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A comparative cost-benefit analysis of the effectiveness of a group counselling programme and an individual counselling programme with black standard ten pupils

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D. Arrange the occupations on the board in this Table.

Occupation	Outdoor	Technical	Creative	Office	People	Helping	Practical
Unskilled							
Semi-skilled							
Skilled							
Professional							

E. Name the three most important careers that you have considered up to now.

1. _____

2. _____

3. _____

2. HOW NEEDS AND VALUES MAY BE SATISFIED IN THE WORLD OF WORK

TABLE F. This page lists some of the things that you might want to get from your job. Read each one carefully, then put a tick under the right heading, depending on how important you think each one would be for you.

	Most Important	Least Important	Not Sure
Having a job where I'm doing the things I like doing			
Doing a job I can learn quickly			
Having enough money to buy essential things			
Feeling that my job is very important			
Having a clean and safe place to work			
Having the chance to use all my abilities and skills			
Being able to work on my own			
Being told when I have done a good job			
Having enough money to buy everything I want			
Being able to choose my own hours			
Having to accept a lot of responsibility, i.e. having to be in charge of important things			
Working with interesting people			
Having fringe benefits, such as a company car			
Having the chance of promotion			
Doing a job that is worthwhile			
Being looked up to by other people because of my job			
Having a job where I don't have to fit in with a lot of other people			
Having an opportunity of work with people in a 'helping' capacity			
Being able to do a lot of different things			
Having a job that is secure, i.e. that you are not likely to lose easily			
Being able to work as part of a team			
Being able to supervise other people			
Having enough leisure time to follow my own interests			
Being able to stick to a routine, i.e. when you do the same task or set of tasks over and over again			
Having a job that would make me famous			

G. Read all the needs you have marked "most important" and check if any of these needs are contradictory. See if you need to make any changes to these ratings.

H. Rank the needs which you think are most important to you in order of preference, and list the first 4 in the Table below, under "Need Then, under 'Jobs', list those jobs which you think would satisfy your needs. Keep in mind what sort of qualifications you need for these jobs and make realistic choices.

TABLE H.

NEEDS	JOBS



I. The following is a list of personal qualities. Think of each carefully and say how much or how little this quality applies to you.

TABLE I

	Not at All	Partly	Very Much	4 jobs which appeal to you most				Jobs
Patient								
Assertive/ Dominant								
Punctual								
Accurate								
Persuasive								
Energetic								
Neat & tidy								
Helpful								
Slow								
Solitary								
Calm								
Methodical								
Peace-loving								
Dependable								
Persevering								
Quiet								
Quick								
Confident								

Now take the four jobs which most appeal to you from Table I and tick those qualities which you think are needed in these jobs.

Compare your personal qualities with those required by the jobs which appeal to you - what do you find?

Look at those qualities you find you have marked "very much" and write down next to them those jobs that fit in with them.

3. GETTING TO KNOW YOURSELF

K. Why do I need to know myself before considering a future job?

L. What sort of things do I need to know about myself?

M. Add on your missing school subjects. Make a tick opposite your ability in each one.

	Very Good	Average	Poor	Latest Test/ Exam %	Expected symbol at the end of the year
English					
Afrikaans					

N. LEISURE ACTIVITIES

Below is a chart to help you see how good you are at various activities and how much spare time you spend on each. Leave blank any columns which are not appropriate and add any activities you do which are not already listed.

	Good	Average	Weak	Time Spent		
				As Much as Poss	Fair Amount	Very Little
Fixing things						
Reading (outside of school)						
Making gadgets						
Writing (letters, essays etc.)						
Sewing						
Talking						
Baby-sitting						
Playing sport						
Cooking						
Crafts, hobbies						
Meeting people, socialising						
Gardening						
Voluntary work						
Debating						
Drama						
Part-time job						
Extra studies						
Drawing						
Playing a musical instrument						
Dancing						
Other (specify)						
Other (specify)						

P. Look at Tables M and N and see what your best abilities are. List your best abilities and opposite each write down jobs where these abilities are useful.

ABILITY	JOB



Q. Job and Interest Fields

On this sheet you will see that interests can be put into different groups. Jobs can also be grouped in this way. Study each kind of job activity mentioned below and complete the table in terms of how much you like that activity. When you have completed this task, rank the activities in the column headed "Very Much", in order of preference.

	Not Much	Ave-rage	Very Much	Rank
You would like a job which allows you to perform, design or create something artistic and individual in art, craft, music, poetry, fashion, entertainment, photography, etc.				
You would like office work where you may write letters, organise and record information and sometimes plan for business activities. The operation of office machines such as adding machines, typewriters, key punch machines, etc. might also be involved. Some of these jobs involve meeting new people.				
You are concerned about community welfare. You would enjoy a job which allowed you to help people with their personal problems.				
You would like to work with figures, statistics and make calculations. You may use computers or calculators etc.				
You would like to design, construct or work with machines, tools, and technical equipment				
You like books, reading, writing, dealing with and appreciating words and ideas. You would enjoy a job which involved these things.				
You would like to work with your hands, using the specialised tools of your trade, making and mending things.				
You would like to work with people relieving or curing physical and mental disabilities, or assist those who do this work.				
You would like to work in the open and move about outdoors, perhaps reporting back to a central location such as an office, depot, station etc.				
You like meeting people, talking, discussing, perhaps arguing with and influencing others.				
You would like to discover new facts and observe, investigate and experiment with scientific things or assist those who do this work.				

R. In Table R on page 11, list your favourite school subjects first, then the rest of your subjects.

Referring to Table N on page 7, list your favourite leisure pursuits.

Referring to Table Q on page 9, list your three favourite job fields.

Referring to Table H on page 4, list your four most important needs.

Referring to Table I on page 5, list your most outstanding personal qualities.



TABLE R

School Subjects	Leisure Activities	Job & Interest Fields	Needs and Values	Personal Qualities

S. Look at the careers you have written down under E on page 2. Do these careers fit in with the picture of yourself in table R? Write down four careers which fit in well with the picture of yourself in table R.

1. _____

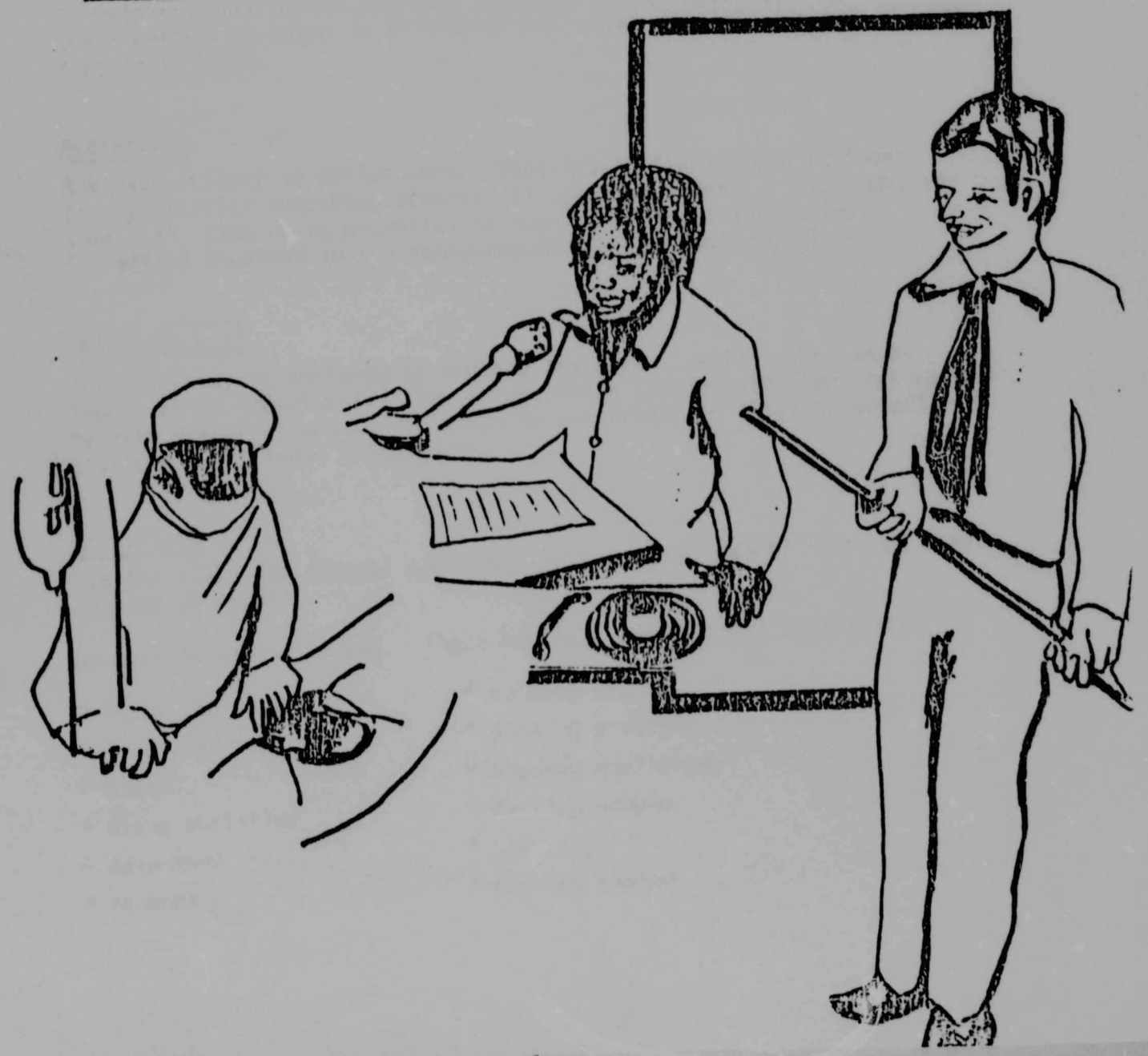
2. _____

3. _____

4. _____

T. Write down three sources of information on each of the careers you are now considering.

Careers	Sources of information
1.	
2.	
3.	
4.	



THE WORLD OF WORK AND ME

PRESENTERS' HANDBOOK

1. WORLD OF WORK

Introduction

There are a vast number of reasons why people work which students may not have considered. Reasons for working vary greatly according to a person's circumstances and parental, peer group and environmental values. This unit is intended to help students explore the importance of work, both to individuals and to society as a whole. It also asks students to examine some of the alternatives to a traditional full-time paid job.

Objective 1.1

To help students understand what the word 'work' means to them and how their definition might be different from other people's concept of what constitutes work.

Activity A

Ask each student to define work. Their definitions might include: 1) any activity requiring effort; 2) paid employment; 3) committed time; 4) time doing essential or non-recreational activities; 5) effort expended in the achievement of a particular goal.

Objective 1.2

This activity is designed to explore the ways in which work can be important to individuals. The things which people gain from working can be very different and students can be encouraged to think as broadly as possible about these differences.

Activity B

Ask the class the general questions 'Why do people work? What do they get out of work?'

We work to satisfy needs. These may fall into several categories:

* Money for basics
* Money for luxuries
* Status
* Using abilities
* Adventure
* Authority
* Helping people
* Solving problems
* Meeting challenges
* Meeting people
* Security
* Feeling wanted

Objective 1.3

To help students classify occupations into broad areas by fields and levels.

Activity C

Ask students to list 10 occupations of which they know.

Counsellor lists 10+ occupations on the board, being sure that they vary from unskilled to professional level and cover all the fields. From this list, the counsellor picks 2 jobs and asks students to identify differences and similarities. This is repeated with other pairs, to bring out varying training requirements and different fields.

Ten occupations: Doctor, teacher, labourer, artist, taxi-driver, computer operator, typist, lawyer, TV technician, miner.

Activity D

Help students to classify occupations from the board into categories in Table D. Help them to find some occupations which fit into each category, concentrating particularly on skilled and professional levels (see Appendix 1 for suggestions).

Activity E

Ask students to write down the three careers which they think interest them most.

2. HOW NEEDS AND VALUES MAY BE SATISFIED IN THE WORLD OF WORK

Needs and values

Students are not always aware of their own values and needs and of what these mean. Point out that different people have different needs and values. They also may not have considered how, and in which jobs, these needs could be satisfied. This unit attempts to help students to explore and identify some of the many different needs which can be satisfied through work. It emphasises that because satisfaction has a different meaning for different people, students' definitions will therefore vary.

Objective 2.1

To introduce students to the idea that jobs can be satisfying for any of a number of different reasons.

Activity F

It can be explained to students that one of the most important ways of obtaining satisfaction from an occupation is to enjoy doing the job itself. This means enjoying most of the activities that the job involves. It could also be noted that one of the reasons for looking at interests is that interests include the things which people like to do.

It could be explained that this is not the only way that work can satisfy people. For example, people find satisfaction earning enough money to buy the sorts of things they really want. Others find satisfaction through recognition from other people. It is important to emphasise that satisfaction has a different meaning for different people and that people's definition of satisfaction will therefore vary. Ask students to complete Table F (p. 3).

Activity G

If students have selected contradictory needs, encourage them to think about and clarify their choices. Students could also rate their most important choices.

Objective 2.2

To stimulate students to begin classifying jobs in terms of the different ways in which they are satisfying.

Activity H

Ask students to list in Table H four of the needs marked "most important" in Table F. Help them choose suitable careers to meet each need. (See Appendix 2 for suggestions.)

Objective 2.3

To make students aware of their own personality traits, and that different personality traits are required for different kinds of jobs.

Activity I

It can be explained to students that we are all different in many ways and that many of these differences occur because we have different personality traits. Students should be made to understand that the qualities listed in Table I are not necessarily 'good' or 'bad' and that it is important that they be honest with themselves when assessing themselves. Ask students to complete the first three columns of Table I - i.e. deciding to what extent each of the qualities apply to themselves as they are.

Then ask them to number from 1 to 4 the four jobs in Table H which appeal to them most, and to tick in the columns provided in Table I the qualities needed in these jobs.

Let them compare these qualities with the rating they gave themselves on the qualities.

Finally help them to think of possible jobs which are appropriate for the qualities they marked "very much".

3. GETTING TO KNOW YOURSELF

Students have to look at themselves and their own needs before they can examine jobs that will satisfy these needs. Unless they become self-aware, they cannot adequately look at themselves in relation to the world around them. Thus this unit aims at helping students to look closely at themselves, their likes and dislikes, strengths and weaknesses. It examines personal characteristics required by certain jobs and encourages students to relate their personal qualities to job demands (some of these have already been explored).

Objective 3.1

The aim of this activity is to consolidate students' thinking about why it helps to look at oneself when deciding on jobs and careers.

It may be relatively easy for students to suggest and discuss personal and physical requirements of particular occupations (e.g. jockey, police officer, model etc.) but quite different when they are considering themselves for particular roles.

Activities K and L

Discuss with the class the advantages of getting to know yourself before deciding on a job. Students then write for ten minutes on each of the following points:

K *Why do I need to know myself before considering a future job?
(helps to narrow occupational field in terms of: use of abilities, satisfaction of needs, fulfilment of ambitions, etc.)

L *What sort of things do I need to know about myself?
(abilities, aptitudes, interests, achievement, personality, values, aspirations, physical attributes, etc.)

Objective 3.2

This activity encourages students to look at themselves and the things which they can already do. The emphasis should be on the whole range of things which they can do, even if there are no obvious links with jobs or careers.

Activity M

Ask students to complete list of school subjects, and to rate themselves.

Activity N

Ask students to complete Leisure Activities Chart.

Activity P

Ask students to study their Tables M and N and summarise their best abilities in Table P and to add on any others they can think of. As a group activity, suggest careers which are related to abilities. (See Appendix 1 for suggestions; counsellors could underline most useful occupations beforehand.)

Objective 3.3

To encourage students to explore their interests and hobbies, and to start thinking about jobs which might satisfy those interests.

Activity Q

To make it easier for students to relate their interests to possible jobs, it could be explained that jobs themselves can be arranged according to the kinds of interest which they satisfy.

Read through the list of kinds of activities with students, and get them to complete the table in terms of how much they like that kind of activity.

After this, ask students to rank those fields marked "very much" in order of preference. Now name the occupational fields and ask students to fill these in as headings:

1. Artistic
2. Clerical
3. Community/Social Service
4. Computational
5. Engineering - Technical
6. Literary
7. Manual - Practical
8. Medical
9. Outdoor
10. Personal Contact
11. Scientific

Objective 3.4

To bring together students' abilities, interests, leisure pursuits and values, in order to establish which jobs are the ones most likely to suit them.

Activity R

Get students to complete Table R by transferring their leisure pursuits, job fields, needs and qualities as laid out on P. 10 of their workbooks. Ask each whether he feels Table R gives an accurate picture of himself, and if not to add any extra information below the table.

Activity S

Ask students to think in terms of Table R and name four careers which would seem suitable for them.

Objective 3.5

To ensure that students have a "next step" in finding out more about their possible careers.

Activity T

Supply names and addresses to which students may apply for further information.

APPENDIX D

The Career Maturity Inventory Attitude Scale Screening Form A2.

Student Questionnaire I

NAME: ..... DATE OF BIRTH: .....

Instructions: 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 labelled D on this sheet.

PLEASE ANSWER ALL THE QUESTIONS

		A	D
1.	Once you choose a job, you can't choose another one	.....	.....
2.	In order to choose a job, you need to know what kind of person you are	.....	.....
3.	I plan to follow the line of work my parents suggest	.....	.....
4.	I guess everybody has to go to work sooner or later, but I don't look forward to it	.....	.....
5.	You can do any kind of work you want as long as you try hard	.....	.....
6.	I'm not going to worry about choosing an occupation until I'm out of school	.....	.....
7.	Your job is important because it determines how much you can earn	.....	.....
8.	Work is worthwhile mainly because it lets you buy the things you want	.....	.....
9.	The greatest appeal of a job to me is the opportunity it provides for getting ahead	.....	.....
10.	I often daydream about what I want to be, but I really haven't chosen a line of work yet	.....	.....

		A	D
11.	You should choose a job that allows you to do exactly what you want to do	.....	.....
12.	Your parents probably know better than anybody else which occupation you should enter	.....	.....
13.	If I can just help others in my work, I'll be happy	.....	.....
14.	Work is dull and unpleasant	.....	.....
15.	Everyone seems to tell me something different; as a result I don't know which kind of work to choose	.....	.....
16.	I don't know how to go about getting into the kind of work I want to do	.....	.....
17.	There is no point deciding on a job when the future is so uncertain	.....	.....
18.	I spend a lot of time wishing I could do work I know I can never do	.....	.....
19.	I don't know what courses I should take in school	.....	.....
20.	It's probably just as easy to be successful in one occupation as it is in another	.....	.....
21.	By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter	.....	.....
22.	Whether you are interested in a particular kind of work is not as important as whether you can do it	.....	.....
23.	I seldom think about the job I want to enter	.....	.....
24.	It doesn't matter which job you choose as long as it pays well	.....	.....
25.	You can't go very far wrong by following your parents' advice about which job to choose	.....	.....
26.	Working is much like going to school	.....	.....

		A	D
27.	I am having difficulty in preparing myself for the work I want to do	.....	.....
28.	I know very little about the requirements of jobs	.....	.....
29.	The job I choose has to give me plenty of freedom to do as I want	.....	.....
30.	The best thing to do is to try out several jobs, and then to choose the one you like best	.....	.....
31.	There is only one occupation for each person	.....	.....
32.	There are so many things to consider in choosing an occupation, it is hard to make a decision	.....	.....
33.	I can't understand how some people can be so certain about what they want to do	.....	.....
34.	As long as I can remember, I've known what kind of work I want to do	.....	.....
35.	I want to really accomplish something in my work - to make a great discovery or earn a lot of money or help a great number of people	.....	.....
36.	You get into an occupation mostly by chance	.....	.....
37.	It is who you know, not what you know that's important in a job	.....	.....
38.	When it comes to choosing a job, I'll make up my own mind	.....	.....
39.	You should choose an occupation which gives you a chance to help others	.....	.....
40.	When I am trying to study, I often find myself daydreaming about what it will be like when I start working	.....	.....
41.	I have little or no idea of what working will be like	.....	.....
42.	You should choose an occupation, then plan how to enter it	.....	.....

		A	D
43.	I really can't find any work that has much appeal to me	.....	.....
44.	You should choose a job in which you can someday become famous	.....	.....
45.	If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions	.....	.....
46.	Knowing what jobs are open is more important than knowing what you are good at when you choose an occupation	.....	.....
47.	The most important part of work is the pleasure which comes from doing it	.....	.....
48.	I keep changing my occupational choice	.....	.....
49.	As far as choosing an occupation is concerned, something will come along sooner or later	.....	.....
50.	You shouldn't worry about choosing a job since you don't have anything to say about it anyway	.....	.....

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