# Lecture 4

# Key Elements of Career Guidance

| Intended Learning Outcome |
|---|
| **At the end of this module, it is expected that the participant will:** |
| 1. Have an orientation to the key elements of career guidance. |
| 2. Have an orientation to various theoretically driven approaches to career guidance. |
| 3. Be able to define and describe the key elements for the promotion of self-understanding. |

## 1. The Key Elements of Career Guidance

Comprehensive careers education consists of four interlocking components. For easy understanding we describe these aspects of career counselling as the *Career Discovery Path* - schematically described in the figure below.

### The Career Discovery Path
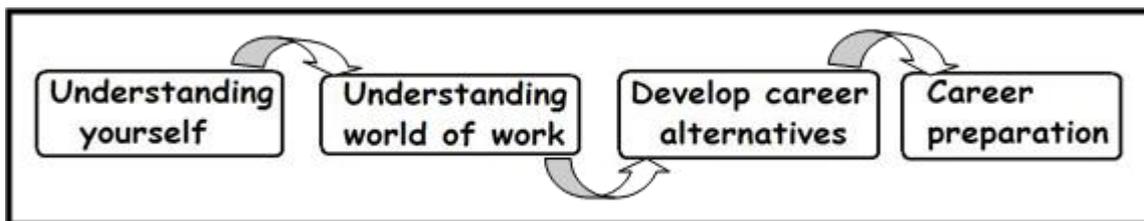


The following section will provide an overview of the Career Discovery Path focusing on the four sets of skills for career counselling.

### 1.1. Skill Set 1: Skills to Facilitate Self Understanding

In the absence of career counselling, the young person's natural instinct is to consider a variety of careers and make a career choice based on what is most attractive and in consonance with prevailing career beliefs and attitudes. Effective career counselling begins by helping the young person become more *self-aware*. Discovering oneself is the beginning of discovering one's career. Self-understanding for effective career decision-making focuses on the following themes:

- Personal interests, desires and motivations.
- Personal talents and aptitudes
- Personal cognitions, values and beliefs about work and career.

We will study these themes in greater detail later in this module.

### 1.2. Skill Set 2: Skills to facilitate an understanding of the world of work

The world of work is the other side of the coin of effective careers education. Simply put, the world of work comprises all the different career *opportunities* open before the young person. Career choices are often limited to the careers that the young person knows or has heard about. Facilitating an understanding of the world of work widens the young career chooser's horizons.

A second dimension to the world of work describes factors associated with a career within a *specific* field. This includes characteristics of a career, its projected scope, eligibility criteria for entry, entrance procedures and so on.

### 1.3. Skill Set 3: Skills to Facilitate Development of Career Alternatives

The next step in the career education process is to help the career aspirant arrive at a *set* of careers that he/she would be most comfortable with and for which his/her interests and aptitudes are best suited – these are her Career Alternatives. Career Alternatives are a set of two to three options that provide backup options should the first choice fail to materialise.

### 1.4. Skill Set 4: Skills to Facilitate Career Preparation

Once Career Alternatives have been chosen, the counsellor's next task is to help the career aspirant begin career preparation. These are exercises to help the career aspirant *realise* his/her career alternatives. This would include skills for course selection, course completion, understanding the labour market, self-presentation skills, and job search skills. It is at this point that the careers interaction could include parents. Sharing Career Alternatives with the family is vital to helping adults collaborate with the younger career aspirant. Developing a career development plan with the family makes career preparation more effective.

The Career Discovery Path describes the universal principles of career counselling. Almost all types of career counselling programmes would in some way address these 4 aspects of career development.

## 2. Promoting Self-Understanding

Helping the career chooser develop a deeper understanding of him/herself is perhaps one of the most important objectives of career guidance. Promoting self-understanding is made up of 4 components:

- Understanding interests
- Understanding aptitudes
- Discovering Potentials
- Understanding career beliefs

### 2.1. What are interests?

Personal interests are:

- activities that draw a person's attention
- things that a person is curious about
- matters a person wants to pursue further
- activities that a person considers worthwhile
- activities a person enjoys

Interests are like the *steam* in a locomotive. They are essentially factors of a person's personality that motivate and drive him or her. Two vital points need to be noted about interests:

- *Interests can change.* A rule of thumb that a career counsellor can keep in mind, is that interest profiles are likely to go through great variations upto around the age of 16 to 18 years. It is only after this stage (when the person is closer to adulthood), that interests are likely to be more stable. The strength of an interest is closely related to:

  o personal experiences with an activity
  o the belief that one can do well at an activity (self-efficacy)
  o attitudes and preconceived notions held by the individual and significant others in the person's life (e.g. career beliefs) about an activity

Let us take the example of Aaron and Abbas who at the age of 14 years were both deeply interested in design. As they grew up, Aaron's experiences with design were repeatedly met with lukewarm responses from his teachers, parents and friends. In fact his family and parents believed that careers in design were more for girls. Abbas's experiences however were different. His family were open to careers in design and encouraged Abbas to persist at developing his design skills. Furthermore, Abbas was quite successful in inter-school design competitions. With the passage of time, Aaron's interest in design decreased while Abbas's interest increased.

As the person moves through the stages of career development, personal experiences and external influences could *strengthen* existing interests or could cause a *shift* of interests to some other activity area. This is normal and natural. Sensitive and person-centered career counselling does not chain the young person to a group of interests that he/she was oriented to at a certain stage in life. On the other hand effective careers education helps the young person explore his/her interests before making a commitment.

- *High interest does not signify high ability*

This is an essential point to be noted by the career counsellor. An interest in a particular activity indicates that the individual is drawn toward it and derives enjoyment from it. It *does not* necessarily mean that he/she is good at that activity. Success in a career is achieved in an environment of intense competition. Merely

being interested and motivated, however strong this motivation, does not guarantee that the individual could develop a sufficiently high level of skill to succeed in the face of competition.

Let us go back to the example of Aaron and Abbas to illustrate this vital point. An analysis of their interests through a standardised interest inventory indicated that both of them were strongly interested in design. However, although both of them applied equal effort at developing their design skills, Abbas was more successful than Aaron. In other words, Abbas was better than Aaron at the skills a designer needs.

Helping an individual identify personal interests is an essential aspect of career counselling. Becoming aware of activities that one is attracted toward makes a significant contribution to enhancing self-understanding. However self-understanding for making effective career choices needs to go further.

### 2.2. What are aptitudes?

Aptitudes are the second component of self-understanding. Aptitudes reflect:

- a person's talents and capabilities
- the person's potential for achievement in a particular area
- what one would be naturally good at

If interests are the steam in a locomotive, aptitudes could represent the *engine* – the actual ability to move toward and be successful in the execution of a specific set of tasks.

Talents and capabilities could be identified through aptitude tests. An aptitude test may be focused on specific areas (e.g. manual dexterity, clerical skill). Aptitude tests could also be more broad based (e.g. linguistic aptitude, spatial aptitude). The key point to be noted is that aptitudes reflect capacity. For example, at the end of an aptitude test 16 year old Sameena discovered that she has a high linguistic aptitude and a low musical aptitude. This means that if she is provided the appropriate training, she will find it easier to master linguistic skills rather than skills related to the musical aptitude.

A further point to be taken note of is that at the heart of a career lie a *group of skills or skill sets.* In other words, most careers require *combinations* of aptitudes. A career in architecture for example would require spatial as well as logical skills. The aptitude profile of a successful jewellery designer is likely to be characterised by sensitivity to colour, shape and form, along with fine motor skills. A brilliant diagnostician who is rough and callous toward human feelings and emotions does not necessarily make a good medical practitioner. Therefore a career comprises a *group of tasks.* The aptitude to do well at *as many* of the tasks linked to a particular career as possible contributes to success at that career.

### 2.3. Potential: The interest and aptitude combination

Interests and aptitudes are *both* essential aspects of self-discovery. A limitation of some systems of career counselling is that focus is brought to bear on just one of these two facets of the individual's personality. Some systems are driven by analysis of interests, while others lay emphasis on aptitude tests. According to our model the analysis of interests and aptitudes for self-understanding is not an either-or question. The task before the counsellor is to help the young person discover his/her interests *as well* as his/her talents.

It is here that a vital point emerges. An interest inventory would provide information about a person's interest profile, while an aptitude test would help discover personal talents and capabilities. Closer analysis would reveal that some of the interests identified *might not* match the individual's aptitude profile. Similarly, it is also possible that the individual may not show an interest in careers linked to some of her aptitudes. The all important task before the career counsellor therefore is to help the career chooser discover the *point of overlap* between a person's interests and aptitudes. The figure below provides a schematic representation of this interaction between interests and aptitudes.

**Think Point**
**What are the implications if career counselling focused either on interest OR aptitude?**
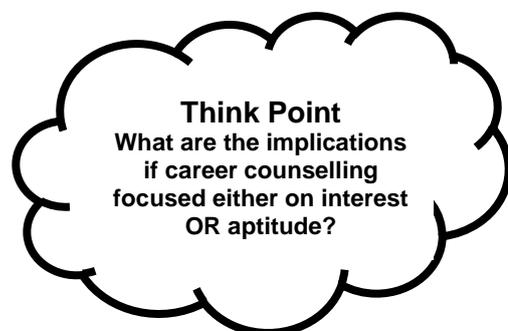
**Interest-Aptitude Overlap**
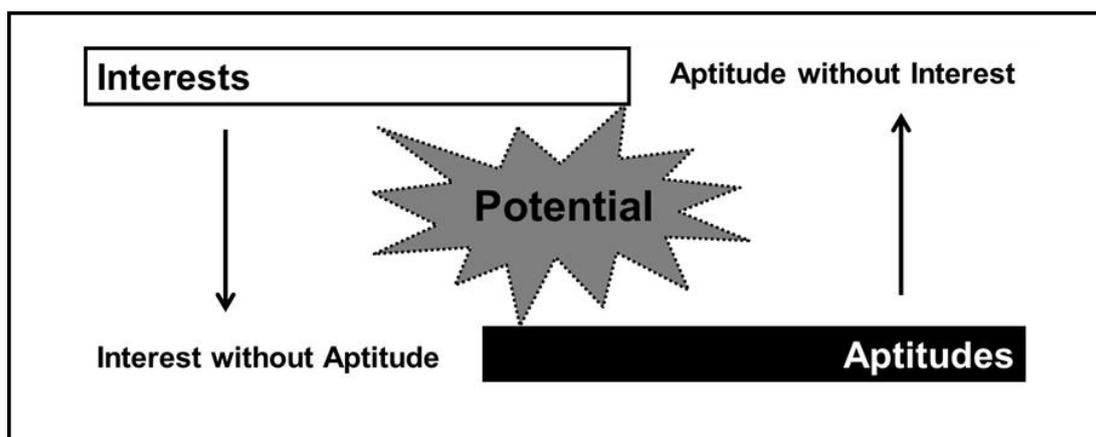


Systematic analysis of data emerging from tests and information gleaned through interactions with the career aspirant would unveil this link between interests and aptitudes. Discovering this connection would help identify specific career areas in which the individual would not only be interested but for which he/she would *also* possess talents.

Here is an example to illustrate this critical (but often unaddressed) aspect of promoting self-understanding during the process of career preparation. At the end of testing, Adam a higher secondary student's interest profile indicated that he was deeply interested in activities related to computer programming, working with colours and designs and inventing new products from his ideas. His aptitude profile indicated that his highest talents were linked to spatial abilities (skills related to the management and manipulation of three and two dimensional spaces) and fine motor skills, while his capabilities for logic, reasoning and analysis were significantly lower. A career as software programmer matches Adam's interests. However the core aptitude required for this career is logic and reasoning ability – a set of skills for which Adam has a relatively lower aptitude. On the other hand, Adam's profile shows a closer match between his interest in design and his higher aptitude in spatial skills. While Adam could pursue a career as a software engineer and work hard at developing his logical skills, he is likely to have to struggle to rise up to high levels of excellence. On the other hand, his chances for success and satisfaction are likely to be higher should he decide to become a designer.

One method of teasing out this interest-aptitude overlap is to use statistical techniques. Scores on interest and aptitude tests could for example be combined and averages worked out. A more powerful method is the *careers interview*. Discussion between the counsellor and the career chooser that draws upon information from tests, work experiences and exposure to the world of work would draw the career aspirant closer to identifying the overlap between personal interests and aptitudes.

## 2.4. The Emergence of Skill

The word skill is often used synonymously with the word aptitude. This is not entirely correct. A skill has to be *learned*. This implies, going through education and training and passing through the framework of a course. Anyone can develop any skill, if he/she has an opportunity to take up a course related to that skill. However, when a person goes through a course that draws upon his/her high potential (interest + aptitude), it is likely that the emerging skills will be stronger than the skills that emerge from a course that draws upon the person's lower potentials. Therefore, it is vital that course selection is connected to one's potentials.

## 2.5. Understanding Career Beliefs

Career beliefs are *thinking habits* that influence behaviour. Thoughts and opinions related to work and career are called career beliefs. These are strongly held convictions about the process of career choice or about the world of work. Prestige, for example is a powerful influence on career choice. Certain occupations are believed to be 'prestigious', while others are not. Enhancing self-understanding implies helping the individual become aware of how career beliefs and cognitions influence personal orientations to career choice and development.

## 3. The Importance of an Undergirding Theoretical Framework

An important target for career counselling is to enhance the individual's awareness of his or her talents and abilities. Therefore, it is vital that the *personhood* of the career chooser is firmly kept at the heart of career counselling. An individual possesses talents for *more than one career*. If this is not acknowledged, large numbers of career aspirants (the majority perhaps) whose interest and aptitude profiles do not match prevailing demands from the labour market, may not find their place in the sun. Instead they may be impelled to choose careers that are popular – forsaking careers for which they might have a higher suitability. Being equipped with the methodology to strike this essential balance is the hallmark of effective career counselling.

Effective career guidance and counselling require the coming together of *multiple units* of information. This includes information not only about the individual and the world of work but also about intra-individual factors and intra-world-of-work factors. It is essential that each of these information units contributes meaningfully and substantially to the process of career guidance and counselling. A career counselling system that is undergirded by a *culturally and economically relevant* theoretical reference point can facilitate this integration of information.

A commonly encountered situation, particularly in contexts where the scientific practice of career counselling is in its infancy, is one where information about the individual is collected through tools and devices that are each based on *different theoretical* persuasions. It is common in India, for example, to see on a career report, information from a battery of tests such as the Strong Interest Inventory for data pertaining to interests, the Differential Aptitude Test for information about aptitudes, and the Cattell's 16 Personality Factors Questionnaire for data about personality. While they may be independently useful, it would be difficult to *reconcile* the information that is gathered into a coherent description of the individual's personal profile since each of these instruments originate from different theoretical frames of reference.

Theoretical consistency is also required in reference to the individual and the world of work. The usefulness of a device that generates information about the individual but does not find a close corollary with an *occupational classification system* would be limited.

Effective career counselling requires the *concurrent analysis* of two sets of data: information about the person and information about the world of work. If this is to be achieved, the career counselling system must rest on a theoretically-validated framework that uses *comparable* constructs, terminology, and methods for assessment and classification. The absence of such a theoretical platform would affect the extent to which information about the person and information about the world of work could inform each other and thereby lead the individual toward effective career decision making.

### 3.1. Methods for Career Counselling based on the Holland model

One of the most attractive outcomes of Holland's typological theory of career choice is the development of concrete systems and methods for career counselling. Holland has developed and standardised a variety of tests and counselling systems that can be readily applied in a counselling interaction. Some of the most popular of these devices are:

- Vocational Preference Inventory (VPI): https://www.parinc.com/Products/Pkey/475

- Self-Directed Search (SDS): https://self-directed-search.com/

- My Vocational Situation (MVS): https://www.sralab.org/rehabilitation-measures/my-vocational-situation

These tools first of all help the individual identify his or her personality type. The career aspirant is assigned a three-point code which describe his or her occupational personality. Assume for example that a person's scores are highest for the Artistic (A), Social (S) and Investigative (I) categories. This person would be assigned the three-point code ASI. The career aspirant can then match personal profiles with the relevant occupations using tools such as:

- Dictionary of Holland Occupational Codes: https://www.parinc.com/Products/Pkey/86

- Position Classification Inventory (Gottfredson & Holland, 1991): https://www.parinc.com/Products/Pkey/317#:~:text=The%20Position%20Classification%20Inventory%20(PCI,job%20class%20in%20your%20organization .

Based on this method, the career aspirant can identify the primary career choice which can then be backed up with secondary and tertiary choices.

## 3.2. Critical Appraisal of the Holland Model

Holland's model has generated an enormous amount of research and study. Information from these investigations indicates that some of Holland's propositions are empirically supportable. Evidence to support other propositions however has been mixed.

The congruence hypothesis has perhaps generated the largest amount of research and controversy. According to Holland's model, information about the congruence between personality type and work environment should enable us to predict the outcome of the individual's career development. In other words low congruence would have outcomes characterised by low job satisfaction, while high congruence would have more positive outcomes for career development. Reviews of the voluminous research into the Holland model (e.g. Spokane & Oliver, 1988) have indicated that many aspects of career development (e.g. persistence, career choice, job satisfaction) show a close correlation to Holland's assumption of congruence. Other variables (e.g. self-concept, sociability) show *low and statistically non-significant relationships* to congruence.

It has been found that prediction of *academic achievements* based on the RIASEC types is also *weak*. The model predicts that students who are of the investigative and social types would be the highest academic achievers while the realistic and enterprising types are likely not to fare very well on purely academic tasks. Studies have found (e.g. Schneider & Overton, 1983) that it was the artistic and conventional types who earned the highest grades. It has also been found that academic performance did not vary significantly across the RIASEC types for females.

Similarly difficulties have been encountered with reference to the idea of differentiation. A question that remains poorly addressed is the validity of the assumption that a given individual will actually fit into a particular segment of the RIASEC hexagon. Those who are poorly differentiated according to the Holland model, would not find counselling inputs based on this model to be very useful. A similar question may be raised with respect to differentiation in work environments. *Quite a large number of careers do not neatly fit into the RIASEC model.* IN many emerging economies new employment opportunities are created at a high frequency. A large number of these opportunities require the individual to play *multiple roles* and the world of work is characterised by a high demand for workers who are capable of *multitasking*. This implies that employers seek workers who are able to demonstrate a *combination of traits*.

Another important question that has emerged is with regard to the consistency of the different career counselling techniques that rest on the Holland model. Research (Walsh, O'Hildebrand, Ward & Matthews, 1983) that compared two instruments (the Self Directed Search – SDS and the Vocational Preference Inventory – VPI), found for example that black and white women in the same occupation showed close similarity in type when assessed on the SDS. However, on the VPI black and white women in the same occupation tended to be more different from each other than similar. Results such as these raise the possibility that differences could exist between the two most commonly used instruments to measure Holland types.

A question that has not been adequately addressed is the *cross-cultural* relevance of Holland's model. The model has been developed in the West and a significant portion of the research investigating its effectiveness has been on *Western samples*. Investigations into implementation of the counselling tools developed by Holland and his colleagues in other parts of the world present findings that are ambiguous and it is not clear whether the model is relevant to non-Western contexts. An interesting study tested the VPI on 172 natives of India (Leong, Austin, Sekaran, & Komarraju, 1998). The findings indicated that congruence, consistency and differentiation did not predict job or occupational satisfaction. Furthermore, the frameworks within which the Holland instruments have been developed, do not allow for an easy fit into Indian ways of thinking. Leong et al (1998) found for example, that they could not use the VPI "as is", because it included occupations that would be considered too low for some members of their sample to even consider. These researchers go on to suggest that Holland's approach could be *limited by cross-cultural boundaries*. If at all these interventions are to be used, they would require to be comprehensively *re- standardised* to suit the local situation.

A final question is related to *interests and aptitudes*. The model we are studying proposes that interest and aptitude are *both* to be taken into account for comprehensive career guidance. It must be noted here, that the *Holland model focuses almost exclusively on interests*. Aptitudes and competencies are not addressed by the Holland model. The model assumes that interests are part of the personality of the individual and therefore do not change. Evidence from different parts of the developing world show that interests do change with age and circumstances. Therefore the outcomes of the Holland based interventions might not be reliable across age and circumstances.

In summary, the Holland model may be described as an extension of the Trait approach to career counselling and to a large extent the model is characterised by the advantages and limitations of the Trait Factor approach. The greatest offering made by the Holland model is its contribution to the *practice* of counselling. The model is not merely an exercise in theorising about career development behaviour but *translates theory into practice*.

## 5. The Intelligences approach to career guidance

Almost all the models described above take the *"personality" approach* to career guidance. Various techniques are used by these approaches to identify personality characteristics based on which career guidance is provided. The limitations of such approaches have been discussed above. The most critical limitation of such approaches that they may not be cross-culturally valid since they have been derived mainly from Western samples and are influenced by Western ways of thinking.

Another approach to understanding the human potential is to take the *"intelligences" approach*. Such an approach is *"meta cultural"* and views aims at identifying human characteristics *beyond* cultural influences.

"Intelligence" is a broad *mental capability*. It does not emerge merely from book learning. It reflects the person's capability for comprehending his/her surroundings— "catching on," "making sense" of things, or "figuring out" what to do.

Our interest is related to guidance and counselling. Hence, more than "intelligence" it

is aptitude that we are interested in. Intelligence and aptitude are closely related.

Aptitude is usually defined as a natural or inherent talent for a certain activity. Aptitude is a competency, whether innate, acquired or developed, for a certain type of work and this competency can be physical or mental. Aptitude breaks intelligence down into several different characteristics that are relatively independent of each other. Intelligence refers to the level of a person's general mental abilities whereas aptitude reflects specialised abilities. *Aptitude therefore is the individual's inclination for a certain task. The level at which the individual can perform a certain task is related to the person's general intelligence.* Take the example of 2 individuals. Assume that one of them has a higher general intelligence than the other. Assume that both these individuals also show an aptitude for Linguistic tasks. The person with the higher general intelligence could show a higher capacity for Linguistic tasks, than the person with the lower general intelligence.

Hence differences between individuals on specific aptitudes could be the result of differences between them on their general intelligence. This information could be highly useful from the applicational view point, to help people understand themselves better and make effective choices.

## 6. Multiple Intelligences: A frame of reference for career counselling

In contemporary times, these ideas are best developed in the work of Howard Gardner. On the basis of his research Gardner presents in his book Frames of Mind (1983) the postulation that the *human potential has numerous facets and that it is multidimensional*. In his theory of multiple intelligences Gardner lists linguistic, musical, logical-mathematical, spatial, bodily-kinaesthetic and personal as various autonomous intelligences that characterise all human beings. Each is manifested, suggests Gardner, in culturally relevant 'intelligent' behaviours, having *differing profiles* of relative strengths and weaknesses across these intelligences.

This description of the human potential provides a useful framework within which to help a young person understand and identify personal interests and aptitudes. Gardner in his later work has gone on to expand his initial theory and has included various other

intelligences to his original formulation. Our experience in using the theory has indicated that 5 of the potentials described by Gardner are most relevant for guidance and counselling. Presented below is a brief description of the 5 potential areas described by Gardner that we have adapted to for use as a framework within which to provide careers education.

### 6.1. The Linguistic Potential

This potential area reflects the fluency of language. It is the ability to manipulate words and expressions. A person with a high linguistic ability is sensitive to the meaning of words, and to the skill of using words effectively to communicate. Linguistic ability may be manifested in the spoken form. The public speaker who is able to hold an audience at rapt attention or the counsellor who is able to accurately reflect the client's sentiments and emotions are examples of the linguistic ability at the spoken level.
The linguistic potential may also manifest itself in the written form. Powerful essays that changed the history of nations, poetry that captures the sound of raindrops, or the presentation of a news item in the daily newspaper are examples of the linguistic potential in the written form.

### 6.2. The Analytical-Logical Potential

The person's ability to think logically, analyse, understand cause-effect relationships and solve problems is reflected as the analytical-logical potential. The ability to understand the underlying dynamics of a problem, the links between components and identify solutions are related to the human ability to analyse and apply logic. Similarly, the ability to extract information from a mass of data, make sense of this information, identify trends and patterns and make predictions, all rest on the analytical-logical potential. An important point to be noted is that this potential is often associated with science and mathematics. This is an erroneous linkage.

A large range of human endeavour requires logical ability. The archaeologist who is able to tell us about the dressing habits of a civilisation based on her extrapolations from a comb discovered on site uses logical skills as much as another person involved in abstract mathematics.

### 6.3. Spatial Potential

This potential relates to the sensitivity to space and the ability to manipulate space at the two dimensional level or at the three dimensional level. Activities linked to design draw heavily from the spatial potential. The architect who can 'place' a building on a vacant plot of land in his mind's eye or the sculptor who 'releases' an image from a block of stone use their spatial talents and abilities. The sensitivity to colour is another manifestation of the spatial potential. The interior designer who transforms the ambience of a drab room by merely changing the colour of the curtains uses her spatial ability.

Creativity is concept that is often confused with the spatial potential. Creativity is a fundamental human quality that is required by almost all aptitudes and potentials. We are often confronted by non-creative artists and designers, who can only copy the works of others. Alternatively a creative writer or a creative logician brings originality to their respective aptitudes. It is important that creativity is understood as a core human trait and not confused with the spatial intelligence. The spatial potential reflects abilities to deal with space.

### 6.4. The Personal Potential

The knowledge of self and the sensitivity to others reflect the personal potential. People exhibiting this potential would have a high degree of control and awareness over their own feelings and values. A person with a high personal potential is sensitive to the moods and emotions of others. These are people who can understand others and are attuned to the forces that influence and mould human behaviour. A common misunderstanding is that people who are 'extraverted' have high personal skills. The ability to make others laugh or be the soul of a party reflects the personal intelligence as much as the capacity to quietly understand others, their moods, thoughts and behaviour. Most importantly, the person with a high personal potential would be able to logically arrive at the reasons behind a unit of behaviour and would be able to influence and mould human behaviour.

### 6.5. The Physical-Mechanical Potential

Some of us are especially fluent in the use of our bodies. The physical-mechanical potential is linked to the mastery over the motions and expression of the body. It is the fluency of

movement. The dancer who is able to 'show' us the agony of a tree being felled, the actor who transforms a corner of the stage into the heaving deck of a ship simply by the way he moves his body both use their bodies to communicate feelings, moods, emotions and messages. Careers that require stamina and strength also require the physical-mechanical potential.

Sports persons, protection service specialists would require the physical-mechanical potential. This potential is also linked to the person's mechanical ability. These are people who demonstrate an innate sensitivity to the laws of mechanics and are good at the use of tools. Typically, engineers, technicians and others involved with machines and equipment demonstrate a well-developed physical mechanical ability.

## 6.6. Multiple Potentials Profile

These potentials characterise all human beings. All of us for example demonstrate the ability to use words and speak a language. All human beings have the ability to apply logic and spatial skills. The personal, physical and mechanical skills similarly characterise the behaviour of all human beings. The point to be noted is that *some of these potentials develop to higher levels than other potentials within the profile of a given individual*. It is this profile that a career counselling programme is interested in. Observations and suitable testing techniques enable us to identify areas in which an individual demonstrates a higher potential. These 'highs' and 'lows' provide a framework within which career counselling can progress The same theoretical framework is used to assess potentials as well as to classify careers.

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References marked with * are linked to the original paper.  Click to read the paper.

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# SELF-LEARNING EXERCISES

## EXERCISE 1: The Key Themes of Career Guidance

**Select the most suitable answer**

1. The key themes of career guidance are:

A. RIASEC, Multiple Intelligences, Potential, Interest-Aptitude Combination.
B. Self-Understanding, Understanding of the world of work, Development of Career Alternatives and Career Preparation.
C. Self-Understanding, Understanding of the world of work, Aptitude Testing and Interest Assessment.
D. Trait-Factor Approach, Person-Environment Interaction, Multiple Potentials Profile and Mixed Methods Approach

2. The Holland Model led to the development of:

A. The International Standard Classification of Occupations.
B. The Multiple Potentials Profile.
C. The Strong Interest Inventory.
D. The Self-Directed Search.

3. By 'Interests" we mean:

A. Activities a person wishes to pursue further.
B. The person's capabilities.
C. The person's in born qualities.
D. The person's potentials.

4. Which one of the following takes a meta cultural approach to understanding human potentials?

A. The Holland model.
B. The Intelligences approach.
C. The Myers–Briggs Type Indicator.
D. The Differential Aptitude Test.

5. Which one of the following is correct?

A. Skill and Aptitude are the same thing.
B. Interest and Aptitude together yield Skill.
C. A skill has to be learned.
D. Potential and Skill are the same thing.

**EXERCISE 2:  Interest-Aptitude**

**Look at the table below.  Identify if the statement given best describes Interest or Aptitude
Circle the correct answer.**

| | | | | |
|---|---|---|---|---|
| 1 | Activities you are naturally good at | | Interest | Aptitude |
| 2 | Things a person is curious about | | Interest | Aptitude |
| 3 | Matters a person wants to pursue further | | Interest | Aptitude |
| 4 | Affected by external influences | | Interest | Aptitude |
| 5 | Activities for which you have a high capability | | Interest | Aptitude |
| 6 | Activities that you can do well | | Interest | Aptitude |
| 7 | Activities that do not bore a person | | Interest | Aptitude |
| 8 | Activities that you do not find difficult | | Interest | Aptitude |
| 9 | Not affected by external influences | | Interest | Aptitude |
| 10 | Activities a person considers worthwhile | | Interest | Aptitude |
| 11 | Activities at which you easily excel | | Interest | Aptitude |
| 12 | Activities that draw a person's attention | | Interest | Aptitude |

**EXERCISE 3:  Models and Approaches**

**Fill in the blanks**

1. Regularities and consistencies in a person's behaviour are best explained by the

   _____ approach.

2. The _____ model classifies people and work

   environments into "types".

3. "Intelligence" could be described as _____ while aptitudes refer to

   a natural or inherent talent for a _____.

4. The _____ approach assumes that individuals possess a distinctive

   configuration of intrinsic traits and characteristics.

5. The _____are non-numerical and rely on verbal, non-mathematical

descriptions.

## EXERCISE 4:  Potentials and Careers

Look at the table below.  Match the Careers to the Potentials that would best match.  One example has been given for your reference.

| POTENTIAL AREAS | CAREER NAMES |
|---|---|
| **Linguistic Potential** | |
| **Analytical Logical Potential** | • Physicist<br>• Architect<br>• Copy Writer<br>• Lawyer<br>• Cartoonist<br>• Mechanical Engineer<br>• Scientist<br>• Teacher |
| **Spatial Potential** | • Deep Sea Diver<br>• Computer Scientist<br>• Hotel Manager<br>• Carpenter<br>• Journalist<br>• Accountant |
| **Personal Potential** | • Geologist<br>• Graphic Designer<br>• Psychologist<br>• Social Worker<br>• Dancer |
| **Physical Mechanical Potential** | • Fashion Designer |

## EXERCISE 5:  Interest and Aptitude

How would the outcomes of career guidance be affected if the counsellor focused (100 words):

A. Only on interests?
B. Only on aptitudes?