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RESEARCHER'S RESEARCH DIARY

**OBSERVATIONS, REFLECTIONS & FIELDNOTES
BY SAFIA MOHAMED**

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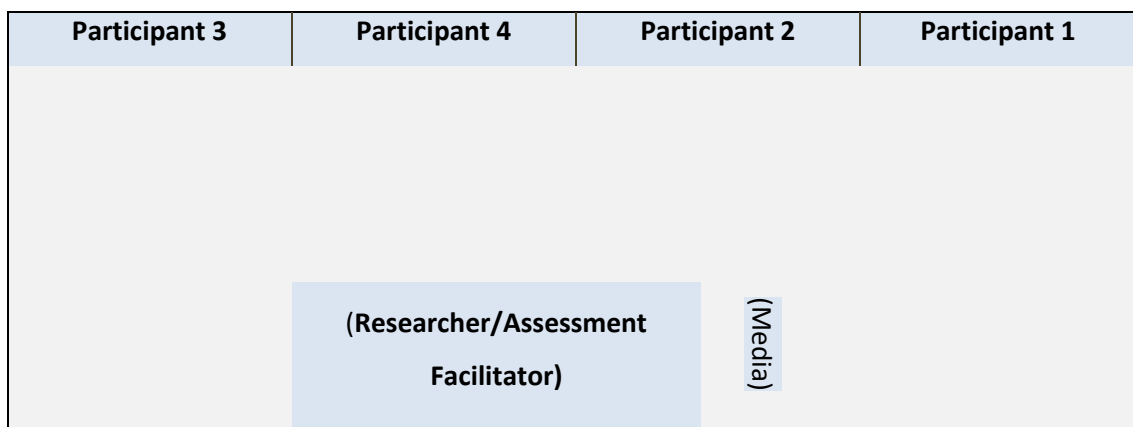
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RESEARCHERS' DIARY – FIELDNOTES AND REFLECTIONS

1. Day 1: Psychometric assessment for subject-choices – 28/8/2009

- Participants arrived at 14h30.
- I introduced myself and began an introductory session where I informed them of the nature and purpose of the study, the role players that they would meet during the data collection process, their rights as participants and the benefits of doing the assessment and participating in the study.
- The process that would be followed during the various data collection phases was explained so as to eliminate any uncertainty and fears.
- I went through a biographical data form that I had prepared and the psychometric assessment consent form.
- At 15h05 I began administering the DAT assessment.
- The venue (the University of Pretoria training clinic) was well lit and ventilated.
- The girls seemed to adjust easily and we established a good level of rapport. This may have been positively influenced by the presence of the participant who is my relative, and was also their friend.
- This relative acted as a link between the participants and me. Since she was very relaxed and comfortable around me they seemed to model her behaviour and they responded in the same manner.
- There also seemed to be an element of excitement amongst the girls. The session ended without any 'hiccups'.

Illustration of participants seating during assessment:



1 **2. Day 2: Psychometric assessment for subject-choices (Cont.) – 29/8/2009**

- 2 • Participants were used to me by this session.
- 3 • Everything went smoothly.
- 4 • The SAVII, JPQ and incomplete sentences were administered.
- 5 • These assessments measures are less intimidating than the DAT (which feels like a test). The
- 6 impact of this was obvious in the participant’s easygoing manner.
- 7 • In general all the participants were very easy to work with. None of the indicated any
- 8 difficulty with understanding or complying with assessment instructions or tasks. They asked
- 9 very few questions and completed the assessment over the two days in an easy-going and
- 10 relaxed manner.

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1 **3. Observations of participants over day 1 and 2 – combined (28-29/8/2009)**

	Phase participated in	Mode of feedback received
Participant A	Pilot	Traditional
Participant B	Pilot	Positive psychological
Participant C	Data collection	Traditional
Participant D	Data collection	Positive psychological

2

3

- Participant A

4

- Pleasant and very reserved.

5

- Moderate work tempo but very thorough.

6

- Observed as an astute individual!

7

- Gives the impression of having a high confidence.

8

9

- Participant B

10

- Warm and pleasant personality observed.

11

- Passive learner.

12

- Slow work tempo, even though her answers are right when she's needs to respond.

13

- Possibly lagging behind in *this* group simply because the others in the group are just working faster than average.

14

15

16

- Participant C

17

- Independent worker – makes attempts to reason out her tasks on her own and only asks if she really can't figure it out on her own.

18

- Was relaxed and did not seem stressed or tense at having to complete any of the assessment measures/tasks.

19

20

21

22

- Participant D

23

- Came across as confident and understood instructions easily.

24

- Worked quickly and efficiently.

25

1 **4. Piloting of study (19/2/2010)**

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3 Data to be collected in this session:

- 4 ▪ Audio-visual recordings
- 5 ▪ Transcripts of audio-visual recordings
- 6 ▪ My field notes and reflections
- 7 ▪ Educational Psychologists reflections
- 8 ▪ Participants pre-feedback narrative (their expectations)
- 9 ▪ Participants post-feedback narratives (their experiences)

10
11 **4.1 Participant A – traditional feedback pilot**

- 12 ▪ Participant was easily engaging and freely expressing herself and sharing with the
- 13 Educational Psychologist.
- 14 ▪ The Educational Psychologist was reading a at times from the psychometric report that I had
- 15 prepared. This was not ideal and should not be repeated in the final data collection
- 16 interviews. To be discussed with her...
- 17 ▪ The Educational Psychologist and participant seemed unsure around each other. They came
- 18 across as two strangers engaging in a conversation.
- 19 ▪ The Educational Psychologist also moved too fast through the feedback at certain times.
- 20 Again, not to be repeated in data collection interviews, therefore, I will discuss with her prior
- 21 to data collection interviews.
- 22 ▪ The Educational Psychologist explored with the participant her own expectations of herself
- 23 and her career options.
- 24 ▪ The participants non-verbal gestures increasingly hinted towards an open and receptive
- 25 attitude as the session progressed.
- 26 ▪ Body language: both participant and Educational Psychologist leaning in = displaying
- 27 involvement and engagement. Educational Psychologist used her results to motivate her.
- 28 Participant was noticeably happy during the incorporation of her results into the discussion
- 29 of her psychometric outcome.
- 30 ▪ Her positive change was noted in her mood by the time they reached the end of the session.

4.2 Participant B – positive psychological feedback pilot

- The personal styles of the 2 participants in the pilot study were different, in terms of their level of engagement with the Educational Psychologist. Thus, their experiences of the feedback may differ, regardless of the mode of feedback being delivered.
- The Educational Psychologist explained all the assessment measures well. As she did in the traditional feedback as well. She also seemed less nervous and more in control during this feedback. She did not show the participant her personal notes nor read from the report as she did in the traditional feedback.
- Because this participant was more expressive and open to discussion (compared to the traditional feedback participant) they tended to explore the assessment results more intensely.
- The Educational Psychologist completed the positive psychology aspect of the feedback very well!! 😊
- She explored the participant's incomplete sentences responses in detail and allowed it to sink in with the participant, so that she could fully understand it.
- The Educational Psychologist paid the same amount of detailed attention to the discussion of the participant's weaknesses.
- In the final study though, from my observations I feel that the Educational Psychologist should pay more attention to, and clarify the distinction between the individual and environmental strengths and weaknesses.
- The Educational Psychologist did the last step in a very concrete manner and based her discussion on the participants own examples and statements that she contributed to the discussion. This proved very effective and was brilliantly done by the Educational Psychologist.
 - Through this technique, she was able to illustrate to the participant how to overcome her weaknesses using her strengths, making use of a very thorough discussion.
 - She also gave the participant the opportunity to try out the process herself and practice doing it on her own. This was a very good opportunity for the participant and it created a sustainable impact on her.
 - I observed the closing-off of the session to be slightly abrupt and I will discuss with the Educational Psychologist the process/technique of employing closing statements that create a sustainable effect.
 - In general, from my observations I felt that in the data collection phase it may be necessary to include a process so as to allow the participants and the Educational

1 Psychologist to establish a solid relationship and build effective rapport. The main
2 reason for this is that I observed that at times they seemed a bit 'forced together'. They
3 did not have the opportunity to establish rapport as a client and Educational
4 Psychologist *normally* would during the psychometric assessment phase. I had
5 completed the assessment phase and so the participants therefore established that
6 initial rapport with me and they bonded with me instead of the Educational
7 Psychologist who was now conveying their results. I felt that it was almost as if they had
8 to listen to someone tell them about themselves when may not have felt like that
9 person really knew much about them.

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1 **5. Preparatory/ Handing-over session**

- 2 ▪ This session was conducted jointly with me, the Educational Psychologist and the two
3 participants of the data collection phase, with the intent of handing over the participants
4 from my 'care' to that of the Educational Psychologists for the feedback process.
- 5 ▪ From my observations I feel that rapport was well established between the participants and
6 the Educational Psychologist during this short session.
- 7 ▪ I also felt that this short joint session with all of us present gave the overall process more
8 structure and focus since the Educational Psychologist and we jointly outlined the entire
9 process for the participants in detail and this seemed to put them at ease.
- 10 ▪ We also used humour to try to relax the participants while explaining to them what they
11 could expect from us on that day.
- 12 ▪ They were noticeably more comfortable with the Educational Psychologist after this short
13 session.
- 14 ▪ While explaining to the participants the process that they would experience today, we also
15 explained that the assessment measures give us information about their personal
16 characteristics and these characteristics will eventually direct them into a particular career
17 field. Thus, the Educational Psychologist analysed their results and responses on the various
18 measures (just as I would have) and as a results she now has a deeper understanding of
19 them. This knowledge will allow her to complete the feedbacks in a thorough manner.

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1 **6. Participant C – traditional feedback interview – Data collection (20 minutes)**

- 2 ▪ The Educational Psychologist introduced the feedback very well by explaining the value of
3 the psychometric results.
- 4 ▪ This seemed to make the participant feel like she had a thorough understanding of her built
5 trust in the participant in the results that the Educational Psychologist was conveying.
- 6 ▪ The Educational Psychologist explored the participant’s most recent academic results,
7 building the trust relationship between them further.
- 8 ▪ The Educational Psychologist constantly went into detail and reassured the participant with
9 explanations and examples from her based on her responses. This made the feedback more
10 concrete and credible.
- 11 ▪ The Educational Psychologist also constantly used non-verbal communication to create a
12 warm and engaging discussion, by leaning toward the participant and using gestures and
13 drawing diagrams to explain to the participant what she was saying.
- 14 ▪ The Educational Psychologist also constantly asked the participant for her opinion on the
15 results to see if she agreed with what was being said and what the assessment measures
16 indicated.
- 17 ▪ The participant maintained reserved body language which reflected her limited sharing and
18 engagement in the discussion. This may have been due to nervousness that she experienced
19 as a result of having me behind the glass, observing the feedback, as this participant was my
20 relative. This may be a limitation to the study.
- 21 ▪ The Educational Psychologist linked the SAVII results to potential careers. She also drew a
22 pattern between the different test results and brought them together into a holistic and
23 easy-to-understand ‘package’. This put the information that was being conveyed into
24 context for the participant and helped her to understand what it all meant for her on a
25 practical level.
- 26 ▪ The manner and tone in which the Educational Psychologist conveys the information to the
27 participant throughout the feedback creates a very authentic feel, and enhances the trust
28 relationship.
- 29 ▪ During this feedback the Educational Psychologist did not move too quickly through the
30 information with the participant, as she did in the pilot study...

1 **7. Participant D - positive psychological feedback interview – Data collection (40 minutes)**

- 2 ▪ The Educational Psychologist was very relaxed by the time she got to this feedback and
3 seemed very confident of herself.
- 4 ▪ She maintained an open body language.
- 5 ▪ The interaction styles of the two girls is different, therefore their responses and experiences
6 may differ. The level of engagement and sharing with the Educational Psychologist during
7 the two modes of feedback differed considerably in the two participants. The participant
8 that experienced the traditional approach was receptive to the discussion and the
9 information and recommendations given by the Educational Psychologist, but she did not
10 enquire or engage further. The participant who experienced the positive psychological
11 feedback participated and engaged more in the feedback process.
- 12 ▪ She shared the information in a slow and relaxed manner, very thorough and with a
13 reassuring manner.
- 14 ▪ The Educational Psychologist related the participant’s most recent academic results to the
15 results that she obtained on the DAT (as she did in the traditional feedback). This helped the
16 participant to understand the meaning of her assessment results on a practical level.
- 17 ▪ Also, when explaining her personality profile, the Educational Psychologist gave examples to
18 help her understand the concepts, as she did in the traditional feedback previously as well.
- 19 ▪ Initially the participants body language was closed off (her arms were folded across her
20 chest). However, by the time the Educational Psychologist started doing the positive
21 psychological steps of the feedback (step 4 & 5) her arms were open and she was more
22 receptive. I observed the participant helping the Educational Psychologist to plot her
23 strengths and weaknesses and adding/sharing details as they went through the process.
- 24 ▪ A distinct improvement in the participant’s confidence and self-assurance was observed as
25 she went through the positive psychological steps of the feedback. I refer to the process of
26 plotting her strengths and going through the process of learning to use them to overcome
27 her weaknesses (those that the psychologist had identified from the assessment results and
28 the feedback discussion) and challenges that she may encounter in her life – with the
29 psychologist.
- 30 ▪ Once the participant was used to the Educational Psychologist she did not hold back and
31 even shared personal information about herself.
- 32 ▪ The Educational Psychologist did the positive psychology aspects of the feedback in a
33 concrete manner which made it more credible and authentic. She used the participants own
34 statements as examples, (saying: “remember you said...”). This technique seemed to have a

1 positive effect and encouraged the participant to open up during the feedback and share her
2 own thoughts. This same technique helped to draw all the feedback information into a
3 “usable” package that seemed to have a positive and enabling effect on the participant. It
4 may also have made the feedback information have a more sustainable effect.

- 5 ▪ The interactive examples that the Educational Psychologist used where the
6 participant had to list things about herself or give examples seemed really effective
7 as they made the participant understand how she could reapply these same
8 principles to her life later on, on her own. Thus making it sustainable.
- 9 ▪ The participant displayed satisfaction through her facial expressions such as smiling and
10 showing content as the Educational Psychologist progressed through the feedback. The
11 traditional feedback participant displayed similar gestures during her feedback as well.
- 12 ▪ The Educational Psychologist closed the session off well with examples on how to approach
13 university applications...

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1 **8. Interview schedule for feedback interviews conducted in the two modes**

- 2
- 3 1. Discussion of individual psychometric measures administered.
 - 4 2. Exploring the client's results on each psychometric measure.
 - 5 3. The use of the quadrant map to identify participants' strengths on an individual and
 - 6 environmental level.
 - 7 4. The use of the quadrant map to identify participants' weaknesses and challenges
 - 8 experienced on an individual and environmental level.
 - 9 5. Discussion of subject-choices and career-planning based on client's psychometric
 - 10 results.

11

12 **Traditional feedback ends at Step 5 (above). Educational psychologist continues with**

13 **Step 6-8 only in the positive psychological feedback mode:**

- 14 6. Discussion and exploration of possible strategies that can be put into place to allow
 - 15 the client to use the strengths that have been identified to overcome her
 - 16 weaknesses/challenges that have been identified.
 - 17 7. Devising coping strategies for the client.
 - 18 8. Expanding on career-planning discussion, in relation to strengths that have been
 - 19 identified in the client.
- 20
- 21
- 22
- 23

1 9. Research schedule

RESEARCH SCHEDULE FOR PILOTING & DATA COLLECTION PHASES				
DATE	TIME	TASK COMPLETED	PRESENT DURING SESSION	VENUE
25/8/2009	---	Completed consent and accent forms received from all participants	---	---
28/8/2009	14h30	Psychometric assessment – Day 1	Participants A,B,C & D and researcher	UP Ed Psych Training Clinic
29/8/2009	10h00	Psychometric assessment – Day 2	Participants A,B,C & D and researcher	UP Ed Psych Training Clinic
11/2/2010	8h00	Meeting with research supervisor to finalise format of two modes of feedback	Research supervisor (Prof. L. Ebersöhn) and researcher	Supervisors office
15/2/2010	16h00	Meeting with Educational Psychologist to prepare for pilot phase	Researcher and Educational Psychologist	UP
17/2/2010	16h00	Meeting with Educational Psychologist to prepare for pilot phase	Researcher and Educational Psychologist	UP
19/2/2010	17h00 - 18h30	Pilot study of two modes of feedback interviews	Participants A & B, researcher (as observer) and Educational Psychologist.	UP Ed Psych Training Clinic

2/3/2010	8h00	Discussion of pilot study with research supervisor	Researcher, Educational Psychologist and research supervisor.	Supervisors office
3/3/2010	15h00 - 17h00	Meeting with Educational Psychologist to prepare for data collection	Educational Psychologist and researcher	UP
5/3/2010	15h00 - 17h00	Final data collection (two modes of feedback interviews completed)	Participants C & D, researcher (as observer) and Educational Psychologist	UP Ed Psych Training Clinic
23/3/2010	16h00	Validation interviews with participants	Participant C & D and researcher (individually with each participant)	Telephonically
5/3/2010 – 31/8/2010	---	Coding, analysis of data and writing up of study	Researcher (supervised by Prof. L. Ebersöhn)	---



INCOMPLETE SENTENCES

NAME: _____

OCCUPATION / GRADE: _____

DATE: _____

Please complete the following sentences using complete sentences. Try to complete all the sentences.

1. I am happy when _____

2. I cope best when _____

3. I distance myself from people when _____

4. I find enjoyment in _____

5. I feel hopeless when _____

6. I feel like I am able to do my work well when _____

7. My expectations for myself at school are _____

8. I'm interested in _____

9. My values are _____

10. I feel satisfied at school when _____



11. The challenges I experience within myself are _____

12. The one thing I do to make my things easier for myself is _____

13. When I have a lot of work to finish at one time I _____

14. I'm preparing for my future by _____

15. I experience dissatisfaction in my schooling environment when _____

16. The people who support me are _____

17. I experience my school work as stressful when _____

18. My work supports me through _____

19. When I achieve to my potential at school I feel _____

20. The things I am not sure about at school are _____

21. In school we interact by _____

22. My school is unfair because of _____



23. My school's values are _____

24. The realities of my schooling career are _____

25. The school's resources are _____

26. My teachers expectations of me at school are _____

27. I feel engaged in my schoolwork when _____

RATIONALE FOR EACH SENTENCE

SENTENCE No.	TRAIT / FACTOR BEING ASSESSED
The following incomplete sentences relate to the client as an individual	
1	Factors that contribute to happiness.
2	The aspect of resilience, i.e. - one's ability to bounce back from challenges. Coping methods/strategies that increase resilience.
3	Dimension of cynicism.
4	Gain knowledge on what activities free time is spent on, to propose as possible relaxation activities as to avoid the dimension of exhaustion.
5	Dimension of inefficacy.
6	Competency, preventative of burnout.
7	Too high expectations lead to burnout.
8	Interests add meaning to an individual's life and thus motivate people. A mismatch between individual's interests and career path could cause burnout.
9	Aspect of values. As a mismatch between an individual's values and a workplace values can lead to burnout.
10	Job engagement and the three dimensions of job engagement (vigour, absorption, dedication).
11	Existing challenges that client needs to work to overcome.
12	Strategies to manage life situations effectively.
13	Strategies to manage life situations effectively.
The following incomplete sentences relate to environmental and social aspects relative to the client	
14	Organisational characteristics that could cause burnout. Find out if they prepare for challenges in the economy.
15	Eliminates the aspect of depression as burnout should just be linked to job situation.
16	Effective support systems reduce chances of burnout.
17	Responsibilities and stress, as too high could cause burnout.
18	Unresolved issues at work could cause burnout.
19	Area of work life, namely reward. If a mismatch occurs between individual and organization based on this organizational characteristic burnout can occur.
20	Does planning for future occur?
21	Area of work life, namely community. If a mismatch occurs between individual and organization based on this organizational characteristic burnout can occur.
22	Area of work life, namely fairness. If a mismatch occurs between individual and organization based on this organizational characteristic burnout can occur.
23	Area of work life, namely values. If a mismatch occurs between individual and organization based on this organizational characteristic burnout can occur.
24	Can be limitations.
25	Resources leads to pleasure, pleasure leads to job engagement.
26	Too high expectations lead to burnout.
27	Absorption and engagement in work leads more to job engagement and its three dimensions.



PARTICIPANT 01 (T)

Describe your experience of the feedback that you just received in terms of what you expected:

This feedback lived up to my expectations. I learnt about how I could express myself and what career choices would suit me other than the few I had in mind. I also learnt that I have a potential to do better at English which I didn't know before. I expected it to be more intimidating to have Safia sitting behind the glass but once we started I was relaxed and I thoroughly enjoyed it.



PARTICIPANT 02 (P)

Describe your experience of the feedback that you just received in terms of what you expected:

career info

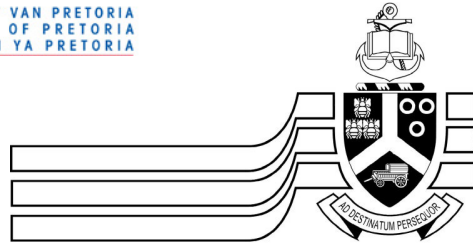
1 My experience today was very informative and also gave me a
 2 sense of direction that will influence the choices I will have to
 3 make later in life.
 4
 5 The feedback did meet my expectations. I was pleased with what I
 6 got back. — Satisfactory & positive experience.
 7
 8 It opened up a platform for me to discuss my strengths & well as
 9 weaknesses.

career & self-knowledge

Strength building opportunity for positive psychological health.



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University of Pretoria

Department of Educational Psychology

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DEAR PARENTS

Your child is invited to participate in a research study aimed at comparing a psychometric feedback done from the perspective of positive psychology to one done from the traditional perspective.

She will be involved in a research process that will include a thorough psychometric assessment that will be done in the format of a subject-choice assessment, with the aim of assisting your daughter in choosing appropriate subjects and informing then about potential career directions, which may prove helpful to her in the coming years. This process will be duly explained to her in detail.

The psychometric assessment will include assessment measures that will assess aptitude/ability (Differential Aptitude Test), a personality test (Jung Personality Test), an interest questionnaire (South African Vocational Interest Inventory), and Incomplete sentences (to be analysed by an intern Psychologist: Ms. Wendy Carvalho-Malekane). I may also require access to you child's academic results. All assessments will be conducted by trained, registered and competent professionals.

When planning a career, it is essential to have a clear picture of what you want and what is required of you, in order to achieve your career goals. The key to planning a career (or determining your field of study/course) is in finding the right occupation that will *suit your individual talents*, and enable you to use them to your advantage. This will be influenced by your general attitudes and motivation. It is thus important to be aware of what your attitudes towards yourself, learning, work,

people and money are. This refers to the process of gaining *self-knowledge* and will thus allow participants to choose what is good for them.

Having understood that, it must also be understood that it is important that this process of making an *informed* career choice starts early, to ensure that the subjects that are chosen are relevant for the participants chosen/future field of study. This will allow participants to be in a position to choose a career that *matches* her personal characteristics, qualifications (subjects) and circumstances with those required in the chosen/future field.

The above information brings us to the point of the intended research project. There are numerous benefits and advantages of having a psychometric assessment of this nature done. Should you and your child choose to be a part of this research process, it will allow your child the opportunity to get to know herself in the manner described above. The research process, which will include the psychometric assessment described above, will provide a rounded view of the participant that will highlight her needs, talents, potential and possible field of study. At the end of this process, participants will be provided with an in-depth feedback session of the results of your psychometric assessment, as well as a thorough written report of the assessment results. The in-depth feedback session will be completed by an intern Educational Psychologist (Ms. Wendy Carvalho-Malekane) and *this will form the main part of the research process.*

Please take note that there is a distinction between ordinarily receiving psychological services and in this case, as part of a research process. In the case of research, the participant will be expected to take part in other activities as well, such as commenting on their expectations of the feedback process (prior to) and their experiences of (after) the feedback process.

Throughout this process, Ms. Carvalho-Malekane, who is an Educational Psychologist, will closely assist me in the psychometric process. She will take responsibility for administering the psychometric feedbacks that will be done and will be consulted further, during the analysis of assessment results. Parents should be aware of this and not expect otherwise. I have opted not to do the feedbacks myself in order to maintain objectivity throughout the process.

The dates and times of these assessments will be arranged to both yours and your child's convenience, and takes approximately 5 hours to complete. The feedback sessions, which are focus of the study, may be completed during a weekday at the premises of the University of Pretoria (Groenkloof Campus). This will be arranged with you in advance, so that your child does not miss out on vital work or assessments at school.

The reason for completing the feedback interviews at the premises of the University of Pretoria is that these feedback sessions will be videotaped using the University's facilities, which will assist me in capturing valuable non-verbal communication and data, thus increasing the richness of the data collected. These videotapes will be stored at the University, as a standard procedure, for a period of 15 years. This entire data-collection process is expected to span over approximately one month, all arrangements and costs will be taken care of by myself and overseen by my supervisor, Dr. Liesel Ebersöhn, of the University of Pretoria.

An important issue is that of indemnity. While the greatest of care will be taken with your child during her time with me, parents are still expected to formally take responsibility for allowing their child to be in my care for that time. I thus request you to sign the attached consent and indemnity form.

Throughout this process I will strictly adhere to the ethical principle of privacy. This means that confidentiality and anonymity of all participants will be protected at all times. It must be emphasised that yours and your child's participation in this study is completely voluntary and confidential. Any participant may withdraw at any point during this study if she wishes to do so.

I would like to clearly state that parents must bear in mind that while the greatest care will be taken to ensure the accuracy of the psychometric results, the subjects/careers that are suggested are merely recommendations and ***the final choice of subjects (or careers) to be chosen still remains with the participant.***

The results of this study will contribute to the existing literature on positive psychology and specifically, its use in psychometric feedbacks, on both a national and an international level (since this is a relatively new area in psychology). The results of this study will be published in the form of a dissertation, for completion

of a Masters degree in Educational Psychology. It may also be used to publish articles in academic journals or for further research at a later stage. No research records or personal details of participants will be revealed, unless required by law.

I wish to extend my sincere thanks to both parents and participants for your participation and assistance. Please feel free to contact me on the following number: 072 224 7086.

Thanking you in advance,

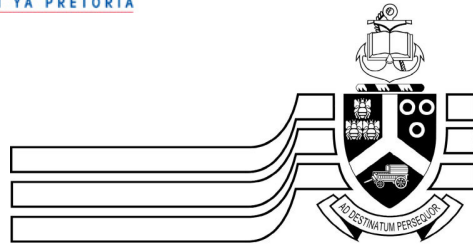


Safia Mohamed

Psychometrist



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DEAR PARTICIPANTS

I refer to my intended research project entitled: “A comparative clinical case study of a traditional and a positive psychological psychometric feedback”.

When planning a career, you need to have a clear picture of what you want and what is required of you, in order to achieve that. The key to planning a career (or determining your field of study/course) is in finding the right occupation that will suit your individual talents, and enable you to use them to your advantage. This will be influenced by your general attitudes and motivation. It can therefore be easily understood why it becomes important to be aware of your attitudes towards yourself, learning, work, people and money. Simply put, *self-knowledge* will allow you to understand yourself and thus choose what is good for you.

Having understood that, it must also be understood that it is important that this process of making an *informed* career choice starts as early as Grade 9, to ensure that the subjects that you have chosen are relevant for your chosen/future field of study. This will allow you to be in a position to choose a career that *matches* your personal characteristics, qualifications (subjects) and circumstances with those required in your chosen/future field.

The above information brings us to the point of my intended research project. Should you choose to be a part of his research process, it will allow you the opportunity to get to know yourself in the manner described above. The research process will include a thorough psychometric assessment, whereby your aptitude and ability, personality, interests and aspirations will be assessed, providing you

with a rounded view of yourself that will highlight your needs, talents, potential and where your possible field of study may lie. At the end of this process, you will be provided with an in-depth feedback session of the results of your psychometric assessment, as well as a thorough written report of your assessment results. The in-depth feedback session will be completed by an intern Educational Psychologist (Ms. Wendy Carvalho-Malekane) and *this will form the main part of the research process.*

It must be clearly mentioned that while the greatest care will be taken to ensure the accuracy of the psychometric results, the subjects (and career directions) that are suggested are merely recommendations and the final choice still remains with you, the participant.

I look forward to meeting you and working with you.

Kind regards,



Safia Mohamed
(Psychometrist)

INFORMED INDEMNITY AND CONSENT: *Parents/Guardians*

I (Parents’/guardian name) hereby give consent for (Participants name: child/ward) to participate in the research project of Safia Mohamed entitled “*A comparative clinical case study of a traditional and a positive psychological psychometric feedback*”. I take full responsibility for my child/ward and will not hold Ms. Mohamed, the University of Pretoria, its personnel nor any other persons/body affiliated with the University of Pretoria, its personnel or students for any events that may occur involving my child/ward. I fully understand mine and my child/wards rights in this study and give full consent to the researcher to complete the psychometric assessments, have access to my child/wards academic results and, when necessary, remove my child/ward from school (with my prior knowledge). I further consent to the storage of video tapes of the proposed feedback sessions at the University of Pretoria.

Parents signature:

Parents Full Name:

Date:

INFORMED ACCENT: *Participants*

I (Participants name) hereby declare that I willingly participate in the research process proposed by Safia Mohamed and I understand my rights as a participant, including my right to withdraw at any point during the study. I understand what is expected of me in my participation in this study, and the implications of my participation.

Participants signature:

Participants Full Name:

Date:

1. PILOT STUDY: REFLECTION: TRADITIONAL /POSITIVE

I was very nervous for the initial feedback as it had been a while that I had done a feedback, specifically related to career and subject choice, but I prepared for it by going through the reports and assessments of the clients.

I was also anxious as I had not done the initial assessment process with the clients, and was concerned about how they would both feel towards me as we had not gone through the entire process together. Therefore, it was important to me to initiate rapport with them and make them feel as comfortable as possible before the feedback was undertaken.

I felt challenged with the traditional feedback, as I work from a positive psychology and asset-based approach/framework, and utilise these theories in all my interactions with my clients as I was trained to work in that manner. I felt that the traditional feedback was very limiting for me, as I always make it a point to discuss individual strengths and assets in the client's system that can be used to support and overcome challenges in their lives. Therefore, at times during the traditional feedback I felt that I had to stop myself into going into a positive feedback scenario with the client. So for me not being able to go through that positive psychology journey with the client during the traditional feedback, was very limiting and I felt guilty as I felt that I was not giving her the whole package that I usually give , during my services.

The positive feedback was well received by the client. She was learning life skills that she could apply to her life and I could see that she was learning a lot about herself during the feedback.

When both sessions were over, I felt that the positive psychology client was more happy and had enjoyed the session and she had felt that she had learnt a lot from the sessions, however, the traditional client was still quiet and reserved..... however, this could also be attributed to the different personality types that I noted in the



1 clients, as the positive psychology client was more energetic and open, whereas the
2 traditional feedback was quiet and reserved.

3 =====

4

1. MAIN STUDY: REFLECTION: TRADITIONAL AND POSITIVE

This time around, I was less nervous and knew what was expected of me during a positive psychology feedback.

The **Traditional feedback** with the client was very tiring as I could see that she was not comfortable during the feedback. I felt that she wanted to engage in the process but was holding herself back (this could be attributed to the fact that her relative was the researcher, and was observing the feedback...). At times, she also seemed to be making statements that she thought would satisfy and make me happy. So I do not think that she was really honest about herself and feelings/emotions during the feedback.

She did not easily express herself and this was tiring as I always make sure that the feedback interview is an interaction or engagement between me and the client, as I do not want to be seen as some who just disseminates information to the client and that's the end of the feedback.

I prefer to engage with the client and encourage discussions around the results of the assessment. So it was tiring, trying to engage with the client during the feedback while she was not engaging. But I also need to accept that not all clients want to engage in the feedback and at times some just want the information from the feedback.

Again, I would have wanted to look more intently at her positive individual traits and assets in her system, so as to possibly give her life skills to assist in overcoming challenges. In this feedback I explained the assessment measures that were administered, the results that she received, the strengths and weaknesses that the results highlighted and the implications of those results in terms of career-related recommendations. Again, I felt that she was denied of a positive feedback experience. However, I did link all the information for her so that she could

1 understand it. In both the traditional and the positive psychology feedback I
2 highlighted strengths and weaknesses of the client.

3
4 My **positive psychology feedback** with my client went really well. While I was
5 analysing the assessments and results, I could already pick up that she used positive
6 psychology in her own life. She mentioned that she always tried to have a positive
7 outlook on life. So this positive individual trait of hers was used during the feedback.
8 I used this asset of hers to show her, how to overcome several challenges in her life. I
9 could see that she really enjoyed the exercise and could also see that she was
10 already applying her positive outlook on life to aspects in her life already. She
11 seemed to understand how to use strengths to overcome challenges after we had
12 completed this exercise. This session felt more like a therapy session, but a good
13 session.

14
15 At the beginning of the feedback, she felt that she was not reaching her potential
16 and not working hard enough and yet she is an 'A' student. By the end of the
17 feedback, I could sense that she was realising that at times she was being hard on
18 herself and actually achieving a lot in her life already. I think that this experience
19 made her realise that she was actually realising her potential in life. She was more
20 relaxed and positive by the end of the session.

21
22 She also seemed much more relaxed and at peace with herself by the end of the
23 feedback. I felt that this feedback was very beneficial for her. It was more interactive
24 than the traditional feedback.

25
26 And it was also a reminder to me how the positive psychology and asset-based
27 approaches are so beneficial in my interactions with people in general and how it can
28 change your perspective on life.

TRANSCRIPTION OF *POSITIVE PSYCHOLOGICAL FEEDBACK INTERVIEW- PILOT* STUDY

Educational Psychologist: Okay, so let's look at your results from the assessment that you did with Safia. If there's anything that you don't understand, or you want to ask something or you disagree with something then just say EDUCATIONAL PSYCHOLOGIST I don't understand. I don't mind at all okay.

Participant B: okay... (laughs).

Educational Psychologist: okay, the first thing that you did was an aptitude assessment. I think you remember it was the assessment that was very long and it had several little smaller tests in it.

Participant B: oh, ja ja...

Educational Psychologist: so basically what this aptitude assessment is all about is that it assesses your ability to learn from an educational experience. So it assesses the likelihood of you succeeding in a certain career or in a certain subject.

What we found with regards to your academic skills... this basically relates to your performance at school and it says here that you're average. What average basically entails, I'll draw this little diagram here for you (draws graph). This is a low ability and this is a high ability. And in the middle here is where most of the people, approximately 60% of the population falls in this average category. And what this means is that these are the people that go on to university and they do well at university and they can even start their own businesses.

Participant B: alright.

Educational Psychologist: but I did look at your report and you're doing well.

Here they talk about your clerical abilities and you have above average skills. It basically means that you have good language and mathematical skills.

Participant B: don't do well in English but. Last year I got like a "C"

Educational Psychologist: hold up.. (Opens report). Look how well you did here.

Participant B: (laughs)

Educational Psychologist: so you want to try and do better now?

Participant B: ja....

Educational Psychologist: okay, the next thing that was assessed was your personality. And basically, a personality assessment looks at your personality, what motivates you, and your strengths. And what we found out of personality is that you are a very enthusiastic and friendly person, and that you like to work in a team, you like to work with others and you....very talkative? (laughs)

Participant B: I am (laughs).

Educational Psychologist: and you like routine work as well. do you know what that means?

Participant B: no...

Educational Psychologist: routine work basically means that, like for example I'm like that and I know that at 7 o'clock I'm going to do this and at 8 o'clock I'm going to do that...

Participant B: so it's when you like to be organised. ja.. I do like to be organised. I don't like to be in a messy state.

Educational Psychologist: okay, that's good. And it also goes on to say that you have good outgoing skills and social skills. And that you warm and generous and that you like to help other people.

Participant B: yes that true...I love to meet new people. I can make friends with new people in like two minutes, I'm not shy.

Educational Psychologist: so you agree with what I'm saying? (Participant B nods). Okay the next thing that we did was to also look at your interests. And basically what this does is to make sure that you're interests are aligned with your career. Remember, at the end of the day you want to enjoy what you doing. And what we found is that you a very creative individual, you may like music, art, drama and you have a big imagination. And you also scientific and investigative and basically that means that you enjoy investigating physical and biological phenomenon.

Participant B: no I don't like science.

Educational Psychologist: really?

Participant B: I do like it but I do very badly in science. It's my lowest marks in my report. Science is always a stressful subject, but I'm going for tuition now. It's like maths.

Educational Psychologist: oh okay.

Participant B: and the teacher is a very strict marker.

Educational Psychologist: okay, so are you coping?

Participant B: ja.

Educational Psychologist: okay that good... and then if we continue... you also very conventional. You like routine work, and you're efficient and you like accounting.

And then you also had incomplete sentences with Safia, do you remember that? (Participant B nods yes). Okay and what we found again is that you have very high moral values and you like to interact with other people and you very caring and you have a generous manner.

Is that okay? Do you have any questions so far?

Participant B: no... I'm happy with what I'm hearing.

Educational Psychologist: alright, that good!! Okay now what we going to do is to list all the strengths that you have and all the challenges that you experiencing. And so far we've heard of a lot of the strengths that you have, you a caring individual....

Alright, so looking through all of this we can see that you have good relations with other people. Do you agree? (Participant B Nods yes). So can we put it as a strength?

Participant B: yes. I'm a very sociable person.

Educational Psychologist: Okay...then I like what you say here about helping others, like helping your friends with their homework.

Participant B: I love helping my friends, especially when they don't understand their maths homework.

Educational Psychologist: okay, so that one of your strengths.

And then lets see...if we look here there's a lot of expectations of you here. To be an "A" student. Who's expectations are these?

Participant B: mine..

Educational Psychologist: so you're very hard on yourself?

Participant B: not really, but I have been coming out in the top 10 in class and I don't like to be unclear on anything. There's the top 10 in our grade (not just our class), but they don't tell you what number you are..

Educational Psychologist: so you a hard worker!! I'm going to put it as a strength here.

Participant B: ja.. you have to do your work all the time. And you have to understand all the time.

Educational Psychologist: okay, that good.. And let's see here. You have good values; you want to be a good person, respectful person. I'm going to put that down here as a strength. And at any time if you think of anything you must tell me okay.

Participant B: I want to be a good person and I want people to like me and I don't want people to think I'm a horrible person.. I want people to come towards me.

Educational Psychologist: alright so you want people to like you. And how would you feel if people didn't like you?

Participant B: then I wouldn't care because they just missing out on what I have.

Educational Psychologist: hmmm.., I like that. Okay so if we keep looking... let's look at challenges. I noticed sometimes you hate being stresses and worried.

Participant B: ja... I think I'm very gullible. Like if my mummy and them shout me then I cry.

Educational Psychologist: so you very sensitive? Do you think you worry a lot about what others think of you?

Participant B: ja...I want others t have a good impression of me

Educational Psychologist: okay that a challenge.. lets write it here.

And if we look here...you say that you write things down when they come to mind. Do you think you have good organisational skills?

Participant B: ja.. if I think of something then I have to write it down. I love my school diary. I can't live without it.

Educational Psychologist: so you like routine?

Participant B: ja...

Educational Psychologist: The people that support me are my friends and family.. that a strengths. Who are the people tat support you?

Participant B: Participant C is my really good friend, I can tell here anything. But with my family I don't have very good communication skills, but with my friends I know I can tell them anything.

Educational Psychologist: okay and then you say that you experience things as stressful when you leave them for last minute. Do you do that a lot?

Participant B: yes!

Educational Psychologist: okay then we'll list that as a challenge. (Looking through answer sheets) okay then we done here... now, can you think of anything that you like about yourself?

Participant B: Ja... I like my sociable skills. And I think I'm very friendly, I think people can come to me for anything and I won't turn anyone down. I like to e there for people when they need me. And people can talk to me about stuff when they want advice. I'm a very open person. I just say what I feel. But then sometimes that's not a good thing, because sometimes you can hurt people. But sometimes I also just say things out without realising...then I'm not very trustworthy.

Educational Psychologist: can we put that down here... (Participant B nods). Okay, is there any other challenges that you can think of?

(Reads through what she wrote on list)

Participant B: ja that sounds like me..I think worry a lot about when people talk about me!

Educational Psychologist: I think you're also very aware of yourself. (Writes on list)

Participant B: Ja

Educational Psychologist: okay now we've listed you strengths and challenges, I think we can agree that your biggest 1 is that you worry about what other people think about you (Participant B nods in agreement). In life

we all have our own strengths and weaknesses. I have mine and you have your own. In your case I think it's really nice that you so aware of what yours are.

Now what we going to do, is we going to do some examples of how we can use your strengths to overcome your weaknesses.

So her you say for example, leaving things for the last minute. What I've noticed here is that you have very good organisational skills. You said you like writing everything down in your diary right (Participant B nods). So that's something that you could use to overcome this challenge. I know it's difficult because that something that you keep on seeing in your diary (Laughs).

Participant B: that's true. Because I just see it but I don't do any of it.

Educational Psychologist: what came out is that you also like a routine. So try to get into a routine.

Participant B: I like being organised but I just....

Educational Psychologist: you struggle with it? (Participant B nods). But now you can see that you have the skills for it right. And you like routine. So maybe this situation is showing you that this is not working out for you, and you can try to use your organisational skills to be more organised now. And the strengths that you have can definitely be used to overcome this challenge that you have.

Okay? What do you think?

Participant B: Ja...

Educational Psychologist: okay let's do another example. Let's see here... You say that you stress a lot and you worry a lot.

Participant B: yes, over petty and silly things.

Educational Psychologist: so what can you do in this situation? What do you think?

Participant B: uhmmm...

Educational Psychologist: you can talk to your friends about it. Remember you said that you have difficulty talking to your family but you can talk to your friends? So you must use them. Just like everyone talks to you and you like it, I'm sure your friends will feel good if you talk to them too.

Alright, so that's another example of how to use a strength to overcome a weakness. But now what I want you to do is to use one of your strengths to overcome one of your weaknesses here. You can choose anyone you like... do you understand my handwriting here?

Participant B: Ja. Let's see... uhmm, I can work hard to... to overcome my fear and to make the expectations that I have.

Educational Psychologist: so are you choosing this one?

Participant B: Ja.

Educational Psychologist: okay, so you going to work harder to meet your expectations. Alright... any other one that you want to try?

Participant B: yes... I can overcome my... having stress of having to do things last minute by having good organisation. Using my good organisation skills.

Educational Psychologist: Is there any other ones that you can see?

Participant B: uhmm... I don't know what I can do for this one here. It's a big one of mine.

Educational Psychologist: you mean worrying about what other people think about you?

Participant B: Ja.

Educational Psychologist: do you know what I think? I think you can use your self-awareness to overcome that challenge. So just to be aware that this is one of your challenges, and it's something that you can always work on.

Imagine if you weren't aware of it and you were just going with the crown, like you said earlier you're a follower. But at least you aware of it, if it is a challenge right now. And you're working on it. And maybe one day you can be a leader.

So those are your strengths. Do you have any questions about what we just did?

Participant B: no.

Educational Psychologist: okay so then at the end, Safia just chose some subjects for you based on your responses. Do you do math? And business studies? History? And science?

Well at least you chose some of these. And then if you look at the end here you'll see that Safia has attached certain coping mechanisms that you can use? So it teaches you how to deal with communication, team culture, leadership, changes in your life... alright. And I know you like routine, so this will really apply to you. So you can take this with you and you can read it. And if you still have questions later you can also ask Safia. Do you have any questions at all?

Participant B: no...

Educational Psychologist: okay then we done!

TRANSCRIPTION OF *TRADITIONAL* FEEDBACK INTERVIEW – PILOT STUDY

Educational Psychologist: okay, remember a while ago you did the assessment with Safia. Today...all I'm going to do is provide you with feedback. At any time, don't be afraid to ask me any questions or anything like that or if there's something that you don't agree with you can say "no Educational Psychologist, I don't agree with this". And please just (exhales deeply) 'ahhh'... just relax! (Laugh together)

Okay... here we have the report that Safia wrote up, we going to go through it.

Alright... so the first assessment that she did, I don't know if you remember it, it was quite a long one. And it had small little ones along the way.

Participant A: yes I do...

Educational Psychologist: yes, it had small ones along the way. Now that's the first one I'm going to give you feedback on. And basically the feedback that we have is that this for example (pointing at graph) is your aptitude results. Aptitude tells us about your ability to learn something, and your ability to succeed in a certain subject or a certain career later on in life. That's what the test was assessing. What we found is that with regards to your academic skills you fall into the average range. And what that means is that....wait I actually drew something for you here (takes out graph). So some people have high abilities and some have low abilities right, the average range is approximately 60% of the world's population. And what this says is that these are people that usually go on to study further, and they go on to University and they can go into businesses. Okay... so that's what we mean by the average range.

But I saw with your marks, you actually doing above average... you're doing really really well. I was impressed!! Do you study really hard?

Participant A: (laughs) yes I do.

Educational Psychologist: Okay so that's the academic skills. And then, you also got an average score with regard to your clerical skills. This means that you also have the capacity to do well in your language and mathematical skills.

Participant A: mathematical?! (laughs). I don't even like it!

Educational Psychologist: (Laughs with Participant A) yes I saw that you don't really like it. But you do have an ability. What don't you like about it?

Participant A: I just think that from small I didn't like the subject I don't know why...but I didn't like the subject.

Educational Psychologist: really.... Do you struggle to understand the work... or what do you think is the reason?

Participant A: yes, I think that it's just the statistics and stuff that I struggle with.

Educational Psychologist: Alright.. I see here you said that. But you do have the ability in that area.

Okay, then the next thing we did was the personality questionnaire. What we do basically to assess your personality is to look at your characteristics, what motivates you, what are your strengths... alright. And what we found with regards to your personality is that you like to be a creative individual... with this one again you

must let me know if you agree or not. Also what we found is that you're very warm hearted, you very social, you like being with other people and you like to create relationships. Also, you the type of person that is sympathetic and helpful towards others. So you're more understanding towards other people's needs and problems. And a very responsible person. (Participant A laughs). Alright? And also you are able to simulate positive change in other people's lives. So basically if someone's going through a difficult time you are able to help them through that difficult time.

Participant A: that's nice to know...

Educational Psychologist: laughs so does that apply to you friends of family?

Participant A: yes, say like normally if someone has a problem then they'll come to me and I'll advise them in the right direction.

Educational Psychologist: so you're an approachable person... okay, so that's your personality. And then we also did your interests. And basically what this assessment does is that it helps you with your decision making, because obviously at the end of the day you want to end up doing something that you enjoy. Whether it's a career or subjects that you choosing. Otherwise it will be very difficult to enjoy what you doing.

Participant A: Ja...

Educational Psychologist: so what we found from you... these are the different types of interests (shows diagram) and you are enterprising. So what this means is you are the type of person who is going to enjoy business, you have good leadership qualities and good interpersonal skills, like I said earlier before as well with regards to your personality. I said you have relationship skills. So you're more inclined to do business. And then your other interests include scientific and investigative. Again, you have a curiosity to learn about things around you, alright. And you're very independent. And the next one is social. And again this one ties nicely with your personality that we saw just now. So you're good with people. Again, helping people, cooperating with people and you're very generous. So do you see these positive traits about yourself? They keep popping out.

Alright? And then finally... your informal assessment. And this was based on you sentences. The incomplete sentences that you had to write. And again, the same things kept on coming up. That you're warm and that you have a caring personality. You also enjoy being prepared for stuff, so say for example you have a test on Monday, you'll like to be prepared, you don't like doing things last minute. Alright?

And then what we also notice is that you have a lot of expectations from people around you. And they expect certain things about you. Maybe that at times could be challenging. (Participant A nods constantly in acknowledgement of what the Educational Psychologist is saying.)

So what do you feel people expect from you? I know your dad is a principal...

Participant A: Ja... so I'm pressured all the time to be good and to keep to the rules and all of those kinds of things

Educational Psychologist: so that must be really tough, how do you deal with it?

Participant A: I just kind of behave and follow the rules and stuff. Because I feel that if my dad is setting the rules then I need to follow them otherwise it's a bad example for him. In order to keep him in a high status at the school I need to follow the rules and stuff.

Educational Psychologist: sometimes when we with our families we want to make them happy. But what are your expectations of yourself? That's always something that you have to take into consideration.

Participant A: I always feel like I need to please my parents. So anything that they feel they want for me I'd like to achieve.

Educational Psychologist: and are you happy with this?

Participant A: I'm happy with this... (Participant nods and smiles).

Educational Psychologist: so at the end of the day we came up with some subjects. I'm not sure what you've chosen for now but Safia chose mathematics, physical science, business economics, history and accounting. Which ones are you currently doing?

Participant A: I dropped mathematics at the beginning of this year. I'm doing math literacy, accounting and business studies.

Educational Psychologist: so more or less you chose these subjects...at this point in time do you have any questions? Regarding the assessment?

Participant A: No... not at this point.

Educational Psychologist: okay, then you'll see I have a written report here for you. And you'll see we've attached some coping mechanisms for you for communication, how to deal with change, how to deal with leadership and they all aligned with your personality. So you can take this home and you're more than welcome to read through it. So if you have any questions after this you can still ask...

Participant A: okay, thank you....

Educational Psychologist: thanks😊

TRANSCRIPTION OF *POSITIVE PSYCHOLOGICAL FEEDBACK INTERVIEW-* *Participant D*

Educational Psychologist: alright, so today like Safia said earlier on I'm just going to give you some feedback. You've already done all the assessment that will help you with your subject-choices and later on with your career choices. So today I'm just going to go through everything that you did and give you feedback. It's very informal and like we said earlier it's your opportunity to find out more about yourself and your life so that you can make informed choices later on in life and to do with your career. And if you don't agree you can just say so. You more than welcome to ask me questions or disagree with what I'm saying

Participant D: okay...

Educational Psychologist: okay, let begin. We going to look at you as a whole person, we going to look at three main aspects but we going to get a holistic picture. When are going to look at your aptitude, your personality and your interests. I'm going to explain all three just now. And these will help you at the end of the day to make an informed decision. Okay, so let's start with your aptitude, you did the long test. Do you remember?

Participant D: Ja...

Educational Psychologist: Ja, so with the DAT, it basically gives your ability to learn from a certain educational experience. So it will basically give us information about your potential to succeed in a certain career or subject. So that's what the aptitude test is all about. And it looks at three areas: your academic ability, clerical ability and technical ability. So academic skills it says here 5.3 was your score. So what that means is that academically you can perform at an average level. But actually, when I was looking at your marks I was like Wow!! Your marks are great. You're really performing above average and you're doing great.

Usually about 60% of the population is in the average category, others fall either above average or below average. The average people are usually the ones who can go on to university or college or they'll continue studying later on. So that's the category that you fall in, but from the results that we seeing, you doing really great!!

I don't know how your marks are currently. Maybe you can just share it with me? How are you doing currently?

Participant D: uhmm... right now I'm doing well but I don't think I'm performing to my best. I guess I just stress a lot, but I know I can do much better. My marks are like 70's, 75's. but I'm trying to get to 80.

Educational Psychologist: so you would like to get 80's...

Participant D: Ja.

Educational Psychologist: but right now you performing really well so you should really be proud of yourself. Okay...

Then the next one, clerical abilities, your score was 6.25. so there you have an above average ability. And what this basically means is that you have language skills and mathematical skills.

Participant D: so that's good!!

Educational Psychologist: Yes.. That's good! How are you doing right now with your mathematics and English? How's that going?

Participant D: uhhh... good. I'm getting 70's.

Educational Psychologist: Great... so you performing at your potential.

And then finally we have technical ability. And here you have... uhhmm, it relates to operating machinery, technical skills and things like engineering.

Participant D: no that's not me... not at all!

Educational Psychologist: so this will be an area of growth for you. Your score shows that you low average. And if you not interested in it, it's alright.

Then we looked at your personality. The personality assessment what it basically does is that it looks at you personality characteristics, and what your strengths are. And according to this personality test, what we have here is a personality type. And that means that you are extroverted, intuition, and feeling type. And that sounds very big but I'm going to break it down for you okay.

Participant D: okay...

Educational Psychologist: okay so let me just get this for you.... So, you get extroverts and introverts. For example introverts are people who like to be by themselves, they have a small circle of friends and they're very reflective. Okay, but you the opposite of that. You get energised by being around other people.

Participant D: Ja..

Educational Psychologist: I see that's true for you?

Participant D: Ja.

Educational Psychologist: You're active, you're outgoing, you like meeting up with your friends. So you the type of person who likes socialising and going out with your friends. So you interested in other people and you like helping other people. So that's extroverted. The next one is intuition. Intuition is like a gut feeling. You know sometimes when you can feel something is not right, have you ever felt like that?

Participant D: Ja...

Educational Psychologist: that's your intuition, its your gut feeling. You're the type of person who will go with your intuition. If you in a situation, or a place or even sometimes when you with certain people, you'll get a feeling... that's your intuition.

Participant D: true!!

Educational Psychologist: is that true? So you've had situations like that?

Participant D: Ja... where you just go with what you feel...

Educational Psychologist: and then the next one is feeling. And feeling.... Basically this means that when you have to make a decision, you going to make that decision based on how you feel about something. So whether you like something or not, that's how you going to make your decision.

Participant D: okay, thank you..

Educational Psychologist: and if you look here, Safia has some more information about other nice characteristics of you, lets go through them. So basically you a lively person, with a great imagination and a creative person. You aware of the needs of other people, and you try to see the positive in others as well... and wrote here that you a very creative and innovative, you're a warm hearted individual. And you like to be sociable. Yo understand the needs of others, maybe that's why people come to talk to you.

Participant D: Ja...

Educational Psychologist: a very responsible person, and you also try to bring about positive change in others.

Participant D: fine...

Educational Psychologist: do you have any questions?

Participant D: you know what... not now...

Educational Psychologist: okay that's good. I'm glad you're not nervous.

So we've looked at your aptitude and your personality and now we're going to look at your interests. So basically what the interests assessment did, we wanted to see what your interest is. In life you choose subjects or careers that you interested in, you don't want to become something that you going to be bored with.

Participant D: Ja, that's true.

Educational Psychologist: so with regards to the assessment, the interest is going to help us to do that. Now what we found with you is that you fell into four categories. Now I'm going to explain each one. So the first one is artistic, that means that you're a creative individual and you probably interested in art, drama, whatever it is. What was really interesting is that I saw that you interested in fashion.

Participant D: Ja...

Educational Psychologist: so that would be a creative outlet for you? What do you do right now? Do you design anything?

Participant D: No, its just mostly like I'll put outfits together for others and show them how to wear what...

Educational Psychologist: okay... that's interesting! See again, helping other people is a characteristic that's coming out!

Okay so that's artistic. Possible interests here is that you'll like to express yourself, you'll have an appreciation for art, things like that okay? Possible careers again, composing music, performing, and writing and also fashion would fall into this. So this is just a guide for possible careers relating to artistic people. And potential skills is that you creative, artistic and again the fashion. Values that you would have, duty, originality, and imagination. So imagination is coming out again here. Remember we had it in the personality characteristics as well. Okay...

And then the next one is social, and again, it links with your personality, you like working with other people and helping other people. So for example interests you would have is working with people, working in teams and communities. Possible careers, careers where you caring for other people, counselling other people, teaching other people, and also... helping them to dress! Its part of that okay...

Potential skills you would have... you would have people skills, listening to other people and understanding other people. So that's your personality, do you see how everything is holistic?

And then the next one was scientific investigative, and basically here it means that you like learning new things. And you're curious when it comes to investigating subjects like medicine, biology and things like that. And pharmacy, that was another career that came up. So that would apply to that type of job characteristic. So here again your interests would be in science, medicine, doing research... and possible careers include doing lab work, doing research, investigating problems. And you would have to have mathematical abilities to research things and so on.

And the last one is enterprising and business. This one shows your potential to do well in a business. You have leadership skills and good business skills. So one day if you want to open up your own business or fashion franchise you'll be able to. You'll have the potential to.

Any questions so far?

Participant D: No not yet... more or less I'm that.

Educational Psychologist: Now, what Safia did with you is the incomplete sentences. We're going to go through it together... I learnt a lot about you through that... like for example you like being around people, I found your interest in fashion again there, helping people, another one of your personality characteristics okay.

From your responses it indicates that you're an optimistic person, a caring person and also a very hard working person. And from speaking to you now I can see you really do want to do well. You also very dedicated to your educational goals, you have strong moral values, and you have a fun creative approach to life.

Now before we go into the careers that we recommend for you we going to do something else.

Participant D: okay...

Educational Psychologist: so we've already discussed a lot relating to your aptitude, personality and interest. So now we also going to go through your incomplete sentences. But what I want to do is to list your strengths and weaknesses or challenges that you currently facing.

So here we have your individual strengths, all the things that are good about you. Uhhmm... you're helpful, you're kind, things like that right. And then here we have your challenges. You're trying to reach your potential, for example. And then we're going to find others here. And then we have your environmental strengths and weaknesses here. I'm going to help you along so don't worry about it okay.

Participant D: okay...

Educational Psychologist: okay now for the strengths what can we write? Lets see for the aptitude, I said you're performing above average.

Participant D: Uhhm... Ja.

Educational Psychologist: you're getting good marks.

Participant D: Ja.

Educational Psychologist: so I'm going to write her that you getting good marks. From your personality, what can you say is your strengths?

Participant D: uhhm... I'm helpful, and caring and a sociable person.

Educational Psychologist: anything else you'd like to add?

Participant D: no I think that covers the most of it...

Educational Psychologist: "I cope best when I'm relaxed"... "I distance myself when I'm around negative people"

Participant D: JA... I don't like when people put down a situation or look at it in a negative light, I like to look at things in a positive light.

Educational Psychologist: so basically I'm going to say that you a positive individual with a positive outlook on life. And from this one here... what would you say?

Participant D: I think I feel like I'm frustrated when I'm not reaching my potential.

Educational Psychologist: so I'm going to put that under your challenges. And from this one here, would you say you're a focused individual?

Participant D: Ja, I think I am.

Educational Psychologist: so I'm going to put that under your strengths. And if we look at this sentence here again, you enjoy helping other people. You say here by putting clothes together for them.

Participant D: Ja...

Educational Psychologist: and in this sentence we can see that you have good values, honesty, trustworthiness...

Participant D: Hmmm...

Educational Psychologist: and I can see here again its coming out that you have high expectations of yourself.

Participant D: yes, very...

Educational Psychologist: and then here, from what you saying I feel that you lack self confidence. Would you agree? Can we put that down?

Participant D: yes.

Educational Psychologist: here you talk about staying focused and maintaining a positive outlook... would you agree that that's your strength.

Participant D: yes... I try to do that.

Educational Psychologist: okay and in this sentence you talk about your family and friends. So this we can add this to your environmental strengths. You relax around your family and friends...

Participant D: ja.. I'm very close to my family, not just my immediate family but also my cousins and stuff. It's a very healthy relationship between the whole family and its very positive. I can like speak to them and stuff...

Educational Psychologist: that's very nice. You very lucky. So in the next sentence you talk about doing work in a very short time. Do you struggle with time management?

Participant D: Ja.. I try to work early but sometimes school can get hectic. Especially when there's tests and tasks and everything at the same time. But I try my best to manage it.

Educational Psychologist: but it becomes overwhelming?

Participant D: Ja.

Educational Psychologist: Okay so we'll put that here.. And we'll deal with it later...

(Reads out sentences). So sometimes do you feel that you don't meet the expectations of others?

Participant D: Ja... there's a lot of pressure at school and stuff. With friends and stuff and also with work and to do well... and then it links with my lack of self confidence.

Educational Psychologist: okay, so we'll put that down with your challenges. So do you sometimes feel that you not accepted by certain people?

Participant D: Ja...

Educational Psychologist: But I see here on the next sentence that you show that you have good school values. So we'll put that on your strengths. You mentioned earlier that you also expect yourself to do well. Do you think that contributes to the pressure?

Participant D: Ja.. I also expect myself to do well.

Educational Psychologist: and then I see that your school has a good library. That's also an environmental strength. So let's put it down here. But I can see from all of this that you a really hard worker.

Participant D: Ja.. I am.

Educational Psychologist: And you're getting good marks right?

Participant D: ja..

Educational Psychologist: So you're on the right path. So don't be too hard on yourself okay...

Participant D: (Laughs) okay...I'll keep that in mind!

Educational Psychologist: Okay, now what I want to show you today is that in life, even ,myself, we all have strengths and weaknesses. We all have assets and we have challenges alright. But what is so nice is that we

can always use our strengths to overcome our weaknesses and challenges. So that's what we going to do now. And what I'm going to do is to first give you two examples of how you can use your strengths to overcome your challenges. And then I'm going to ask you to also try it out. But don't be nervous because I'm going to do it with you first. And I'm going to make sure that you understand it before you have to do it on your own.

So the first thing that I want to do is that I want to ask you... lets see... you say that you like being relaxed, but I want to ask you how do you relax.

Participant D: uhmm... I read. And I listen to music.

Educational Psychologist: Okay. Anything else?

Participant D: I like reading all different sorts of books, you know, sometimes scary ones, or... you know.

Educational Psychologist: Which requires a lot of imagination? (laughs)

Participant D: laughs

Educational Psychologist: Okay so that's one of the examples that I'm going to use here. If your life gets very stressful that's one of the things that you could use. So let's say you studying the whole day. Just taking 30 minutes to listen to your favourite music, jumping in front of the mirror, (laughs), I don't know, whatever makes you feel relaxed! That's what you can do alright. So this is an example of how you can use one of your strengths to overcome your weaknesses or challenges. And what I really like about you is that you know what makes you relax. So if things get really stressful, even if its just 5 or 10 minutes, take a break and then you continue.

Now looking at this, what else do you think you could use to help you to overcome these challenges?

Participant D: I think I can take my positive outlook on life and use it to overcome my lack of confidence. You know, juts not worry about what other people think and learn to be myself. And get accepted myself for what I am.

Educational Psychologist: That good I like that! I'm also going to talk about that just now. And what I also wanted to tell you, you said that you have a really close relationship with your friends and family. So if you're really stressed that's also someone that you can go and talk to... just to talk to someone and get it out of you okay...

And also remember, another technique that you can use to overcome stress is breathing techniques. Do you know breathing techniques?

Participant D: no...

Educational Psychologist: Just putting your things aside and breathing in and out... also, other techniques that people use is uhmmm... I know you're from an ***** school. So are you religious or... how would you?

Participant D: uhmmm... I do follow my religion and Ja..

Educational Psychologist: okay, do you do the five prayers everyday?

Participant D: Ja.

Educational Psychologist: Okay that's good because what I wanted to say is that sometimes also praying helps you to relax.

Participant D: Ja... I've found that before.

Educational Psychologist: So to just stop and pick up your Quraan and read a few verses or whatever makes you feel comfortable.

Okay, now that was the first one. And the second one.. I'm going to give you another example. I liked what you just said earlier. Using the positive outlook on life to overcome your lack of self-confidence. What I really really like about you is that you try to do that. Sometimes it's very difficult and then it's difficult to stay positive. So that's something you should really love about yourself. And so the first thing you can do is to start celebrating your successes. I want us to stop now and I want you to think about things that you feel you've been successful in. even if its just two or three things. What do you think you've been successful in?

Participant D: Uhmmm... now, say since last year I've gained a lot more self-confidence and I feel really good. You don't have to follow certain cliques or anything. You just have to be who you are and people will like you. And you don't have to be anything more than just what you are.

Educational Psychologist: That's really good. That's one of your successes. Is there anything that you really proud of?

Participant D: Uhhmm... my science mark has really increased. From about 68%- about 85%.

Educational Psychologist: Hey that's really good! So you see what you should really try to do is to focus more on what you achieving and what you doing. And I want to add that I think that all your marks are really good. Let me add that to the list here okay.

The second thing that you can do is also to surround yourself with positive people. You already mentioned that you had positive relations with your family. So that's good.

Participant D: Ja... and one or to friends. I have lots of friends but only one or two of them you can speak to.

Educational Psychologist: Okay that's good. So you only have positive people around you? And try and replace your negative thoughts with positive ones. And what you can do is to start, whatever you're doing, to mention three things that are positive in your life. And it can be anything that makes you happy.

Now I want o ask you something... do you have best friend? Or a really close friend?

Participant D: JA...

Educational Psychologist: Now tell me how you treat this friend?

Participant D: Uhhmm... I'm truthful and loyal, friendliness, speaking the truth, and I just offer my sympathy and support. Because at the end of the day that's what you need.

Educational Psychologist: that's good. So would you say that you a good friend at the end of the day?

Participant D: Ja, I guess so.

Educational Psychologist: Good. Now that's another point I want to make. You have to be your own best friend. So the way you treat yourself the way you treat you friends okay. You need to become your own bets

friend. I was ready your incomplete sentences and you're working so hard! That's an achievement because a lot of people your age don't even work that hard.

Okay...

Recording ended here. Did not record beyond this point!

TRANSCRIPTION OF *TRADITIONAL FEEDBACK INTERVIEW- Participant C*

Educational Psychologist: I'm giving you feedback and we going to talk about many things. Basically what Safia did with you... All those assessment, we going to go through each one and give you feedback on each one that you did. Now the information I'm going to be giving you is about you so if you don't agree with it just say: Wendy I don't agree with this part or Ja, this looks like me.

Participant C: okay.

Educational Psychologist: if you have questions, ask. Remember this is your experience its all about you, so ask. And it's all about gaining more knowledge about yourself. So feel free to ask and just relax okay...

Participant C: okay...

Educational Psychologist: okay, the first thing is when we do a career assessment there are three things that we look at because we look at you holistically. We look at your aptitude, which I'm going to explain now. And then we also look at your personality and all your interests alright. And these aspects help us to choose a career path in life or what type of subjects you would prefer.

What is aptitude? You remember you had to do that long test.? So according to this test, it tests your ability to learn form a certain educational situation or experience.

Participant C: Okay.

Educational Psychologist: So the first thing we found, your academic skills, 5.5. which is average. And this is related to your school performance. So what it means is that you will have an average performance at school.

And what this means in general, you get a high aptitude and a low aptitude and this is the average. 60% of the world's population falls into this category. And if you fall into it, it basically means that you have the potential to go on to university and study further if you want.

So looking at your school marks I can see that you actually performing above average. These are brilliant marks. Have you maintained these marks since?

Participant C: uhmmm... my science is gone a little bit down and my maths has improved.

Educational Psychologist: okay, that's good. So then the next one is you clerical ability. And that relates to your math skills. And so here you can see that you actually do have the potential to do very well at mathematics and English. How are you doing in English?

Participant C: uhmm... I'm struggling a bit.

Educational Psychologist: With which areas are you struggling?

Participant C: comprehension.

Educational Psychologist: you know what you can do to help you, search on the internet, Google, and you can always find some nice stuff to practice your comprehension skills.

Participant C: okay..

Educational Psychologist: and you clerical skills show us that you have the potential to do really well with your mathematics. And then technical ability, this relates more to people who are interested in maybe operating machinery or stuff like that. So maybe later on in life you would do something like engineering. So you can see from your score here that its an area of growth so you can just practice.

Do you have any questions at this point?

Participant C: no...

Educational Psychologist: okay, then we going to go on to the next one which is your personality. Alright. So the personality assessment basically helps you to understand your personality better. For example, what motivates you, what you enjoy, etc. and your personality type was introverted, feeling and sensation. And I know it sounds very big but I'm going to explain it all to you okay.

If you look here, there's always two different types here, and you an introvert. Extroverts they get their energy from other people. You know how they are. They talk a lot, always around people, always interested in being around people. But you're an introvert. So that means that sometimes you happy to be alone and you would maybe prefer having a small circle of friends. You more introspective and reflective and you get more energised by your own inner world. So, so far do you agree or not?

Participant C: Ja...

Educational Psychologist: okay so do you also have a small circle of friends?

Participant C: Ja, very...

Educational Psychologist: okay... alright then the next one is... you're sensation. That means that you like making decisions based on the senses that you have around you. From what you see and feel and hear. And then the other one also is feeling and you also base your decisions a lot on how you feeling. Okay... do you have any questions so far?

Participant C: No...

Educational Psychologist: okay, let me give you some more information then. So with the personality that you have, you very quiet, but you also friendly. You like routine work, so that means that you like to know what is expected of you. Also, what might be a challenge for you is that you don't easily express yourself to others. Alright. So let's just stop there and reflect a bit. From what I've told you so far, is that really you?

Participant C: Ja...

Educational Psychologist: with regard to expressing yourself, who do you feel more comfortable with? Your family... or friends?

Participant C: I feel more comfortable with family.

Educational Psychologist: so have you been told by your family that you don't express yourself?

Participant C: yes!!! (laughs).

Educational Psychologist: even if you not comfortable expressing yourself to other people, find other ways to express yourself. Sometimes bottling all your emotions is not a good thing.

And then in your report we see some more things that are related to your personality. A sensitive person, you value harmony and you like to be able to understand other people. You don't like conflict and you a very genuine and open-minded person. And you like to see that other people around you are cared for. Is there any aspects that you agree or disagree with?

Participant C: I agree with it.

Educational Psychologist: and then next we'll look at your interests. This is what you are interested in. obviously; at the end of the day you want to choose a subject or career that you are interested in. otherwise you'll be bored.

And we found that you fall into three categories, and I'm going to explain all. Firstly, scientific and investigative, which basically means that you're the type of person who likes to learn new things. Here you'll be interested also in investigating biological phenomenon, medical phenomenon, and physical. I saw earlier that you interested in going into the medical field. Alright. So that would fall in this category. So your interests may be science, medicine, mathematics... and your possible careers would be working in a lab, solving problems in a lab. And then values such as independent curiosity. What do you think of that? Is it you?

Participant C: Ja..

Educational Psychologist: okay... and then the next field that you also fell into is social. And it means that you like working with people. So you the type of person who's going to enjoy teamwork, helping communities, stuff like that. That's going to be you. Careers that are related to this are things like teaching, caring for people, counselling and training others also. And this all links to your personality that we discussed earlier. Do you remember?

Participant C: Ja

Educational Psychologist: and then the last one was the artistic field. Which means that you like to be creative. And this can be in any way, art, drama, anything... so here your interests would be self-expression, self appreciation, etc. and remember we spoke about expressing yourself earlier? So this could be a way to do that. Whatever works for you?

Participant C: okay...

Educational Psychologist: you being very quiet...

Participant C: (laughs)

Educational Psychologist: okay, you must ask if you don't agree with anything. And this process is for you.

Okay, and then you did the informal assessment as well. Do you remember it? Let's look at that now. When I was reading your sentences I saw that school came out a lot... you seem to have a lot of expectations on yourself to do well, to improve your marks... for example here, sometimes you get stressed at school because of school. When you don't know how to do the work properly. I can see you're a hard worker... how do you handle your stress?

Participant C: uhmmm... I watch tv... (laughs) or I read.

Educational Psychologist: is that your coping mechanism? I also saw here that you ask people that you trust for advice. And that's a really good thing. So when you are going through a tough time you can reach out to people that you trust.

And then here I see you wrote that one of your challenges is speaking to people that you don't know and making new friends. And now that we've been through your personality it makes more sense because you're an introvert, so it will be more challenging for you to make friends.

Participant C: Ja...

Educational Psychologist: and then here you say that it's difficult for you to function when you don't have structure and a system. Did you notice earlier in your personality that we said that you like structure and routine? So now that you know that it's very important that you create routine. So like for example if there are exams coming up you should really try very hard to set up a routine for yourself. At least I can see that you very self-aware here. That's very good.

Are you okay still?

Participant C: Ja...

Educational Psychologist: okay, and then at the end, there's a summary here for us on your sentences. It says that you are a gentle natured person, which goes well with your personality and you may be practical and organised. Again, structure is coming out. And you enjoy consistency. And you the type of individual who will goal set. Is there any questions with regard to that?

Participant C: no.

Educational Psychologist: okay, so we've done all your results now, tell me what do you remember about yourself?

Participant C: I'm an introvert and I like structure and routine... and I can express myself in different ways. Ja... (laughs)

Educational Psychologist: that's good.. people cant understand you if you don't express yourself, so you have to find a way to express yourself. A way that works for you, okay...

So that summarises all your results, and then we just going to go through the subjects and careers that relate to your results.

Mathematics, science, biology, history and computer sciences. Those subjects would suite you based on your results... And then for careers, medical doctor, dentist, physician, radiologist, pharmacist, radiographer, teaching, speech or occupational therapy...

Have you researched these or gotten any information on them?

Participant C: no...

Educational Psychologist: you should probably go into the Universities sites and get information on each subject and they'll give you a lot of information on each... is there any of these careers that you don't understand?

Participant C: No not right now...

Educational Psychologist: and then at the end you'll see some coping mechanisms, which in your case will relate mostly to expressing yourself.. And then, we done! Don't forget to complete that form okay...



Safia Mohamed

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PSYCHOMETRIC REPORT¹ **STRICTLY CONFIDENTIAL**

NAME: Participant A

AGE: 15 years

GRADE: 10

DATE OF BIRTH: 01-04-1994

DATE OF ASSESSMENT: 29-08-2009

1. REASON FOR ASSESSMENT;

A psychometric assessment was completed for Participant A in order to facilitate her subject- and future career choices.

2. ASSESSMENT BATTERY²:

The following basic test battery was administered and used in conjunction with Participant A's academic progress results to facilitate her subject-choice options:

1. Differential Aptitude Test – Form L (DAT-L)
2. Jung Personality Questionnaire (JPQ)
3. South African Vocational Interest Inventory (SAVII)
4. Informal Incomplete sentences

¹ This report is the exclusive property of the client and may not be used for forensic purposes.

² Some of the tests/questionnaires used in this test situation were standardised some time ago or were not designed in South Africa.

3. RESULTS:

3.1 APTITUDE:

Aptitude has been defined as the potential a person has which will enable him/her to achieve a certain level of ability, with a given amount of training and/or practice. The DAT-L was administered to Participant A with the following results:

Test No.:	Test Name:	Aptitude: Stanine (score out of 9)
1	Vocabulary	9 (excellent)
2.	Verbal reasoning	7 (very good)
3.	Non-verbal reasoning	2 (below average)
4.	Calculations	4 (average)
5.	Reading comprehension	2 (below average)
6.	Comparisons	5 (average)
7.	Price Controlling	6 (high average)
8.	Spatial Visualisation (3D)	2 (below average)
9.	Mechanical Insight	4 (average)
10.	Memory	3 (low average)

The tests included in this battery compare the abilities of a learner in respect of three broad categories, namely academic, commercial/clerical ability and technical/mechanical ability. In this regard, analysis of Participant A's scores reveals the following stanines:

- Academic skills: = **4.5**
(General learning ability)
- Clerical ability: = **4.25**
(Clerical ability, language ability and arithmetical ability)
- Technical ability: **3**
(Engineering/ technical ability)

3.2 PERSONALITY:

The Jung Personality Questionnaire (JPQ) was administered to Participant A. The aim of this questionnaire is to provide the testee with a fairly accurate description and understanding of her personality, motivations and strengths. The basic assumption when using the JPQ with Participant A is that one of the most important motivations for career- and thus subject-choice is a desire for work that is intrinsically interesting and satisfying and that will permit the use of preferred functions and attitudes (strengths), with relatively little need for using less-preferred processes.

This test categorises individuals into different personality *types*, relating each type to a different occupation based on suitability. According to her scores, Participant A's personality type can be described as **Extroverted/ Intuition / Feeling / Perceiving (ENFP)**. Her hallmark is: **Imagination**. Lively, charismatic and encouraging, ENFP's work well when they can innovate and be creative,

persuade others to action and stimulate positive change. They generate enthusiasm for start-up activities, are tireless in pursuit of new found interests, and anticipate the needs of people and organisations.

3.3 INTERESTS:

The South African Vocational Interest Inventory (SAVII) was administered with the aim of measuring Participant A's occupational interests, in order to use it in the broader frame of subject-choices and ultimately for career planning. Interest is the preference a person shows for certain activities or fields of study. It does not necessarily indicate ability or success within that field, but it does play an important role in the decision making process. This test includes 6 general fields of interest, allowing for Participant A's highest fields of career interest to be identified.

Based on her responses, it is evident that Participant A's highest career interests lie in the **Enterprising and business** field. Her second field of career interest lies in the **Scientific/Investigative** field and her third field of occupational interest can be identified in the **Social** field. Following is a summary of Participant A's potential skills, work interest and values based on the fields of interest that she identified.

Field	Interest	Work Activities	Potential skills	Values
Enterprising	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence
Scientific/ Investigative	Science; medicine; mathematics; research	Performing lab work; solving abstract problems; conducting research	Mathematical ability; researching; writing; analysing	Independence; curiosity; learning
Social	People, teamwork, helping, community service	Teaching, caring for people, counselling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others

3.4 INFORMAL ASSESSMENT:

Participant A's responses on the incomplete sentences indicate a consciousness of socially acceptable norms and behaviour. She indicates high moral standards as well as a warm and caring personality. Through her responses Participant A also indicates that she enjoys being prepared for tasks and may feel sure of herself if she Participant A may benefit from exploring herself and ascertaining what her own expectations of herself are, and should guard against basing her goals and aspirations on others expectations of her.

4. DISCUSSION OF RESULTS:

Participant A's interests include careers in the enterprising, investigative and social fields. These interests correlate positively with her said personality, as she is inclined to behave in an enterprising and creative manner to meet challenges through interaction with others in a compassionate manner. These characteristics may facilitate her successful performance in occupational fields that allow her to actualise her gentle and persuasive characteristics.

Her average academic ability combined with the understanding of her interests, personality and of the detailed aspects of factors that contribute to her happiness and wellbeing are clear indicators of the recommendations that follow.

Participant A may benefit from a follow-up assessment prior to making her final career choice at the end of Grade 12. Below is a mentorship programme based on her personality profile to help develop her life skills and leadership potential.

5. RECOMMENDATIONS³:

As a result of Participant A's test scores in terms of her ability, her extroverted and intuitive personality and her interests, she could probably consider selecting from the following subjects in conjunction with the compulsory learning areas of English, Afrikaans and Life Orientation:

Primary recommendations (subject-choices):

- Mathematics
- Physical Science
- Business economics
- Accounting
- History
- Computer sciences

The following secondary recommendations in terms of career choices⁴ can be investigated by Participant A based on the assessment results that she attained:

- Attorney
- Personnel manager
- Psychologist/Counsellor/Psychometrist (in the *Educational, Industrial or Counselling* sub-fields of Psychology)
- Teacher
- Lecturer
- Occupational therapist
- Speech therapist

³ It is important to remember that entrance into tertiary institutions and specific courses of study are not automatic, and depend on an individual's performance in Grade 12. Although Participant A appears to have potential, her success will be largely co-determined by her levels of emotional stability, self-discipline, diligence and responsibility, as well as her ability to manage stress adequately.

⁴ Fields of study have **not** been arranged in any particular order.



My sincere wishes for success, prosperity and happiness are with Participant A.

Ms. Safia Mohamed

INTERN PSYCHOLOGIST

Appendix A: MENTORSHIP PROGRAMME FOR THE DEVELOPMENT OF LIFE- AND LEADERSHIP SKILLS

COMUNICATION

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Responding appreciatively to different viewpoints</p> <p>Articulating values, possibilities and generalities with enthusiasm</p>	<p>Talking too much or randomly interjecting ideas</p> <p>Persuading others to follow a plan without a thorough investigation of facts and specifics</p>	<p>Concentrate on details rather than possibilities</p> <p>Interrupt or criticize others</p>	<p>Speaking less, reflecting more</p> <p>Investigating facts and realities before rallying others to a course of action</p>

Team Culture

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Striving for diversity and fostering cooperation and fun</p> <p>Providing creativity, energy and warmth</p>	<p>Being too flighty, flitting from course to course</p> <p>Expecting others to be comfortable with a free-flowing, open-ended approach</p>	<p>Restrict options and won't at least consider the impossible</p> <p>Fail to acknowledge the importance of insight and imagination</p>	<p>Determining what is most important to them and sticking to it</p> <p>Recognising the usefulness of structures and guidelines</p>

Leadership

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Democratically soliciting everyone's opinions and negotiating differences</p> <p>Acting as spokesperson for new ideas that relate to people</p>	<p>Promising more than is reasonable or possible</p> <p>Neglecting to give specific directions</p>	<p>Do not allow everyone to participate or have a role</p> <p>Place too many constraints on how and when a project should be completed</p>	<p>Prioritizing projects and saying no</p> <p>Offering others a detailed blueprint of what is desired so that the job is done right</p>

Change

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Joyfully embracing the novel and untried</p> <p>Supplying energy to initiate a new course of action</p>	<p>Encouraging change for change sake's</p> <p>Failing to appreciate the merits of tradition and past experience</p>	<p>Are overly cautious or resistant to change</p> <p>Cling to established routines when adaptation is required</p>	<p>Understanding that change is not always desirable or necessary</p> <p>Recognising that the past can offer direction for the future</p>

Problem-Solving/ conflict Resolution

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
Seeing the need to include people and values in the decision-making process Being imaginative and flexible in their approach to a problem	Wanting to stay open to all the possibilities to the extent that no decision is made Losing track of the details in their enthusiasm for the big picture	Fail to consider the impact of the people As narrow minded or see the problem in black-and –white terms	Recognizing the importance of setting limits on the process so that a decision can be made Understanding that a better solution will arise if it is supported by facts and specifics

Stress

ENFP's contribute to reducing team stress by:	Under stress may irritate team members by:	Under stress may be irritated by team members who:	Can maximize effectiveness when under stress by:
Injecting fun and spontaneity Keeping everyone energized by fostering variety	Being overly optimistic Overextending then shutting down, thereby breaking commitments	Insist on following rules entrenched bureaucracy Expect precision of facts and figures	Carefully examining details and data to come to a more realistic understanding Screening projects rather than trying to do them all

Prepared by Safia Mohamed



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PSYCHOMETRIC REPORT¹

STRICTLY CONFIDENTIAL

NAME: Participant B

AGE: 16 years

GRADE: 10

DATE OF BIRTH: 09-10-1993

DATE OF ASSESSMENT: 29-08-2009

1. REASON FOR ASSESSMENT

A psychometric assessment was completed for Participant B in order to facilitate her subject- and future career choices.

2. ASSESSMENT BATTERY²:

The following basic test battery was administered and used in conjunction with Participant B's academic progress results to facilitate her subject-choice options:

1. Differential Aptitude Test – Form L (DAT-L)
2. Jung Personality Questionnaire (JPQ)
3. South African Vocational Interest Inventory (SAVII)
4. Informal Incomplete sentences

3. RESULTS:

3.1 APTITUDE

Aptitude has been defined as the potential a person has which will enable him/her to achieve a certain level of ability, with a given amount of training and/or practice. The DAT-L was administered to Participant B with the following results:

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² Some of the tests/questionnaires used in this test situation were standardised some time ago or were not designed in South Africa.



Test No.:	Test Name:	Aptitude: Stanine (score out of 9)
1	Vocabulary	9 (excellent)
2.	Verbal reasoning	5 (average)
3.	Non-verbal reasoning	4 (average)
4.	Calculations	3 (low average)
5.	Reading comprehension	3 (low average)
6.	Comparisons	8 (excellent)
7.	Price Controlling	9 (excellent)
8.	Spatial Visualisation (3D)	4 (average)
9.	Mechanical Insight	3 (low average)
10.	Memory	6 (high average)

The tests included in this battery compare the abilities of a learner in respect of three broad categories, namely academic, commercial/clerical ability and technical/mechanical ability. In this regard, analysis of Participant B's scores reveals the following stanines:

- Academic skills: = 5
(General learning ability)
- Clerical ability: = 5.75
(Clerical ability, language ability and arithmetical ability)
- Technical ability: 3.5
(Engineering/ technical ability)

3.2 PERSONALITY:

The Jung Personality Questionnaire (JPQ) was administered to Participant B. The aim of this questionnaire is to provide the testee with a fairly accurate description and understanding of her personality, motivations and strengths. The basic assumption when using the JPQ with Participant B is that one of the most important motivations for career- and thus subject-choice is a desire for work that is intrinsically interesting and satisfying and that will permit the use of preferred functions and attitudes (strengths), with relatively little need for using less-preferred processes.

This test categorises individuals into different personality *types*, relating each type to a different occupation based on suitability. According to her scores, Participant B's personality type can be described as **Extroverted/ Sensation / Feeling / Perceiving (ESFP)**. Her hallmark is: **Enthusiasm**. Friendly, outgoing, and enthusiastic, ESFP's work well when they can use their vitality and humour to make things happen. They make collaborative efforts enjoyable by applying common sense and a flexible and spontaneous approach to meeting challenges; they like to use their warmth and generosity to help people.

3.3 INTERESTS:

The South African Vocational Interest Inventory (SAVII) was administered with the aim of measuring Participant B's occupational interests, in order to use it in the broader frame of subject-choices and

ultimately for career planning. Interest is the preference a person shows for certain activities or fields of study. It does not necessarily indicate ability or success within that field, but it does play an important role in the decision making process. This test includes 6 general fields of interest, allowing for Participant B's highest fields of career interest to be identified.

Based on her responses, it is evident that Participant B's highest career interests lie in the **Artistic** field. Her second field of career interest lies in the **Scientific/Investigative** field and her third field of occupational interest can be identified in the **Conventional** field. Following is a summary of Participant B's potential skills, work interest and values based on the fields of interest that she identified.

Field	Interest	Work Activities	Potential skills	Values
Artistic	Self-expression; art appreciation; communication; culture	Composing music; performing; writing; creating visual art	Creativity; musical ability; artistic expression	Beauty; originality; independence; imagination
Scientific/ Investigative	Science; medicine; mathematics; research	Performing lab work; solving abstract problems; conducting research	Mathematical ability; researching; writing; analysing	Independence; curiosity; learning
Conventional	Organisation; accounting; data management; information systems; investing	Setting up procedures and systems; organising; keeping records; developing computer applications	Ability to work with numbers; data analysis; finances; attentions to detail	Accuracy; stability; efficiency

3.4 INFORMAL ASSESSMENT

Participant B's responses on the incomplete sentences indicate that she is extrinsically motivated and enjoys experiencing optimal relations with those around her. She indicates high moral values and a caring and generous manner in her interaction with others. Participant B may consider using her self-knowledge to regulate her moods in order to optimise the achievement of her goals.

4. DISCUSSION OF RESULTS

Participant B's interests include careers in the artistic, conventional and investigative fields. These interests correlate positively with her said personality, as she is inclined to behave in an enterprising and creative manner to meet challenges through spontaneous, creative and flexible means. These characteristics may facilitate her successful performance in occupational fields that allow her to actualise her warmth and generosity when working with others.

Her average academic ability combined with the understanding of her interests, personality and of the detailed aspects of factors that contribute to her happiness and wellbeing are clear indicators of the recommendations that follow.

Participant B may benefit from a follow-up assessment prior to making her final career choice at the end of Grade 12. Below is a mentorship programme based on her personality profile to help develop her life skills and leadership potential.

5. RECOMMENDATIONS³:

As a result of Participant B's test scores in terms of her ability, her extroverted personality and her interests, she could probably consider selecting from the following subjects in conjunction with the compulsory learning areas of English, Afrikaans and Life Orientation:

Primary recommendations (subject-choices):

- Mathematics
- Physical Science
- Business economics
- History
- Computer sciences

The following secondary recommendations in terms of career choices⁴ can be investigated by Participant B, based on the assessment results that she attained:

- Speech and hearing therapy
- Occupational therapist
- Public relations officer
- Pharmacist
- Graphic designer
- Travel and tourism agent
- Journalism and broadcasting

My sincere wishes for success, prosperity and happiness are with Participant B.

Ms. Safia Mohamed
INTERN PSYCHOLOGIST

³ It is important to remember that entrance into tertiary institutions and specific courses of study are not automatic, and depend on an individual's performance in Grade 12. Although Participant B appears to have potential, her success will be largely co-determined by her levels of emotional stability, self-discipline, diligence and responsibility, as well as her ability to manage stress adequately.

⁴ Fields of study have **not** been arranged in any particular order.

Appendix A: MENTORSHIP PROGRAMME FOR THE DEVELOPMENT OF LIFE- AND LEADERSHIP SKILLS

COMMUNICATION

ESFP'S contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<ul style="list-style-type: none"> • Entertaining others, breaching the ice in tense situations. • Enthusiastically encouraging communication and interaction. 	<ul style="list-style-type: none"> • Using too much humour, seeming shallow. • Being too easily distracted. 	<ul style="list-style-type: none"> • Waste time by discussing matters in too abstract a manner. • Are rude and discourteous. 	<ul style="list-style-type: none"> • Realising that others may interpret their banter as flippancy and, as a result, discount their contributions. • Recognising that boredom often signals a need to reengage in an interaction.

TEAM CULTURE

ESFP'S contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<ul style="list-style-type: none"> • Injecting the maximum amount of fun into any task. • Encouraging team members to work together and value each other's strengths. 	<ul style="list-style-type: none"> • Being unprepared and assuming they can always improvise. • Being too focused on what's enjoyable at the expense of task completion. 	<ul style="list-style-type: none"> • Are too serious or contemplative. • Lack interpersonal or social skills. 	<ul style="list-style-type: none"> • Remembering that a little bit of preparation can have far-reaching results. • Realising that completing a task in a timely manner may allow more time to play.

LEADERSHIP

ESFP'S contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<ul style="list-style-type: none"> Defining roles clearly and being productive. Motivating others through a warm and sympathetic style. 	<ul style="list-style-type: none"> Overlooking the logical consequences of an action in order to act expediently. Over interpreting or over personalising events. 	<ul style="list-style-type: none"> Fail to appreciate others' contributions. Want to take a lot of time analysing a situation before committing to action. 	<ul style="list-style-type: none"> Weighing the pros and cons before jumping in so that a more sound decision can be made. Making an effort to reappraise events in task-related terms.

CHANGE

ESFP'S contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<ul style="list-style-type: none"> Being energetic, spontaneous, adaptable, and able to take advantage of the moment. Joyfully embracing novelty and variety. 	<ul style="list-style-type: none"> Appearing fickle. Not respecting agendas and timelines; wanting to "fly by the seat of their pants". 	<ul style="list-style-type: none"> Seem stuck in a settled routine. Push abstract models of the change process. 	<ul style="list-style-type: none"> Clarifying and prioritising what is important in order to make worth-while commitments. Recognising that they can serve other more efficiently in times of change when they develop a plan.

PROBLEM-SOLVING/ CONFLICT RESOLUTION

ESFP'S contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<ul style="list-style-type: none"> • Not closing off problem solving until all opinions and suggestions have been voiced. • Focusing on satisfying the immediate needs of people. 	<ul style="list-style-type: none"> • Not wanting to look at an issue in depth or consider long-range implications. • Withdrawing from intellectual arguments and conflict. 	<ul style="list-style-type: none"> • Allow discussion of an issue to go on and on. • Overlook people's feelings in the pursuit of fairness. 	<ul style="list-style-type: none"> • Realising that they may need to explore an issue in greater detail to craft a better solution. • Standing their ground and sharing their unique point of view.

STRESS

ESFP'S contribute to reducing team stress by:	Under stress may irritate team members by:	Under stress may be irritated by team members who:	Can maximize effectiveness when under stress by:
<ul style="list-style-type: none"> • Accepting others as they are, encouraging people to be themselves. • Sharing their upbeat, carefree enjoyment of everyday living. 	<ul style="list-style-type: none"> • Socialising at the expense of getting the task done. • Economising effort to the point of doing just the bare minimum. 	<ul style="list-style-type: none"> • Expect them to work under vague directions or unclear guidelines. • Are too critical, negative, or pessimistic. 	<ul style="list-style-type: none"> • Striving to achieve a work-play balance. • Taking a break, refreshing themselves, and then attacking the task with renewed vigour.

Prepared by Safia Mohamed



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PSYCHOMETRIC REPORT¹ **STRICTLY CONFIDENTIAL**

NAME: Participant C

AGE: 15 years

GRADE: 10

DATE OF BIRTH: 30-06-1994

DATE OF ASSESSMENT: 29-08--2009

1. REASON FOR ASSESSMENT

A psychometric assessment was completed for Participant C in order to facilitate her subject-choices.

2. ASSESSMENT BATTERY²:

The following basic test battery was administered and used in conjunction with Participant C's academic progress results to facilitate her subject-choice options:

1. Differential Aptitude Test – Form L (DAT-L)
2. Jung Personality Questionnaire (JPQ)
3. South African Vocational Interest Inventory (SAVII)
4. Informal Incomplete sentences

¹ This report is the exclusive property of the client and may not be used for forensic purposes.

² Some of the tests/questionnaires used in this test situation were standardised some time ago or were not designed in South Africa.

3. RESULTS:

3.1 APTITUDE

Aptitude has been defined as the potential a person has which will enable him/her to achieve a certain level of ability, with a given amount of training and/or practice. The DAT-L was administered to Participant C with the following results:

Test No.:	Test Name:	Aptitude: Stanine (score out of 9)
1	Vocabulary	8 (excellent)
2.	Verbal reasoning	7 (very good)
3.	Non-verbal reasoning	3 (low average)
4.	Calculations	4 (average)
5.	Reading comprehension	5 (average)
6.	Comparisons	9 (excellent)
7.	Price Controlling	7 (very good)
8.	Spatial Visualisation (3D)	4 (average)
9.	Mechanical Insight	5 (average)
10.	Memory	6 (high average)

The tests included in this battery compare the abilities of a learner in respect of three broad categories, namely academic, commercial/clerical ability and technical/mechanical ability. In this regard, analysis of Participant C' scores reveals the following stanines:

- Academic skills: = **5.5**
(General learning ability)
- Clerical ability: = **6.25**
(Clerical ability, language ability and arithmetical ability)
- Technical ability: **4**
(Engineering/ technical ability)

3.2 PERSONALITY:

The Jung Personality Questionnaire (JPQ) was administered to Participant C. The aim of this questionnaire is to provide the testee with a fairly accurate description and understanding of her personality, motivations and strengths. The basic assumption when using the JPQ with Participant C is that one of the most important motivations for career- and thus subject-choice is a desire for work that is intrinsically interesting and satisfying and that will permit the use of preferred functions and attitudes (strengths), with relatively little need for using less-preferred processes.

This test categorises individuals into different personality *types*, relating each type to a different occupation based on suitability. According to her scores, Participant C's personality type can be described as **Introverted/ Sensation / Feeling / Perceiving (ISFP)**. Her hallmark can thus be described as **Sensitivity**. Low-key, flexible, and modest, ISFP's work well when the can meet the

individual needs of people in a direct and personal manner. Valuing harmony and tolerance, they are genuine, sincere, and open minded, they enhance their work environments by ensuring that people are cared for with kindness and artistry.

3.3 INTERESTS:

The South African Vocational Interest Inventory (SAVII), was administered with the aim of measuring Participant C's occupational interests, in order to use it in the broader frame of subject-choices and ultimately for career planning. Interest is the preference a person shows for certain activities or fields of study. It does not necessarily indicate ability or success within that field, but it does play an important role in the decision making process. This test includes 6 general fields of interest, allowing for Participant C's highest fields of career interest to be identified.

Based on her responses, it is evident that Participant C's highest career interests lie in the **Scientific/Investigative** field. Her second field of career interest lies in the **Social** field and her third field of occupational interest can be identified in the **Artistic** field. Following is a summary of Participant C's potential skills, work interest and values based on the fields of interest that she identified.

Field	Interest	Work Activities	Potential skills	Values
Scientific/ Investigative	Science; medicine; mathematics; research	Performing lab work; solving abstract problems; conducting research	Mathematical ability; researching; writing; analysing	Independence; curiosity; learning
Social	People, teamwork, helping, community service	Teaching, caring for people, counselling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
Artistic	Self-expression; art appreciation; communication; culture	Composing music; performing; writing; creating visual art	Creativity; musical ability; artistic expression	Beauty; originality; independence; imagination

3.4 INFORMAL ASSESSMENT

Participant C's responses on the incomplete sentences indicate a gentle natured individual who may be practical and organised. She displays goal orientated tendencies and may thrive under consistence and familiar circumstances that may enable her to feel more able to cope with challenges through effectively directing her behaviour. Participant C may benefit from approaching her studies in a structured and organised manner and should adopt a habit of goal-setting for herself in order to make her efforts more directive.

4. DISCUSSION OF RESULTS

Participant C's interests include careers in the scientific, social and artistic fields. These interests correlate positively with her said personality, as she is inclined to behave in a gentle and sensitive manner with others to achieve goals. These characteristics may facilitate her successful performance in occupational fields that allow her to actualise her considerate and caring nature.

Her high average academic ability combined with the understanding of her interests, personality and of the detailed aspects of factors that contribute to her happiness and wellbeing are clear indicators of the recommendations that follow.

Participant C may benefit from a follow-up assessment prior to making her final career choice at the end of Grade 12. Below is a mentorship programme based on her personality profile to help develop her life skills and leadership potential.

5. RECOMMENDATIONS³:

As a result of Participant C's test scores in terms of her ability, her predominantly introverted and perceptive personality characteristics and her interests, she could probably consider selecting from the following subjects in conjunction with the compulsory learning areas of English, Afrikaans and Life Orientation:

Primary recommendations (subject-choices):

- Mathematics
- Physical Science
- Biology
- History
- Computer sciences

The following secondary recommendations in terms of career choices⁴ can be investigated by Participant C, based on the assessment results that she attained:

- Medical doctor
- Dentist
- Physician / Radiologist / Gynaecology
- Pharmacist
- Radiographer
- Speech and Hearing Therapy / Occupational Therapy
- Teacher / Lecturer

³ It is important to remember that entrance into tertiary institutions and specific courses of study are not automatic, and depend on an individual's performance in Grade 12. Although Participant C appears to have potential, her success will be largely co-determined by her levels of emotional stability, self-discipline, diligence and responsibility, as well as her ability to manage stress adequately.

⁴ Fields of study have **not** been arranged in any particular order.



My sincere wishes for success, prosperity and happiness are with Participant C.

Ms. Safia Mohamed
INTERN PSYCHOLOGIST

Appendix A: MENTORSHIP PROGRAMME FOR THE DEVELOPMENT OF LIFE- AND LEADERSHIP SKILLS

COMMUNICATION

ISFJ'S CONTRIBUTE BY:	MAY IRRITATE TEAM MEMBERS BY:	MAY BE IRRITATED BY TEAM MEMBERS WHO:	CAN MAXIMISE EFFECTIVENESS BY:
<ul style="list-style-type: none"> Listening carefully and being considerate of others' needs. Presenting accurate information and checking accuracy of information given by others. 	<ul style="list-style-type: none"> Not championing own ideas. Being too focused on specifics, facts and details. 	<ul style="list-style-type: none"> Get off track and don't follow the agenda. Talk too much and interject random ideas. 	<ul style="list-style-type: none"> Speaking up and sharing strongly held convictions with others. Challenging themselves to examine the larger implications of an issue or idea.

TEAM CULTURE

ISFJ'S CONTRIBUTE BY:	MAY IRRITATE TEAM MEMBERS BY:	MAY BE IRRITATED BY TEAM MEMBERS WHO:	CAN MAXIMISE EFFECTIVENESS BY:
<ul style="list-style-type: none"> Showing sympathy, loyalty and kindness. Lending stability, organisation, and structure in service of team goals 	<ul style="list-style-type: none"> Placing too high value on traditions, institutions, and hierarchies. Being too serious or exacting 	<ul style="list-style-type: none"> Are disorganised or irresponsible or who lack commitment. Are loud, aggressive, or confrontational 	<ul style="list-style-type: none"> Basing respect on merit and competence as well as on title and position. Relaxing, allowing themselves and others to have fun

LEADERSHIP

ISFJ'S CONTRIBUTE BY:	MAY IRRITATE TEAM MEMBERS BY:	MAY BE IRRITATED BY TEAM MEMBERS WHO:	CAN MAXIMISE EFFECTIVENESS BY:
<ul style="list-style-type: none"> • Quietly assisting the work of others through a nonthreatening, encouraging style. • Honouring commitments and modelling thoroughness and follow-through. 	<ul style="list-style-type: none"> • Being reluctant to take on leadership roles. • Expecting strict compliance to traditional roles and methods 	<ul style="list-style-type: none"> • Dominate or act without the welfare of others in mind. • Rely on improvisation to meet a goal. 	<ul style="list-style-type: none"> • Realizing that their ability for organizing people lends itself to leadership. • Appreciating that there are many ways to successfully meet goals, not all of which involve standard procedures.

CHANGE

ISFJ'S CONTRIBUTE BY:	MAY IRRITATE TEAM MEMBERS BY:	MAY BE IRRITATED BY TEAM MEMBERS WHO:	CAN MAXIMISE EFFECTIVENESS BY:
<ul style="list-style-type: none"> • Being sensitive to past traditions in order to smooth transitions. • Supporting change that is of practical value to people. 	<ul style="list-style-type: none"> • Being overly pragmatic and focusing on the here and now. • Wanting change to adhere to current rules or procedures. 	<ul style="list-style-type: none"> • Overlook the realistic concerns of people. • Fail to acknowledge the value of the tried and the true. 	<ul style="list-style-type: none"> • Considering what the current reality suggests about the future. • Realizing that new guidelines may need to be developed to more effectively manage change.

PROBLEM SOLVING/CONFLICT RESOLUTION

ISFJ'S CONTRIBUTE BY:	MAY IRRITATE TEAM MEMBERS BY:	MAY BE IRRITATED BY TEAM MEMBERS WHO:	CAN MAXIMISE EFFECTIVENESS BY:
<ul style="list-style-type: none"> • Being thorough, organised and task oriented in working toward solutions that benefit people. • Carefully summarizing concrete and factual data. 	<ul style="list-style-type: none"> • Wanting the problem-solving process to follow tidy guidelines. • Being too painstaking where details and specifics are concerned. 	<ul style="list-style-type: none"> • Pressure them to apply impersonal logic to a decision. • Insist on defining a problem in terms of conceptual models or abstract theories. 	<ul style="list-style-type: none"> • Understanding that tightly controlling the process may prevent others from airing their feelings. • Recognizing that not all facts are essential and indeed some may be trivial.

STRESS

ISFJ'S CONTRIBUTE TO REDUCING TEAM STRESS BY:	UNDER STRESS MAY IRRITATE TEAM MEMBERS BY:	UNDER STRESS MAY BE IRRITATED BY TEAM MEMBERS WHO:	CAN MAXIMISE EFFECTIVENESS WHEN UNDER STRESS BY:
<ul style="list-style-type: none"> • Willingly taking on work to benefit the team. • Being thoughtful and showing concern for the comfort and security of others. 	<ul style="list-style-type: none"> • Being too rule bound and conventional. • Focusing on the negative, adopting a "doom and gloom" attitude. 	<ul style="list-style-type: none"> • Fail to appreciate their diligence and conscientiousness. • Make light of their worries and concerns. 	<ul style="list-style-type: none"> • Loosening up and trying new things. • Evaluating the facts, understanding that things are usually not as they first appeared.

Prepared by Safia Mohamed



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PSYCHOMETRIC REPORT¹

STRICTLY CONFIDENTIAL

NAME: Participant D

AGE: 15 years

GRADE: 10

DATE OF BIRTH: 22-07-1993

DATE OF ASSESSMENT: 29-08-2009

1. REASON FOR ASSESSMENT

A psychometric assessment was completed for Participant D in order to facilitate her career-choices.

2. ASSESSMENT BATTERY²:

The following basic test battery was administered and used in conjunction with Participant D's academic progress results to facilitate her subject-choice options:

1. Differential Aptitude Test – Form L (DAT-L)
2. Jung Personality Questionnaire (JPQ)
3. South African Vocational Interest Inventory (SAVII)
4. Informal Incomplete sentences

¹ This report is the exclusive property of the client and may not be used for forensic purposes.

² Some of the tests/questionnaires used in this test situation were standardised some time ago or were not designed in South Africa.

3. RESULTS:

3.1 APTITUDE

Aptitude has been defined as the potential a person has which will enable him/her to achieve a certain level of ability, with a given amount of training and/or practice. The DAT-L was administered to Participant D with the following results:

Test No.:	Test Name:	Aptitude: Stanine (score out of 9)
1	Vocabulary	9 (excellent)
2.	Verbal reasoning	6 (high average)
3.	Non-verbal reasoning	2 (below average)
4.	Calculations	6 (high average)
5.	Reading comprehension	6 (high average)
6.	Comparisons	5 (average)
7.	Price Controlling	8 (excellent)
8.	Spatial Visualisation (3D)	4 (average)
9.	Mechanical Insight	4 (average)
10.	Memory	7 (above average)

The tests included in this battery compare the abilities of a learner in respect of three broad categories, namely academic, commercial/clerical ability and technical/mechanical ability. In this regard, analysis of Participant D' scores reveals the following stanines:

- Academic skills: = **5.2**
(General learning ability)
- Clerical ability: = **6.25**
(Clerical ability, language ability and arithmetical ability)
- Technical ability: **4**
(Engineering/ technical ability)

3.2 PERSONALITY:

The Jung Personality Questionnaire (JPQ) was administered to Participant D. The aim of this questionnaire is to provide the testee with a fairly accurate description and understanding of her personality, motivations and strengths. The basic assumption when using the JPQ with Participant D is that one of the most important motivations for career- and thus subject-choice is a desire for work that is intrinsically interesting and satisfying and that will permit the use of preferred functions and attitudes (strengths), with relatively little need for using less-preferred processes.

This test categorises individuals into different personality *types*, relating each type to a different occupation based on suitability. According to her scores, Participant D's personality type can be described as **Extroverted / Intuition / Feeling / Perceiving (ENFP)**. His hallmark is **Imagination**. Lively, charismatic and encouraging, ENFP's work well when they can innovate and be creative, persuade others to action and stimulate positive change. They generate enthusiasm for start-up

activities, are tireless in pursuit of new found interests, and anticipate the needs of people and organisations.

3.3 INTERESTS:

The South African Vocational Interest Inventory (SAVII), was administered with the aim of measuring Participant D's occupational interests, in order to use it in the broader frame of subject-choices and ultimately for career planning. Interest is the preference a person shows for certain activities or fields of study. It does not necessarily indicate ability or success within that field, but it does play an important role in the decision making process. This test includes 6 general fields of interest, allowing for Participant D's highest fields of career interest to be identified.

Based on her responses, it is evident that Participant D's highest career interests lie in the **Artistic** field. Her second field of career interest lies in the **Social** as well as the **Scientific/Investigative** field and her third field of occupational interest can be identified in the **Business/Enterprising** field. Following is a summary of Participant D's potential skills, work interest and values based on the fields of interest that she identified.

Field	Interest	Work Activities	Potential skills	Values
Artistic	Self-expression; art appreciation; communication; culture	Composing music; performing; writing; creating visual art	Creativity; musical ability; artistic expression	Beauty; originality; independence; imagination
Social	People, teamwork, helping, community service	Teaching, caring for people, counselling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
Scientific/ Investigative	Science; medicine; mathematics; research	Performing lab work; solving abstract problems; conducting research	Mathematical ability; researching; writing; analysing	Independence; curiosity; learning
Enterprising/ Business	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence

3.4 INFORMAL ASSESSMENT

Participant D's responses on the incomplete sentences indicate an optimistic and caring individual. She also indicates diligent and hardworking behaviour, a result of her dedication to her educational goals. She displays strong moral values and a fun, creative approach to life.

4. DISCUSSION OF RESULTS

Participant D's interests include careers in the artistic, social, scientific and enterprising fields. These interests correlate positively with her said personality, as she is inclined to behave in an innovative, creative and encouraging manner when interacting with others to achieve goals. These characteristics may facilitate her successful performance in occupational fields that allow her to actualise her considerate and caring nature.

Her high average academic ability combined with the understanding of her interests, personality and of the detailed aspects of factors that contribute to her happiness and wellbeing are clear indicators of the recommendations that follow.

Participant D may benefit from a follow-up assessment prior to making her final career choice at the end of Grade 12. Below is a mentorship programme based on her personality profile to help develop her life skills and leadership potential.

5. RECOMMENDATIONS³:

As a result of Participant D's test scores in terms of her ability, her predominantly extroverted and perceptive personality characteristics and her interests, she could probably consider selecting from the following subjects in conjunction with the compulsory learning areas of English, Afrikaans and Life Orientation:

Primary recommendations (subject-choices):

- Mathematics
- Physical Science
- Business economics
- History
- Information technology

The following secondary recommendations in terms of career choices⁴ can be investigated by Participant D, based on the assessment results that she attained:

- Journalism
- Design fields (including graphic design; interior design/decorating; fashion design; industrial design)
- Marketing manager
- Teacher
- Photographer
- Play therapist
- Floristry
- Hotel management
- Production management

³ It is important to remember that entrance into tertiary institutions and specific courses of study are not automatic, and depend on an individual's performance in Grade 12. Although Participant D appears to have potential, her success will be largely co-determined by her levels of emotional stability, self-discipline, diligence and responsibility, as well as her ability to manage stress adequately.

⁴ Fields of study have **not** been arranged in any particular order.



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My sincere wishes for success, prosperity and happiness are with Participant D.

Ms. Safia Mohamed
INTERN PSYCHOLOGIST

Appendix A: MENTORSHIP PROGRAMME FOR THE DEVELOPMENT OF LIFE- AND LEADERSHIP SKILLS

COMUNICATION

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Responding appreciatively to different viewpoints</p> <p>Articulating values, possibilities and generalities with enthusiasm</p>	<p>Talking too much or randomly interjecting ideas</p> <p>Persuading others to follow a plan without a thorough investigation of facts and specifics</p>	<p>Concentrate on details rather than possibilities</p> <p>Interrupt or criticize others</p>	<p>Speaking less, reflecting more</p> <p>Investigating facts and realities before rallying others to a course of action</p>

TEAM CULTURE

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Striving for diversity and fostering cooperation and fun</p> <p>Providing creativity, energy and warmth</p>	<p>Being too flighty, flitting from course to course</p> <p>Expecting others to be comfortable with a free-flowing, open-ended approach</p>	<p>Restrict options and won't at least consider the impossible</p> <p>Fail to acknowledge the importance of insight and imagination</p>	<p>Determining what is most important to them and sticking to it</p> <p>Recognising the usefulness of structures and guidelines</p>

LEADERSHIP

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Democratically soliciting everyone's opinions and negotiating differences</p> <p>Acting as spokesperson for new ideas that relate to people</p>	<p>Promising more than is reasonable or possible</p> <p>Neglecting to give specific directions</p>	<p>Do not allow everyone to participate or have a role</p> <p>Place too many constraints on how and when a project should be completed</p>	<p>Prioritizing projects and saying no</p> <p>Offering others a detailed blueprint of what is desired so that the job is done right</p>

CHANGE

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Joyfully embracing the novel and untried</p> <p>Supplying energy to initiate a new course of action</p>	<p>Encouraging change for change sake's</p> <p>Failing to appreciate the merits of tradition and past experience</p>	<p>Are overly cautious or resistant to change</p> <p>Cling to established routines when adaptation is required</p>	<p>Understanding that change is not always desirable or necessary</p> <p>Recognising that the past can offer direction for the future</p>

PROBLEM-SOLVING/ CONFLICT RESOLUTION

ENFP's contribute by:	May irritate team members by:	May be irritated by team members who:	Can maximize effectiveness by:
<p>Seeing the need to include people and values in the decision-making process</p> <p>Being imaginative and flexible in their approach to a problem</p>	<p>Wanting to stay open to all the possibilities to the extent that no decision is made</p> <p>Losing track of the details in their enthusiasm for the big picture</p>	<p>Fail to consider the impact of the people</p> <p>As narrow minded or see the problem in black-and –white terms</p>	<p>Recognizing the importance of setting limits on the process so that a decision can be made</p> <p>Understanding that a better solution will arise if it is supported by facts and specifics</p>

STRESS

ENFP's contribute to reducing team stress by:	Under stress may irritate team members by:	Under stress may be irritated by team members who:	Can maximize effectiveness when under stress by:
<p>Injecting fun and spontaneity</p> <p>Keeping everyone energized by fostering variety</p>	<p>Being overly optimistic</p> <p>Overextending then shutting down, thereby breaking commitments</p>	<p>Insist on following rules entrenched bureaucracy</p> <p>Expect precision of facts and figures</p>	<p>Carefully examining details and data to come to a more realistic understanding</p> <p>Screening projects rather than trying to do them all</p>

Interview schedule for interview conducted with the Educational Psychologist

1. Outline of the traditional feedback interview.
2. Outline of the positive psychological feedback interview.
3. Discussion of the framework for administering a traditional feedback interview (as outlined in Chapter 2).
4. Discussion of the framework for administering a positive psychological feedback interview (as outlined in Chapter 2).
5. The use of the quadrant map to identify participants' strengths and weaknesses on an individual and environmental level, within the framework of a positive psychological feedback interview.
6. Outlining role of researcher during data collection in terms of exploring participants' and the Educational Psychologist's experiences of the two modes of feedback interviews.
7. Outlining the value and role of the Educational Psychologist's reflection on the feedback.
8. Creating an awareness of possible nuances between the two modes of feedback.
9. Coping mechanisms for participants based on psychometric results.
10. Career planning process with participants.