

Liewe ☺

### INLIGTINGSBRIEF

Ek wil julle graag 'n bietjie meer vertel van my navorsing en wat dit behels. Julle moet bewus wees daarvan dat julle deelname aan hierdie studie vrywillig is en dat julle te eniger tyd daarvan kan onttrek.

Ek is tans 'n student in Opvoedkundige Sielkunde aan die Universiteit van Pretoria. My studieleier is Dr Liesel Ebersöhn. Die titel van my skripsie lui soos volg:

#### *INVESTIGATING THE APPLICATION OF THE ASSET-BASED APPROACH IN CAREER EXPLORATION*

Dit beteken dat ek belangstel in die volgende:

1. Die bate-gebaseerde benadering is 'n benadering wat samewerking voorstaan. Dit beteken dat ek en ☺ in 'n vennootskap is waartydens ons beroepe gaan verken.
2. Enkele tegnieke waardeur die bate-gebaseerde benadering uitgevoer kan word. Die rasionaal hiervoor is die feit dat ons bates wil ontgin. Bates is sterkpunte, talente en eienskappe wat ☺ reeds besit. Dit wat reeds beskikbaar is om beroepe te verken, is ons vertrekpunt.
3. ☺ se onmiddellike geografiese omgewing is belangrik. Daar mag persone, instansies of besighede geïdentifiseer word wat 'n moontlike bydrae kan lewer tot die kliënt se verkenning van beroepe.

Die proses sluit in dat ek graag ten minste ses sessies met ☺ wil skeduleer waarbinne ons beroepsverkenning sal toepas. Daar is dus drie ekstra sessies in vergelyking met 'n standaard beroepsondersoek. Ek versoek dat een of albei die ouers die eerste en laaste sessie met ons sal deel. Die voordeel wat dit vir u inhoud is dat ons ☺ se sterkpunte gaan ontdek en terselfdertyd beroepe gaan verken met die oog op 'n ingeligte beroepskeuse. 'n Verdere voordeel is die identifisering van hulpbronne waarna ☺ later kan terugkeer indien dit nodig is.

Alle aktiwiteite waaraan julle deelneem, sal konfidensieel en vertroulik, asook anoniem bly.

Na afloop van die studie onderneem ek om die voorlopige bevindinge met julle te bespreek. Ek stel belang in julle ervaring van die toepassing van hierdie benadering tot beroepsverkenning en daarom sal ek graag ook julle insette wil verkry, voordat die bevindinge gefinaliseer word.

Indien julle enige vrae het, voor, tydens of na die ondersoek, is julle welkom om my te kontak.

By voorbaat baie dankie vir u samewerking en tyd in dié verband. Ek vertrou dat ons die volgende paar weke lekker gaan saamwerk en saam gaan ontdek!

Baie Groete

Sonja Coetzee  
(h) 012 8082350  
(s) 0842484761  
(e-pos) [sonja@a2.co.za](mailto:sonja@a2.co.za)  
(f) 012 8082350 of 3311609

#### BEOOGDE SESSIE VERLOOP

<b>SESSIE</b>	<b>WIE IS BETROKKE?</b>	<b>TEMA</b>	<b>DATUM TYD</b>
1		Inligting & Agtergrond	
2		Waar is ek nou? Selfverkenning	
3		Waar wil ek wees en wat is nodig om daar te kom?	
4		Wat het ek om my te help?	
5		Wat het ek om my te help? (vervolg)	
6		Samevatting & Afsluiting (?)	

## VERKLARING

Hiermee verklaar ons die volgende:

- Ons het die inligtingstuk deurgelees en verstaan wat die doel van die studie is;
- Ons verstaan by watter aktiwiteite ons betrek gaan word;
- Ons verstaan dat ons deelname vrywillig is en dat ons te eniger tyd mag onttrek;
- Ons verstaan dat alle inligting vertroulik hanteer sal word en dat ons anoniem sal bly;
- Ons bevestig hiermee dat ons aan die studie sal deelneem;
- Ons gee toestemming dat dokumente rakende ons kind vir die doel van die studie bestudeer mag word;
- Ons onderneem om enige navrae aan Mev Coetzee of die Universiteit van Pretoria te rig.

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Mev



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Datum



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Sonja Coetzee

## APPENDIX B

### Scheduled appointments with client-partners

<i>Session</i>	<b>Client-partner A The Thinker</b>	<b>Client-partner B The Golfer</b>	<b>Client-partner C The Undecided</b>
First contact (Telephonic)	1 March 2005	1 March 2005	1 March 2005
First session (Introduction / Informed consent)	10 March 2005	8 March 2005	3 March 2005
Session Two	11 March 2005	15 March 2005	10 March 2005
Session Three	24 March 2005	12 April 2005	16 March 2005
Session Four	Withdraw	19 April 2005 (Cancelled) 26 April 2005	20 April 2005
Session Five		Complete	4 May 2005 (Cancelled) 11 May 2005 (Cancelled) 18 May 2005
Session Six			24 May 2005
Session Seven			1 June 2005 (Cancelled) 25 August 2005
			Complete

### Scheduled appointments with client-partners selected for *theme saturation*:

<i>Session</i>	<b>Client-partner D The Architect</b>	<i>Session</i>	<b>Client-partner E The Decided</b>
First contact (Telephonic)	31 May 2005	First contact (Telephonic)	31 May 2005
First session (Introduction / Informed consent)	24 June 2005	Second contact (Telephonic)	23 June 2005
Session Two	28 June 2005	Third contact (Telephonic)	5 July 2005
Session Three (Visit)	7 July 2005	Visit	7 July 2005
Session Four	31 August 2005	Fourth contact (Telephonic)	22 August 2005
Session Five	5 September 2005	Fifth contact (Telephonic)	29 August 2005
	Complete		Complete

## APPENDIX C

### Outline of individual sessions

<i>Client-partner A / The Thinker</i>	
Session	Goal
One	<ul style="list-style-type: none"> <li>◆ Explain the research project</li> <li>◆ Introduce career facilitation process</li> <li>◆ Establish rapport</li> <li>◆ Ascertain expectations of client-partners</li> </ul>
Two	<ul style="list-style-type: none"> <li>◆ Administer Myers Briggs Type Indicator ®</li> <li>◆ Administer post-modern media</li> <li>◆ Acquire self-knowledge</li> </ul>
Three	<ul style="list-style-type: none"> <li>◆ Discuss post-modern media</li> <li>◆ Compile a personal asset map</li> </ul>

<i>Client-partner B / The Golfer</i>	
Session	Goal
One	<ul style="list-style-type: none"> <li>◆ Explain the research project</li> <li>◆ Introduce career facilitation process</li> <li>◆ Establish rapport</li> <li>◆ Ascertain expectations of client-partners</li> </ul>
Two	<ul style="list-style-type: none"> <li>◆ Administer Myers Briggs Type Indicator ®</li> <li>◆ Administer post-modern media</li> <li>◆ Acquire self-knowledge</li> </ul>
Three	<ul style="list-style-type: none"> <li>◆ Discuss post-modern media</li> <li>◆ Compile a personal asset map</li> </ul>
Four	<ul style="list-style-type: none"> <li>◆ Discuss post-modern media</li> <li>◆ Discuss homework assignment</li> <li>◆ Discuss career goal</li> <li>◆ Reflect upon the career facilitation process</li> </ul>

<i>Client-partner C / The Undecided</i>	
Session	Goal
One	<ul style="list-style-type: none"> <li>◆ Explain the research project</li> <li>◆ Introduce career facilitation process</li> <li>◆ Establish rapport</li> <li>◆ Ascertain expectations of client-partners</li> </ul>
Two	<ul style="list-style-type: none"> <li>◆ Administer Myers Briggs Type Indicator ®</li> <li>◆ Administer post-modern media</li> <li>◆ Acquire self-knowledge</li> </ul>
Three	<ul style="list-style-type: none"> <li>◆ Discuss post-modern media</li> </ul>

<i>Client-partner C / The Undecided</i>	
Session	Goal
	◆ Compile a personal asset map
Four	◆ Recap previous sessions ◆ Explore different career interests ◆ Discuss personal asset-map
Five	◆ Discuss homework activity
Six	◆ Discuss homework activity
Seven	◆ Discuss career goal ◆ Reflect upon the career facilitation process

<i>Client-partner D / The Architect</i>	
Session	Goal
One	◆ Explain the research project ◆ Introduce career facilitation process ◆ Establish rapport ◆ Ascertain expectations of client-partners
Two	◆ Administer Myers Briggs Type Indicator ® ◆ Acquire self-knowledge ◆ Administer job-analysis
Three	◆ Visit architect
Four	◆ Discuss career goal
Five	◆ Reflect upon the career facilitation process

<i>Client-partner E / The Decided</i>	
Contact	Goal
One	◆ Explain the research project ◆ Introduce career facilitation process ◆ Ascertain expectations of client-partners
Two	◆ Discuss information obtained through previous career assessment
Three	◆ Discuss career goal
Four	◆ Visit architect
Five	◆ Reflect upon the career facilitation process

## APPENDIX D

### **Narrative descriptions of the client partners**

In this section I offer a brief description of relevant biographic information retrieved from my first interview with the client-partners and their parents. Next, a summary of the client-partner's previous exposure to career counselling is presented. Refer to figure 2.6 in chapter 2 for a description of a proposed guide to exploration within asset-based career facilitation. According to the guidelines of figure 2.6, I identified internal signature strengths and external assets available in the client-partner's environment. A description of the client-partner's preferred work environment, according to their specific personality type is given (as suggested by the Myers Briggs Type Indicator®).

#### ***Client-partner A: The Thinker***

Client-partner A is a 17-year old learner in Grade 12. I refer to him as ***The Thinker*** because "he likes to think about things"<sup>1</sup>. His father is a clergyman and hosts sermons on a radio station. ***The Thinker*** is interested in becoming an actuary. He says that he enjoys mathematics and science, but has a strong dislike for reading and research. He sings in a choir, plays rugby and participates in competitive public speaking. He likes to question things and therefore puts a lot of energy into reasoning. I perceived him as being strong-willed and his father commented that he likes to win.

***The Thinker*** related that he is dissatisfied with the results of a previous career counselling assessment done at the end of grade 11. What angered him, was the fact that he was told that he could follow any career path he would like to. He said that he would have liked more guidance with regard to his career choice.

***The Thinker*** seems to have many resources available to him. During the sessions I experienced him as intelligent, dedicated, and rational, enjoying challenges, able to question and not afraid of taking risks. These can be regarded as his signature strengths. His environment can be seen as an asset to him because he has a friend that is currently

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<sup>1</sup> I shall use a different font type in order to indicate my reflections written in my research diary

studying a course to become an actuary. His father knows someone in the actuary business and he read a pamphlet from the university about the actuary course on offer there.

According to the Myers Briggs Type Indicator (MBTI) *The Thinker* has an ISTJ-type personality. Figure 1 indicates his preferred work environment according to his preferred type:

<i>The Thinker - I S T J</i>
<b><i>Preferred Work Environment</i></b>
<ul style="list-style-type: none"> <li>• Prefers careers that appeal to his wide range of interests, reliance on facts, his use of logic and analysis, and his ability to organise</li> <li>• His task orientation, dependability, and respect for facts could draw him to careers that call for an organised approach to data, people, or things.</li> <li>• His patience and dedication is often communicated to those around him as a calm composure, thus he could be perceived as bringing stability to his environment.</li> <li>• He tends to be interested in careers where detailed knowledge is required and where the work involves practical or hands-on experience.</li> <li>• He could be attracted to careers where there is some structure, where the demands and rewards are clear and where he can take on responsibilities.</li> <li>• He seemingly enjoys working alone, and if he must work with groups, he tends to prefer smaller ones.</li> <li>• He is often exceptionally practical and he would follow through on any commitments he makes.</li> </ul>

**FIGURE 1 The Thinker’s preferred work environment (Adapted from Van Rooyen, De Beer and Proctor, 2001)**

***Client-partner B: The Golfer***

Client-partner B is 17 years old and in Grade 11. I refer to him as *The Golfer* because his dream in life is to become a professional golfer and he seems not to be interested in much else career-wise. His father is an orthopaedist and his mother is a programme organiser. He has one older brother, currently busy with a degree in engineering. *The Golfer* and his family returned to South Africa at the end of 2004 after 5 years in England. According to his mother he is a sports fanatic, and he is especially devoted to his dream of becoming a professional golfer.

*The Golfer* related that he is not interested in any other career option. His says his goal is to obtain a scholarship with the help of his golfing talent. He believes that he is not



academically strong, and does not like to read or write. He even practises putting shots in the house when it is raining outside. He says he would consider teaching underprivileged children some golfing shots but he has no aspiration to coach people.

*The Golfer* seems dedicated and highly motivated to reach his dream. He is a hard worker and has made up his mind with regard to his future career. Other assets include a supportive family environment where his mother believes in his ability to achieve his goal. He knows a couple of professional golfers and the family lives on a golf estate.

According to the Myers Briggs Type Indicator (MBTI) *The Golfer* presents with an ENTP-profile. Figure 2 presents his preferred work environment according to his preferred type:

<i>The Golfer – E N T P</i>
<b><i>Preferred Work Environment</i></b>
<ul style="list-style-type: none"> <li>• He is driven to start new projects or envision new ways of doing things and stimulated by complexity and new problems to solve.</li> <li>• Whatever career he chooses must provide him with a stream of challenges. He is often found in careers where trouble-shooting plays a part.</li> <li>• He is not inclined to sit still for too long.</li> <li>• He may enjoy careers where he can continually test his abilities to analyse, debate, convince, improvise and succeed.</li> <li>• Competence is usually of great importance to him, and he tends to be a non-conformist.</li> <li>• He usually resists having too many rules or too much structure in his environment. He values autonomy and excitement</li> <li>• He enjoys work where there is opportunity for variety, creativity and innovation; and where ideas are important.</li> <li>• He enjoys work where he can interact with many different people and can be action-orientated.</li> </ul>

**FIGURE 2 The Golfer’s preferred work environment (Adapted from Van Rooyen, De Beer and Proctor, 2001)**

***Client-partner C: The Undecided***

Client-partner C is 16-years old and in Grade 10. I refer to her as *The Undecided* because she seems to be uncertain about the direction of her career path. Her mother coaches a primary school choir and her father is a retired businessman who does consultations with various companies. *The Undecided* seems neat, friendly and positive. *The Undecided’s*

mother describes her as responsible and conscientious. She described herself as someone who thinks about things and someone who can appreciate differences in other people.

*The Undecided* participated in an extensive career counselling assessment with an educational psychologist a year prior to our meeting. According to the feedback from this assessment, she is interested in and can pursue any of the following careers: dietician, auditor, radiologist or psychologist. She relates that she is undecided as to which of the suggested careers she wants to commit to.

Signature strengths pertaining to *the Undecided* seem to be her willingness to work hard and her ability to be attentive. She appears to be responsible, conscientious, structured and likes to be around people. Assets in her environment include an actively involved mother and contact with an educational psychologist. She says she is able to utilise the internet.

According to the Myers Briggs Type Indicator (MBTI) *The Undecided* shares the same personality profile as *The Thinker*. Refer to Figure 1 for an illustration of her preferred work environment according to her preferred type, ISTJ.

#### ***Client-partner D: The Architect***

Client-partner D is 17 years old and in Grade 11. I refer to her as *The Architect* because she considers architecture to be her dream career. Her father works as a toolmaker and her mother is employed as a credit controller. She has been working at a stationary shop for the last year in order for her to pay for her own cell phone. She tends to be friendly and enthusiastic and believes in her ability to be a success.

As mentioned earlier, *The Architect* is interested in architecture, but says that jewellery design and fashion design are her back-up plans. She wrote an aptitude test at school and her profile indicates that she has the capacity to pursue a technically orientated career. She has already gathered information on courses offered at a university for these careers.

Signature strengths embedded in *The Architect* are that she seems independent, responsible and motivated. She tends to be positive and enthusiastic about her future career and wants to be successful. Assets in her environment consist of a loving family atmosphere, a jewellery store nearby her work, and a family member that lectures in fashion design at the Technicon. In the course of our sessions I also became an asset to her because I have an architect friend whom we visited.

According to the Myers Briggs Type Indicator (MBTI) *The Architect* shares the same personality profile as *The Golfer*. Refer to Figure 2 for an illustration of her preferred work environment according to her preferred type, ENTP.

#### ***Client-partner E: The Decided***

Client-partner E is 17 years old and in Grade 12. I refer to client-partner E as *The Decided* because she had made her career choice before I contacted her to participate in the asset-based career facilitation process. She wants to become an architect. She agreed to be part of the asset-based career facilitation process because of the opportunity to visit an architect.

*The Decided* visited a psychologist for a career assessment (2 months prior to the career facilitation process) and was recommended to consider the following career paths: interior design, graphic design, journalism, psychology or marketing management.

Signature strengths of *The Decided* appear to be her above-average intelligence, enthusiasm and imaginative abilities. She seems able to solve problems rapidly and she has good insight. Assets in her environment include a dedicated mother and me as asset-based career facilitator who knows someone in the architect business that we can visit.

According to the Myers Briggs Type Indicator (MBTI) *The Decided* is an ENFP. Figure 3 illustrates her preferred work environment according to her preferred type:

<i>The Decided - E N F P</i>
<b><i>Preferred Work Environment</i></b>
<ul style="list-style-type: none"> <li>• She is high-spirited, ingenious, and imaginative. She might prefer a career where she can be involved with others and pursue new horizons.</li> <li>• Careers that appeal to her are those that require an interest in people and the ability to work with them and foster their growth; also careers that require communication skills.</li> <li>• She tends to be innovative in whatever she chooses as a career, and is driven to think of new projects and new ways of doing things. She does not sit still for too long, due to her active involvement in the world.</li> <li>• Her faculty with symbols and her interest in meaning and the abstract lead her to the arts as a mode of self-expression.</li> <li>• Her adaptability allows her to work with others and she typically prefers to have relatively few rules or structures in her work environment.</li> <li>• Her ingenuity, enthusiasm, and people skills will be communicated to others during her job search. Her characteristics are relevant to careers that provide her with opportunities to be creative.</li> </ul>

**FIGURE 3    The Decided's preferred work environment (Adapted from Van Rooyen, De Beer and Proctor, 2001)**