Reaction time
9. Vision	9. Vision
10. Dexterity	10. Dexterity
11. Co-ordination	11. Co-ordination
12. Appearance	12. Appearance

Write here any physical and health assets or problems to which you want to pay special attention in choosing a career

ASSETS

PROBLEMS



**Analysis of demands in a job**

Job title	Branch or department (if known)
Name of employer (if known)	
Level at which job is being studied (e.g. at entry, technician level, management level etc.)	
School-leaving and other qualifications required for entry	

**Mental demands**

1. Word-understanding abilities required because . . .
2. Word-fluency abilities required because . . .
3. Number abilities required because . . .
4. Ability to think in terms of shapes required because . . .
5. Good memory required because . . .
6. Ability to notice details required because . . .
7. Reasoning ability required because . . .
8. Originality required because . . .

*Worksheet 8 continued*

**Physical demands**

1. Good general health required because . . .
2. Height required because . . .
3. Breathing should be clear because . . .
4. Skin should be clear because . . .
5. Speech should be good because . . .
6. Hearing should be good because . . .
7. Strength required because . . .
8. Fast reaction time required because . . .
9. Sight should be good because . . .
10. Dexterity required because . . .
11. Co-ordination required because . . .
12. Pleasant appearance required because . . .
Further comments





**Personal style**

Write the names of your other assessors here

		1	2	3	4	5	6
		Self-assessment					
<b>1. Careful</b>	Careful – tries to avoid mistakes, large or small						
	Thorough – see a task right through						
	Gives attention to detail						
	Takes pride in work						
	Perfectionist – does not like to see a badly-done job						
	Concentrates closely						
<b>2. Co-operative</b>	Co-operative						
	Loyal – will not let friends down						
	Polite – does not like to offend anyone						
	Responds well to other people's suggestions						
	Adaptable – can fit in well with others						
	A 'joiner' – clubs, projects, anything that is going on						
<b>3. Dominant</b>	Dominant – wants to be out in front						
	Influences others						
	Takes initiative						
	Accepts responsibility						
	Elected representative by colleagues						
	Can handle limelight – even enjoys it						
<b>4. Dynamic</b>	Active – is always on the go						
	Hard-working						
	Keeps up to date with work						
	Vigorous – plenty of energy						
	Can manage part-time job without hindering studies						
	Plenty of drive						
<b>5. Resilient</b>	Resilient – stays cheerful						
	Overcomes difficulties, even unexpected ones						
	Accepts criticism calmly						
	Not easily upset or discouraged						
	Consistent						
	Relaxed, not the type to panic						

		Write the names of your other assessors here					
		1	2	3	4	5	6
		Self-assessment					
6. Self-sufficient	Self-sufficient, stands on own feet						
	Resourceful						
	Usually knows what he/she is doing						
	Prefers own decisions						
	Independent, prefers to handle things on his/her own						
	Thinks for himself/herself						
7. Sensitive	Sensitive						
	Feeling – reacts to atmosphere, mood						
	Aware of other people's feelings						
	Wanting to please						
	Tactful – doesn't like to hurt others						
	Interested in others						
8. Sociable	Sociable						
	Easy-going, not quick-tempered						
	Friendly, likes to be with people						
	Popular, is well-liked by others						
	Wide range of friends						
	Good-humoured						
9. Trustworthy	Trustworthy						
	Honest						
	Punctual whenever possible						
	Rarely absent except through illness						
	Works well unsupervised						
	Reliable						
Write here what you think are your most characteristic personal styles							



**Survey of matching and mismatching job styles**

Write here job titles that match the statement

Write here job titles that mismatch the statement

<b>1. Carefulness</b>				Not taking any risks				<b>1. Carefulness</b>
				Paying close attention to detail				
				Working slowly and methodically				
				Doing the work very precisely				
				Doing everything thoroughly				
<b>2. Co-operation</b>				Being very co-operative with everyone				<b>2. Co-operation</b>
				Working closely with others				
				Waiting to be told what to do				
				Always fitting in with the team or group				
				Getting along with others				
<b>3. Dominance</b>				Using initiative				<b>3. Dominance</b>
				Telling others what to do				
				Taking responsibility				
				Exercising leadership				
				Seeking to influence others				
<b>4. Dynamism</b>				Being very active – never pausing				<b>4. Dynamism</b>
				Always working quickly				
				Doing the work vigorously and energetically				
				Working to the point of exhaustion				
				Working under pressure				
<b>5. Resilience</b>				Remaining calm under pressure				<b>5. Resilience</b>
				Not worrying too much when things go wrong				
				Being consistent when the temptation to 'give in' is high				
				Able to be detached – not too involved				
				Coping with pain and/or unhappiness of others				

Worksheet 10 continued

Write here job titles that match the statement

Write here job titles that mismatch the statement

6. Self-sufficiency				Being prepared to carry on alone				6. Self-sufficiency
				Not waiting to be told what to do				
				Working alone				
				Being prepared to answer criticism				
				Working out solutions to problems by yourself				
7. Sensitivity				Trying to understand other people by listening				7. Sensitivity
				Being tactful				
				Keeping confidences about personal and private matters				
				Being influenced by feelings				
				Understanding unspoken needs				
8. Sociability				Making people at ease				8. Sociability
				Talking to people in a friendly way				
				Working in an easy-going way				
				Being good-humoured				
				Making a point of good personal contacts				
9. Trustworthiness				Always being honest				9. Trustworthiness
				Always being reliable				
				Sticking to the rules				
				Always being where one is expected to be				
				Always doing what is expected				

When you have completed the survey, write here the titles of any jobs that you want to consider more fully as possible careers.

**Analysis of styles in a job**

Job title	Branch or department (if known)
-----------	------------------------------------

Name of employer  
(if known)

---

Level at which job is being studied (e.g. at entry, technician level, management level, etc.)

---

School-leaving and other qualifications required for entry

---

<b>Matching job styles</b>	<b>Mismatching job styles</b>
----------------------------	-------------------------------

	1. Carefulness	
	2. Co-operation	
	3. Dominance	
	4. Dynamism	
	5. Resilience	
	6. Self-sufficiency	
	7. Sensitivity	
	8. Sociability	
	9. Trustworthiness	

Comments

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Sum

W

W

W

W

W

Y





Summary

Name	Class/Form/Tutor/Year group		
School/College			
Address			
<b>Qualifications to date</b>			
Name of examination (including level)	Subject	Grade	Year

**Summary statement** This summary can be filled in on completion of Worksheets 2, 5, 6, 7, and 9

<i>Worksheet 2</i> Values and needs	
<i>Worksheet 5</i> Expected qualifications exam/subject/grade	
<i>Worksheet 6</i> Mental abilities	
<i>Worksheet 7</i> Physical and health aspects	
<i>Worksheet 9</i> Personal style	
Year in which Self-assessment completed	Signed



**Summary**

Name	Class/Form/Tutor/Year group
School/College	
Address	

<b>Summary statement</b> This summary can be filled in on completion of Worksheets 4, 5, 8 and 11				
Job title	<i>Worksheet 4</i> Values offered	<i>Worksheet 5</i> Qualifications required exam/subject/ grade	<i>Worksheet 8</i> Mental, physical and health demands	<i>Worksheet 11</i> Matching styles

APPENDIX F

DATA AND CALCULATIONS

CONTROL GROUP (n = 15)		EXPERIMENTAL GROUP (n = 15)		
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	34	34	24	32
2	32	31	25	29
3	29	26	37	40
4	33	32	29	32
5	45	41	31	36
6	33	31	27	28
7	38	39	28	27
8	29	29	27	34
9	35	34	42	41
10	26	23	43	44
11	28	21	38	39
12	25	22	31	35
13	29	28	40	45
14	37	37	29	30
15	31	32	28	28
$\Sigma$	484	460	479	520
$\Sigma(x - \bar{x})^2$	372,93	501,33	560,93	499,33
$\bar{x}$	32,26	30,67	31,93	34,67

STD 6 t-test CALCULATIONS.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{n x_1 + n x_2 - 2}\right) \left(\frac{n x_1 + n x_2}{n x_1 \times n x_2}\right)}}$$

CONTROL/EXPERIMENTAL PRE-TEST COMPARISON:

$$t = \frac{32,26 - 31,93}{\sqrt{\left(\frac{372,93 + 560,93}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}}$$

$$= 0,16$$

CONTROL PRE-TEST/POST-TEST COMPARISON:

$$t = \frac{32,26 - 30,67}{\sqrt{\left(\frac{372,93 + 501,33}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}}$$

$$= 0,78$$

EXPERIMENTAL PRE-TEST/POST-TEST COMPARISON:

$$t = \frac{31,93 - 34,67}{\sqrt{\left(\frac{560,93 + 499,33}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}}$$

$$= 1,22$$

CONTROL/EXPERIMENTAL POST-TEST COMPARISON:

$$t = \frac{30,67 - 34,67}{\sqrt{\left(\frac{501,33 + 499,33}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}}$$

$$= 1,83$$



	CONTROL GROUP (n = 10)		EXP. GROUP 1 (n = 10)		EXP. GROUP 2 (n = 10)	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	29	25	33	30	35	42
2	27	24	36	39	39	41
3	32	32	27	33	23	26
4	35	33	38	38	28	37
5	35	32	35	29	31	36
6	32	25	32	38	19	29
7	37	35	25	36	34	34
8	36	32	36	38	33	34
9	34	31	38	43	43	43
10	32	34	33	37	38	36
$\Sigma$	329	303	333	361	323	358
$\bar{x}$	32,9	30,3	33,3	36,1	32,3	35,8
$\bar{X}$	33,45					

\*  $\sum_t \sum_j X_{ij}^2$  68703,0 (Total Sum of Squares)  
 $\sum_t \sum_i X_{i.}^2$  673753 (Sum of Group-Totals-Squared)  
 $X_{..}$  2007,0 (Total Sum of Scores)  
 $X_{..}^2$  4028049,0 (Total Sum Squared)

\* (Notation after Huntsberger (1977), P.301)

## ANOVA

STD 7CALCULATIONS

F-4

TOTAL SUM OF SQUARES: (Total sum of squares of deviation from the overall mean).

$$\begin{aligned} & \sum_i \sum_j X_{ij}^2 - \frac{X_{..}^2}{kn} \quad (\text{Huntsberger 1977, P.304}) \\ = & 68703,0 - \frac{4028049}{60} \\ = & 1568,85 \end{aligned}$$

AMONG GROUP VARIATION: (Sum of squares of the deviation of the group means from the overall mean).

$$\begin{aligned} & \frac{1}{n} \sum_i X_{i.}^2 - \frac{X_{..}^2}{kn} \quad (\text{Huntsberger 1977, P.304}) \\ = & \frac{1}{10} \cdot 673753 - 67134,15 \\ = & 241,15 \end{aligned}$$

WITHIN GROUP VARIATION: (Sum of squares of deviations of the individual observations from the group means or total sum of squares minus among groups sum of squares).

$$\begin{aligned} & \sum_i \sum_j X_{ij}^2 - \frac{1}{n} \sum_i X_{i.}^2 \quad (\text{Huntsberger 1977, P.304}) \\ = & 68703,0 - 67375,3 \\ = & 1327,7 \end{aligned}$$

	CONTROL GROUP (n = 20)		EXPERIMENTAL GROUP (n = 20)	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	40	37	28	34
2	28	24	40	42
3	35	34	28	34
4	27	27	31	38
5	40	36	34	35
6	37	34	31	35
7	31	30	36	40
8	35	35	37	43
9	35	34	29	36
10	42	41	37	38
11	41	37	32	35
12	23	19	38	39
13	27	26	34	35
14	22	33	35	37
15	35	36	38	45
16	33	33	31	33
17	26	21	37	38
18	33	36	25	26
19	27	17	36	36
20	37	38	33	30
$\Sigma$	654	628	670	628
$\Sigma (x - \bar{x})^2$	696,20	874,80	309	356,95
$\bar{x}$	32,70	31,40	33,50	36,45

STD 8 t-test CALCULATIONS.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{n x_1 + n x_2 - 2}\right) \left(\frac{n x_1 + n x_2}{n x_1 \times n x_2}\right)}}$$

CONTROL/EXPERIMENTAL PRE-TEST COMPARISON:

$$t = \frac{32,7 - 33,5}{\sqrt{\left(\frac{696,20 + 309}{20 + 20 - 2}\right) \left(\frac{20 + 20}{20 \times 20}\right)}} = 0,49$$

CONTROL PRE-TEST/POST-TEST COMPARISON:

$$t = \frac{32,7 - 31,4}{\sqrt{\left(\frac{696,2 + 874,8}{20 + 20 - 2}\right) \left(\frac{20 + 20}{20 \times 20}\right)}} = 0,64$$

EXPERIMENTAL PRE-TEST/POST-TEST COMPARISON:

$$t = \frac{33,5 - 36,45}{\sqrt{\left(\frac{309 + 356,95}{20 + 20 - 2}\right) \left(\frac{20 + 20}{20 \times 20}\right)}} = 2,23$$

CONTROL/EXPERIMENTAL POST-TEST COMPARISON:

$$t = \frac{31,4 - 36,45}{\sqrt{\left(\frac{874,8 + 356,95}{20 + 20 - 2}\right) \left(\frac{20 + 20}{20 \times 20}\right)}} = 2,80$$

	CONTROL GROUP (n = 10)		EXP. GROUP 1 (n = 10)		EXP. GROUP 2 (n = 10)	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	41	41	37	45	40	38
2	33	28	46	46	39	39
3	36	32	38	35	32	32
4	29	28	38	36	36	33
5	38	35	37	37	40	40
6	39	35	31	37	38	34
7	42	39	34	35	42	41
8	40	38	34	41	27	28
9	33	34	39	38	37	33
10	38	34	32	30	35	33
$\Sigma$	369	344	366	380	366	351
$\bar{x}$	36,9	34,4	36,6	38,0	36,6	35,1
$\bar{X}$	36,52					

\*  $\sum_i \sum_j X_{ij}^2$  80028 (Total Sum of Squares)

$\sum_i X_{i.}^2$  790010 (Sum of Group-Totals-Squared)

$X_{..}$  2176 (Total Sum of Scores)

$X_{..}^2$  4734976 (Total Sum Squared)

\* (Notation after Huntsberger (1977) P.301).



TOTAL SUM OF SQUARES:

$$\begin{aligned} & \sum_t \sum_j X_{ij}^2 - \frac{X_{..}^2}{kn} \\ = & 80028 - \frac{4734976}{60} \\ = & 1111,73 \end{aligned}$$

AMONG GROUP VARIATION:

$$\begin{aligned} & \frac{1}{n} \sum_t X_{i.}^2 - \frac{X_{..}^2}{kn} \\ = & \frac{1}{10} \cdot 790010 - \frac{4734976}{60} \\ = & 84,73 \end{aligned}$$

WITHIN GROUP VARIATION:

$$\begin{aligned} & \sum_t \sum_j X_{ij}^2 - \frac{1}{n} \sum_t X_{i.}^2 \\ = & 80028 - 79001,0 \\ = & 1027 \end{aligned}$$

C.M.I.

RESULTS :

STD 10

F-9

	CONTROL GROUP ( n = 15)		EXPERIMENTAL GROUP ( n = 15)	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	41	34	34	34
2	36	36	37	44
3	41	39	41	41
4	39	38	37	40
5	41	41	35	42
6	34	33	35	39
7	43	39	36	41
8	35	35	35	38
9	32	29	37	37
10	35	33	36	36
11	36	33	26	25
12	40	33	25	32
13	33	30	35	44
14	38	37	42	39
15	32	32	34	31
$\Sigma$	556	522	525	563
$(x - \bar{x})^2$	182,93	168,40	282	383,73
$\bar{x}$	37,07	34,80	35	37,53

STD 10 t-test CALCULATIONS.

F-10

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{nx_1 + nx_2 - 2}\right) \left(\frac{nx_1 + nx_2}{nx_1 \times nx_2}\right)}}$$

CONTROL/EXPERIMENTAL PRE-TEST COMPARISON:

$$t = \frac{37,07 - 35}{\sqrt{\left(\frac{182,93 + 282}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}} \\ = 1,39$$

CONTROL PRE-TEST/POST-TEST COMPARISON:

$$t = \frac{37,07 - 34,80}{\sqrt{\left(\frac{182,93 + 168,40}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}} \\ = 1,76$$

EXPERIMENTAL PRE-TEST/POST-TEST COMPARISON:

$$t = \frac{35 - 37,53}{\sqrt{\left(\frac{282 + 383,73}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}} \\ = 1,42$$

CONTROL/EXPERIMENTAL POST-TEST COMPARISON:

$$t = \frac{34,80 - 37,53}{\sqrt{\left(\frac{168,40 + 383,73}{15 + 15 - 2}\right) \left(\frac{15 + 15}{15 \times 15}\right)}} \\ = 1,68$$