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Bylae A

*Toestemmingsbrief
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26 Februarie 1998

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**AANSOEK OM GOEDKEURING VIR DIE UITVOER VAN ENKELE GEVALLESTUDIES BY DIE
LOOPBAANONTWIKKELINGSENTRUM VIR DIE DOELEINDES VAN PHD-STUDIE**

Hiermee doen ek, Suzanne Bester, ingeskrewe PhD-student in die Departement Skoolvoorrugting, aansoek om skriftelike toestemming en goedkeuring vir die uitvoer van enkele (10 gevallestudies) by die Loopbaanontwikkelingsentrum vir die doeleindes van PhD-studie.

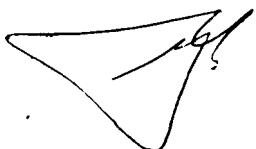
Die doel van die studie is om 'n postmodernistiese model vir beroepsvoorrugting te ontwerp. Daar word beoog om met behulp van gevallestudies hierdie model by die loopbaansentrum te implementeer ten einde die sukses van die model te evalueer.

U gunstige oorweging in hierdie verband word hoog op prys gestel.

Die uwe


S.E. BESTER

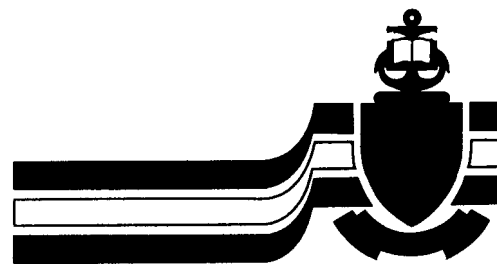
AANBEVEEL



5/2/98

Bylae B

Korrespondensie Plaaslike Universiteite



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Mr Mervin Wetmore
Careers Office
Educational Development
Middle Campus
The University of Cape Town
Private Bag
RONDEBOSCH
7701

Department Educational Guidance and Counselling

26 March 1999

Dear Mr Wetmore

PhD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I, **SUZANNE ELIZABETH BESTER (STUDENT NUMBER 8434581)**, am currently enrolled as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

My PhD study focuses on career counselling in a postmodern context with the primary aim of developing a postmodernistic model of career counselling. Such a model will obviously be in accordance with the guidelines as set out in Curriculum 2005, and more specifically the learning area of life orientation.

To complete this study successfully I need information regarding existing models of career guidance currently implemented by different universities and technikons.

I hereby wish to request any written information and/or a formal policy document which will explain the model of career guidance currently utilized by your University/Technikon. Any information you can furnish in this regard will be highly appreciated and will obviously be treated as confidential.

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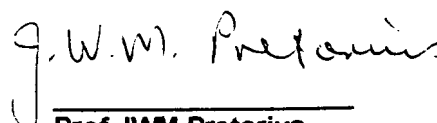
For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

Your friendly co-operation in the above regard is appreciated.

Yours faithfully


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:18:43 GMT + 2
Subject: (Fwd) Request for information regarding m
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: mw@education.uct.ac.za
Subject: Request for information regarding model of career guidance
Date: Thu, 10 Jun 1999 09:05:27 GMT + 2

Dear Mr Wetmore

PhD study: Request for information regarding model of career guidance

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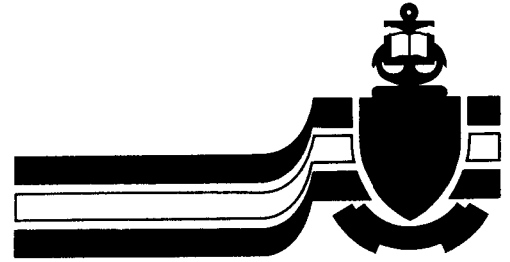
Mrs Suzanne Bester
Tel no (012) 4203891
e-mail adress: bester@hakuna.up.ac.za

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Yours faithfully

Suzanne Bester

Mr Mervin Wetmore
Careers Office
Educational Development
Middel Campus
The University of Cape Town
Private Bag
RONDEBOSCH
7701



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

13 July 1999

Dear Mr Wetmore

PHD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

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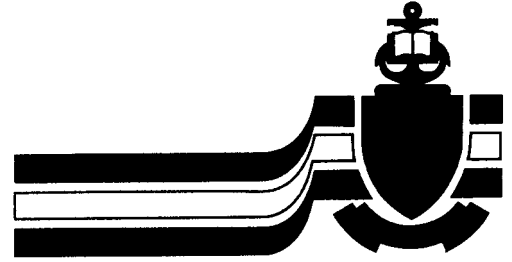
Suzanne Bester

HP OfficeJet
Personal Printer/Fax/Copier/Scanner

Fax History Report for
Gerhard Bester Attorney
(012) 346-2278
99-Jul-14 6:01pm

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 14	6:00pm	Sent	0216502138	1:13	2	OK



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

Professor M Maqsud
University of North-West
Private Bag X 2046
MMABATHO
2735

Dear professor Maqsud

PHD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

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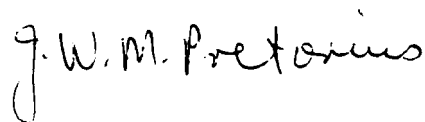
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Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

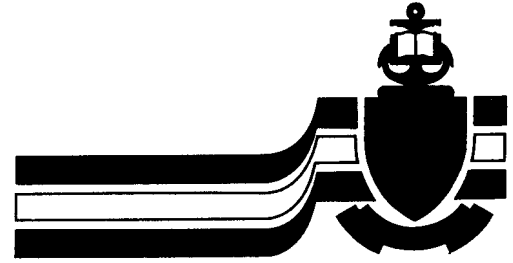
Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Forwarded to: msmit@hakuna.up.ac.za
Date forwarded: Tue, 15 Jun 1999 10:24:34 GMT + 2
From: "MALEFO VICKY" <VMGC@unibo.uniwest.ac.za >
Organization: University of North West
To: BESTER@HAKUNA.UP.AC.ZA
Date sent: Wed, 19 May 1999 16:08:11 +200
Subject: Model of Career Counselling
Priority: normal

Dear Ms Bester

This is a response to your letter of enquiry to Professor Maqsdud re Model of Career Counselling which was referred to me.

Please note that University of North-West does not have a policy on Career Guidance. However, counsellors at the Guidance and Counselling Centre use their discretion in selecting methods of career guidance. The latter usually involves using formal psychometric tools such as Career Development Questionnaire and Interest Inventories. This takes place usually on a one to one basis.

Vicky Malefo (Psychologist)



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Mr Raj Naran
Career Development Unit
University of the Witwatersrand
Private Bag 3
WITS
2050

Department Educational Guidance and Counselling

26 March 1999

Dear Mr Naran

PhD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

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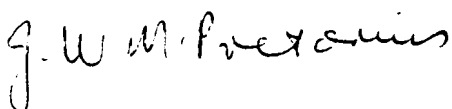
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Your friendly co-operation in the above regard is appreciated.

Yours faithfully,


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:19:01 GMT + 2
Subject: (Fwd) Request for information regarding m
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: 130cc1@atlas.wits.ac.za
Subject: Request for information regarding model of career guidance
Date: Thu, 10 Jun 1999 09:18:31 GMT + 2

Dear Mr Naran

Phd study: Request for information regarding model of career guidance

I refer to the above mentioned matter and my previous letter dated 26 March 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

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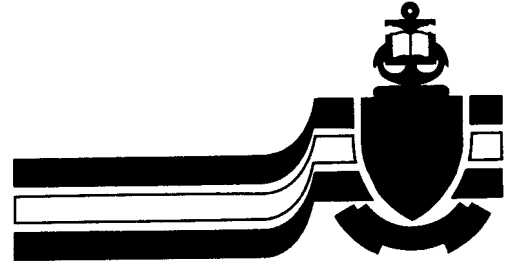
Mrs Suzanne Bester
Tel no (012) 420 3891
e-mail adress: bester@hakuna.up.ac.za

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Yours faithfully

Suzanne Bester

Mr Raj Naran
Career Development Unit
University of the Witwatersrand
Private Bag 3
WITS
2050



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

13 July 1999

Dear Mr Naran

PHD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

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Yours faithfully

Suzanne Bester

HP OfficeJet
Personal Printer/Fax/Copier/Scanner

Fax History Report for
Gerhard Bester Attorney
(012) 346-2278
99-Jul-14 6:04pm

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 14	6:02pm	Sent	0117168030	1:35	2	OK

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: vandyka@hakuna.up.ac.za
Date forwarded: Wed, 21 Jul 1999 13:04:35 GMT+2
From: "MR RAJ NARAN" <130cc1@atlas.wits.ac.za>
Organization: University of the Witwatersrand
To: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Date sent: Thu, 17 Jun 1999 10:35:19 +200
Subject: Re: Request for information regarding model of career guidance
Priority: normal

From: "Mev S Bester, OPV2-134, x3891"
<BESTER@hakuna.up.ac.za> Organization: University of Pretoria To:
130cc1@atlas.wits.ac.za Date sent: Thu, 10 Jun 1999
09:18:31 GMT+2 Subject: Request for information regarding
model of career guidance Priority: normal

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> Tel no (012) 420 3891
> e-mail adress: bester@hakuna.up.ac.za
>
> Your friendly co-operation and urgent attention in this regard will
> be appreciated.
>
> Yours faithfully
>
> Suzanne Bester

Dear Suzanne

I will get onto this within the next day or so.

Kind regards.

Professor PT Sibaya
University of Zululand
Private Bag X 1001
KWADLANGEZWA
3886



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

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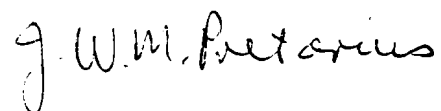
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Prof JG Maree


Prof JWM Pretorius
Acting Dean

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:17:40 GMT + 2
Subject: (Fwd) Information regarding model of care
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: psibaya@pan.uzulu.ac.za
Subject: Information regarding model of career guidance
Date: Tue, 8 Jun 1999 08:23:12 GMT + 2

Dear Professor Sibaya

Information regarding model of career guidance

In response to your telephonic request, Thursday 27 May 1999, for further clarification regarding my request for information concerning the model of career guidance utilized by your University, the following:

- * Please specify the theoretical viewpoint/s which form the basis of your guidance model.
- * Information regarding the structure of your career guidance program is requested.
- * Any information relevant to the process which is followed when utilizing your career guidance program will be helpful.
- * Relevant questions which arise in this regard include:
 - What type of career tests, if any, are used by yourselves;
 - How does the selection of your test battery take place and to what extent does this selection process involve variables such as age, population group etc.;
 - How many sessions does your intervention program consist of;
 - How do you view the role/involvement of both the counsellor and the client in the above mentioned process.

I do trust that the above guidelines will be sufficient in clarifying

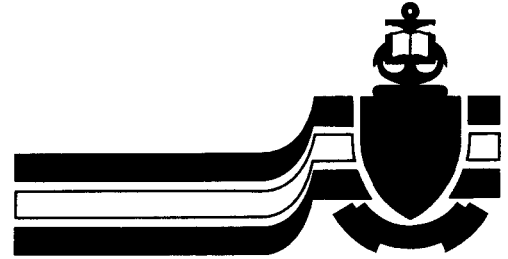
my previous request.

I would like to thank you again for your kind co-operation and assistance in the above regard.

Yours sincerely

Suzanne Bester

Professor PT Sibaya
University of Zululand
Private Bag X 1001
KWADLANGEZWA
3886



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

13 July 1999

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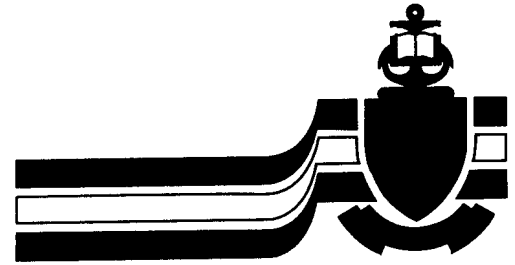
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Fax History Report for
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(012) 346-2278
99-Jul-14 6:08pm

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 14	6:07pm	Sent	03312605599	0:47	2	OK

Me Sherre Beeral
Center for Academic Development
Careers Unit
Block E
University of Durban-Westville
Private bag X 54001
Durban
4000



University of Pretoria

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26 March 1999

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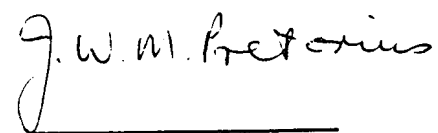
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Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:23:37 GMT + 2
Subject: (Fwd) Request for information regarding m
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: sherib@pixi.udw.ac.za
Subject: Request for information regarding model of career guidance
Date: Mon, 14 Jun 1999 12:42:16 GMT + 2

Dear Me Beerlal

PhD study: Request for information regarding model of career guidance

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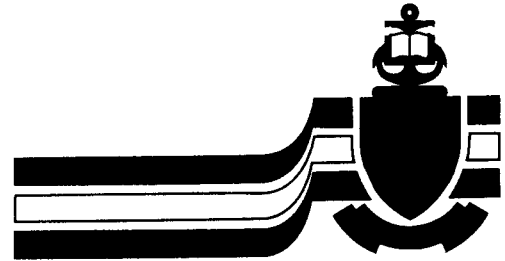
Me Suzanne Bester
Tel no (012) 420 3891
e-mail adress: beste@hakuna.up.ac.za

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Yours faithfully

Suzanne Bester

Me Sherre Beerl
Center for Academic Development
Careers Unit
Block E
University of Durban-Westville
Private bag X 54001
DURBAN
4000



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
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Faculty of Education
13 July 1999

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Jul 14	5:54pm	Sent	0312044383	1:32	2	OK

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: vandyka@hakuna.up.ac.za
Date forwarded: Wed, 21 Jul 1999 13:06:03 GMT+2
Date sent: Fri, 16 Jul 1999 14:26:41 +0000 (SAT)
From: Sheri Beerlall <sherib@pixie.udw.ac.za>
Send reply to: Sheri Beerlall <sherib@pixie.udw.ac.za>
To: bester@hakuna.up.ac.za
Subject: Model of career counselling

Dear Suzanne

I am sorry for the delay in responding to you. We were in the process of moving offices and therefore could not get back to you earlier.

At this university Career Development and Counselling and Personal Counselling are functioning from two separate Units.

Career counselling is done mainly on a one : one basis. Concerns and issues commonly addressed are:

- Choice of courses and incorrect choice of courses
- choice of degree
- choice of career
- Employment opportunities
- application letters
- CVs and interview skills
- Time management
- decision making

Our counselling is based on: Super's Model, Hollands, Krumboltz Social Learning Theory, Harren's Career Making Theory to name a few.

Workshops are run for small groups on the following topics:

- Time management
- Problem solving
- Decision making
- Self analysis
- Targeting the job market
- application letters
- C.V. writing
- Interview skills
- Telephone techniques and communication
- Leadership

Vocational/career assessments are done when necessary. The following tools are used:

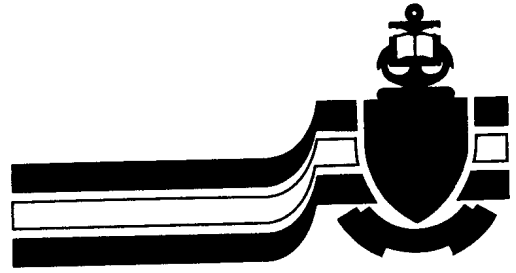
- Holland's self directed search
- Meyer Briggs Personality assessment
- Mentor (computersised package not in use at the moment)

I hope that you will find this information useful.

Yours sincerely

Sheri Beerlall

Mrs Makgai
11 Huchuene Avenue
Peninapark
PIETERSBURG
0699



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

Dear Mrs. Makgai

PHD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I, **SUZANNE ELIZABETH BESTER (STUDENT NUMBER 8434581)**, am currently enrolled as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

My PhD study focuses on career counselling in a postmodern context with the primary aim of developing a postmodernistic model of career counselling. Such a model will obviously be in accordance with the guidelines as set out in Curriculum 2005, and more specifically the learning area of life orientation.

To complete this study successfully I need information regarding existing models of career guidance currently implemented by different universities and technikons.

I hereby wish to request any written information and/or a formal policy document which will explain the model of career guidance currently utilized by your University/Technikon. Any information you can furnish in this regard will be highly appreciated and will obviously be treated as confidential.


Enclosed hereby is a self-addressed envelope for purposes of forwarding any such information at your disposal.

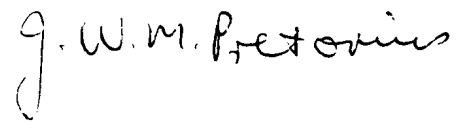
For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

Your friendly co-operation in the above regard is appreciated.

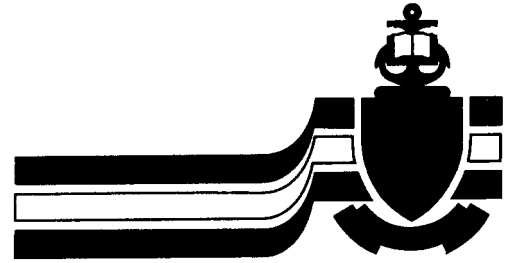
Yours faithfully


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

Miss Ngala Morisson
Special Assistant to the Vice-chancellor
University of Fort Hare
Private bag X 1314
ALICE
5700



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

Dear Miss Morisson

PHD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I, **SUZANNE ELIZABETH BESTER (STUDENT NUMBER 8434581)**, am currently enrolled as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Enclosed hereby is a selfaddressed envelope for purposes of forwarding any such information at your disposal.

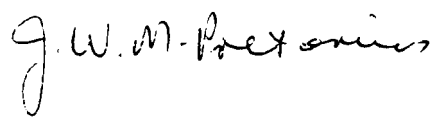
For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

Your friendly co-operation in the above regard is appreciated.

Yours faithfully


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:19:34 GMT + 2
Subject: (Fwd) Request for information regarding m
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: ngalomorris@ufhcc.ufh.ac.za
Subject: Request for information regarding model of career guidance
Date: Thu, 10 Jun 1999 10:30:15 GMT + 2

Dear Me Morisson

PhD study: Request for information regarding model of career guidance

I refer to the above mentioned matter and my previous letter dated 26 March 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact writer hereof. My particulars are as follows:

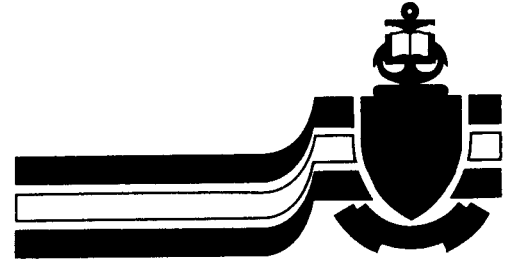
Mrs Suzanne Bester
Tel no (012) 420 3891
e-mail adress: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

Miss Ngala Morrison
Special Assistant to the Vice-chancellor
University of Fort Hare
Private bag X 1314
ALICE
5700



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

13 July 1999

Dear Miss Morrison

PhD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I refer to the above mentioned matter and my previous letter dated 26 March 1999 as well as my email message dated 10 June 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact writer hereof. My particulars are as follows:

Mrs. Suzanne Bester
Tel no (012) 420 3891
Email address: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

HP OfficeJet
Personal Printer/Fax/Copier/Scanner

Fax History Report for
Gerhard Bester Attorney
(012) 346-2278
99-Jul-15 1:24pm

Last Fax

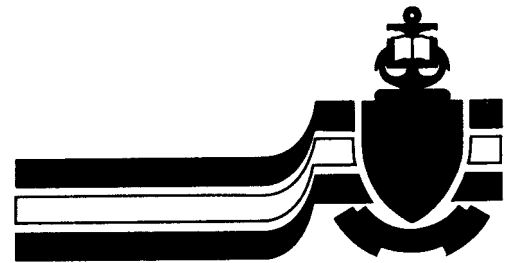
<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 15	1:23pm	Sent	0406531643	0:00	0	No answer

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 15	2:26pm	Sent	040-6531643	0:00	0	No answer

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 16	9:47am	Sent	040-6531643	0:00	0	No answer



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Miss Miriam Jassat
Student Counselling Centre
University of Natal
Private bag X 01
SCOTTSVILLE
3209

Department Educational Guidance and Counselling

26 March 1999

Dear Miss Jassat

PhD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I, **SUZANNE ELIZABETH BESTER (STUDENT NUMBER 8434581)**, am currently enrolled as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

My PhD study focuses on career counselling in a postmodern context with the primary aim of developing a postmodernistic model of career counselling. Such a model will obviously be in accordance with the guidelines as set out in Curriculum 2005, and more specifically the learning area of life orientation.

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For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

Your friendly co-operation in the above regard is appreciated.

Yours faithfully

Mrs SE Bester

Prof JG Maree

Prof JWM Pretorius
Acting Dean

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:18:04 GMT + 2
Subject: (Fwd) PhD study: Request for information
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: jassat@ scc.unp.uc.za
Subject: PhD study: Request for information
Date: Wed, 9 Jun 1999 12:03:11 GMT + 2

Dear Me Jassat

PhD study: Request for information regarding model of career guidance

I refer to the above mentioned matter and my previous letter dated 26 March 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact writer hereof. My particulars are as follows:

Mrs S.E.Bester
Tel no (012) 420 3891
e-mail adress: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: mmalan@hakuna.up.ac.za
Date forwarded: Mon, 14 Jun 1999 09:55:49 GMT+2
Date sent: Fri, 11 Jun 1999 12:39:46 +0200
From: "Mariam Jassat" <jassat@scc.unp.ac.za>
To: BESTER@hakuna.up.ac.za
Subject: Re: Request for information regarding model of career guidance

Hi Mev Bester

Please find following information as requested:

* Please specify the theoretical viewpoint/s which form the basis of your guidance model.

We tend to utilize an integrated approach including the trait model (qualitative use of Holland's theory) and developmental contextual theories (guided by Stead & Watson)

* Information regarding the structure of your career guidance program is requested.

Initial Interview followed by computerised careers assessment (Strong Interest Inventory, MBTI and Work Values Inventory) followed by feedback interview/s.

Clients have access to the careers resource centre and referrals are made to relevant publications, information and/or people

* Any information relevant to the process which is followed when utilizing your career guidance program will be helpful.

The clients developmental contextual factors guide the decision making process. This is facilitated by a comprehensive intake interview.

* Relevant questions which arise in this regard include:

- What type of career tests, if any, are used by yourselves; (Strong Interest Inventory, MBTI, Work Values Inventory, Career Development Questionnaire)

- How does the selection of your test battery take place and to what extent does this selection process involve variables such as age, population group, etc.;

Our selection is standard for most of our clients because of a fairly homogenous client group

- How many sessions does your intervention program consist of; Three initial contact sessions with follow-up when required

- How do you view the role/involvement of both the counsellor and the client in the above mentioned process.

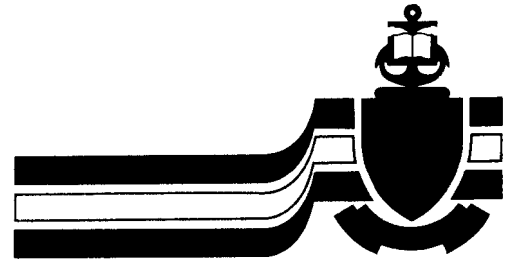
The counsellor facilitates the expansion of the clients foundational knowledge of self and the world of work in his/her context. Part of this process is psycho-educational eg networking and accessing of information.

In addition the counsellor also serves to correct distortions and biases the client may have about self and the world of work, eg idealised ability, glamorised careers etc.

Hope the above information helps. We would be keen to have feedback on your research if at all possible.

With kind regards and best of luck

Mariam Jassat
Martin Liebenberg
Counselling Psychologist
Counselling Psychologist



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

Professor JL Marais
Nagraadse Skool vir Opvoedkunde
Fakulteit Opvoedkunde
PU vir CHO
Privaatsak X6001
POTCHEFSTROOM
2520

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Geagte professor Marais

PhD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroepsoriënteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoortligting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoortligting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurrikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoortligting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoortligting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.

Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde kovert waarmee die inligting soos versoek, aangestuur kan word.

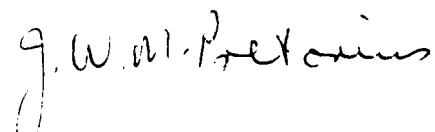
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:21:19 GMT + 2
Subject: (Fwd) Versoek vir inligting aangaande mod
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: dopjlm@puknet.puk.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Date: Thu, 10 Jun 1999 11:35:50 GMT + 2

Geagte Professor Marais

PhD-studie: Versoek vir inligting aangaande model van
beroepsvoorligting

Ek verwys na bovermelde aangeleentheid en my vorige skrywe gedateer
26 Maart 1999 in die verband.

Ek wag steeds u vriendelike antwoord op my versoek vir inligting
aangaande die model van beroepsvoorligting wat deur u instansie
gebruik word, hierin af.

Ek doen graag hiermee 'n dringende beroep op u om die inligting deur
my verlang, so spoedig doenlik aan my beskikbaar te stel. Alle en
enige inligting wat deur u aan my beskikbaar gestel word vir
doeleindes van hierdie studie sal uiteraard as vertoulik hanteer word.

Geliewe skrywer hiervan te kontak indien u enige verdere navrae in
bostaande verband het. My kontakbesonderhede is soos volg:

Me Suzanne Bester
Tel no (012) 420 3891
epos adres: bester@hakuna.up.ac.za

U vriendelike samewerking en dringende aandag in hierdie
aangeleentheid word hoog op prys gestel.

Die uwe

Suzanne Bester



Potchefstroomse Universiteit

vir Christelike Hoër Onderwys

Privaatsak X6001 Potchefstroom 2520
Tel (018) 299 1111 Faks (018) 299 2799
<http://www.puk.ac.za>

Mev SE Bester
Posbus 2109
GROENKLOOF 0027

Nagraadse Skool vir Opvoedkunde

Tel (018) 299 1884
Faks (018) 299 1888
E-Pos dopjlm@puknet.puk.ac.za

21 Junie 1999

Geagte Mev Bester

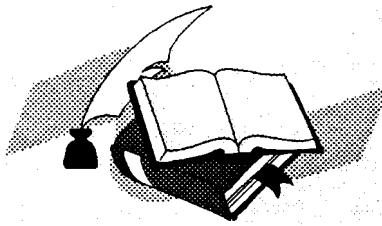
U versoek het om een of ander rede tussen ander dokumente beland, daarom die vergeetagtigheid.

Ek heg die studiegidse wat direk op beroepsvoorigting betrekking het, vir u studiedoeleindes hierby aan. Ek vertrou dat u van die inligting gebruik kan maak.

Sterkte met die studie.

Vriendelike groete

Prof JL Marais



STUDIEGIDS

VIR

KURSUSEENHEID OKS 623

DEUR: PROF JL MARAIS

1999

PRAKTYK VAN SKOOLVOORLIGTING

OKS 623

Inleiding

- Module 1 Die rol van die skool in die kind se totale ontwikkeling; die rol van voorligting in kontemporêre onderwys; die rol van die voorligteronderwyser; beroepsvoorligting: definisie en teorieë; beroepsbesluitneming.
- Module 2 Werk: betekenis, toeganklikheid en aanpassing; definisies, die konsep "werk", werkstevredenheid, psigologiese en werk patologiese afwykings; werkloosheid en geestelike distres; werk en geestelike welstand.
- Module 3 Praktijk van beroepsvoorligting: beroepsontwikkeling by adolessente; implikasies vir beroepsvoorligting; beroepsvoorligting; beroepsvoorligting en loopbaanopvoeding; beroepsvoorligtingtegnieke.
- Module 4: Hulpverleningstrategie in beroepsvoorligting: Individuele berading; groepwerk; beroepsinligting; 'n Suid-Afrikaanse scenario.

INLEIDING

U het besluit om Praktijk van Skoolvoorligting in u B.Ed.-kursus in te sluit. Ons vertrou dat dit aan u verwagtinge sal voldoen en dat die kursus aan u 'n goeie oorsig van die terrein van die praktyk van Skoolvoorligting (meer in die besonder beroepsvoorligting) sal gee.

Die Groenskrif oor onderwys en opleiding (1998) en die "Quality Education for all" (1997) van die Departement van Onderwys in beleidsdokumente van die Regering wat 'n verreikende invloed gaan hê op toekomstige onderwysontwikkeling in die Republiek van Suid-Afrika.

In die twee dokumente vind mens telkens skerp verwysings na skoolvoorligting (insluitende beroepsvoorligting) op so 'n wyse dat die onmisbare belang daarvan nie misgekyk kan word nie. Die Groenskrif vra duidelik vir verfynde beroepsvoorligting in die skole van die toekoms. Vanselfsprekend sal hiervoor onderwysers(esse) nodig wees wat hulle deur aanvanklike, indiens- en verdere opleiding bekwaam het om die beroepsvoorligtingstaak doeltreffend en professioneel uit te voer.

Wat behels die praktyk van beroepsvoorligting dan?

Beroepsvoorligting is daardie aspek van die opvoeding wat met die leerder se beroepstoeikoms gemoeid is. Beroepsvoorligting hang ten nouste saam met persoonlikheidsvoorligting en opvoedkundig-akademiese voorligting omdat die hele persoonlikheid van die leerder daarby betrokke is en omdat die leerder wat beroepsleiding ontvang 'n leerder in 'n opvoedingsituasie is.

Die doel van beroepsleiding is om die leerder tot beroepsvolwassenheid te lei, sodat hy ten volle inskakel in die beroepslewe en sy beroep as roeping tot voordeel van homself, die samelewing en tot eer van die Skepper sal beoefen.

Die doel van beroepsvoorligting kan in meer besonderhede soos volg gestel word:

- Dit moet die leerder lei tot begrip en kennis van:
 - ⇒ verskillende beroepe en die eise wat elkeen aan die beroepsbeoefenaar stel,

- ⇒ nie-beroepsrolle, byvoorbeeld gesins- en ander pligte, deelname aan die gemeenskapslewe, ensomeer,
 - ⇒ opvoedkundig-akademiese geleenthede en die beroepsmoontlikhede wat deur verskillende kwalifikasies moontlik gemaak word,
 - ⇒ sy eie persoonlike eienskappe, byvoorbeeld sy vermoëns, prestasies, aanlegte en belangstellings;
- Dit moet die leerder help om sy eie moontlikhede en beperkings te ken en ook wat die verband is tussen hierdie eienskappe en beroepskeuses, keuse van nie-beroepsrolle en opvoedkundige geleenthede;
 - Dit moet die leerder help om doeltreffende keuses te maak;
 - Dit moet die leerling help om die oorgang te maak na die beroepswêreld en die persoonlike eise wat dit stel. Hierdie doelstellings behels ten eerste selfkennis by die leerder; ten tweede moet die leerder 'n bepaalde hoeveelheid beroepskennis hê en ten derde moet die leerder in staat wees om hierdie twee stappe "kennis" met mekaar te korreleer.

Die Praktiek van Beroepsvoorgeligting eindig egter nie hier nie. Dit is ook essensieel dat u die teoretiese kennis wat u met die kursus opdoen aan die praktiek toets.

In die eerste plek is dit dus wenslik dat u waarneming by 'n erkende onderwys of aanverwante Kinderleidingklyniek/Sentrum of enige erkende instansie (die benaming en funksies van hierdie instansies verskil van provinsie tot provinsie) doen, sodat u vertrouwd sal wees met die werksaamhede aan hierdie inrigtings en hulle funksie in en skakeling met skole.

In die tweede plek word van u verwag om 'n gevallestudie van 'n leerder met een of ander probleem (vakkeuse, beroepskeuse, gedragsprobleme, ens.) te doen.

U vind aan die einde van hierdie studiegids meer besonderhede oor hierdie aspekte onder die opskrif "Praktikum".

- **VOORGESKREWE KURSUSMATERIAAL**

Marais, J.L. (red.) 1998. Practice for Career Guidance. Potchefstroom: PU for CHE.

- **HOE OM TE STUDEER**

Dit word van u verwag om selfstandig te werk en die voorgeskrewe leerinhoude selfstandig voor te berei aan die hand van die doelwitte en vrae soos aangedui. Nadat u 'n spesifieke tema selfstandig voorberei het, word aanbeveel dat u kennis en verstaan van die werk evalueer deur dit met u medestudente te bespreek. Dit word verder as u verantwoordelikheid beskou om seker te maak dat u hierdie kursuseenheid bemeester en dat dit nie net teoretiese, maar ook praktiekwaardige sal hê.

Met die voorbereiding (toets van kennis) en uitwerk van die doelwitte moet dit dus nie net gaan om die uitwerk van 'n vraag of antwoord wat later net gememoriseer kan word nie, maar om die verstaan en ook kritiese evaluering daarvan.

- * Volg die riglyne wat in elke module verskaf word ten einde die leerdoelwitte wat vir elke module gestel word, te bereik. Die afgebakende werk in elke van die modules sluit slegs oorhoofse riglyne en perspektiewe in. Die detail moet u self bestudeer soos dit voorgeskryf is in die studiestuk.

- * U word ook aangeraai om notas te maak van enige probleme wat u gedurende u studie ondervind sodat aandag tydens die onderrigssessies daarvan geskenk kan word.
- * U moet EEN werkopdrag (referaat), 'n verslag oor u waarneming en gevallestudie, inhandig. Onthou dat punte toegeken word volgens bepaalde kriteria naamlik taal, inhoud, korrekte bronverwysings, integrasie van bronne in die teks, ensomeer. (Sien bladsy 16)
- * By elke tema word die doel daarvan gegee. Om die doel te bereik word 'n aantal studie- of leerdoelwitte gestel. Lees eers hierdie doelwitte om u denke te fokus op die inligting wat relevant mag wees om die doelwitte te bereik. Sodra u denke gefokus is, moet u die leerinhoud vluglees om u te oriënteer ten opsigte van die inhoud wat u moet bestudeer.
- * Elke afdeling word geeëndig met 'n aantal tipiese eksamentipe vrae. Dit is belangrik dat u 'n goeie oorsig hiervan kry. Wie weet, een of meer van hierdie vrae mag dalk in die eksamenvraestel verskyn.
- * Dit word aanbeveel dat u studiegroepe vorm wat gereeld bymekaar kom om hierdie vrae te bespreek. Ervaring het geleer dat hierdie 'n baie effektiewe studiestrategie is en dat studente wat die strategie volg baie goed presteer.

• EVALUERING

Die werkopdrag (referaat) tel 70 punte, u waarneming 20 en die gevallestudie 10 punte. Dié punt (totaal uit 100) dien ook as u semesterpunt. Raadpleeg die voorskrifte vir die skryf van 'n referaat aandagtig sodra u met die skryf van 'n opdrag begin. Dit kan vir u baie pyn en leiding bespaar.

Eksamentoelating en eksamensubminimum

Hou in gedagte dat 'n semesterpunt van 50% vereis word as toelating tot die eksamen en dat 'n eksamensubminimum van 50% vereis word om die eksamen te slaag.

KURSUSUITEENSETTING OKS 623

MODULE 1	MODULE 2
<p>Naam van module</p> <p>Die rol van die skool in die kind se totale ontwikkeling; die rol van voorligting in kontemporêre onderwys; die rol van die voorligtingonderwyser, beroepsvoorligting: definisie en teorieë; beroepskeusebesluitneming.</p>	<p>Naam van module</p> <p>Werk: betekenis, toeganklikheid en aanpassing; definisies, die konsep werk, werkstevredenheid, psigologiese en werk patologiese afwykings, werkloosheid en geestelike distres, werk en geestelike welstand.</p>
<p>Studie-eenheid 1.1</p> <p>Die rol van die skool in die kind se totale ontwikkeling; die rol van voorligting in die kontemporêre onderwys</p>	<p>Studie-eenheid 2.1</p> <p>Werk: betekenis, toeganklikheid en aanpassing; definisies, die konsep "werk"</p>

<p>Studie-eenheid 1.2 Die rol van die voorligtingonderwyser; beroepsvoorligting: definisies en teorieë; beroepskeusebesluitneming</p> <p>MODULE 3 Naam van module Praktyk van beroepsvoorligting: beroepsontwikkeling by adolessente; implikasies vir beroepsvoorligting; beroepsvoorligting en loopbaanopvoeding; beroepsvoorligtingtegnieke</p> <p>Studie-eenheid 3.1 Beroepsontwikkeling by adolessente; implikasies vir beroepsvoorligting</p> <p>Studie-eenheid 3.2 Beroepsvoorligting en loopbaanopvoeding; beroepsvoorligtingtegnieke</p>	<p>Studie-eenheid 2.2 Werkstevredenheid, psigologiese en werk patologiese afwykings, werkloosheid en geestlike</p> <p>MODULE 4 Naam van module Hulpverleningstrategieë in beroepsvoorligting; individuele berading, groepwerk; beroepsinligting; 'n Suid-Afrikaanse scenario</p> <p>Studie-eenheid 4.1 Hulpverleningstrategieë in beroepsvoorligting; individuele berading; groeuprosesse en groepwerk</p> <p>Studie-eenheid 4.2 Beroepsinligting, beginsels; soorte stelsels; 'n Suid-Afrikaanse perspektief</p>
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PRAKTYK VAN BEROEPSVOORLIGTING

MODULE 1

Die rol van die skool in die kind se totale ontwikkeling; die rol van beroepsvoorligting in kontemporêre onderwys; die rol van die voorligtingonderwyser; beroepsvoorligting: definisie en teorieë; beroepskeusebesluitneming.

Module leerdoelwitte

Die doel van hierdie module is om u ten eerste te oriënteer met betrekking tot die rol van die skool in die kind se totale ontwikkeling en waarom voorligting (i.c. beroepsvoorligting) nodig is in skole. Vervolgens word u aandag gevra vir 'n kursoriese oorsig van voorligtingdienste in Suid-Afrika voor 1994. Verdere doelstellings is om u te oriënteer ten aansien van die basiese struktuur van voorligting in SA, definisies van voorligting, doelstellings en die oogmerke van voorligting. Daarbenewens moet u op hoogte wees met die rol van die voorligtingonderwyser, belangrike definisies van beroepsvoorligting, teorieë oor beroepsontwikkeling en beroepskeuse besluitneming.

Ná bestudering van die module, behoort u:

- begrip te hê vir die rol van die skool in die kind se totale ontwikkeling,

Fakulteit Opvoedkunde : Skool vir Onderwysersopleiding



Studiegids

TWEEDE SEMESTER 1999

[Dosent: Prof JL Marais]

Hoër Onderwysdiploma (Nagraads) (Voorligting)

PSIGOMETRIE, PSIGODIAGNOSTIEK EN PRAKTIKUM VRV 522

1 LESINGS EN LOKAAL

Vakdidaktieklokaal K 13

2 x 50 min. lesings per week

2 DOSENT

Prof JL Marais

3 EVALUERING (PSIGOMETRIE EN PSIGODIAGNOSTIEK)

- (i) Jaarpunt (50%) bereken vanuit 1 X semestertoets: Datum Sept. (20%) plus Praktikum (30%)
- (ii) Finale eksamenpunt (50%)

Evaluering - Praktikum

Jaar- en finale punt bereken uit:

- Onderwys- en leermiddele (Projek) - Transparantreeks (10%)
- Selfhelpinstrument (15%)
- Ontleding en vertolking van psigometriese toetsresultate (5%)

4 LITERATUUR

- Kruger, H.B. - Eise by die praktiese toepassing van psigometriese toetse 61/91 /279/96
- Marais, J.L. - Selfhelpinstrumente.
- RGN Voorligtingsreeks VR-2 1979. Handleiding vir die gebruik van sielkundige en skolastiese toetse as hulpmiddels by skoolvoorligting. D 285/95 Van Schaiks.

5 STUDIETEMAS

- 5.1 Studietema 1: *Meting en evaluering in die onderwys en die belangrikste eienskappe van 'n sielkundige toets***

VOORGESKREWE LEERINHOUD

- RGN Voorligtingreeks VR-2, 1979. Hoofstuk 2.

5.1.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer met betrekking tot die plek van objektiewe meetmiddels binne die raamwerk van die evalueringsproses en te let op die belangrikste eienskappe waarvoor 'n gestandaardiseerde sielkundige toets moet beskik.

5.1.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die realisering van die toets- en eksamendoelwitte:

- weet waarom meting en evaluering in die onderwys noodsaaklik is;
- kan verduidelik wat met opvoedkundige meting bedoel word;
- aan u medestudente kan verduidelik wat evaluering behels;
- 'n gestandaardiseerde toets kan definieer;
- die volgende begrippe kan verklaar:
standaardisering; betroubaarheid en geldigheid.

5.1.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in die eksamen in staat te wees om die volgende vrae te beantwoord:

- Bespreek meting en evaluering in die onderwys
- Definieer 'n gestandaardiseerde toets en verklaar die volgende begrippe:
 - * standaardisering
 - * betroubaarheid
 - + toets-hertoetsmetode
 - + wanneer is die betroubaarheid van 'n toets aanvaarbaar?
- geldigheid

5.2 Studietema 2: Toetsinterpretasie

VOORGESKREWE LEERINHOUD

- RGN Voorligtingreeks VR-2, 1979. Hoofstuk 4.

5.2.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer met betrekking tot die belangrikste aspekte in verband met toetsinterpretasie.

5.2.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die semestertoets en eksamen in staat wees om:

- die wanbegrippe met betrekking tot gestandaardiseerde toetse te noem en te verklaar;
- die grondbeginsels van toetsinterpretasie te verstaan;
- die onderskeie wyses van interpretasie te begryp;
- die meganiese en nie-meganiese interpretasie van toetse te verduidelik;
- die gebruik van sielkundige toetse te begryp;
- 'n eie voorligtingfilosofie te ontwikkel, en
- te weet watter toetse die voorligter mag gebruik.

5.2.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in die eksamen of semestertoets in staat te wees om die volgende vrae te beantwoord:

- Bespreek die interpretasie, gebruike en beskikbaarstelling van sielkundige toetse aan die hand van die volgende skema:
 - * wanbegrippe mbt gestandaardiseerde toetse;
 - * grondbeginsels van toetsinterpretasie, en
 - * metodes van interpretasie.
- Bespreek die interpretasie van sielkundige toetse. Gebruik die volgende skema:
 - * metodes van interpretasie
 - * die gebruik van sielkundige toetse by skoolvoorligting
 - * die voorligtingfilosofie van die skoolvoorligter, en
 - * gebruike van toetse by skoolvoorligting.

5.3 **Studietema 3: Die oordrag van toetsresultate aan leerlinge en hulle ouers; intelligensie-toetse**

VOORGESKREWE LEERINHOUDE

- RGN Voorligtingreeks VR-2. Hoofstukke 5 & 7.

5.3.1 Doel met hierdie tema

Die doel met hierdie tema is om by u 'n sensitiwiteit vir en verantwoordelikheid mbt die oordrag van toetsresultate aan ouers en leerlinge te kweek. Daarbenewens moet u vertrouwd wees met die rol van intelligensietoetsing in die voorligtingsituasie.

5.3.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die semestertoets en eksamen:

- bewus wees van en begrip hê vir die toepassing van die drie begrippe wat relevant is by die oordrag van toetsresultate;
- 'n goeie oorsig hê van die algemene tegnieke by die oordrag van toetsresultate;
- begrip hê vir die deelname van leerlinge en ouers by toetsinterpretasie;
- die gebeure rondom die oordrag van toetsresultate aan ouers goed begryp;
- 'n goeie oorsig hê van die geskiedenis van intelligensietoetsing;
- vertrouwd wees met die NSAIS (individuele toets) en NSAG (groeptoets).

5.3.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in die eksamen in staat te wees om die volgende vrae te beantwoord:

- Bespreek die oordrag van toetsresultate aan leerlinge en hulle ouers.
- Gee 'n uiteensetting van die geskiedenis van intelligensietoetsing en bespreek dan die NSAIS as eksemplaar van individuele toetsing óf die NSAG as eksemplaar van groeptoetse. Verwys tov laasgenoemde ook na die gebruike van die NSAG.

5.4 **Studietema 4: Aanleg en persoonlikheidstoetse**

VOORGESKREWE LEERINHOUDE

- RGN Voorligtingreeks VR-2. Hoofstukke 8 & 9.

5.4.1 Doel met hierdie tema

Daar word in beroepsvoorligting dikwels van die toetsresultate van aanlegtoetse en persoonlikheidstoetse gebruik gemaak. Die doel met hierdie tema is om u te oriënteer tov die gebruikswaarde van hierdie toetse.

5.4.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die eksamen in staat wees om:

- die begrip aanleg te definieer;
- die SAT as eksemplaar van aanlegtoetse toe te pas op 'n groep leerlinge;
- die SAT te gebruik by beroepskeusevoorligting;
- vertrouwd wees met die aanlegtoetse vir skoolbeginners (ASB);
- die term persoonlikheidstoets te definieer;
- die doel en gebruike van die HSPV, PHSF en die OSGH in vraagvorm te beskryf.

5.4.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in staat te wees om 'n opstel te skryf oor die volgende onderwerpe:

- Verklaar die begrip "aanleg" en bespreek dan die senior aanlegtoetse (SAT) aan die hand van die volgende skema:
 - * doel met die toetse
 - * interpretasie van toetsresultate
 - * groepering van die senior aanlegtoetse
 - * die gebruik van die SAT-resultate by beroepskeuse, en
 - * die geskatte IK.
- Skryf 'n opstel oor al die aspekte van die aanlegtoetse vir skoolbeginners (ASB).
- Definieer die begrip "Persoonlikheidstoets" en bespreek die OSGH en HSPV óf PHSF aan die hand van die volgende skema:
 - * doel
 - * gebruike van die vraelyste

Toets

LENTERESES

5.5 **Studietema 5 : Belangstellingsvraelyste**

VOORGESKREWE LEERINHOUDE

- RGN Voorligtingreeks VR-2. Hoofstuk 10.

5.5.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer mbt die gebruik van belangstellingsvraelyste in die beroepsvoorligtingsituasie.

5.5.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die eksamen en praktyk:

- die aspekte van belangstelling begryp;
- insig toon in die interpretasie van belangstellingsvraelyste;
- die 19-veld-belangstellingsvraelys op 'n groep leerlinge kan toepas, ontleed en vertolk.

5.5.3 Selfevaluering

Ná bestudering van die lesingdoelwitte, behoort u in staat te wees om die volgende vrae te beantwoord:

- Verklaar die belangrikste aspekte van belangstelling en bespreek daarna die 19-Veld-Belangstellingsvraelys as eksemplaar van belangstellingsvraelyste.

5.6 **Studietema 6: *Eise by die praktiese toepassing van psigometriese toetse by skoolkinders en die etiek van kinderleiding.***

VOORGESKREWE LEERINHOUDE

- Kruger, H.B. Eise by die praktiese toepassing van psigometriese toetse. D 61/91.

5.6.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer mbt die eise wat geld t.o.v. die toepassing van psigometriese toetse en in te lig oor die etiese aspekte ivm voorligting aan leerlinge, hulle ouers en ander belanghebbendes.

5.6.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude behoort u met die oog op die praktyk:

- vertrouwd te wees met eise tov die administratiewe voorbereidings;
- eise t.o.v. instruksies en die toetssituasie;
- eise t.o.v. die toetslinge;
- eise t.o.v. die toetsafnemer, en

- eise t.o.v. die nasien en verwerking van die toetsresultate;
- bewus wees van die skoolvoorigter se verantwoordelikheid teenoor:
 - * die gemeenskap
 - * homself
 - * die leerling
 - * ouers/voogde en
 - * kollegas.

5.6.3 Selfevaluering

Ná bestudering van die lesingdoelwitte behoort u in staat te wees om 'n vraag te beantwoord oor die volgende vrae:

- Bespreek al die eise by die praktiese toepassing van psigometriese toetse by skoolkinders.
- Bespreek die etiek van kinderleiding in die skoolvoorigtingsituasie.

5.7 *Studietema 7: Selfhelpinstrumente in skoolvoorigting*

5.7.1 Doel met hierdie tema

Die doel met hierdie tema is om u te lei in die ontwikkeling van 'n selfhelpinstrument wat leerders kan gebruik om 'n verantwoordbare skoolkeuse óf vakkeuse óf beroepskeuse te kan maak. U moet op hoogte wees met die volgende:

- beroepsvoorigting in Suid-Afrika 1920-1994
- praktyk na 1994
- waarom 'n paradigmaskuif nodig is

5.8 *Studietema 8: Kinders met leer- en opvoedingsprobleme*

5.8.1 Doel met hierdie tema

Die doel met hierdie tema is om onderwysstudente wat van voorneme is om in primêre of sekondêre skole te gaan skoolhou, te oriënteer met betrekking tot die belangrikste sake in verband met die kind met leer- en opvoedingsprobleme.

5.8.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoud behoort u met die oog op die praktyk:

- vertrouwd te wees met die fisieke oorsake van leerprobleme
- op hoogte wees met die milieu as moontlike oorsaak van leer- en opvoedingsprobleme

5.9 *Studietema 9: Diagnose en remediëring van leerders meet leer- en opvoedingsprobleme*

5.9.1 Doel met hierdie tema

Die doel met hierdie tema is om onderwysstudente te oriënteer met aspekte in verband met die diagnose en remediëring van leerders met leer- en opvoedingsprobleme.

5.9.2 Lesingdoelwitte

Ná bestudering van die betrokke leerinhoud behoort u met die oog op die praktyk op hoogte te wees met:

- diagnostiese tegnieke
- skolastiese en diagnostiese toetse
- die belangrikste metodes van remediëring

5.10 Studietema 10: *Adolescente en volwassenes met leerprobleme*

5.10.1 Doel met hierdie tema

Die doel met hierdie tema is om onderwysstudente wat van voorneme is om in sekondêre skole en tersiêre inrigtings onderrig te gee, te oriënteer met betrekking tot leerprobleme by adolessente en volwassenes.

5.10.2 Lesingdoelwitte

Ná bestudering van die leerinhoud behoort die student 'n goeie oorsig te hê van:

- die eienskappe van adolessente met leerprobleme;
- spesiale oorwegings op sekondêre skoolvlak;
- benaderingswyses om adolessente met leerprobleme in die hoërskool te onderrig;
- die beginsels van leerstrategieë;
- die oorpasing van die skool na die volwasse lewe, en
- volwassenes met leerprobleme.

5.11 PRAKTIKUM

- Gevallestudies
 - Skoolkeuse - graad 7
 - Vakkeuse - graad 9
 - Beroepskeuse- graad 12
- Stel 'n selfhelpinstrument saam wat deur leerders gebruik kan word om óf 'n skoolkeuse óf vakkeuse óf beroepskeuse te kan maak. 15%
- Projek 10%
- Vertolking van toetsresultate 5%

STUDIEGIDS VIR PSIGOMETRIE EN DIAGNOSTIEK

KURSUSEENHEID OKS 630

1999

Dosent:

Prof JL Marais

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PSIGOMETRIE EN DIAGNOSTIEK

OKS 630

- Module 1 Meting en evaluering in die onderwys; eise by die praktiese toepassing van psigometriese toetse
- Module 2 Die gebruike van aanlegtoetse, belangstellingsvraelyste, persoonlikheidstoetse en vraelyste
- Module 3 Die interpretasie en gebruike van psigometriese toetse, die oordrag van toetsdata aan belanghebbendes
- Module 4 die gebruike van diagnostiese toetse en selfhelpinstrumente in beroepsvoorligting

1 INLEIDING

U het besluit om Psigometrie en diagnostiek in u B.Ed.-kursus in te sluit. Ons vertrou dat dit aan u verwagtinge sal voldoen en dat die kursus aan u 'n goeie oorsig van die terrein van psigometrie en diagnostiek sal gee.

Die Groenskrif oor onderwys en opleiding (1998) en die "Quality Education for all (1997)" van die Departement van Onderwys is beleidsdokumente van die Regering wat 'n verreikende invloed gaan hê op toekomstige meting en evaluering van leerders in die Republiek van Suid-Afrika.

In die twee dokumente vind mens 'n duidelike verset teen 'n oordrewe toetsing en blyk dit dat die praktyk wat vir etlike dekades in Suid-Afrika aan die orde was nie langer in die behoeftes van alle leerders voorsien nie. Dit plaas by implikasie 'n groot verantwoordelikheid op die gebruiker van psigometriese en diagnostiese toetse. Energie en kundigheid behoort aangewend te word om 'n totaal nuwe "model" binne skole te herkonseptualiseer en te ontwikkel ten einde aan die behoeftes van individuele leerders sowel as groepe te voldoen.

Ons vertrou dat hierdie kursus u sal help toerus om 'n bydrae te kan lewer tot 'n stelsel van meting en evaluering wat in die meeste leerders se behoeftes sal voorsien.

Wat behels psigometrie en diagnostiek dan?

Die hoofdoel van beroepsvoorligting is om 'n leerder tot sinvolle loopbaanbeplanning en dienooreenkomstige beroepskeuse te bring. Om dit te kan bereik, moet die leerder homself KEN en voldoende KENNIS van die beroepswêreld hê. Die resultate van psigometriese toetse kan 'n belangrike bydrae lewer om die leerder te help tot SELFKENNIS en kan 'n redelik geldige persoonsbeskrywing van die leerder bekom word.

Hierdie SELFKENNIS en BEROEPSKENNIS moet dan geïntegreer word om uit te loop op 'n beroepskeuse.

Die uitgangspunt van ortopedagogiese diagnosering is om die leerder met probleme te leer ken en te begryp. Ten einde die doelstelling te verwesenlik, word die leerder in 'n ondersoeksituasie betrek waar sy beleweniswêreld met behulp van verskillende diagnostiese media verken word. Diagnostiese toetse word dus gebruik vir die voorspelling (bv. skoolgereedheid) en vir die bepaling van prestasie in 'n besondere vak of rigting, byvoorbeeld wiskundige bekwaamheid, leesvermoë of feitekennis.

Psigometrie en die diagnostiek eindig egter nie hier nie. Dit is ook belangrik dat u die teoretiese kennis wat u met die kursus opdoen aan die praktyk te toets. Vir dié rede is dit wenslik dat u tydens u 50 uur waarneming by 'n erkende onderwys of aanverwante Kinderleiding kliniek/sentrum, blootstelling kry aan psigometriese en diagnostiese toetse en ander toepaslike instrumente wat in gebruik is. U vind meer besonderhede hieroor in u OKS 623-studiegids.

1.1 Voorgeskrewe kursusmateriaal

- Van der Westhuizen, J.G.L., Marais, J.L. & Kruger, H.B. 1999. Handleiding vir die gebruik van sielkundige toetse, diagnostiese toetse en selfhelpinstrumente as hulpmiddels by skoolvoorgligting. Potchefstroom: Estmar-Uitgewers.

1.2 Hoe om te studeer

Dit word van u verwag om selfstandig te werk en die voorgeskrewe leerinhoud selfstandig voor te berei aan die hand van die doelwitte en vrae soos aangedui. Nadat u 'n spesifieke tema selfstandig voorberei het, word aanbeveel dat u kennis en verstaan van die werk evalueer deur dit met u medestudente te bespreek. Dit word verder as u verantwoordelikheid beskou om seker te maak dat u hierdie kursuseenheid bemeester en dat dit nie net teoretiese, maar ook praktykwaarde sal hê.

Met die voorbereiding (toets van kennis) en uitwerk van die doelwitte moet dit dus nie net gaan om die uitwerk van 'n vraag of antwoord wat later net gememoriseer kan word nie, maar om die verstaan en ook kritiese evaluering daarvan.

- Volg die riglyne wat in elke module verskaf word ten einde die leerdoelwitte wat vir elke module gestel word, te bereik. Die afgebakende werk in elke een van die modules sluit slegs oorhoofse riglyne en perspektiewe in. Die detail moet u self bestudeer soos dit voorgeskryf is in die studiestuk.
- U word ook aangeraai om notas te maak van enige probleme wat u gedurende u studie ondervind sodat aandag tydens die onderrigssessies daarvan geskenk kan word.
- U moet EEN werkopdrag (referaat) en 'n projek (selfhelpinstrument) inhandig. Onthou dat punte toegeken word volgens bepaalde kriteria naamlik taal, inhoud, korrekte bronverwysings, integrasie van bronne in die teks, ensomeer.
- By elke tema word die doel daarvan gegee. Om die doel te bereik word 'n aantal studie- of leerdoelwitte gestel. Lees eers hierdie doelwitte om u denke te fokus op die inligting wat relevant mag wees om die doelwitte te bereik. Sodra u denke gefokus is, moet u die leerinhoud vluglees om u te oriënteer ten opsigte van die inhoud wat u moet bestudeer.
- Elke afdeling word geëindig met 'n aantal tipiese eksamentipe vrae. Dit is belangrik dat u 'n goeie oorsig hiervan kry. Wie weet, een of meer van hierdie vrae mag dalk in die eksamenvraestel verskyn.
- Dit word aanbeveel dat u studiegroepe vorm wat gereeld bymekaar kom om hierdie vrae ter bespreek. Ervaring het geleer dat hierdie 'n baie effektiewe studiestrategie is en dat studente wat die strategie volg baie goed presteer.

1.3 Evaluering

Die werkopdrag (referaat) tel 70 punte, en die projek 30 punte. Dié punt (totaal uit 100) dien ook as u semesterpunt. Raadpleeg die voorskrifte vir die skryf van 'n referaat aandagtig sodra u met die skryf van 'n opdrag begin (OKS 623 - studiegids, p. 21). Dit kan vir u baie pyn en lyding bespaar. Besonderhede oor die projek verskyn (op bladsy 13) onder werkopdrag 1.

Eksamentoelating en eksamensubminimum

Hou in gedagte dat 'n semesterpunt van 50% vereis word as toelating tot die eksamen en dat 'n eksamensubminimum van 50% vereis word om die eksamen te slaag.

2 KURSUSUITEENSETTING - OKS 630

300

MODULE 1

Naam van module

Meting en evaluering in die onderwys, eise by die praktiese toepassing van psigometriese toetse

Studie-eenheid 1.1

Meting en evaluering in die onderwys

Studie-eenheid 1.2

Eise by die praktiese toepassing van psigometriese toetse

MODULE 2

Naam van module

Die interpretasie en gebruike van psigometriese toetse; die oordrag van toetsdata aan belanghebbendes

Studie-eenheid 2.1

Die interpretasie en gebruike van psigometriese toetse

Studie-eenheid 2.2

Die oordrag van toetsdata aan belanghebbendes

MODULE 3

Naam van module

Die gebruike van aanlegtoetse, persoonlikheidsvraelyste en belangstillingsvraelyste.

Studie-eenheid 3.1

Die gebruike van aanlegtoetse in die voorligtingsituasie

Studie-eenheid 3.2

Die gebruike van persoonlikheidsvraelyste en belangstellingsvraelyste

MODULE 4

Naam van module

Die gebruike van diagnostiese toetse en selfhelpinstrumente in beroepsvoorligting

Studie-eenheid 4.1

Die gebruike van diagnostiese toetse

Studie-eenheid 4.2

Die gebruike van selfhelpinstrumente in beroepsvoorligting

PSIGOMETRIE EN DIAGNOSTIEK

3 MODULE 1 METING EN EVALUERING IN DIE ONDERWYS; EISE BY DIE PRAKTIESE TOEPASSING VAN PSIGOMETRIESE TOETSE

3.1 Module leerdoelwitte

Die doel van hierdie module is om ten eerste te oriënteer met betrekking tot die plek en funksie van meting en evaluering in die onderwys en die algemeen en beroepsvoorligting in die besonder. 'n Verdere doelstelling is om u te oriënteer met betrekking tot alle aspekte in verband met die eise by die praktiese toepassing van psigometriese toetse.

Ná bestudering van die module, behoort u:

- begrip te hê vir meting en evaluering as deel van die alledaagse lewe,
- te verstaan wat die doel van meting is,
- in staat te wees om sielkundige toetse (Russel & Cronbach) te definieer,
- te weet aan watter drie vereistes meting moet voldoen,
- te verstaan waarom sielkundige toetse nie aan die drie vereistes kan voldoen nie,
- 'n bladsy te kan skryf waarom psigologiese meting nie ten volle aan die vereistes van intervalmeting kan voldoen nie,

**POTCHEFSTROOMSE UNIVERSITEIT VIR
CHRISTELIKE HOËR ONDERWYS**

FAKULTEIT OPVOEDKUNDE

SKOOL VIR ONDERWYSERSOPLEIDING

VRV 522

HOËR ONDERWYSDIPLOMA (NAGRAADS) (VOORLIGTING)

STUDIEGIDS

(DOSENT: PROF. J.L. MARAIS)

1998

PSIGOMETRIE, PSIGODIAGNOSTIEK EN PRAKTIKUM VRV 522

1 LESINGS EN LOKAAL

Vakdidaktieklokaal K 13
2 x 50 min. lesings per week

2 DOSENT Prof. J.L. Marais

3 EVALUERING (PSIGOMETRIE EN PSIGODIAGNOSTIEK)

- (i) Jaarpunt (50%) bereken vanuit 1 X semestertoets: Datum Sept. (20%) 1 x klastoets (10%) plus Praktikum (20%)
- (ii) Finale eksamenpunt (50%)

Evaluering - Praktikum

Jaar- en finale punt bereken uit:

- Onderwys- en leermiddele (Projek) - Transparantreeks (10%)
OF
- Beroepsoriënteringslêer (10%)
- Ontleding en vertolking van psigometriese toetsresultate (10%)

4 LITERATUUR

- Kruger, H.B. - Eise by die praktiese toepassing van psigometriese toetse 61/91.
- Marais, J.L. - Etiek van kinderleiding D 69/87.
- RGN Voorligtingsreeks VR-2 1979. Handleiding vir die gebruik van sielkundige en skoolastiese toetse as hulpmiddels by skoolvoorigting. D. 285/95.

5 STUDIETEMAS

5.1 Lesing 1

Studietema 1: *Meting en evaluering in die onderwys en die belangrikste eienskappe van 'n sielkundige toets*

VOORGESKREWE LEERINHOUD

- RGN Voorligtingreeks VR-2, 1979. Hoofstuk 2.

5.1.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer met betrekking tot die plek van objektiewe meetmiddels binne die raamwerk van die evalueringsproses en te let op die belangrikste eienskappe waarvoor 'n gestandaardiseerde sielkundige toets moet beskik.

5.1.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die realisering van die toets- en eksamendoelwitte:

- weet waarom meting en evaluering in die onderwys noodsaaklik is;
- kan verduidelik wat met opvoedkundige meting bedoel word;
- aan u medestudente kan verduidelik wat evaluering behels;
- 'n gestandaardiseerde toets kan definieer;
- die volgende begrippe kan verklaar:
 - standaardisering; betroubaarheid en geldigheid.

5.1.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in die eksamen in staat te wees om die volgende vrae te beantwoord:

- Bespreek meting en evaluering in die onderwys
- Definieer 'n gestandaardiseerde toets en verklaar die volgende begrippe:
 - * standaardisering
 - * betroubaarheid
 - + toets-hertoetsmetode
 - + wanneer is die betroubaarheid van 'n toets aanvaarbaar?
- geldigheid

5.2 Lesing 2

Studietema 2: Toetsinterpretasie

VOORGESKREWE LEERINHOUD

- RGN Voorligtingreeks VR-2, 1979. Hoofstuk 4.

5.2.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer met betrekking tot die belangrikste aspekte in verband met toetsinterpretasie.

5.2.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die semestertoets en eksamen in staat wees om:

- die wanbegrippe met betrekking tot gestandaardiseerde toetse te noem en te verklaar; 304
- die grondbeginsels van toetsinterpretasie te verstaan;
- die onderskeie wyses van interpretasie te begryp;
- die meganiese en nie-meganiese interpretasie van toetse te verduidelik;
- die gebruik van sielkundige toetse te begryp;
- 'n eie voorligtingfilosofie te ontwikkel, en
- te weet watter toetse die voorligter mag gebruik.

5.2.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in die eksamen of semestertoets in staat te wees om die volgende vrae te beantwoord:

- Bespreek die interpretasie, gebruike en beskikbaarstelling van sielkundige toetse aan die hand van die volgende skema:
 - * wanbegrippe mbt gestandaardiseerde toetse;
 - * grondbeginsels van toetsinterpretasie, en
 - * metodes van interpretasie.
- Bespreek die interpretasie van sielkundige toetse. Gebruik die volgende skema:
 - * metodes van interpretasie
 - * die gebruik van sielkundige toetse by skoolvoorigting
 - * die voorligtingfilosofie van die skoolvoorigter, en
 - * gebruike van toetse by skoolvoorigting.

5.3 Lesing 3

Studletema 3: Die oordrag van toetsresultate aan leerlinge en hulle ouers; Intelligensie-toetse

VOORGESKREWE LEERINHOUDE

- RGN Voorligtingreeks VR-2. Hoofstukke 5 & 7.

5.3.1 Doel met hierdie tema

Die doel met hierdie tema is om by u 'n sensitiwiteit vir en verantwoordelikheid mbt die oordrag van toetsresultate aan ouers en leerlinge kweek. Daarbenewens moet u vertrouwd wees met die rol van intelligensietoetsing in die voorligtingsituasie.

5.3.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die semestertoets en eksamen:

- bewus wees van en begrip hê vir die toepassing van die drie begrippe wat relevant is by die oordrag van toetsresultate;
- 'n goeie oorsig hê van die algemene tegnieke by die oordrag van toetsresultate;
- begrip hê vir die deelname van leerlinge en ouers by toetsinterpretasie;
- die gebeure rondom die oordrag van toetsresultate aan ouers goed begryp;

- 'n goeie oorsig hê van die geskiedenis van intelligensietoetsing;
- vertrouwd wees met die NSAIS (individuele toets) en NSAG (groeptoets).

5.3.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in die eksamen in staat te wees om die volgende vrae te beantwoord:

- Bespreek die oordrag van toetsresultate aan leerlinge en hulle ouers.
 - Gee 'n uiteensetting van die geskiedenis van intelligensietoetsing en bespreek dan die NSAIS as eksemplaar van individuele toetsing óf die NSAG as eksemplaar van groeptoets.
- Verwys tov laasgenoemde ook na die gebruike van die NSAG.

5.4 Lesing 4

Studietema 4: *Aanleg en persoonlikheidstoets*

VOORGESKREWE LEERINHOUDE

- RGN Voorligtingreeks VR-2. Hoofstukke 8 & 9.

5.4.1 Doel met hierdie tema

Daar word in beroepsvoorligting dikwels van die toetsresultate van aanlegtoets en persoonlikheidstoets gebruik gemaak. Die doel met hierdie tema is om u te oriënteer tov die gebruikswaarde van hierdie toets.

5.4.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die eksamen in staat wees om:

- die begrip aanleg te definieer;
- die SAT as eksemplaar van aanlegtoets toe te pas op 'n groep leerlinge;
- die SAT te gebruik by beroepskeusevoorligting;
- vertrouwd wees met die aanlegtoets vir skoolbeginners (ASB);
- die term persoonlikheidstoets te definieer;
- die doel en gebruike van die HSPV, PHSF en die OSGH in vraagvorm te beskryf.

5.4.3 Selfevaluering

As u die lesingdoelwitte bemeester het, behoort u in staat te wees om 'n opstel te skryf oor die volgende onderwerpe:

- Verklaar die begrip "aanleg" en bespreek dan die senior aanlegtoets (SAT) aan die hand van die volgende skema:
 - * doel met die toets
 - * interpretasie van toetsresultate

- * groepering van die senior aanlegtoetse
 - * die gebruik van die SAT-resultate by beroepskeuse, en
 - * die geskatte IK.
- Skryf 'n opstel oor al die aspekte van die aanlegtoetse vir skoolbeginners (ASB).
 - Definieer die begrip "Persoonlikheidstoets" en bespreek die OSGH en HSPV óf PHSF aan die hand van die volgende skema:
 - * doel
 - * gebruike van die vraelyste

Toets

LENTERESES

5.5 Lesing 5

Studietema 5 : Belangstellingsvraelyste

VOORGESKREWE LEERINHOUDE

- RGN Voorligtingreeks VR-2. Hoofstuk 10.

5.5.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer mbt die gebruik van belangstellingsvraelyste in die beroepsvoorligtingsituasie.

5.5.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude moet u met die oog op die eksamen en praktyk:

- die aspekte van belangstelling begryp;
- insig toon in die interpretasie van belangstellingsvraelyste;
- die 19-veld-belangstellingsvraelys op 'n groep leerlinge kan toepas, ontleed en vertolk.

5.5.3 Selfevaluering

Ná bestudering van die lesingdoelwitte, behoort u in staat te wees om die volgende vrae te beantwoord:

- Verklaar die belangrikste aspekte van belangstelling en bespreek daarna die 19-Veld-Belangstellingsvraelys as eksemplaar van belangstellingsvraelyste.

5.6 Lesing 6

Studietema 6: *Else by die praktiese toepassing van psigometriese toetse by skoolkinders en die etiek van kinderleiding.*

VOORGESKREWE LEERINHOUDE

- Kruger, H.B. Eise by die praktiese toepassing van psigometriese toetse. D 61/91.
- Marais, J.L. Etiek by kinderleiding. D 266/93.

5.6.1 Doel met hierdie tema

Die doel met hierdie tema is om u te oriënteer mbt die eise wat geld t.o.v. die toepassing van psigometriese toetse en in te lig oor die etiese aspekte ivm voorligting aan leerlinge, hulle ouers en ander belanghebbendes.

5.6.2 Lesingdoelwitte

Ná bestudering van die voorgeskrewe leerinhoude behoort u met die oog op die praktyk:

- vertrouwd te wees met eise tov die administratiewe voorbereidings;
- eise t.o.v. instruksies en die toetsituasie;
- eise t.o.v. die toetslinge;
- eise t.o.v. die toetsafnemer, en
- eise t.o.v. die nasien en verwerking van die toetsresultate;
- bewus wees van die skoolvoorligter se verantwoordelikheid teenoor:
 - * die gemeenskap
 - * homself
 - * die leerling
 - * ouers/voogde en
 - * kollegas.

5.6.3 Selfevaluering

Ná bestudering van die lesingdoelwitte behoort u in staat te wees om 'n vraag te beantwoord oor die volgende vrae:

- Bespreek al die eise by die praktiese toepassing van psigometriese toetse by skoolkinders.
- Bespreek die etiek van kinderleiding in die skoolvoorligtingsituasie.

5.7 Lesing 7

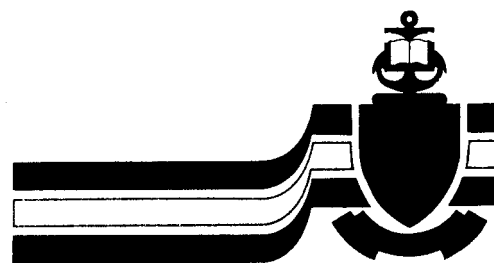
Gevallestudie A: Skoolkeuse (standerd 5)

5.8 Lesing 8

Gevallestudie B: Vakkeuse en studierigtingkeuse (standerd 7)

4.9 Lesing 9

Gevallestudie C: Beroepskeuse (standerd 9-10)



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Dr Estelle Swart
Departement Opvoedkundige Wetenskappe
Randse Afrikaanse Universiteit
Posbus 524
AUCKLAND PARK
2006

Geagte doktor Swart

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroepsonteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoorligting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoorligting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoorligting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoorligting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.

Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde koeverf waarmee die inligting soos versoek, aangestuur kan word.

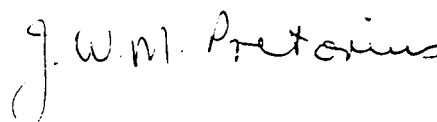
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:18:25 GMT + 2
Subject: (Fwd) Versoek vir inligting aangaande mod
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: iew@edcur.rau.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Date: Wed, 9 Jun 1999 13:08:37 GMT + 2

Geagte Dr Walters

PhD studie: Versoek vir inligting aangaande model vir
beroepsvoorligting.

Ek verwys na bovermelde aangeleentheid en my vorige skrywe gdateer
26 Maart 1999 in die verband.

Ek wag steeds u vriendelike antwoord op my versoek vir die inligting
aangaande die model van beroepsvoorligting wat deur u instansie
gebruik word, hierin af.

Ek doen graag hiermee 'n dringende oproep op u om die inligting deur
my verlang, so spoedig doenlik aan my beskikbaar te stel. Alle en
enige inligting wat deur u aan my beskikbaar gestel word vir
doeleindes van hierdie studie sal uiteraard as vertoulik hanteer
word.

Geliewe skrywer hiervan te kontak indien u enige verder navrae in
bostaande verband het. My kontak besonderhede is soos volg:

Mevrou Suzanne Bester
Tel no (012) 420 3891
e-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking en dringende aandag in hierdie veband word
hoog op prys gestel.

Die uwe

Suzanne Bester

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Forwarded to: msmit@hakuna.up.ac.za
Date forwarded: Tue, 15 Jun 1999 10:26:54 GMT + 2
From: "Irma Elzette Walters" <iew@rau.ac.za >
Organization: Rand Afrikaans University
To: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Date sent: Mon, 14 Jun 1999 16:15:42 + 200
Subject: RCPT: Versoek vir inligting aangaande model van ber
Priority: normal

Confirmation of reading: your message -

Date: 9 Jun 99 13:08
To: iew@edcur.rau.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorligtin

Was read at 16:15, 14 Jun 99.

Departement Opvoedingswetenskappe
RAU
7 Junie 1999

Geagte Mev. Bester

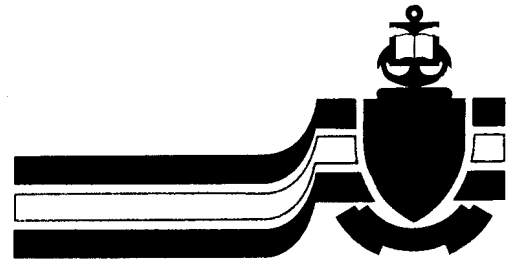
Ekself gee vir die eerste jaar klas in Beroepsvoorigting vir die M-groep. Daar is nie 'n spesifieke model ontwerp nie, maar daar word vanuit die sistematiese perspektief gewerk, asook binne die raamwerk van Post-modernisme.

Dit impliseer dat geen spesifieke model as korrek beskou word nie. Intendeel, die studente moet alle gepaardgaande tipes modelle bestudeer asook gepaardgaande teorieë en dan hule eie teorie rondom Beroepsvoorigting ontwikkel.

Groete

Imma Walters

Doktor Handré Brand
Afdeling vir Voorligtingsielkunde
Sentrum vir Studentevoorigting
Universiteit van Stellenbosch
Privaatsak X 1
STELLENBOSCH
7600



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Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
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26 Maart 1999

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Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe

Mev SE Bester

Prof JG Maree

Prof JWM Pretorius
Waarnemende Dekaan

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: mmalan@hakuna.up.ac.za
Date forwarded: Mon, 14 Jun 1999 09:53:02 GMT+2
From: "HJ BRAND" <HJB@AKAD.SUN.AC.ZA>
Organization: University Stellenbosch
To: bester@hakuna.up.ac.za
Date sent: Wed, 19 May 1999 13:39:19 +0200
Subject: Modelle vir beroepsvoorligting
Copies to: dsche@maties.sun.ac.za
Priority: normal

Geagte Mev Bester

Met verwysing na u skrywe in verband met modelle vir beroepsvoorligting die volgende :

Beroepsvoorligting by die Sentrum vir Studentevoorligting, US, word binne die raamwerk van 'n ontwikkelingsmodel gedoen. Vir die doel word konsepte uit verskillende teoretiese benaderings benut, bv. Erikson en Holland se teoriee, Super se Lewenspantheorie, Gottfredson se teorie asook beginsels uit die Leerteorie, Besluitnemingsteorie en Rokeach se Waarde-teorie. Samevattend kan dus gese word dat Beroepsontwikkelingsvoorligting by hierdie Sentrum vanuit 'n eklektiese perspektief (met die ontwikkelingsielkunde as basis) gedoen word.

Ons het sedert Januarie 1999 die klem van individuele beroepsvoorligting na groepsberoepsvoorligting verskuif. 'n Afskrif van die Werkswinkel Werkboek en die Prosedure - raamwerk word per pos aan u gestuur. (Dit sal gewaardeer word indien die kopiereg van Mev van der Vyver gerespekteer sal word).

Ons vertrou dat u besonder suksesvol met u navorsingsprojek sal wees. Skakel gerus indien u addisionele inligting benodig.

Beste wense

Handre Brand
Direkteur Afdeling vir Voorligtingsielkunde

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Forwarded to: msmit@hakuna.up.ac.za
Date forwarded: Tue, 15 Jun 1999 10:24:18 GMT + 2
From: "HJ BRAND" <HJB@AKAD.SUN.AC.ZA >
Organization: University Stellenbosch
To: bester@hakuna.up.ac.za
Date sent: Wed, 19 May 1999 13:39:19 + 0200
Subject: Modelle vir beroepsvoorligting
Copies to: dsche@maties.sun.ac.za
Priority: normal

Geagte Mev Bester

Met verwysing na u skrywe in verband met modelle vir
beroepsvoorligting die volgende :

Beroepsvoorligting by die Sentrum vir Studentevoorligting, US, word binne die raamwerk van 'n ontwikkelingsmodel gedoen. Vir die doel word konsepte uit verskillende teoretiese benaderings benut, bv. Erikson en Holland se teoriee, Super se Lewenspanteorie, Gottfredson se teorie asook beginsels uit die Leerteorie, Besluitnemingsteorie en Rokeach se Waarde-teorie. Samevattend kan dus gese word dat Beroepsontwikkelingsvoorligting by hierdie Sentrum vanuit 'n eklektiese perspektief (met die ontwikkelingsielkunde as basis) gedoen word.

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Beste wense

Handre Brand
Direkteur Afdeling vir Voorligtingsielkunde

TEORETIESE VERTREKPOINT VAN DIE AFDELING VIR VOORLIGTING= SIELKUNDE, SENTRUM VIR STUDENTEVOORLIGTING

1. Doel en postulaat

Die primêre doel met sielkundige voorligting binne die onderskeie programme van die AVS is die bevordering en ontwikkeling van volwassenheid, selfstandigheid en geestesgesondheid van studente. Dit word gepostuleer dat die mate van sukses waarmee ontwikkelingstake binne die laat-adolesente lewensperiode en vroeë-volwassenheid afgehandel word, verband hou met die wyse waarop voorafgaande ontwikkelingstake afgehandel is. Die kwaliteit van die keuses wat 'n individu uitoefen, is dus van deurslaggewende belang vir sy eie ontwikkelingsproses en word beïnvloed deur die dinamiese interaksie van kognitiewe, affektiewe, konatiewe en normatiewe funksies in sy persoonlikheid.

2. Fasette van dienslewering

Die teoretiese onderhou van die onderskeie fasette van dienslewering deur die AVS word in drie breë groeperinge saamgevat:

- (a) Fasette van loopbaanontwikkelingsvoorligting, waar die uitoefening van realistiese loopbaanverwante keuses (insluitende vak-en kursuskeuses) volgens Holland, Super en Ginzburg gesien word as deel van die totale ontwikkelingsproses van 'n individu.
- (b) Fasette van lewensvaardigheidsontwikkeling ("life skills"), waar binne 'n psigo-opleidingsmodel en 'n holistiese gesondheidsmodel die leerproses (Beck, Ellis) beklemtoon word. Dit sluit in die aanleer van 'n wye verskeidenheid nuwe vaardighede (bv. denkvaardighede, kommunikasievaardighede) asook probleemhanteringsmeganismes. Eienskappe wat veranderbaar ("changeable") is, is hier van belang volgens die uitgangspunte van Seligman se teorie oor "learned optimism / helplessness".
- (c) Fasette van psigoterapeutiese hulpverlening sluit die volgende konsepte in: die bevordering van selfaktualisering (vanuit 'n persoonsgesentreerde verwysingsraamwerk), die regstelling van foutiewe denkprosesse volgens die beginsels van die kognitiewe sielkunde, die bevordering van insig in die sin en betekenis van die lewe (die eksistensiële benadering) en die generering van opsies en alternatiewe (die realiteitsterapeutiese en NLP-benaderings).

3. Opleiding

Die professionele opleidingsprogram wat deur die AVS bedryf word, is volledig met die onderskeie diensleweringfasette geïntegreer. Die teoretiese grondslae van die opleidingsprogram is gebaseer op twee hoof benaderings nl., Bandura se konsepte van rolmodellering en selfbevoegdheid ("self-efficacy") en die algemene sisteemteorie (Hollaway). Laasgenoemde verwys na die kliënt, die intern-sielkundige, die supervisor, die verhouding tussen die intern en supervisor en die opleidingsinstansie as die onderskeie sub sisteme.

Samevatting

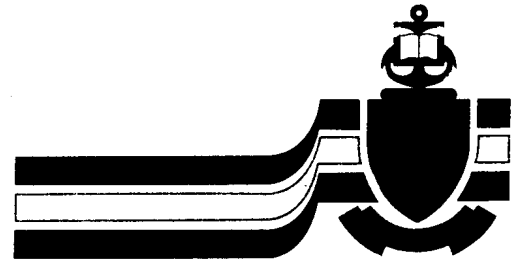
Sielkundige voorligting binne die konteks van studentevoorligting het basies ten doel om volwassenheid sowel as geestes-en holistiese gesondheid by studente te bevorder. Teen die agtergrond van afgehandelde / onafgehandelde ontwikkelingstake word gefokus op realistiese besluitnemingsprosesse, die aanleer van vaardighede, die bevordering van selfaktualisering en insig in die sin en betekenis van lewensvraagstukke.

PROSEDURE: WERKSWINKELS VIR VOORNEMENDE STUDENTE AFDELING VIR VOORLIGTINGSIELKUNDE

TYD	PROSES	GETAL INTERNS OF PERSONEEL	GETAL KLIËNTE
8h15-10h30	<i>Psigometriese evaluering Jung/MBTI/MB10/BRO/VH/SAT</i>		18 (3 werkswinkels)
10h45-12h45	<i>Integrasie van inligting</i> Biografiese inligting Kollaterale inligting Gespreksvoering Beantwoording van vrae Vlak van sekerheid Verklaarde opsies deur kliënt Waardes Selfkonsep, persoonlikheids-ontwikkeling Kwalitatiewe waamemings Bespreek profiele Interpretasies Beroepsinligting Wêreld van werk Beklemtoon prosesmatigheid van beroepskeuses	Twee per werkswinkel	Ses per werkswinkel
12h45-13h15	Uitklaat van onsekerhede met supervisors		
14h15-16h30	<i>Terugvoeringsonderhoude (Kliënt plus ouers)</i> <ul style="list-style-type: none"> • Vat alle los drade saam • Verskillende persepsies tussen kliënt en ouers • Realisme van keuse • Uitnodiging vir opvolg-afspraak • Suggereer "informational interviewing" 	Twee personeellede wat elkeen 3 onderhoude voer 14h15-14h50 15h00-15h35 15h45-16h20	Een kliënt per personeellid (plus die ouers)

L.W.

- Kliënte moet heeldag beskikbaar wees
- Geen onderskeid tussen werkswinkels en individuele voorligting wat kwaliteit van werk betref nie
- Deeglike supervisie en kontrole is noodsaaklik



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Geagte professor Venter

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroepsoriënteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoorligting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoorligting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoorligting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoorligting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.

Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde kovert waarmee die inligting soos versoek, aangestuur kan word.

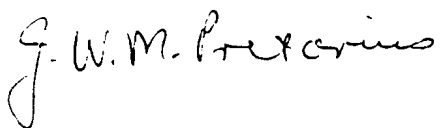
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan

318

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:22:00 GMT + 2
Subject: (Fwd) Versoek vir inligting aangaande mod
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: duplescm@rd.uovs.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Date: Thu, 10 Jun 1999 12:05:56 GMT + 2

Geagte Professor Venter

PhD-studie: Versoek vir inligting aangaande model van
beroepsvoorligting

Ek verwys na bovermelde aangeleentheid en my vorige skrywe gedateer
26 Maart 1999 in die verband.

Ek wag steeds u vriendelike antwoord op my versoek vir inligting
aangaande die model van beroepsvoorligting wat deur u instansie
gebruik word, hierin af.

Ek doen graag hiermee 'n dringende beroep op u om die inligting deur
my verlang, so spoedig doenlik aan my beskikbaar te stel. Alle en
enige inligting wat deur u aan my beskikbaar gestel word vir
doeleindes van hierdie studie sal uiteraard as vertroulik hanteer
word.

Geliewe skrywer hiervan te kontak indien u enige verdere navrae in
bostaande verband het. My kontakbesonderhede is soos volg:

Me Suzanne Bester
Tel no (012) 420 3891
epos adres: bester@hakuna.up.ac.za

U vriendelike samewerking en dringende aandag in hierdie
aangeleentheid word hoog op prys gestel.

Die uwe

Suzanne Bester

319

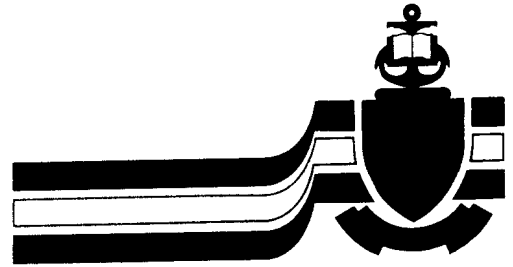
Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: mmalan@hakuna.up.ac.za
Date forwarded: Thu, 2 Sep 1999 11:25:18 GMT+2
From: <duplescm@rs.uovs.ac.za>
Organization: University of the Orange Free State
To: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Date sent: Thu, 10 Jun 1999 12:05:34 GMT2
Subject: RCPT: Versoek vir inligting aangaande model van ber
Priority normal

Confirmation of reading: your message -

Date: 10 Jun 99, 12:05
To: duplescm@rd.uovs.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorigting

Was read at 12:05, 10 Jun 99.

Professor Koos Venter
Studentevoorigting
Universiteit van die Oranje-Vrystaat
Posbus 339
BLOEMFONTEIN
9300



Universiteit van Pretoria

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Fakulteit Opvoedkunde

13 Julie 1999

Geagte Professor Venter

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

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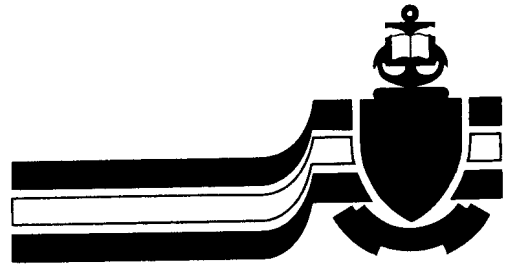
HP OfficeJet
Personal Printer/Fax/Copier/Scanner

Fax History Report for
Gerhard Bester Attorney
(012) 346-2278
99-Jul-14 5:52pm

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 14	5:51pm	Sent	0514012117	1:14	2	OK

Doktor AC de Jager
Studentevoorigting
Universiteit van Port Elizabeth
Posbus 1600
PORT ELIZABETH
6000



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Departement Opvoedkundige Voorligting en Berading

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Geagte doktor de Jager

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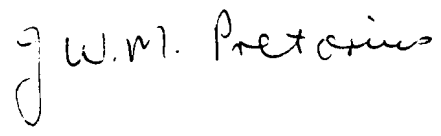
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Tel nr (012) 420-3891
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Subject: (Fwd) Versoek vir inligting aangaande mod
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: emecascaadj@upe.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Date: Thu, 10 Jun 1999 12:26:29 GMT + 2

Geagte Dr de Jager

PhD-studie: Versoek vir inligting aangaande model van
beroepsvoorligting

Ek verwys na bovermelde aangeleentheid en my vorige skrywe gdateer
26 Maart 1999 in die verband.

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word.

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bostaande verband het. My kontakbesonderhede is soos volg:

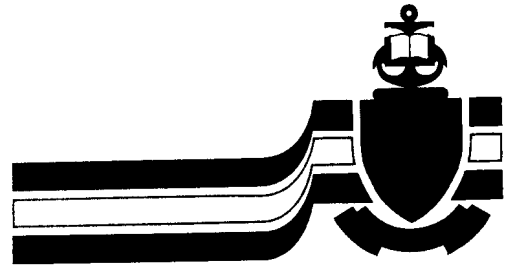
Me Suzanne Bester
Tel no (012) 420 3891
epos adres: bester@hakuna.up.ac.za

U vriendelike samewerking en dringende aandag in hierdie
aangeleentheid word hoog op prys gestel.

Die uwe

Suzanne Bester

Doktor AC de Jager
Studentevoorigting
Universiteit van Port Elizabeth
Posbus 1600
PORT ELIZABETH
6000



Universiteit van Pretoria

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Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

13 Julie 1999

Geagte Doktor de Jager

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

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Die uwe

Suzanne Bester

HP OfficeJet
Personal Printer/Fax/Copier/Scanner

Fax History Report for
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(012) 346-2278
99-Jul-14 5:59pm

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 14	5:57pm	Sent	0415042574	1:13	2	OK

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: mmalan@hakuna.up.ac.za
Date forwarded: Fri, 13 Aug 1999 07:36:58 GMT+2
From: <scaadj@upe.ac.za>
Organization: University of Port Elizabeth
To: bester@hakuna.up.ac.za
Date sent: Tue, 10 Aug 1999 18:08:22 GMT+0200
Subject: Aanmaning: Inligting
Priority: normal

Geagte Me Bester

Ek is jammer as dit blyk dat u niks van my ontvang het nie. Ek was onder die indruk dat ek 'n epos aan u gestuur het. Intussen beskik ek nie meer oor u vrae nie. Ook kan ek nie 'n kopie van my respons aan u opspoor op my epos nie. Dit was egter 'n geruime tyd gelede wat ek geantwoord het en ek sou nie 'n kopie hou vir te lank nie.

In kort sou ek op hierdie stadium probeer help deur te se ons gebruik 'n eklektiese model wat gewoonlik 'n sterk element van 'n ontwikkelingsbenadering tot loopbaanontwikkeling insluit. As ons EEN model sou moes nomineer, sou dit lg wees. Donald Super se werk en denke is vir ons nogal sentraal. Verder is daar ook gestandaardiseerde instrumentasie beskikbaar (ook vir SA). Dog, die verdere verwickelings rondom Mark Savickas se werk, asook Bandura se werk mbt "self efficacy", is vir ons baie belowend. Tans vind ons egter dat die praktyk (alweer) agter raak by teorie en navorsingsbevindinge wat nie ge-operasionaliseer word nie..

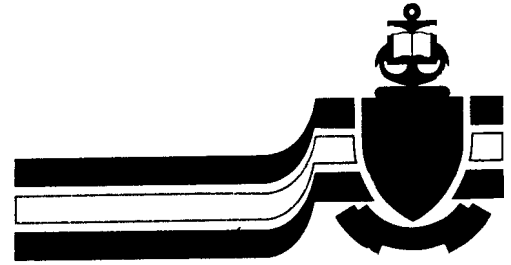
Loopbaanvraelyste wat ons hoofsaaklik gebruik vir ons universiteitstudente sluit in die Loopbaanontwikkelingsvraelys; Rolbelangrikheid; en die Waardeskaal (almal beskikbaar by die RGN). Wat belangstelling betref, gebruik ons hoofsaaklik die SDS van John Holland.

U is welkom om verder navraag te doen oor enige spesifieke aangeleenthede. Ek sal probeer reageer so gou as ek kan.

Ek vra om verskoening vir skryffoute in hierdie epos.

Dr A C de Jager
Head: Unit for Student Counselling
University of Port Elizabeth
PO Box 1600, Port Elizabeth, 6000
South Africa
Tel: +27 41 5042511
Fax: +27 41 5042574
e-mail: scaadj@upe.ac.za

Doktor WA van Schoor
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Fakulteit Opvoedkunde

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Geagte doktor van Schoor

PhD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroepsoriënteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoorligting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoorligting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoorligting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoorligting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.


Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde kovert waarmee die inligting soos versoek, aangestuur kan word.

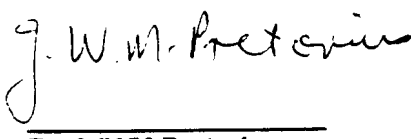
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Forwarded to: msmit@hakuna.up.ac.za
Date forwarded: Tue, 11 May 1999 08:46:34 GMT + 2
Date sent: Mon, 12 Apr 1999 15:25:34 + 0200
From: WA Van Schoor <VSCHOWA@alpha.unisa.ac.za >
To: bester@hakuna.up.ac.za
Subject: Beroepsvoorligtingmodelle

Geagte Mev Bester

Ons het nie 'n duidelik gedefinieerde beroepsvoorligtingmodel waarvolgens ons werk nie. Ons Buro het 'n struktuur met 'n bepaalde fokus en dit rig ons bedrywighede. Aangeheg is 'n stuk wat as ons strategiedokument dien en wat vir ons die struktuur gee wat ons nodig het.

Groete

At van Schoor

BUREAU FOR STUDENT COUNSELLING AND CAREER DEVELOPMENT

VISION AND STRATEGY

1. VISION

OPENING WINDOWS ON INFORMATION AND SKILLS TOWARDS COMPREHENSIVE CAREER DEVELOPMENT THROUGH EFFECTIVE STUDENT COUNSELLING INTERVENTIONS.

The core business of the BSCCD is to help students to cope with the co-curriculum. The co-curriculum comprises the skills and knowledge required by students to cope with the academic curriculum and with the career environment for which they are being prepared. The following proverb encapsulates the philosophy of the BSCCD:

*Give a person a fish and tomorrow he will be hungry again.
Teach a person to fish and he will never be hungry again.*

The vision is underpinned by the definition of a **career** as : ... not only occupations but prevocational and postvocational concerns as well as the integration of work with other roles: family, community, leisure (Herr 1988:17). **Career development** is: ... the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any individual over the life span (Herr 1988:17).

The sole reason why students attend the university is for them to continue their career development. Career development, being a lifelong process, would have started at pre-university level and in the heterogeneous student population attending Unisa, wide variability in career preparation will exist. The role of the BSCCD lies in its partnerships with the academic/administrative/professional community (i.e. the link between the curriculum and the co-curriculum) and the various segments of the student population to form an environment in which students will be able to acquire career appropriate academic/technical knowledge. It extends further into assisting students to acquire the skills and knowledge to make informed career decisions and to establish and manage their careers within the broad parameters as defined above.

The opening of windows refers to the exposure of Unisa students to the knowledge and skills which will enable them to achieve their broad career development goals. It also refers to the extensive use of computer technology which operates in the windows environment.

The process of career development is facilitated by a range of student counselling interventions with the emphasis on the empowerment of our clients. The view of student counselling as a dependency enhancing, one-on-one type intervention, is anathema to our philosophy.

The following mission statement will serve to concretise the vision.

The Bureau for Student Counselling and Career Development will provide comprehensive and focussed career development opportunities of high quality which will be available in various delivery forms to all prospective and registered students, the academic and administrative sections of Unisa and the lay and professional community at large.

The following critical success factors will be required to fulfill the vision:

- * adequately trained and competent professionals and support staff
- * a departmental culture characterised by the values of
 - student centeredness in the broad sense of working with students and influencing the learning environment.
 - responsiveness to the needs of stakeholders and to opportunities in the environment
 - access through personal and multimedia channels
 - teamwork
 - vertical and horizontal communication in the department and the University
 - innovation
 - creativity
 - commitment to the vision, mission and ethos of the department
 - openness towards colleagues and clients
 - trust
 - delivery of quality services
- * a modern technological infrastructure
- * top management support
- * full integration into the academic and administrative structures of the University.

2. GOALS

All the activities of the BSCCD will be client oriented and to this end we will strive

- * to understand the diverse needs of the student population within the broad area of career development as defined. The student population will be segmented and a needs analysis will be performed which will inform current and future projects of the BSCCD.
- * to identify the needs of the academic, professional and administrative sections of the University.
- * to identify the needs of the lay and professional community.

The career development activities of the BSCCD will be focussed on three phases namely pre-university, in-university and university exit phases. These divisions are made for planning purposes but in reality they will overlap to large degree.

Pre-university phase

The broad focus of this phase will be to ensure that students will have a smooth entry into the university. To this end we will

- * take part in careers exhibitions and visit schools or other organisations to provide careers and study information to prospective students on invitation.
- * assist with the development of information material which will inform prospective students of the opportunities that Unisa holds for them.
- * be actively involved with the access programme offered by the University that allows students to avail themselves of study opportunities. This would imply involvement in student potential assessment, contributions to access and freshman preparation programmes and counselling with regard to access programmes.
- * provide appropriate face to face, telephone or Internet counselling with regard to study and career opportunities during pre-registration and registration.
- * provide students with appropriate orientation information via orientation packages.

In university phase

The broad focus of this phase is to ensure that students should have a smooth passage through the university and that they should be provided with opportunities to acquire skills that will assist them in their after university development.

To this end we will

- * be members of course writing teams and contribute study skills material which will be infused into the academic content, particularly, but not exclusively, at beginners levels.
- * be members of faculty structures, in particular Tuition Committees, to inform them of student needs and to be informed about faculty developments that may have an impact on career development.
- * be involved in formal teaching on a limited scale both for professional development and the development of the academic discipline that we are involved in.
- * provide face to face consultation services in the personal, career and academic areas for those students who are in a position to visit counsellors at the main campus and the regional and learning centres where such professional services are provided.
- * where possible provide counselling in a group situation
- * view telephone and Internet counselling and responding to students' enquiries by letter as important forms of information and development
- * provide a peer counselling network to act as frontline assistance for students with developmental issues.
- * provide a study group leadership network to assist students in their academic disciplines.
- * provide students with up to date careers information mainly through the electronic media in an environment conducive to careers exploration.
- * provide students with motivational literature to help them deal with times of academic stress and crises.
- * look after the interests of disabled students as a specific interest group.

University exit phase

The broad focus of this phase is to assist students to make a smooth exit from the university into the world of work.

To this end we will

- * provide students the opportunity to do structured career exploration.
- * provide students the opportunity to meet prospective employers on line and in person.
- * train students in the skills needed to present themselves favourably to employers.
- * keep contact with alumni regarding their career development and the perceived value of their qualifications.

Professional and personal development

It is imperative that staff be professionally trained and retrained for the

multiple functions required of them.

To this end we will

- * provide staff with the formal and informal training opportunities they need to perform their tasks successfully.
- * encourage participation in professional societies, conferences and scientific publications.
- * encourage limited participation in the presentation of formal and informal courses in the University.
- * take part in University committees, commissions and discourse wherever our areas of expertise may make a contribution to the development of the institution and all its stakeholders.

Bylae C

*Korrespondensie
Plaaslike Teknikons*

Mr Duncan Andrew
Student Councelling
Natal Technikon
Berea Campus
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4000



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Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

Dear Mr Andrew

PhD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I, **SUZANNE ELIZABETH BESTER (STUDENT NUMBER 8434581)**, am currently enrolled as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

My PhD study focuses on career counselling in a postmodern context with the primary aim of developing a postmodernistic model of career counselling. Such a model will obviously be in accordance with the guidelines as set out in Curriculum 2005, and more specifically the learning area of life orientation.

To complete this study successfully I need information regarding existing models of career guidance currently implemented by different universities and technikons.

I hereby wish to request any written information and/or a formal policy document which will explain the model of career guidance currently utilized by your University/Technikon. Any information you can furnish in this regard will be highly appreciated and will obviously be treated as confidential.


Enclosed hereby is a selfaddressed envelope for purposes of forwarding any such information at your disposal.

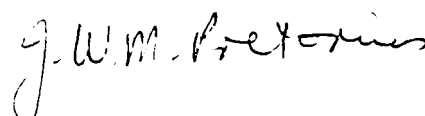
For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

Your friendly co-operation in the above regard is appreciated.

Yours faithfully


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

From: Self <HAKUNA/BESTER >
To: NMunro@umfolozi.ntech.ac.za
Subject: Information regarding model of career guidance
Date sent: Fri, 7 May 1999 11:29:01 GMT+2

Dear Mr Munro

Information regarding model of career guidance

In response to your email message received on Wednesday 28 April 1999 regarding information requested by myself concerning the model of career guidance utilized by your Technikon, the following:

- * Please specify the theoretical viewpoint/s which form the basis of your guidance model.
- * Information regarding the structure of your career guidance program is requested.
- * Any information relevant to the process which is followed when utilizing your career guidance program will be helpful.
- * Relevant questions which arise in this regard include:
 - What type of career tests, if any, are used by yourselves;
 - How does the selection of your test battery take place and to what extent does this selection process involve variables such as age, population group, etc.;
 - How many sessions does your intervention program consist of;
 - How do you view the role/involvement of both the counsellor and the client in the above mentioned process.

I do trust that the above guidelines will be sufficient in clarifying my previous request.

I would like to thank you again for your kind co-operation and assistance in the above regard.

Yours sincerely

Suzanne Bester

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Forwarded to: msmit@hakuna.up.ac.za
Date forwarded: Tue, 11 May 1999 08:54:05 GMT + 2
From: "Nicholas Munro" <NMunro@umfolozi.ntech.ac.za >
Organization: Technikon Natal
To: bester@hakuna.up.ac.za
Date sent: Wed, 28 Apr 1999 13:50:19 GMT + 200
Subject: Natal Technikon, Durban : Information regarding model of c
Priority: normal

Dear Suzanne,

In response to your letter (dated 26/03/99), please be advised that Duncan Andrew has handed the matter over to me. Accordingly, please accept my apologies for the late response to your request.

Part of my difficulty in furnishing you with information on our career guidance "model" lies within my uncertainty as to what exactly you are requesting. Please could you email me back specifying in more detail what you require.

Given this, bear in mind that we do not have any formal policy document, or written information that explains the model of career guidance currently utilized by the Natal Technikon. Given that there are 9 psychologists (at our Durban and Pietermaritzburg campuses) all conducting individual career guidance to prospective and registered students, it is likely that each utilizes an individual approach to career guidance which suits them best.

Our group career guidance programmes are obviously based on various assessments, which themselves may be premised on models of career counselling. As with most career assessment programmes, Natal Technikon uses interest, personality and work values inventories to assist the counsellors in helping the participants identify a range of suitable career and study options.

Please note, that these comments are in no way an official statement on the technikon's career guidance policy, but merely my observations.

In order to assist you with your request, please could you provide me with clearer guidelines as to what you would like to know from the technikon.

Thank you

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: vandyka@hakuna.up.ac.za
Date forwarded: Wed, 21 Jul 1999 13:05:18 GMT+2
From: "Nicholas Munro" <NMunro@umfolozi.ntech.ac.za>
Organization: Technikon Natal
To: bester@hakuna.up.ac.za
Date sent: Fri, 2 Jul 1999 10:47:13 GMT+200
Subject: Research
Priority: normal

Dear Suzanne,

I hope you have received the information I sent you on Technikon Natal's "models of career guidance". I would be most interested to hear on your progress in this research, and what some of your preliminary findings are.

Yours sincerely,

Nick Munro
Counselling Psychologist
Student Counselling & Development Centre
Technikon Natal, Durban

Memo

To: SUZANNE
From: NICK MUNRO
Subject: CAREER COUNSELLING
Date: May 12, 1999

DEAR SUZANNE

IN RESPONSE TO YOUR REQUEST, PLEASE FIND THE ACCOMPANYING COPY OF INFORMATION PROVIDED TO OUR INTERNS WHEN THEY BEGIN AT THE DEPARTMENT.

THIS DOCUMENT PERHAPS COMES CLOSEST TO DESCRIBING THE NATURE OF CAREER COUNSELLING OFFERED AT NATAL TECHNIKON.

PLEASE DO NOT HESITATE TO CONTACT ME SHOULD YOU REQUIRE ADDITIONAL INFORMATION

YOURS SINCERELY,



NICK MUNRO

Career counselling

You will be required to offer career counselling on two levels at the Technikon :

- 1) Individual (to both prospective and registered students), and
- 2) Group (Career Decision Making Programme's)

1) Individual career counselling :

Below is a list of details you could try to elicit from individual clients who present for career counselling. Note that this interview should not be done in a "question- answer" format, but (as with any initial interview) should be conversational and also create an environment that makes the client feel comfortable.

1. Biographical details (name, age, school/work etc),
2. Presenting problem (why have they made an appointment ?)
3. Current reality (what is the client doing now, what is the nature of their studies/work, how are they enjoying it ?)
4. School history (subjects and grade, favourite subjects, academic progress, extramural activities ?)
5. Work/employment history (full and part-time employment, description of the job, did the client enjoy the work ?)
6. Family background (family members and their ages and occupations, NB : are the parents putting excessive pressure on the client to make a decision etc ?)
7. Fantasy/dream occupation ?
8. Personality and interests (eg. ask them to list their 3 best and worst characteristics/ what are their hobbies/ use Hollands code or the MBTI/or look at their work values)
9. Other information relevant to the particular case ?

If the client is very anxious about making a decision, or is career immature (unaware of career options and the career decision making process) it may be necessary to :

- 1) Suggest that they attend one of our CDMP's,
- 2) Offer them further career counselling, which may also include you administering a personalized battery of assessments to assist with their self-insight and subsequent insight into possible careers that are likely to match their interests, skills, personality and work values.

Most career assessments provide information relevant to the client's :

a) **Interests and skills :**

Examples of commonly used inventories :

Campbell Interest and Skill Survey (CISS)

Self Directed Search (SDS)

Jackson Vocational Interest Survey (JVIS)

b) **Personality**

Examples of commonly used inventories :

Myers-Briggs Type Indicator (MBTI)

16 Personality Factor (16 PF)

c) Work Values

d) Career maturity

Examples of commonly used inventories :

Career Maturity Inventory (CMI)

Career Development Questionnaire (CDQ)

Note that all career inventories are self-report. An essential part of the feedback from these assessments necessarily involves validation of the results with the client. Do not “force” the results onto the client, but rather allow the client to accept and/or reject information that the tests yield (eg. Does this seem to describe who you are ?, Does this profile make sense to you ?).

2) Career Decision Making Programmes :

You will be required to co-present several CDMP's, attended mostly by prospective students (standard 9 and 10 pupils). You will need to meet with your co-presenter before the programme and discuss how the work load is to be divided up. Below is an outline of the days activities. Depending on the nature of the group, you may be required to make adjustments to the programme.

8:00 - 8:30	Parent talk
8:30 - 9:00	Ice Breaker
9:00 - 11:00	Testing : interests & skills, personality, work values
11:00 - 11:30	Tea
11:30 - 13:00	Reports/Feedback from tests Interactive exercise
13:00 - 14:00	Lunch
14:00 - 15:30	Interviews/Research time in CRC
15:30 - 16:00	Summary and conclusion

Additional tips for career counselling :

1. You are not there to make a decision for any client. If they do not understand your role, make it explicit (ie. listening, reflecting, clarifying options, encouraging self-exploration, directing them to appropriate resources etc).
2. Encourage the client to go through the necessary steps in the career decision making process. Emphasize that this process is time consuming and requires commitment and effort. See the attached copy of the career decision making process.
3. Explore with the client the options of studying at technikons, universities, technical colleges, and private colleges. Also explain that sometimes a university degree can offer more flexibility in career choice which may suit the client better. You have a responsibility to make the client aware of all possibilities which may suit them.
4. Where relevant, refer the client to other student counselling centres (eg. UDW, UND, ML

Sultan, Mangosuthu Technikon). Part of the process of deciding on a career and what to study involves talking to as many people as possible.

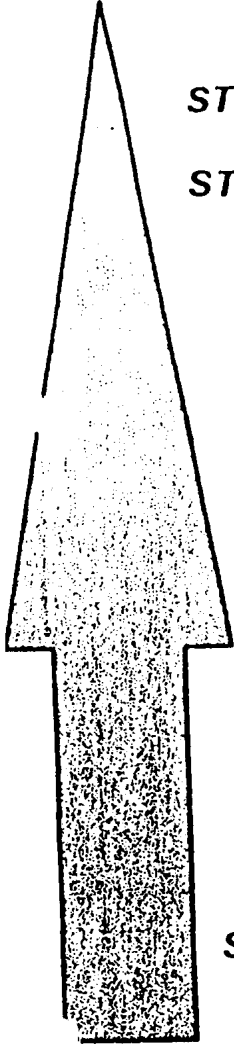
5. It is essential that all clients requiring career counselling visit a career resource centre. The technikon is well equipped in this regard. Researching possible career options should be an integral part of the process.

(Note that you are not required to do the research for the clients, but merely explain to them how our library works and where they can find certain types of information. Importantly, it is the clients' responsibility to make a decision, and do the research to make a well-informed decision).

6. Explore with the client other options besides studying full-time. For example, overseas work and travel, part-time study, studying correspondence.

7. Explore the current South African context within which they will be making their career decision (ie. make sure the client is aware of factors such as affirmative action, limited employment, the demand for certain types of workers, oversubscription to certain fields etc).

The Career Decision Making Process: A Summary



STAGE 6 *Enter the formal sector or expand your small business*

STAGE 5 *Gain work experience through part-time work, voluntary work or self employment*

✓ Choose the option that best suits you in terms of its entry requirements, its level of difficulty, duration, cost and career prospects and submit your application to study.

✓ Assess whether you can afford to study either on a full time or part time basis and on how you will fund your studies.

✓ Check whether you meet the entry requirements for you to be able to study the particular qualification at the particular institution you have chosen

✓ Check that the qualification offered and the institution offering the qualification are officially recognised within your particular career field.

STAGE 4 *Clearly identify what, if any, qualifications are necessary to enter a particular career field and what the difference between the various qualifications are.*

✓ Assess the extent to which Affirmative Action will either help or hinder your progress in a chosen field and then decide whether that field is a viable option for you.

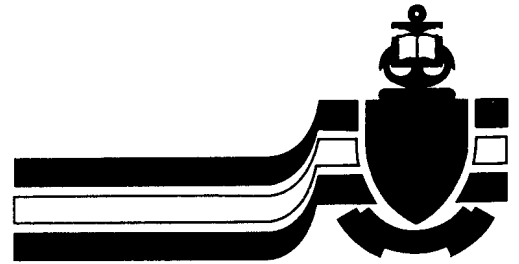
✓ Gather information about the various sectors of our economy to gauge their long term development and stability as accurately as possible then assess the degree of risk involved in entering a particular industry or economic sector.

STAGE 3 *Thoroughly research these career options gathering as much information on them as possible.*

STAGE 2 *Identify a range of career options that seem to suit these.*

STAGE 1 *Identify your most important career related interests, characteristics and values*

Mr JL Pienaar
Director Career Development
Technikon Northern Gauteng
Private Bag X 07
PRETORIA NORTH
0116



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

Dear Mr Pienaar

PHD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

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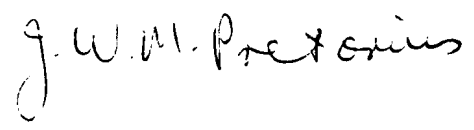
For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

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Yours faithfully


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

Technikon Northern Gauteng

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Tel: (01214) 912000, Fax: (01214) 7930966
International code: Tel: (+27 1214) 912000, Fax: (+27 1214) 7930966



New telephone numbers: (012) 799 9170/1 Fax (012) 799 9193

Enquiries: J L Pienaar

15 April 1999

Mrs S E Bester
University of Pretoria
PRETORIA
0002

Dear Mrs Bester

PHD-STUDY : REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

We don't follow a specific model of career guidance, or rather, our model developed over the years according to the specific needs of our institution.

Traditionally at South African technikons, students affairs were handled by three structures, Sports, Cultural Affairs and Counselling. At our institution the counselling section has developed into a multi-professional team, consisting of the Campus Clinics, Recruitment and Guidance and Counselling, reporting to a Director : Specialized Services / Career Development. The clinics are mainly responsible for pre- and post health matters and obviously Recruitment, mainly for recruiting new students. Guidance is shared by Recruitment and Counselling.

Guidance is seen as the process whereby information is given to people, enabling them to make decisions. In this case, information refers to courses offered, enrolment requirements, fees, subject choices and career opportunities.

Counselling is seen as the professional intervention in the personal affairs of an individual or group of people (on request) in order to enable them to make realistic and responsible decisions. It also entails methods to enable the realisation of these decisions. During intervention, different techniques can be applied, depending on the nature of the problem. It can vary from psychometric evaluation, interviews, to psychotherapy or referral. What is important to know is, that we don't have access to academic time. This in itself creates pro's and con's. It implies that students who come to see us, realise that they have a problem and are motivated to do something about it. It also implies that it is difficult to reach the rest of the student population. We have implemented projects to counter this problem. Firstly, we have an active peer counselling programme where selected students (role models who apply for training) are trained in communication and counselling skills (five day course). Those who stay in hostels get single rooms, and their names and room numbers are advertised in the student newspaper and on notice boards. Secondly, we write articles on important / relevant topics like note taking, sexual harassment, aids and exam writing on a regular basis and distribute them to the students. Thirdly, we organise seminars/conferences on current issues, sometimes independently and sometimes in collaboration with the Student Representative Council.

At our institution we also have an academic department that teaches life skills to students taking bridging courses (engineering courses). Lifeskills is a compulsory non-examination subject of the bridging course.

I hope the information is useful.

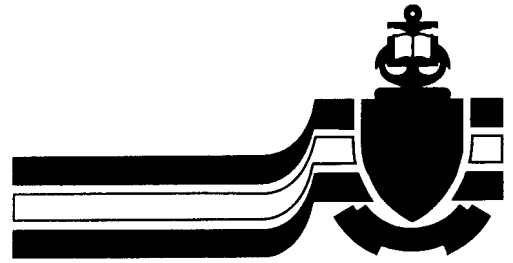
Good luck with your thesis.



J L PIENAAR

DIRECTOR: CAREER DEVELOPMENT

Me Pam Neelson
Assistant Director
Technikon Witwatersrand
P O Box 17011
DOORNFONTEIN
2028



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Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

Department Educational Guidance and Counselling

26 March 1999

Dear Me Neelson

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I hereby wish to request any written information and/or a formal policy document which will explain the model of career guidance currently utilized by your University/Technikon. Any information you can furnish in this regard will be highly appreciated and will obviously be treated as confidential.


Enclosed hereby is a selfaddressed envelope for purposes of forwarding any such information at your disposal.

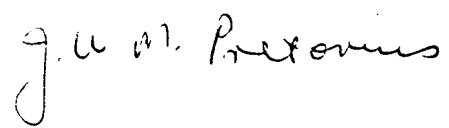
For further enquiries please contact: Mrs Suzanne Bester
Tel no (012) 420-3891
E-mail address: bester@hakuna.up.ac.za

Your friendly co-operation in the above regard is appreciated.

Yours faithfully


Mrs SE Bester


Prof JG Maree


Prof JWM Pretorius
Acting Dean

346

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:19:51 GMT + 2
Subject: (Fwd) Request for information regarding m
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: neilsonp@twrinet.twr.ac.za
Subject: Request for information regarding model of career guidance
Date: Thu, 10 Jun 1999 10:48:14 GMT + 2

Dear Me Neilson

PhD study: Request for information regarding model of career guidance

I refer to the above mentioned matter and my previous letter dated 26 March 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact writer hereof. My particulars are as follows:

Mrs Suzanne Bester
Tel no (012) 420 3891
e-mail adress: bester@hakuna.up.ac.za

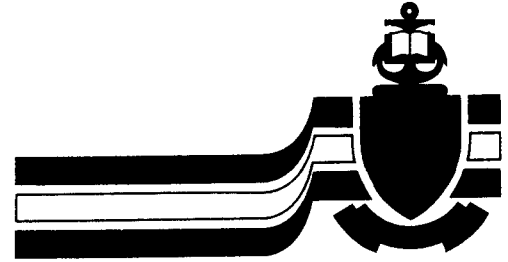
Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

347

Me Pam Neelson
Assistant director
Technikon Witwatersrand
P O Box 17011
DOORNFONTEIN
2028



University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 4204111
Fax (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Faculty of Education

13 July 1999

Dear Me Neelson

PhD-STUDY: REQUEST FOR INFORMATION REGARDING MODEL OF CAREER COUNSELLING

I refer to the above mentioned matter and my previous letter dated 26 March 1999 as well as my email message dated 10 June 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact writer hereof. My particulars are as follows:

Mrs. Suzanne Bester
Tel no (012) 420 3891
Email address: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

HP OfficeJet
Personal Printer/Fax/Copier/Scanner

Fax History Report for
Gerhard Bester Attorney
(012) 346-2278
99-Jul-14 6:06pm

Last Fax

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Identification</u>	<u>Duration</u>	<u>Pages</u>	<u>Result</u>
Jul 14	6:05pm	Sent	0114020475	1:02	2	OK

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: vandyka@hakuna.up.ac.za
Date forwarded: Wed, 21 Jul 1999 13:06:25 GMT+2
Send reply to: "Barbara Becker" <bbecker@twrinet>
From: "Barbara Becker" <bbecker@twrinet>
To: <bester@hakuna.up.ac.za>
Subject: Beroepsvoorligtingmodel - TWR
Date sent: Mon, 19 Jul 1999 13:06:05 +0200

Suzanne Bester,

Ek verwys na u versoek om inligting met betrekking tot die model vir Beroepsleiding wat aan hierdie instansie gevolg word.

Geen vasgestelde/spesifieke model word huidiglik deur die voorligters gebruik nie _ die benadering blyk primer "eklekties" te wees.

Ek hoop die inligting bevredig.

Groete,
B. Becker.



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Me Elizabeth Smit
Hoof: Studentevoorigting
Kaapse Technikon
Bus 652
Kaapstad
8000

Geagte me Smit

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroepsoriënteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoorligting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoorligting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoorligting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoorligting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.

Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde koevert waarmee die inligting soos versoek, aangestuur kan word.

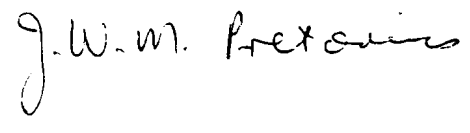
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Organization: University of Pretoria
To: msmit@hakuna.up.ac.za
Date sent: Tue, 15 Jun 1999 10:21:43 GMT + 2
Subject: (Fwd) Versoek vir inligting aangaande mod
Priority: normal

Forwarded message:

From: Self <HAKUNA/BESTER >
To: esmit@hyper.ctech.ac.za
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Date: Thu, 10 Jun 1999 11:52:26 GMT + 2

Geagte Me Smit

PhD-studie: Versoek vir inligting aangaande model van
beroepsvoorligting

Ek verwys na bovermelde aangeleentheid en my vorige skrywe gedateer
26 Maart 1999 in die verband.

Ek wag steeds u vriendelike antwoord op my versoek vir inligting
aangaande die model van beroepsvoorligting wat deur u instansie
gebruik word, hierin af.

Ek doen graag hiermee 'n dringende beroep op u om die inligting deur
my verlang, so spoedig doenlik aan my beskikbaar te stel. Alle en
enige inligting wat deur u aan my beskikbaar gestel word vir
doeleindes van hierdie studie sal uiteraard as vertroulik hanteer
word.

Geliewe skrywer hiervan te kontak indien u enige verder navrae in
bostaande verband het. My kontakbesonderhede is soos volg:

Me Suzanne Bester
Tel no (012) 420 3891
epos adres: bester@hakuna.up.ac.za

U vriendelike samewerking en dringende aandag in hierdie verband word
hoog op prys gestel.

Die uwe

Suzanne Bester

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Forwarded to: msmit@hakuna.up.ac.za
Date forwarded: Tue, 15 Jun 1999 10:26:20 GMT + 2
From: "esmit" <esmit@ctech.ac.za >
Organization: Cape Technikon
To: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac
Date sent: Fri, 11 Jun 1999 14:42:26 GMT + 0200
Subject: Re: Versoek vir inligting aangaande model van beroepsvoorlig
Priority: normal

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.a
Organization: University of Pretoria
To: esmit@hyper.ctech.ac.za
Date sent: Thu, 10 Jun 1999 11:52:26 GMT + 2
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Priority: normal

> Geagte Me Smit

>

> PhD-studie: Versoek vir inligting aangaande model van
> beroepsvoorligting

>

> Ek verwys na bovermelde aangeleentheid en my vorige skrywe gedateer
> 26 Maart 1999 in die verband.

>

> Ek wag steeds u vriendelike antwoord op my versoek vir inligting
> aangaande die model van beroepsvoorligting wat deur u instansie
> gebruik word, hierin af.

>

> Ek doen graag hiermee 'n dringende beroep op u om die inligting deur
> my verlang, so spoedig doenlik aan my beskikbaar te stel. Alle en
> enige inligting wat deur u aan my beskikbaar gestel word vir
> doeleindes van hierdie studie sal uiteraard as vertroulik hanteer
> word.

>

> Geliewe skrywer hiervan te kontak indien u enige verder navrae in
> bostaande verband het. My kontakbesonderhede is soos volg:

>

> Me Suzanne Bester
> Tel no (012) 420 3891
> epos adres: bester@hakuna.up.ac.za

>

> U vriendelike samewerking en dringende aandag in hierdie verband word
> hoog op prys gestel.

>

- > Die uwe
- >
- > Suzanne Bester
- >
- > Beste Suzanne,

Ek moet om verskoning vra dat jy eers per e-pos weer vir my moes herinner aan jou versoek. Kort nadat ek jou versoek per pos ontvang het, het ons 'n brand in ons eenheid gehad, moes die fasiliteite vir 3 weke ontruim word, al's weggepak in bokse, ens. vir opruiming, en jou versoek was een van die goed wat "goed weggebêre" geraak het en nou eers weer opgediep is.

Ek faks vir jou dokumentasie aan oor ons beroepsvoorligting program aan individue (Graad 11 en 12 leerders / voornemende studente) Ons eie studente meld ook dikwels aan vir loopbaanbeplanning in hul derde jaar of vir kursusverandering in hul eerstejaar. Die dokumentasie bespreek al die verkillende komponente van die program / die proses wat gevolg word en die sterk en swak punte daaraan verbonde. Die psigometriese battery wat toegepas word deur elke voorligter, is ook ingesluit. Ons moes dit indien in Nov. 1998 as deel van ons Kwaliteitsversekering Evaluering.

Vir die individuele beroepsvoorligtingsessies met voornemende studente, gebruik elke voorligter (gekwalifiseerde voorligtingsielkundiges) hul eie model - basies 'n mengsel van Hooland en Super se modelle. Ons kliënte is in hierdie geval hoofsaaklik steeds Blanke leerders.

Vir ons groepsberoepsvoorligting aan leerders uit agtergeblewe gemeenskappe (as een van ons gemeenskapsuitreikaksies) gebruik ons slegs Holland se heksagon - model. Ek weet nie of jy meer inligting sou verlang oor presies hoe ons dit aanbied nie?

Die Kaapse Technikon het geen voorgeskrewe / amptelike beroepsvoorligtingmodel wat aan ons voorgehou word nie. Ons gebruik derhalwe dit waarmee ons vertrou is (a.g.v. ons akademiese opleiding) maar veral wat deur ervaring die beste resultate oplewer.

Ek faks die materiaal vandag vir jou aandag, na Departement Opvoedkundige Voorligting en Berading, Fakulteit Opvoedkunde, Faks no: 012 362 5168 of 362 5190

CAPE TECHNIKON KAAPSE TECHNIKON
 STUDENT COUNSELLING STUDENTEVOORLIGTING

P O Box / Posbus 652
 CAPE TOWN / KAAPSTAD
 8000
 South Africa / Suid
 Afrika

TEL. (021) 460-3254/37
 FAX (021) 45-9399

FAKSBOODSKAP / FAX MESSAGE

AAN TO	:	Departement Opvoedkundige Voorsigtig + Beroedling Fakulteit Opvoedkunde
AANDAG ATTENTION	*:	Mev Suzanne Bester (St No 8434581) PhD - student in Opvoedkundige
FAKSIMILEENOMMER FACSIMILE NUMBER	:	(012) - 362-5168 of 362-5190
VAN FROM	:	Elisabet Smit
DEPARTEMENT / SKOOL DEPARTMENT / SCHOOL	:	Hoof : Studentevoorsigtig Eenheid
ONDERWERP SUBJECT	:	Inligting verlang vir PhD - tesis

BOODSKAP / MESSAGE

Sien aangheg

GETAL BLADSYE
 NUMBER OF PAGES

(Voorblad ingesluit)
 (Cover page included)

6 + voorblad

SOEDGEKEUR DEUR
 APPROVED BY

From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Organization: University of Pretoria
To: esmit@hyper.ctech.ac.za
Date sent: Thu, 10 Jun 1999 11:52:26 GMT+2
Subject: Versoek vir inligting aangaande model van beroepsvoorligting
Priority: normal

Geagte Me Smit

PhD-studie: Versoek vir inligting aangaande model van
beroepsvoorligting

Ek verwys na bovermelde aangeleentheid en my vorige skrywe gedateer
26 Maart 1999 in die verband.

Ek wag steeds u vriendelike antwoord op my versoek vir inligting
aangaande die model van beroepsvoorligting wat deur u instansie
gebruik word, hierin af.

Ek doen graag hiermee 'n dringende beroep op u om die inligting deur
my verlang, so spoedig doenlik aan my beskikbaar te stel. Alle en
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doeleindes van hierdie studie sal uiteraard as vertroulik hanteer
word.

Geliewe skrywer hiervan te kontak indien u enige verder navrae in
bostaande verband het. My kontakbesonderhede is soos volg:

Me Suzanne Bester
Tel no (012) 420 3891
epos adres: bester@hakuna.up.ac.za

U vriendelike samewerking en dringende aandag in hierdie verband word
hoog op prys gestel.

Die uwe

Suzanne Bester

My antwoord is vandag aan jou per e-pos gestuur
Hierdie materiaal is addisioneel tot my e-pos brief
Eksdied Smit

EVALUATION OF INDIVIDUAL CAREER COUNSELLING AND CAREER PLANNING PROGRAMME

(Prepared by M. Botha - Programme leader)

COMPONENT: Ordering of psychometric material and printing of material

Strength: Stock taking at the end of each year by psychometrist (refer to **Appendix 1** for list of psychometric material at Student Counselling)
Annual budgeting for psychometric material to be ordered / printed.
Ordering of required psychometric material (e.g. from HSRC) at the beginning of each year. Stock printed throughout the year as needed.

COMPONENT: Test battery, test administration & scoring

Strength: Each student counsellor compile their own battery of tests / questionnaires used for career counselling / planning purposes (refer to **Appendix 1**).
Wide variety of available psychometric instruments at Student Counselling to choose from
Computerised SIEGMUND-system is also available for the administration of tests on 20 computers in the computer assessment venue.
SIEGMUND-system scores tests administered and profiles can be printed out.
CB-Personality Profiler is a computer programme which is available for the scoring and career profile reports on testees. This is useful for career planning purposes.

Weak areas / problems: Time restriction on the administration of tests limits the amount / variety of psychometric material to be used.
Time restriction places pressure on student counsellors who have to score and interpret the tests before interview sessions with clients

Siegmund-system are not used to its full potential.
No present assistance from psychometrist in terms of the administration and scoring of test material.

Action step: Test administration and scoring should again be done by the psychometrist to relieve the pressure from the Student Counsellors, especially on the days where a group of testees are evaluated simultaneously.

COMPONENT: Interviews

Strength: Student Counsellors endeavour to provide a professional

qualitative career counselling and -planning service, sensitive to the needs of our clients (i.e. Technikon students, prospective students and their parents, Technikon staff and their spouses / children.

They also endeavour to promote and make recommendations regarding study and career options that are in the best interest of clients.

Weak area / problem: According to the weekly time schedules (refer to **Appendix 3**) the duration of the career counselling interviews are relatively short (75 - 90 minutes). This creates a problem in terms of effective service delivery to clients who are extremely career immature. Student counsellors however have more time to interview clients for career planning purposes.

The effectiveness of the counselling intervention is only evaluated by the clients themselves (refer to Evaluation Form: **Appendix 4**).

Action steps: Provision should be made for follow-up career counselling sessions when necessary (This however creates a problem when clients have a large distance to travel). The possibility of Internet / e-mail follow-up communication with such clients should be investigated.
Student Counsellors should probably from time to time have the opportunity to sit in with other counsellors during career counselling sessions to observe and learn, or to even evaluate each other.

COMPONENT: **Research on the effectiveness of the career counselling programme**

Weak area: No research has recently been done recently (due to time constraints) to determine the effectiveness of the individual career counselling programme, except for feedback from clients on the evaluation forms (refer to **Appendix 4**).

Action step: More time should be allocated in the weekly time schedule of Mrs Botha for such a research project.

OTHER COMMENTS:

The number of clients (learners in Grades 11 & 12) for career counselling decreased, because on request, the weekly time tables of some student counsellors were adapted, which decreased their available time for career counselling sessions. We have to investigate a plan to keep up the number of clients for career counselling in order to obtain / maintain a profitable income, or we will have to increase the career counselling to prospective students.

EVALUATION OF THE ESTABLISHMENT OF THE CAREER RESOURCES VENUE

(Prepared by M. Botha - Project leader)

Introduction

The establishment of the *Career Resources Venue* is a new project (1998) at Student Counselling, based on a long term dream / need at the department to have a venue in which the student counsellors, students, prospective students and staff will have access to updated information on: careers, companies, training opportunities at institutions and skills development (i.e. skills needed for effective coping with the demands in the world of work).

During 1997 a proposal was prepared for the approval and sponsorship of a "*Career Development and Resources Centre*" (CDRC) at Student Counselling (proposal and cost implications is available on request from E. Smit). This proposal however had not been approved, since it was implicated that the services that this centre would provide, were already, to a large extent, provided by other departments / units on campus, e.g. Co-operative Education and Academic Development.

This department however decided to continue with the intended project, but on a smaller scale.

COMPONENT: Information gathering

Strength: Contact and rapport with training institutions and companies were established. Letters with requests for information were mailed - up to date: companies (55)
training institutions (226)
Career information received (223).

Weak areas / problems: Had no administrative assistance with mailing of letters to companies and training institutions. It had to be spread out through the year, since Mrs. Botha had problems to fit this task into her weekly time schedule (refer to **Appendix 3**) She did not plan ahead for the numbers of files that will be needed to file the incoming career information, which caused her to have run out of files at stage. This caused a further delay in the process of information gathering.
Still in the process of compiling files on life skills development. This is a time consuming process, since work books had to be ordered from overseas, information have to be collected from the student counsellors and even the library.

Action step: To appoint a full time administrative assistant who will (as part of her tasks) be responsible for the annual updating of career and study information for this venue.
To continue the process of compiling information on life skills development. The information should be user friendly and in a format which can be used in practical workshops / training

COMPONENT: Compiling information brochures for marketing purposes

Weak area / problem: No brochures were compiled yet, since Mrs. Botha could not fit this into her restricted time schedule.

Action step: To appoint an administrative assistant who will be (as part of her tasks) be responsible for compiling information brochures.

COMPONENT: CIS- programme

Strength: This computer programme on career and study information, was tested out in the department before purchasing. The designers of this programme promised to update it annually. Part of the programme is to recommend career options to individuals, based on their personal profile.

The programme works effectively for the purpose of information seeking (on careers and training possibilities at training institutions and is an asset to this venue. At this stage it is installed on only one computer in the venue, but we intend to have the CIS-programme available on the department's computer network by 2000.

Weak areas / problems: The recommended career options, based on the personal profiles of users of this programme, is not very effective, and the designers are still working on this component. We assist with research in this regard. The programme is only installed on one computer. A computer with a larger memory is however needed for effective operation of this programme. This programme has not been marketed to our clients.

Action steps: Further consultation with the designers of the programme.
Budget for a Pentium next year.
Budget to install this programme on the network in 2000.
Market this programme next year.
Employ an administrative assistant to assist visitors to this venue to use the programme effectively, together with additional information gathering from the cabinet filing system.

COMPONENT: User statistics

Strength: Except for the student counsellors, up to date only 5 prospective students and 1 student visited this venue, since it is not fully established and not marketed yet. A reference card system for users have been compiled to enable us to keep record of everyone who visit this venue for statistical purposes.

Weak areas / problems: Not marketed yet, since it is not fully operational yet, thus few users up to date.

Action step: To employ and administrative assistant who can operate from this venue, assist with active marketing and assist users to this venue.

OTHER COMMENTS:

Once the Career Resources Venue is fully operational / established, a photocopying machine, where students who visit the venue can use their student cards to make copies of material (as in the library), can be considered.

To investigate the possibility again to obtain a sponsorship for this venue (consult with PR-department).

**PSYCHOMETRIC TEST PROGRAMME
FOR CAREER COUNSELLING**

Testees for Elisabet (ES)

16PF SA92 (on computer)
Short Biographical
Meyer Interest Questionnaire
Rothwell-Miller Interest Blank (Male/Female; Afr/Eng)
Exercise: Relating Work Activities to your Experience
Value Scale / Waarde Skaal (Eng / Afr)

Testees for Marelise (MB)

16PF SA92 (on computer)
Short Biographical
Holland Hexagon
Meyer Interest Questionnaire
Rothwell-Miller Interest Blank (Male/Female; Afr/Eng)
SAT: Test 1 (17 min)
SAT: Test 5 (11 min)
SAT: Test 8 (11 min)

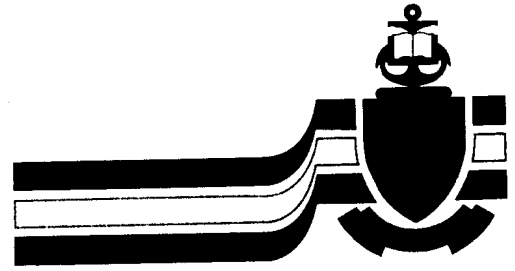
Testees for Wessel (WS)

16PF: (on computer)
SA92 (> 18 yr + Std 10 / equivalent)
HSPQ (< 18 yr + ≤ Std 10)
Form E (> 18 yr + Std 4 - 9)
Complete Self-Directed Search (SDS) (on computer)
Long Biographical
Holland Hexagon
Meyer Interest Questionnaire
Rothwell-Miller Interest Blank (Male/Female; Afr/Eng)

Testees for Nolitha (NT)

16PF SA92 (on computer)
Complete Self-Directed Search (SDS) (on computer)
Short Biographical
Holland Hexagon
Meyer Interest Questionnaire
SAT 1 (17 min)
Value Scale

Mevrou Mariana Bothma
Studenteburo: Akademiese Ondersteuning
Technikon Pretoria
Privaatsak X 680
PRETORIA
0001



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Geagte mevrou Bothma

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroepsoriënteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoorligting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoorligting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurrikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoorligting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoorligting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.


Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde koevert waarmee die inligting soos versoek, aangestuur kan word.

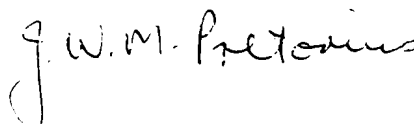
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan

**‘N GEREKENARISEERDE VOORLIGTINGSMODEL
VIR DIE TECHNIKON PRETORIA**

deur

MARIA SUSANNA VAN HEERDEN

(B.Ed Psig: Beroepsoriënteringspedagogiek, BA.Ed)

Verhandeling voorgelê ter vervulling
van ‘n deel van die vereistes vir die graad

**MAGISTER EDUCATIONIS
(OPVOEDKUNDIGE SELKUNDE)**

in die

Fakulteit Opvoedkunde
Departement Skoolvoorligting
Universiteit van Pretoria

Onder leiding van: Dr F Malan

PRETORIA

1996

TABEL 4.2: Essensies van die teoretiese raamwerk vir 'n gerekenariseerde voorligtingsmodel - 'n integrasie van bestaande denkraamwerke

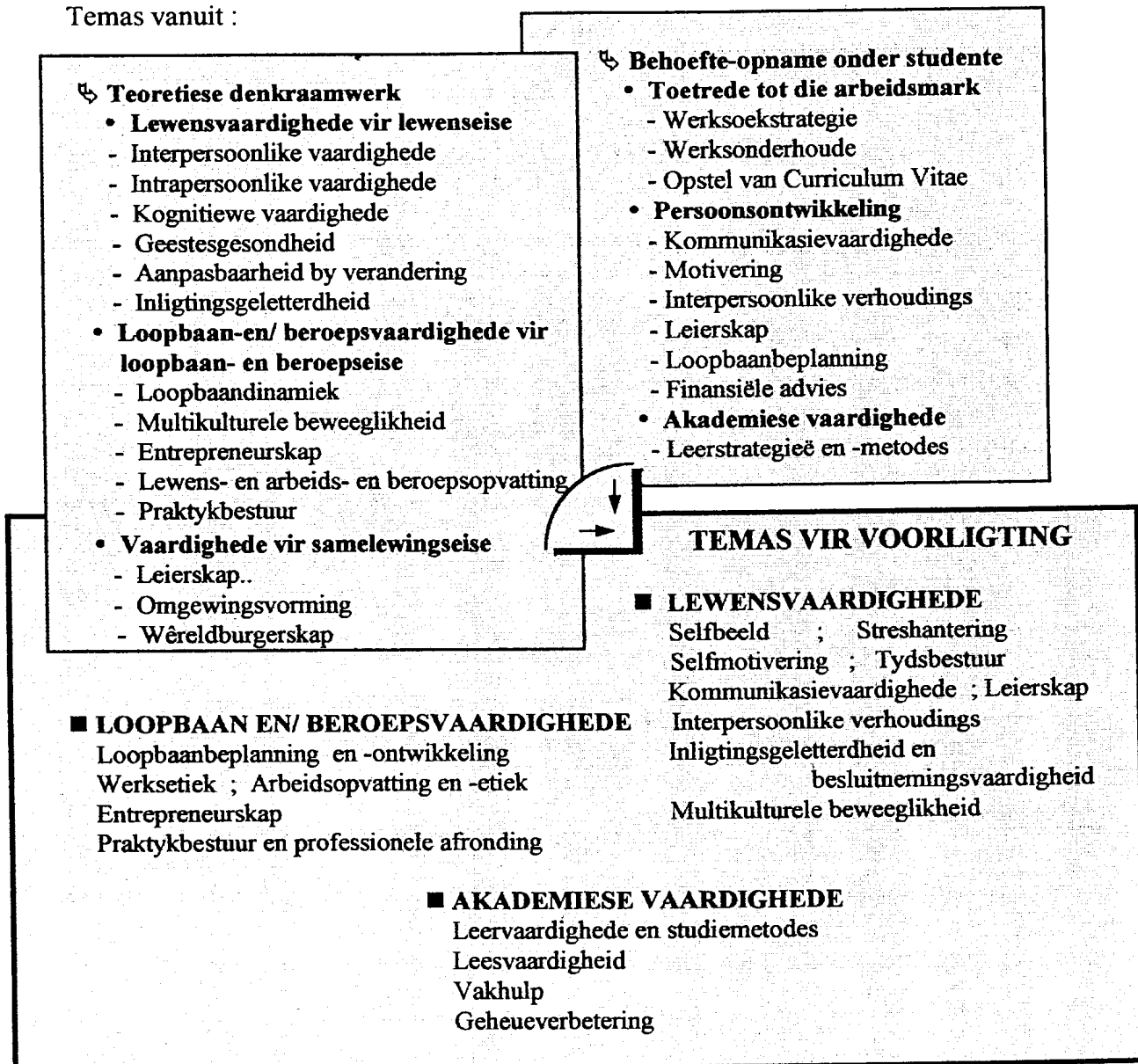
ESSENSIE	OMSKRYWING	OORSPRONKLIKE MODEL
DIE STUDENT		
Die student is <i>selfaktualiserend</i> .	Elke student wil self-iemand wees. Voorligtingsinhoud moet dus gerig wees op die selfverwerkliking van die student.	Maslow se <i>behoeftehiërargiemodel</i> met die tema van selfverwerkliking as absolute doel
Die student is <i>in die wêreld</i> .	Die student bevind hom- of haarself in 'n spesifieke gesitueerdheid - spesifiek ook 'n leergesitueerdheid. Voorligtingsinhoud en -vorm moet dus rekening hou met die spesifieke eise van die student se bestaan.	<i>Beroepsoriënteringsmodel</i> met die beklemtoning van die persoons se in-die-wêreld-wees in samehang tot sy of haar persoonwees.
Die student is <i>keusemakend en stellingnemend</i> .	Die student is nie uitgelewer aan sy of haar omgewing nie maar sal in die lig van sy of haar persepsies van hom- of haarself en ander besluite neem. Voorligtingsinhoud en -styl moet die student bemagtig in sy of haar keusemaking en stellingneming.	Holland se <i>beroepstipologiemodel</i> met die klem op interaksie tussen persoonlikheid en lewenswerklikheid.

<p>Die student is <i>unieke persoon</i>.</p>	<p>Die student se persoonsuniekheid sal vereis dat hy of sy as individu benader word en ook geleentheid en ruimte gebied word om sy of haar eie unieke vermoëns en geleenthede te benut.</p>	<p><i>Tradisionele model</i> se klinies-remediërende individuele styl.</p>
<p>Die student bevind hom of haar in 'n <i>spesifieke wordingsfase</i>.</p>	<p>Die Technikonstudent is hoofsaaklik in die laat-jeugdige en vroeë volwasselewensfase (toenemend ook volwasse stadium) met spesifieke problematiek en ontwikkelingstake om te voltooi en lewensvaardighede om aan te leer.</p>	<p>Super se <i>ontwikkelingsmodel</i> met die klem op 'n faseverloop van persoonsontwikkeling.</p>
<p>Die student bevind hom of haar in 'n <i>interaktiewe onderrigsituasie</i>.</p>	<p>Die student bevind hom of haar in 'n spesifieke onderrigsituasie en beskik oor 'n eie unieke leerstyl. Voorligtingsinhoud moet veral gerig wees op die aan die lig bring en versoening van onderrig- en leerstyl.</p>	<p><i>Onderrig-leermodel</i> met die klem op onderrigstyl en leerstyl.</p>
<p>Die student kom vanuit 'n <i>spesifieke leermilieu</i>.</p>	<p>Die student mag akademiese agterstand ervaar en of 'n gebrek hê aan leer- en studievaardighede.</p>	<p><i>Akademiese ondersteuningsmodel</i> met die klem op remediërende werk.</p>
<p>Die student se waardestelsel en lewensopvatting is gegrond op sy of haar spesifieke <i>kulturele verband</i>.</p>	<p>Elke student bevind hom- of haarself vanuit en binne 'n spesifieke kultuur en binne 'n omgewing met spesifieke eise. Die multikulturele en interkulturele werklikheid van die student se situasie moet erken word.</p>	<p>Nuwe denkrigting: <i>Multikulturele voorligting</i> (SSCSA Conference 1996)</p>

DIE STUDENTEVOORLIGTER		
<p>Die studentevoorligter moet beskik oor <i>multi-kulturele vaardigheid</i></p>	<p>Die studentevoorligter moet bewus wees van sy of haar eie lewensopvatting en die impak daarvan op sy of haar voorligtings-handelinge asook die realiteite en lewensopvatting van die kliënt vanuit 'n ander kultuurverband.</p>	<p>Nuwe denkrigting: <i>Multikulturele voorligting</i> (SSCSA Conference 1996).</p>
<p>Die studentevoorligter moet beskik oor insig en kennis van die <i>wêreld-van-werk</i>.</p>	<p>Die studentevoorligter moet die student kan begelei tot optimale gereedheid vir toetrede tot die arbeidsmark.</p>	<p>Beroepsoriënteringsdénke.</p>

Vervolgens word in Figuur 4.1 aangedui hoe 'n gerekenariseerde voorligtingsmodel vir die Technikon Pretoria gestruktureer kan word in terme van die interne organisasie, voorligtingsinhoude en voorligtingsvorm.

Temas vanuit :



FIGUUR 4.4 : Temas vir voorligting:- Die integrasie van teoretiese denkraamwerk en behoefte-opname onder studente.

Uitleg van Figuur 4.4: Die figuur dui aan dat daar 'n duidelike ooreenkoms is tussen die behoeftes van geregistreerde studente van die Technikon Pretoria en die voorgestelde teoretiese denkraamwerk vir voorligting by die Technikon Pretoria. Die uitkoms is 'n opgaaf van temas wat as voorligtingsinhoud sal dien. Die betrokke temas word verder ondersteun deur die navorsing van Jooste en Wilson (1992:19) wat aandui dat

4.2 'N TEORETIESE MODEL VIR VOORLIGTING BY DIE TECHNIKON PRETORIA

In Hoofstuk Twee is die volgende teoretiese modelle as moontlike denkraamwerke vir voorligting by die Technikon Pretoria in oënskou geneem:

- Maslow se behoeftehiërargiemodel
- Holland se beroepstipologiemodel
- Super se selfkonsep-ontwikkelingsmodel
- 'n Beroepsoriënteringpedagogiese benadering

Benewens dië modelle is daar ook enkele basiese benaderings tot voorligting in die tersiêre onderwys onderskei:

- 'n tradisionele benadering
- 'n ontwikkelingsbenadering
- 'n onderrig-leer benadering
- 'n akademiese ondersteunings benadering

Na afloop van die ondersoek - soos in Hoofstuk Drie - blyk dit dat die ontwerp van 'n gerekenariseerde model vereis dat 'n nuwe teoretiese raamwerk geformuleer word. Verskeie bestaande modelle en benaderings toon sekere relevante elemente. 'n Integrasie van die mees gepaste eienskappe kan die mees waardevolle model voorhou vir 'n gerekenariseerde voorligtingspraktyk. 'n Spesifieke teoretiese raamwerk word benodig om die nuwe eise vanuit die veranderende tersiêre milieu asook die eietydse eise aan die Technikonstudent te akkommodeer.

Vervolgens word oor die knelvrae besin in die ontwerp van 'n gerekenariseerde voorligtingsmodel vir die Technikon Pretoria. Spesifieke knelvrae wat mag voorkom word in Tabel 4.1 uitgelig en beantwoord.

- Die program word sinvol aangewend in potensiaalbepaling (keuring), persoonsverkenning by individuele kliënte asook persoonsverkenning by die aanbied van werksinkels en groepsterapie.
- ⇒ **Neuro-link program:** Dit is 'n diagnostiese program as hulpmiddel vir die voorligter in die verkenning van studente se leer- en studievaardighede, breindominansies en integrasie - veral waar studente ernstige studieprobleme ondervind.

Die gerief van 'n gerekenariseerde proses het die Buro vir Studentevoorligting in staat gestel om toenemend betrokke te raak by die keuring of toelatingsproses van technikonkursusse (onderrigprogramme) deur aansoekers vir 'n bepaalde kursus psigometries te evalueer en hul potensiaal tot studie- en beroepsukses in 'n bepaalde rigting te verken. Die omvang van die diens het in so 'n mate toegeneem dat die gerekenariseerde fasiliteit in 1996 uitgebrei is tot 30 terminale in 'n geslote netwerk. Die psigometriesse data is nie gekoppel aan 'n stelsel van kliënterekords nie en word slegs in sekere gevalle uitgedruk en gelyasseer. 'n Administratiewe-stelsel in die Buro vir Studentevoorligting waardeur die kliënt se historisiteitsdata gekonsolideer kan word met psigometriesse data en data met betrekking tot die uitkomst van die voorligtingsbemoediening bestaan nie.

4.4.1.2 (b) Potensiaalbepalingstrategie

Die Potensiaalbepalingstrategie is 'n inisiatief van die Buro vir Studentevoorligting (Voorlegging aan die Dekaan: Inligtingswetenskappe: 1995) vanweë die gerekenariseerde voorligtingsfasiliteit wat beskikbaar is en die dringende behoefte wat by die akademiese departemente ontstaan het vir 'n verantwoorde potensiaalbepaling van aansoekers.

Die spektrum van psigometriesse toetse beskikbaar maak dit moontlik om vir elke kursus - na gelang van die spesifieke eienskappe en vermoëns wat vir die kursus en beroepsrigting van belang is - 'n toetsbattery saam te stel. Die proses is gedurende

Die Buro vir Studentevoorligting beskik reeds oor verskeie van die gerekenariseerde psigometriese programme wat beskikbaar en bruikbaar is in die Suid-Afrikaanse konteks.

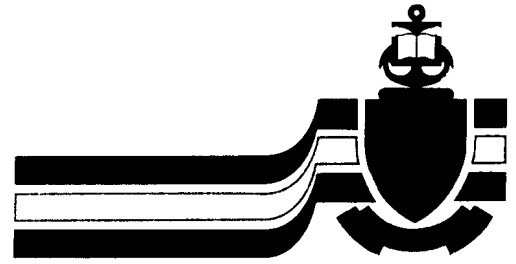
Dié programme word vervolgens toegelig.

4.4.1.2 (a) Psigometriese programmatuur

Rekenaarprogramme (sagteware) wat tans sinvol binne die tersiêre omgewing benut kan word is:

- ⇒ **Siegmundprogram** : Hierdie program bestaan hoofsaaklik uit die tradisionele verkenningsmedia soos belangstelling- en persoonlikheidsvraelyste en aanlegtoetse. Die program is ontwikkel en word beheer deur die RGN.
 - die Siegmundprogram word sinvol aangewend vir beroepsverkenning en persoonsverkenning.
- ⇒ **Mentorprogram** : Fokus op beroepsverkenning en -oriëntering deur vraelyste (belangstelling, waardestelsels, loopnaanontwikkeling en lewensrol), beroepsinligting en selfwerkmodules (besluitneming). Die program is ook ontwikkel deur die RGN en word deur die instansie versprei en beheer.
 - die Mentorprogram word sinvol aangewend vir beroepskeuseverkenning en steungewing asook vir beroepsinligtingsdoeleindes.
- ⇒ **“Potential Index Battery” (PIB)**: Die program is ontwikkel deur die “Potential Index Associates” en word deur die ontwikkelaar versprei. Binne die multikulturele konteks het die PIB reeds getoon dat dit ‘n betroubare en sinvolle medium is (Verwys Buro vir Studentevoorligting: Navorsingsverslag 96/1 tot 96/4). ‘n Nuwe benadering tot standardisasie en toetsbetroubaarheid is deur die ontwikkelaar gevolg. Die toetse kan mettertyd binne die spesifieke gebruikskonteks, dit wil sê by die Technikon Pretoria, gestandaardiseer word vir optimale betroubaarheid en voorspellingsgeldigheid.

Doktor Jurie Human
Buro vir Voorligting
Technikon Vrystaat
Privaatsak X 20539
BLOEMFONTEIN
9300



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4204111
Faks (012) 362-5168 / 362-5190 <http://www.up.ac.za>

Fakulteit Opvoedkunde

Departement Opvoedkundige Voorligting en Berading

26 Maart 1999

Geagte doktor Human

PHD-STUDIE: VERSOEK VIR INLIGTING AANGAANDE MODEL VIR BEROEPSVOORLIGTING

Ek, **SUZANNE ELIZABETH BESTER (STUDENTENOMMER 8434581)**, is 'n ingeskrewe student aan die Universiteit van Pretoria en is tans besig met 'n PhD-studie in Opvoedkundige Sielkunde: Beroeporiënteringspedagogiek onder studiebegeleiding van Professor JG Maree (Departement Opvoedkundige Voorligting en Berading).

Die tema van hierdie studie fokus op beroepsvoorigting in 'n postmoderne konteks met die primêre doel om 'n postmodernistiese model vir beroepsvoorigting te ontwerp. So 'n model sal vanselfsprekend alleen kan geskied met inagneming van die riglyne vervat in Kurikulum 2005, en meer spesifiek die leerarea lewensoriëntering.

Om hierdie studie suksesvol te kan afhandel, word inligting aangaande bestaande modelle vir beroepsvoorigting wat huidig deur verskeie universiteite en teknikons gebruik word, deur my benodig.

Ten einde my hierin behulpsaam te wees, versoek ek u graag om enige geskrewe inligting en/of formele beleidsdokument aangaande die model van beroepsvoorigting wat tans deur u Universiteit/Technikon gebruik word tot my beskikking te stel.


Enige sodanige inligting wat u tot beskikking van hierdie studie mag stel, sal uiteraard vertroulik hanteer word en ook hoog op prys gestel word. Hierby aangeheg 'n selfgeadresseerde koevert waarmee die inligting soos versoek, aangestuur kan word.

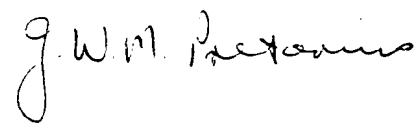
Navrae in hierdie verband kan gerig word aan: Mev Suzanne Bester
Tel nr (012) 420-3891
E-pos adres: bester@hakuna.up.ac.za

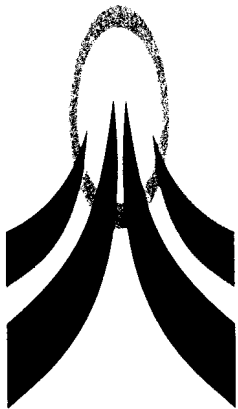
U vriendelike samewerking in bostaande verband word op prys gestel.

Die uwe


Mev SE Bester


Prof JG Maree


Prof JWM Pretorius
Waarnemende Dekaan



Technikon

Vrystaat • Free State • Foreistata

17 Mei 1999

Geagte mev Bester

I/S: MODEL VIR BEROEPSVOORLIGTING

Ons gebruik geen vaste of voorgeskrewe model vir Beroepsvoorligting nie. Veel eerder volg ons elektiese benadering waarin verskeie vetrekpunte / standpunte geïntegreer word. Om die rede is daar geen spesifieke brosjure of beleidsdokumente nie.

Ons proses behels kortliks:

- Eerste konsultasie met kliënte
- Psigometriese evaluasie na aanleiding van bogenoemde
- Opvolg onderhoud om psigometrie te bespreek
- Integrasie van realiteite byvoorbeeld werksgeleenthede en toelatingsvereistes.
- Finale aanbevelings

Sterkte met u studie.

Vriendelike groete.



GF CRONJE
DIREKTEUR: BURO VIR VOORLIGTING

*Privaatsak X 20539
Private Bag X 20539
Bloemfontein
9300*

*Pres Brandstraat 20
20 Pres Brand Street
Bloemfontein
9301*

*Tel:
(051) 507- 3911
Faks/Fax:
(051) 507- 3199*

Bylae D

Korrespondensie Internasionale Instansies

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:54:07 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: "Lawrence F. Rossow" <lrossow@ou.edu>
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:18:11 GMT+2

Dear Lawrence Rossow

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

My PhD study focuses on career counselling in a postmodern context with the primary aim of developing a postmodernistic model of career counselling. Such a model will obviously be in accordance with new policies and guidelines as determined by the current education system in South Africa and specifically in accordance with the guidelines as set out in Curriculum 2005 and the learning area of life orientation.

To complete this study successfully I need information regarding existing models of career guidance currently implemented by different universities and colleges locally and abroad.

I hereby wish to request any written information and/or a formal policy document which will explain the model of career guidance utilized by your university or college. Any information that you may furnish in this regard will be highly appreciated and will also be treated as confidential.

For purposes of forwarding any such information at your disposal or in the event of any further enquiries in the above regard I hereby provide my email address.

Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and willingness in the above regard are appreciated.

Yours faithfully

Suzanne Bester

373

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:55:54 GMT+2
Subject: (Fwd) Informatio regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNAJSMITH>
To: "Lawrence F. Rossow" <lfrossow@ou.edu>
Subject: Informatio regarding model of career counselling
Date sent: Mon, 4 Oct 1999 12:22:15 GMT+2

Dear Lawrence Rossow

PhD study: Request for information regarding model of career counselling

I refer to the above mentioned matter and my previous email letter dated 16 July 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact write hereof. My particulars are as follows.

Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:54:39 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: profk@iastate.edu
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:11:49 GMT+2

For attention Karen B Mc Lean Donaldson

Dear Karen

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and willingness in the above regard are appreciated.

Yours faithfully

375

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:55:16 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: profk@iastate.edu
Subject: Information regarding model of career counselling
Date sent: Mon, 4 Oct 1999 12:25:39 GMT+2

Dear Karen

PhD study: Request for information regarding model of career counselling

I refer to the above mentioned matter and my previous email letter dated 16 July 1999 in this regard.

I still await your friendly reply to my request for information with regard to the model of career guidance utilized by your institution.

I hereby once again urgently request that the required information be made available at your earliest convenience. Any and all information furnished in this regard shall obviously be treated as confidential.

Should you have any further enquiries in the above regard, kindly contact write hereof. My particulars are as follows.

Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

Yours faithfully

Suzanne Bester

376

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:53:35 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: R.DE.GROOT@PPSW.RUG.NL
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:21:28 GMT+2

Dear Professor De Groot

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

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Yours faithfully

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:47:43 GMT+2
Subject: (Fwd) RCPT: Information regarding model of career counsel
Priority: normal

----- Forwarded Message Follows -----

From: "r.de.groot" <R.de.Groot@ppsw.rug.nl>
Organization: Faculteit PPSW, RuG
To: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Date sent: Fri, 16 Jul 1999 16:20:41 +0100
Subject: RCPT: Information regarding model of career counsel Send reply to:
r.de.groot@ppsw.rug.nl
Priority: normal

Confirmation of reading: your message -

Date: 16 Jul 99, 12:15
To: R.DE.GROOT@PPSW.RUG.NL
Subject: Information regarding model of career counselling

Was read at 16:20, 16 Jul 99.

378

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:54:37 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: R.DEGROOT@PPSW.RUG.NL
Subject: Information regarding model of career counselling
Date sent: Mon, 4 Oct 1999 12:29:16 GMT+2

Dear Professor De Groot

PhD study: Request for information regarding model of career counselling

I refer to the above mentioned matter and my previous email letter dated 16 July 1999 in this regard.

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Should you have any further enquiries in the above regard, kindly contact write hereof. My particulars are as follows.

Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and urgent attention in this regard will be appreciated.

.Yours faithfully

Suzanne Bester

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:55:11 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: , Dr E W A De Corte
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 11:32:38 GMT+2

Dear Dr De Corte

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and willingness in the above regard are appreciated.

Yours faithfully

Suzanne Bester

380

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:51:38 GMT+2
Subject: (Fwd) (Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: erik.decorte@ped.kleuven.ac.be
Subject: (Information regarding model of career counselling
Date sent: Mon, 11 Oct 1999 11:12:06 GMT+2

Dear Dr De Corte

PhD study: Request for information regarding model of career counselling

I refer to the above mentioned matter and my previous email letter dated 16 July 1999 in this regard.

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email address: bester@hakuna.up.ac.za

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Yours faithfully

Suzanne Bester

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:51:07 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: Livin.Bollaert@vub.ac.be
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:24:01 GMT+2

Dear Livin Bollaert

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

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Yours faithfully

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Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: mmalan@hakuna.up.ac.za
Date forwarded: Thu, 2 Sep 1999 11:02:55 GMT+2
Date sent: Mon, 9 Aug 1999 16:34:15 +0200
To: bester@hakuna.up.ac.za
From: Raoul Van Esbroeck <rvesbroe@vub.ac.be>
Subject: Your request to Prof. Bollaert

Dear Mrs Bester,

My colleague, Prof. L. Bollaert, requested me to answer you questions and to help you in collecting the necessary information.

I could send you a copy of some of my publications in English if you could let me know your address. However the information on our guidance and counselling system in these publications is limited. If you happen to understand Dutch (it is very similar to Afrikaans) I also could send you some more articles.

On the other hand I also had liked to draw your attention to another publication that I wrote together with Tony Watts (NICEC, Cambridge, UK). In this book Tony and I give a survey of the counselling and guidance services in higher education in the European Union. This book is based upon 16 national reports which were published by FEDORA. In attachment you will find the information on the publications and on how to order them.

Yours sincerely,

Prof. R. Van Esbroeck

FEDORA Publications

1. Synthesis reports produced for the New Skills Project

Watts, A.G., & Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the European Union*. Brussels: VUBPress

Watts, A.G., & Van Esbroeck, R. (1998). *De nouvelles compétences pour un avenir différent: Services d'orientation et de counselling dans L'Union Européenne*. Bruxelles: VUBPress.

2. Country reports produced for the New Skills Project

- A Schilling, M. & Moisl, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Austria*. Louvain-la-Neuve: FEDORA.
- B(FI) Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Flanders (Belgium)*. Louvain-la-Neuve: FEDORA.
- B(Fr) Wouters, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Belgium (French Community)*. Louvain-la-Neuve: FEDORA.
- DK Plant, P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Denmark*. Louvain-la-Neuve: FEDORA.
- FIN Lairio, M. & Puukari, S. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Finland*. Louvain-la-Neuve: FEDORA.
- F Leray, N. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in France*. Louvain-la-Neuve: FEDORA.
- D Rott, G. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Germany*. Louvain-la-Neuve: FEDORA.
- GR Marouda-Chatjoulis, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Greece*. Louvain-la-Neuve: FEDORA.
- IRL Aungier, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Ireland*. Louvain-la-Neuve: FEDORA.
- I Berta, L. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Italy*. Louvain-la-Neuve: FEDORA.
- L Harsch, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Luxembourg*. Louvain-la-Neuve: FEDORA.
- NL Ramaker, I. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the Netherlands*. Louvain-la-Neuve: FEDORA.

- P Duarte, M.E. & Paixao, M.P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Portugal*. Louvain-la-Neuve: FEDORA.
- E Repetto, E. & Malik, B. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Spain*. Louvain-la-Neuve: FEDORA.
- S Pérez, M. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Sweden*. Louvain-la-Neuve: FEDORA.
- UK Butcher, V. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the United Kingdom*. Louvain-la-Neuve: FEDORA.

How to order

The synthesis reports can be ordered through:

VUBPress, Pleinlaan, 2, B 1050 Brussels, Belgium.
Fax: + 32 00 2 629 26 94 - E-mail: kvschare@vub.ac.be

The country reports can be ordered through:

FEDORA - Forum Européen de L'Orientation Académique
Boîte Postale 55, B 1348 Louvain-la-Neuve, Belgium.

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:50:32 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: maggie.mangini@asu.edu
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:26:30 GMT+2

Dear Margaret Mangini

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Mrs Suzanne Bester
email address: bester@hakuna.up.ac.za

Your friendly co-operation and willingness in the above regard are appreciated.

Yours faithfully

Suzanne Bester

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From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:54:05 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: maggie.mangini@asu.edu
Subject: Information regarding model of career counselling
Date sent: Mon, 4 Oct 1999 12:33:47 GMT+2

Dear Margaret Mangini

PhD study: Request for information regarding model of career counselling

I refer to the above mentioned matter and my previous email letter dated 16 July 1999 in this regard.

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From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:49:28 GMT+2
Subject: (Fwd) (Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: j.wright@cqu.edu.au
Subject: (Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:33:08 GMT+2

Dear Judith Wright

PhD study: Request for information in respect of model of career counselling

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Suzanne Bester

388

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:53:31 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: j.wright@cqu.edu.au
Subject: Information regarding model of career counselling
Date sent: Mon, 4 Oct 1999 12:36:08 GMT+2

Dear Judith Wright

PhD study: Request for information regarding model of career counselling

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Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:48:54 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: goodman@oakland.edu
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:34:30 GMT+2

Dear Jane Goodman

PhD study: Request for information in respect of model of career counselling

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From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Fri, 15 Oct 1999 09:53:00 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: goodman@oakland.edu
Subject: Information regarding model of career counselling
Date sent: Mon, 4 Oct 1999 12:37:41 GMT+2

Dear Jane Goodman

PhD study: Request for information regarding model of career counselling

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From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:48:15 GMT+2
Subject: (Fwd) Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: sara.loosemore@edstud.ox.ac.uk
Subject: Information regarding model of career counselling
Date sent: Fri, 16 Jul 1999 12:35:45 GMT+2

Dear Me Loosemore

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Yours faithfully

Suzanne Bester

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: vandyka@hakuna.up.ac.za
Date forwarded: Wed, 21 Jul 1999 13:05:40 GMT+2
Date sent: Fri, 16 Jul 1999 12:30:30 +0000
To: bester@hakuna.up.ac.za
From: Sara Loosemore <sara.loosemore@educational-studies.oxford.ac.uk>
Subject: Career counselling

Dear Elizabeth Bester,

Thank you for your enquiry, which I only partly understand!

This graduate Department (Educational Studies - concerned with Initial Teacher Training, continuing professional development of teachers, and research based on these) is not involved in career counselling and does not have any University policy documents.

I would suggest that you contacted the University Careers Service which might be able to help you or guide you to the appropriate source of information. The e-mail address is: postmaster@cas.ox.ac.uk

Yours sincerely,

Sara Loosemore

=====
Professor Richard Pring
Director
Department of Educational Studies
University of Oxford
15 Norham Gardens
Oxford, OX2 6PY, UK
=====

Tel: +44 (0)1865 274051(direct)/274024(switchboard)
Fax: +44 (0)1865 274144
E-mail: richard.pring@edstud.ox.ac.uk

From: "Me J Smith, OPV2-151 x2772" <jsmith@hakuna.up.ac.za>
Organization: University of Pretoria
To: vandyka@hakuna.up.ac.za
Date sent: Wed, 21 Jul 1999 12:47:02 GMT+2
Subject: (Fwd) (Information regarding model of career counselling
Priority: normal

----- Forwarded Message Follows -----

From: Self <HAKUNA/JSMITH>
To: postmaster@cas.ox.ac.uk
Subject: (Information regarding model of career counselling
Date sent: Tue, 20 Jul 1999 11:01:29 GMT+2

For attention: The Director

Dear Sir/Madam

PhD study: Request for information in respect of model of career counselling

I, Suzanne Elizabeth Bester (student number 8434581), am currently enrolled at the University of Pretoria, South Africa, as a PhD student in Educational Psychology (Career Guidance Pedagogics) under the supervision of professor JG Maree (Department of Guidance and Counselling).

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Yours faithfully

Forwarded by: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Forwarded to: vandyka@hakuna.up.ac.za
Date forwarded: Wed, 21 Jul 1999 13:01:43 GMT+2
To: Suzanne Bester <bester@hakuna.up.ac.za>
From: Tony Butler <tony.butler@careers-service.oxford.ac.uk>
Subject: Model of career counselling
Date sent: Tue, 20 Jul 1999 17:39:36 +0100

Dear Ms Bester:

Thank you for your email. The model which we use in Oxford is as described in Linda Ali and Barbara Graham, "The Counselling Approach to Careers Guidance (Routledge, 1996, ISBN 0-415-12172-8(hbk)).

If you want to see a copy of our Guide to the Careers Service, which you may find illuminating, please let me have a postal address. You might also like to have a look at our website: www.careers.ox.ac.uk.

Yours sincerely

~Tony Butler

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From: "Mev S Bester, OPV2-134, x3891" <BESTER@hakuna.up.ac.za>
Organization: University of Pretoria
To: mmalan@hakuna.up.ac.za
Date sent: Thu, 2 Sep 1999 11:23:34 GMT+2
Subject: (Fwd) Information: Model of caree counsel
Priority: normal

Forwarded message:

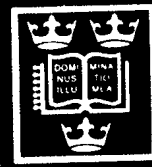
From: Self <HAKUNA/BESTER>
To: <tony.butler@careers-service.oxford.ac.uk>
Subject: Information: Model of caree counselling
Date: Thu, 22 Jul 1999 08:10:49 GMT+2

Dear Mr Butler

PhD study: Request for information in respect of model of career counselling

Thank you for your very kind and prompt response in the above regard. The information you have provided me with has been very helpful. I hereby also provide my postal address and look forward to receiving your Guide to the Careers Service. My postal address is as follows:

Mrs Suzanne Bester
P O Box 2109
Groenkloof
Pretoria
South Africa
0027



**Oxford
University
Careers
Service**

The essential guide to
finding your future,
plus details of 165
employers with
13,900 jobs who
want to hear from
Oxford students.

the

Careers Service

Guide

1999

Written by the staff at
Oxford University
Careers Service and
published by GTI

**CONNECT
TO** events www.careers.ox.ac.uk
employers www.gti.co.uk





edition 6

sections 1-12



for more
INFORMATION
elsewhere in the
guide or in the
Careers Service use
this cross reference

- p6 **Employment opportunities**
- p11 **What's on offer?**
- p20 **Planning and action**
- p32 **Vacation time**
- p37 **Working abroad**
- p42 **Further study**
- p47 **Taking time out**
- p51 **Winning applications**
- p59 **Interview success**
- p66 **Your first offer**
- p69 **Overcoming obstacles**
- p72 **What next?**
- p74 **Glossary of job-hunting terms**

the employers ^{p75}

jobs

for details of
SPECIFIC CAREER
categories turn to
page referenced

An introduction to the major employment sectors with recruitment information from many of the employers recruiting Oxford graduates.

Advertising, public relations, market research ·
Chemical & pharmaceutical companies ·
Computing & IT · Consultants · Finance · Industry ·
Law · Media · Oil & oil service companies · Patent
agents · Public sector · Retail management ·
Teaching

plus further study



Sue Lawry Information Assistant
Sue, Marie and Katherine are Information Assistants who work on Reception and in the Information Room.



Marie Riley Information Assistant



Katherine Dodd Information Assistant

First things first

To register with the Careers Service you need to bring your University card and the £4 fee. Your registration remains valid for up to four years after the completion of your course. Most people who come to the Careers Service for the first time are unclear as to how to go about using all the facilities on offer. Reading this guide is a good starting point and the next section deals with the process of choosing a career. Other useful starting points can be:

- attending an introductory talk. These take place several times a week in full term at 2.15 pm and include a short personal discussion with the Careers Adviser at the end to help you get started. During Hilary and Trinity terms we provide talks on using vacations and using OUCS, targeted mainly at penultimate year students.
- exploring the Information Room resources, using the displays and handouts on the 'Start Here' board and seeking help from the Information Room staff.
- attending talks on the term programme, a very useful and informal way of finding out more about different jobs.
- talking with the Careers Adviser on duty in the Information Room.

People to help you

The Information Room is laid out so that if you want to you can find your way around on your own. All the way through this guide we tell you what is available. Also we want you to remember that there are always people to help you. The Information Room staff are available all the time the office is open to students and they can direct you to any appropriate information sources we hold. You will find the following staff can help you.

- At the Reception Desk, staff can advise you when certain Careers Advisers are available. They can help you decide if you need to see a Careers Adviser.
- At the Information Desk, opposite the Reception Desk, staff can help you locate the right information to answer your questions or show you how to make use of the information we have available.



for more about the INFORMATION ROOM see page 16



Information Desk

- At Collection Point, staff can help you find the correct application form and employer brochure.
- The Careers Adviser on duty is available from 10.30 am to 4.30 pm weekdays (except Thursday morning) during full term. You indicate you want to talk to the duty adviser by signing the list near to the duty adviser's desk in the employment section. Your name is called when it is your turn. The adviser will be able to spend from 5 to 15 minutes with you. You can talk to him or her about anything that concerns you. If you would like to find out more, please look at the sheet about the duty adviser which can usually be found on the 'Start Here' board.
- A longer discussion with a Careers Adviser is available and we call this a 'careers interview'. Not everyone wants or needs such a discussion when they first register. We hope that most people will make a start by using the resources already described. Sometimes the duty adviser will recommend a longer

jobs

for details of SOLICITORS interested in you turn to page 00

carried out as much research as you can on your own and feel you need some additional input; sometimes you may feel you do not know how to make a start, you may lack direction or you may feel confused. In all these cases it would be appropriate to go to Reception and book an interview. The duty adviser will usually recommend the name of a particular adviser if you require specialist advice; otherwise you will be booked to see the first available adviser. There is a helpful sheet about an interview with a Careers Adviser on the 'Start Here' board.

The Information Room

The ground floor of 56 Banbury Road is devoted to our Information Room, which is effectively a careers library for you to use on a self-service basis. You are welcome to come in and research any time the office is open. We have one of the largest and most comprehensive careers information rooms of any university in the UK and because of this it can seem quite daunting. The previous two pages include a map of the area. Some features of particular note are:

- A 'Start Here' board to help you make a start in using the service. This board can be helpful in the early stages of using the Careers Service.
- Information on occupations, employers and postgraduate study.
- PROSPECT(HE), a computer-assisted careers guidance system, to help you through the process of choosing a career. You may want to discuss using PROSPECT(HE) with the Duty Careers Adviser before booking.
- Contacts Scheme, a computer database of some 600 recent Oxford graduates prepared to assist current students in their research into various fields of employment.
- A section devoted to vacation and other short-term work.
- Collection Point, where you can find take-away literature including employer brochures and application forms.

The term programme

We have already mentioned the term programme as a useful starting point to using the Careers Service. A number of events take place each term. Michaelmas term has the largest programme because it also includes many presentations by



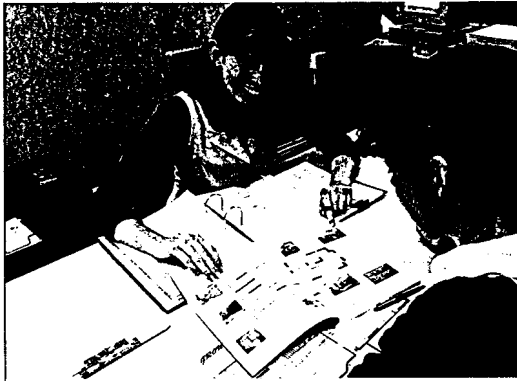
The Information Room holds a wide range of information on occupations, employers and postgraduate study.

graduate recruiters promoting their vacancies to finalists (although anyone is able to attend). At 56 Banbury Road you will also find a number of talks about different careers. Generally, they are informal events where we invite practitioners, usually recent graduates, to come and talk about their experiences. They are an excellent way of getting close to an area of work which interests you without leaving Oxford. Sometimes our programme includes skills training sessions run by employers, eg communication skills, time management. These skills are important in all areas of employment, and we strongly recommend the training sessions. There are also some practical 'How to' sessions, like 'Applying for graduate study in the USA', 'Applying for



Michaelmas careers talks

- Teaching in Europe**
An invaluable opportunity to find out more about this kind of work directly from Mr Philip Moore of the Cambridge Institute in Munich.
Tues 12 Nov 2.15 pm
- Personnel management**
It's not at all what you think it is! More about law and systems than people, yet an essential element in any successful organisation, personnel has long been a popular choice. Come and hear the experiences of a recent graduate in a large commercial organisation.
Tues 12 Nov 5.15 pm
- Careers for biologists**
An opportunity to hear about the types of career Oxford biologists go into. Both undergraduates and postgraduates welcome.
**Lecture Theatre A, Zoology
Wed 13 Nov 2.30 pm**
- Technical & scientific consultancy**
A couple of technical consultants describe the challenge and rewards of their work, which makes use of their science and engineering degrees.
Wed 13 Nov 5.15 pm
- Financial management**
Finance managers have positions of considerable responsibility in industry and in the public sector. Speakers from contrasting backgrounds will talk of the rewards and challenges of their work, and the training for it.
Mon 18 Nov 5.15 pm
- Journalism and broadcasting**
What are your chances of getting into the media when you leave Oxford? How should you approach your job search? A chance to hear from graduates who have been successful.
Tues 19 Nov 5.15 pm
- Diplomatic Service**
A young diplomat will talk about a fast stream career in the Foreign Office. Useful whether or not you have applied.
Wed 20 Nov 2.15 pm
- Working for a charity**
Graduate entry programmes are rare, so it is often difficult to know how to start a career with a charity. This is a chance to hear how others began in this area to help you plan your own entry route.
Thurs 21 Nov 5.15 pm



You'll find all the information you need at our friendly Careers Service.

training contracts with law firms', 'Making applications' and 'Dealing with interviews'. These are run by our own Careers Advisers. Be sure to check the programme at the beginning of each term as we do not duplicate all the same sessions each term.

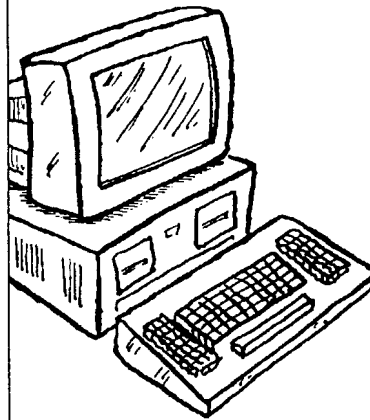
Researching your career on the WWW

It is very hard to ignore the existence of the internet, and we are constantly reminded that all kinds of organisations are making their mark on the world wide web. How many times recently have you seen on letterheads, the sides of commercial vehicles, in printed and TV adverts an email and http:// address? You may already be aware of the use you can make of the internet to help with your studies. If you are not aware yet, then the following information is designed to prompt you into finding out more about it. Judge for yourself its usefulness.

So how can you use the WWW in your career research? Asking a search engine to find something on jobs or careers will generate millions of documents. You will need to be more focused on what you are looking for. It is unlikely that you will get much help from the WWW without first making use of the Careers Service and talking to the staff here. However, once you have focused on some particular career areas, even if they are quite broad, you may be able to search for information. We would strongly recommend a chat with one of our Information Managers to avoid wasting a lot of your time. We have linked some significant sites to the Careers Service web site:

www.careers.ox.ac.uk

and a number of useful sites have been bookmarked on our Information Room computers. You may also find references to



literature you pick up at 56 Banbury Road.

Where to learn

If you are totally unfamiliar with the use of the internet then book an introductory session at the University Computing Service at 13 Banbury Road. They run a regular introductory session on how to use the internet. This will help you to find out what it is and how it works. Trying to use the internet as an information resource will require a little further effort on your part, although many people quite happily muddle through without anything more than a basic understanding of computers. We recommend using the Netskills site to learn more about the internet, especially how to search it using the various search or retrieval tools. The address or URL of this site is:

www.netskills.ac.uk

Working through a tutorial called TONIC will help you learn more about searching the web. You can access the WWW at the Careers Service. We have several machines which you can use for differing lengths of time, one of them bookable in advance. Register with the University Computing Service to open an email account. This is useful when you want to use the internet to communicate; you can also use computers at the Computing Services and there are people here on hand to help you. Your college will also have its own facilities so find out what is available. If you are unlucky enough no longer to have access to free services in the University or at the Careers Service, then it may be worth seeking out so called cybercafés which can be found in many large towns and cities. Some public libraries now have similar facilities without the coffee.

General careers sites

Some sites will claim to offer careers



before you start to plan your career, take a look at **PLANNING AND ACTION**, page 20



for up-to-the-minute careers information, take a look at **GTI CAREERSCAPE** www.gti.co.uk

which are not really able to do so. The Careers Service can help you assess the reliability of any web site you may come across.

The Careers Service web site, mentioned above, is a useful starting point, as is the PROSPECTS web site at:

www.prospects.csu.ac.uk

This provides access to important careers and vacancy information for UK higher education students and graduates and is recommended by the Careers Service. Use it to look at other university careers services' web sites as well. You will find a great deal of useful information and many recommended links to useful sites.



is the on-line service of GTI, the publisher of a number of careers publications available at the Careers Service.

Browsing and searching

Familiarise yourself with the web browser on your computer. At the Careers Service we use Netscape. Once you can use this, you will find it easy if you know the address of the site you are looking for. It gets a little more tricky when you have some information you are trying to find but have no idea where it might be. Broadly there are two types of search or retrieval tools available to you: subject indexes and search engines. Subject indexes are good if you prefer a browsing approach, eg when you may be looking for information on a topic in its broader sense. Yahoo! (www.yahoo.com) is such a tool. It uses a hierarchical subject index starting with 14 broad headings. You can become gradually more specific as you choose from each subsequent list of subheadings. Yahoo! also allows you to search using keywords and so is also a search engine. Infoseek is a similar tool. If you are seeking very specific information which you can formulate into some search terms, then you may prefer to use a search engine like Alta Vista (www.altavista.digital.com). Alta Vista is one of the search engines which claims to search more pages than other search engines. You will find that these will have both a quick and advanced search option and you would do well to study the help screens before using. Find a search engine with features that meet your needs and

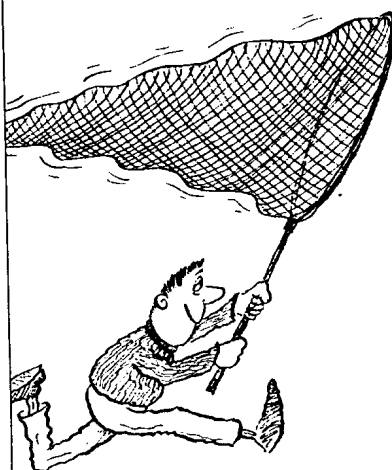
how to string search terms together is an important part of using a search engine effectively. Further help is available on the Netskills site already mentioned.

Vacancy information

The Careers Service web site lists some of the most useful UK sites. We are not including a list in this publication because sites and their addresses do change. Some vacancy information providers are only on the web, while others are extensions of either printed publications like newspapers or are regular recruitment agencies with offices you can visit. Vacancy information can be general or specialise in particular fields of employment, for example you would expect there to be many sites for the recruitment of IT personnel. Some sites are agencies acting on behalf of employers, others are individual employers advertising direct. You can use a search engine like Yahoo! to find employers who are advertising vacancies. Look up under the subject heading Business, or type in:

www.yahoo.com/Business_and_Economy/Employment/Jobs/Company_Job_Listings/

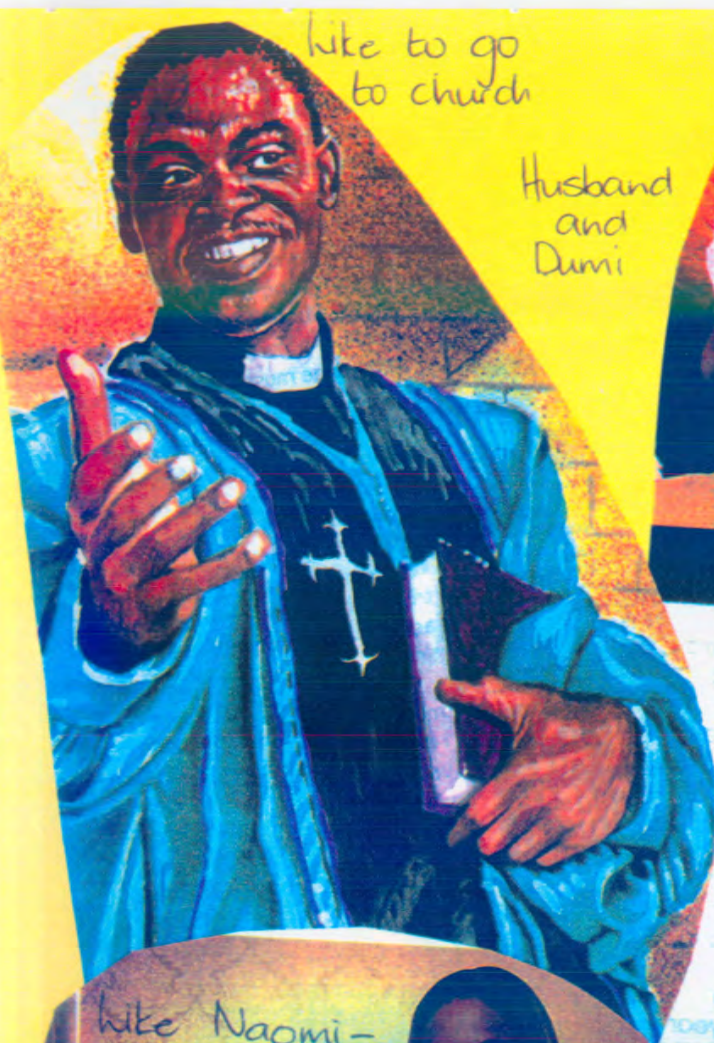
This lists all the companies the Yahoo! search engine has found advertising jobs.



There are a few warnings to heed. Not all sites will be useful for the new graduate, they may include vacancies for more experienced personnel. Some sites may ask you to send your CV for publication on the agency's site. You should be careful about this until you are sure you know who will have access to your personal details. Many agencies have only a small number of employers signed up with them

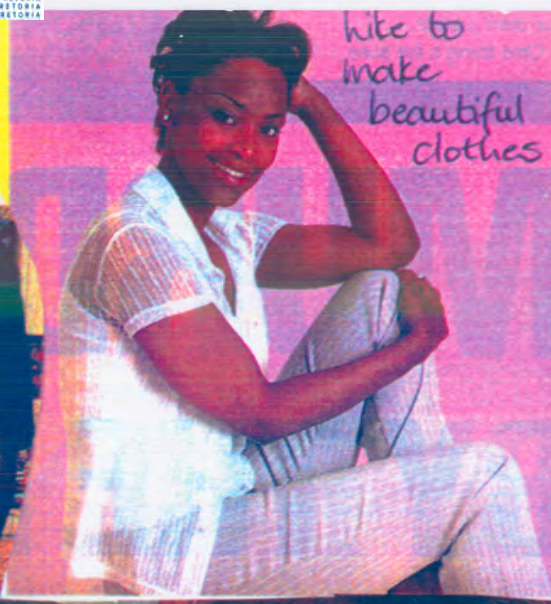
Bylae E

*Gevallestudie Vyf
Collage-Tegniek*



like to go
to church

Husband
and
Dumi



like to
make
beautiful
clothes



Worry
sometimes
about
children



like Naomi -
I never give up



Family
is
important



like
children



how to start your own business

presented by: Ipeleng Moloto
managing director of Phosa Iliso

Ipeleng Moloto is the managing director of her own company – the only black-owned CCTV company in South Africa, Phosa Iliso. As a 24-year-old entrepreneur, Ipeleng is driven by ambition and thrives on leadership roles, which have meaning in the community. She is also a director of Motseng Youth Investment, Korong Investments, and she is a member of a new women's empowerment group. Ipeleng holds a social science BA degree and is currently studying towards a post-graduate diploma in marketing management. To share some of her success Ipeleng will give you tips on how to open your own business.

Pretoria 23 October 1999 Pretoria Holiday Inn
Mmabatho 6 November 1999 Mmabatho Tjale
Cape Town 27 November 1999 Cape Sun
Gauteng 11 December 1999 Parktonian Hotel

PROGRAMME

10:15 am – 10:45 am Tea and Registration
10:45 am – 10:50 am Welcome by TRUE LOVE
10:50 am – 10:55 am Welcome by Dooleys
10:55 am – 11:10 am How to Start Your Own Business
11:10 am – 12:10 pm How to Make the Best Financial Decisions
12:10 pm – 12:20 pm Dooleys Product Talk
12:20 pm – 12:50 pm Dooleys Recipe Demonstration and Tasting
12:50 pm – 13:05 pm Become a Better You
13:05 pm – 14:00 pm Lunch
14:00 pm – 14:45 pm Fashion Advice
14:45 pm – 15:05 pm SAB Women Development
15:05 pm – 15:10 pm Raffle
15:10 pm – 15:15 pm Closing by TRUE LOVE and Dooleys

Bylae 7

Gevallestudie Ses Tekeninge

