EVALUATION OF A LIFE AND JOB SKILLS TRAINING PROGRAMME FOR TERTIARY STUDENTS

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This study is dedicated to the memory of Clinton James Werner Köhler.

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ABSTRACT

Subject: **Evaluation of a life and job skills training programme for tertiary students**

Key terms: academic development, academic support, life and job skills training programme, life skills, life skills training, tertiary institution.

This study encompasses the findings of a needs analysis of life and job skills needs in the 1995 first-year, full-time students (Total Group) and students admitted to a partial course, plus Academic Support (Target Group). The study reports on the effectivity of a life and job skills training programme implemented at the Vaal Triangle Technikon, Vanderbijlpark.

The aims of this study were to conduct a literature review of available life and job skills training programmes, so as to identify essential objectives, goals and key elements to be considered when designing a life and job skills training programme, to clarify the role that the trainer fulfills, to determine the life and job skills needs of the target population, to develop a life and job skills training programme, to address the identified needs of the target group as well as industries' needs, to evaluate the effect of the training programme on the life and job skills, study habits and attitudes and personality profiles of the Target Group, and to make recommendations relating to the design and contents of a life and job skills training programme, and to assess bases for ongoing research.

It was hypothesized that no life skills and competencies needs would be identified in the first-year, full-time students (Total Group); that no life skills and competencies needs would be identified in the first-year, full-time students on the academic support programme (Target Group); that there would be no decrease in the identified life and job skills needs in the Target Group as a result of exposure to the training programme; that there would be no improvement in the study habits and attitudes of the Target Group, as a result of exposure to the

training programme and that the training programme would have no effect on the first-year, full-time students in the Target Group in respect of personality profiles as measured by the Jung Personality Questionnaire.

In order to evaluate the hypotheses, a quasi experimental research design, with both a pre-test and a post-test was used, to evaluate the effect of the life and job skills training programme on the life and job skills needs and personality profiles of the 1995, first-year, full-time students on the academic development programme (Target Group). Students' life and job skills needs were identified using the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills. The students who made up the Target Group, were exposed to a life and job skills training programme which was designed to meet their identified needs and they completed the Life Skills Competencies: General Questionnaire on Life Competencies and Skills, the Survey of Study Habits and Attitudes and the Jung Personality Questionnaire, as pre-and post-tests.

Findings indicate, that there was a significant increase in the Target Group's life and job skills and an improvement in their study habits and attitudes, but that there was no significant change in their personality profiles, as a result of exposure to the life and job skills training programme.

In conclusion, recommendations were made regarding design considerations, the trainer's role, the impact and duration of a life and job skills training programme, the role of industry in South Africa, and the need for ongoing research.

OPSOMMING

Onderwerp: **Evaluering van 'n lewens- en werksvaardigheids-opleidingsprogram vir tersiêre studente**

Sleutelterme: akademiese ontwikkeling, akademiese ondersteuning, lewens- en werkvaardigheidsopleidingsprogram, lewensvaardighede, lewensvaardigheidsopleiding, tersiêre instelling.

Hierdie studie behels die bevindinge van 'n behoefte-analise van die werk- en lewensvaardigheidsbehoeftes van 1995 voltydse eerstejaarstudente (Totale Groep) en studente tot 'n deelkursus toegelaat, plus Akademiese Ondesteuning (Teikengroep). Die studie lewer verslag van die effektiwiteit van 'n lewens- en werkvaardigheidsopleidingsprogram aan die Vaaldriehoekse Technikon, Vanderbijlpark, geïmplementeer.

Die doelwitte van hierdie studie is om 'n literatuuroorsig te gee van beskikbare lewens- en werkvaardigheidsopleidingsprogramme, asook die identifisering van noodsaaklike doelstellinge, doelwitte en sleutelelemente wat oorweeg moet word by die ontwerp van 'n lewens- en werkvaardigheidsopleidingsprogram, om 'n lewens- en werkvaardigheidsprogram te ontwerp, om die rol van die opleier duidelik te omskryf, om die lewens- en werkvaardigheidsbehoeftes van die teikenbevolking te identifiseer, om die geïdentifiseerde behoeftes van beide die teikengroep as die industrieë te identifiseer, om die effek van die opleidingsprogram op die lewens- en werkvaardighede, studiegewoontes en persoonlikheidsprofiele van die teikengroep te bepaal, asook om aanbevelings te maak, met betrekking tot die ontwerp, en inhoud van 'n lewens- en werkvaardigheidsopleidingsprogram, en vir die bepaling van volgehoue navorsing.

Die hipoteses is gestel dat geen lewenskundighede - en vaardigheidsbehoeftes by voltydse eerstejaarstudente (Totale Groep) geïdentifiseer sou word nie; dat

geen lewenskundighede- en vaardigheidsbehoeftes by voltydse eerstejaarstudente in die akademiese ondersteuningsprogram (Teikengroep) geïdentifiseer sou word nie; dat daar geen afname sou wees in die geïdentifiseerde lewenskundighede- en werkvaardigheidsbehoeftes in die Teikengroep nie, as gevolg van die blootstelling aan die opleidingsprogram; dat daar geen verbetering sou wees in die studiegewoontes en houdings van die Teikengroep nie, juis as gevolg van blootstelling aan die opleidingsprogram, en dat die opleidingsprogram geen effek sou hê op die voltydse eerstejaarstudente in die Teikengroep ten opsigte van persoonlikheidsprofiele soos gemeet deur die Jung Persoonlikheidsvraelys.

Ten einde die hipoteses te evalueer, is 'n kwasi-eksperimentele navorsingsontwerp, tesame met 'n voor en 'n natoets ontwerp gebruik, om die effek vas te stel van die lewens- en werkvaardigheidsopleidingsprogram op die lewens- en werkvaardigheidsbehoeftes en persoonlikheidsprofiele van die 1995 voltydse eerstejaarstudente in die akademiese ondersteuningsprogram (Teikengroep). Die studente se lewens- en werkvaardigheidsbehoeftes is geïdentifiseer deur gebruik te maak van die Lewenskundighede en Vaardighede: Algemene Vraelys oor Lewenskundighede en Vaardighede. Die studente in die Teikengroep is blootgestel aan 'n lewens- en werkvaardigheidsopleidingsprogram en hulle het die Lewenskundighede en Vaardighede: Algemene Vraelys oor Lewenskundighede en Vaardighede, die Opname van Studiegewoontes en Houdings (OSGH) en die Jung Persoonlikheidsvraelys as voor en natoetse voltooi.

Bevindings dui daarop, dat daar 'n betekenisvolle toename was in die lewens- en werkvaardighede van die Teikengroep asook 'n verbetering in hulle studiegewoontes en -houdings, maar dat daar geen betekenisvolle verandering in hul persoonlikheidsprofiele was juis as gevolg van hulle blootstelling aan die lewens- en werkvaardigheidsopleidingsprogram nie.

Ten slotte word aanbevelings gemaak ten opsigte van ontwerpoorwegings, die rol van die opleier, die impak en duur van 'n lewens- en werkvaardigheidsopleidingsprogram, die rol van die nywerheid in Suid-Afrika en die noodsaaklikheid van voortgesette navorsing.

CHAPTER 1

INTRODUCTION

In this chapter the background and motivation for the research is enlightened, the problem statement, research model, paradigm perspective, research questions and aims are presented, and the research design and method are illuminated. The terminology used in the literature study, is clarified for the reader. The rationale is to provide the reader with an insight into the meaning and application of the terminology used in the study. The composition of the chapters is provided.

1.1   Background and motivation for the study

The necessity of taking into consideration the deeper effects that the "apartheid" system in South Africa has had on education and on the lives of individuals, is stressed by Rossiter and Parry (1988:10-11), while, Pickworth (1990:85), Sternberg (1983:10) and Wood (1982:213-214) state, that cognizance must be taken of the learner's culture, available facilities, values and life expectancies. Rooth (1997:2) reports that to date, life skills were not taught at schools, resulting in individuals failing to fulfill their potential. She stresses the fact that life skills education is important not only for South Africa, as there is a world-wide need for and interest in life skills. Rooth (1997:2) states, that the tragedy is, that valuable human potential is lost as a result of the lack of life skills input in school. First-year students at tertiary institutions, therefore, commence their academic studies under-equipped to cope, as they lack the essential life and job skills (Raijmakers, 1993:90; Raijmakers & Scholtz, 1997:23). This is echoed in the belief verbalized by Tselane, former chairperson of Wits SRC, when interviewed by Swarts (1998:12), that much of the frustration students experience, results from their being ill-prepared for the demands of higher education.

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Lodder (1993:1) concurs, that South Africans are exposed to extreme pressure at work as well as in their personal lives, for them to function at an above-average level, as a result of severe competition for limited job opportunities and dwindling resources. Individuals coping skills regarding inter- and intra-personal relationships, are also under severe pressure and specific life skills are needed to maintain control over their personal lives as well as for them to remain competitive in the workplace for the dwindling jobs available. Lodder (1993:16) reports, that employers complain that a large amount of money has to be spent retraining individuals entering jobs as they do not have the crucial life skills, which leads to a loss of productivity and an extra work load for their colleagues, as well for the employers. The life skills crucial for success in the changing world of work, according to Lodder (1993:2) include self-assertive behaviour, time management, communication skills, planning and listening skills. This concurs with the findings by Raijmakers and Scholtz (1997:24) regarding employers' expectations of first-time job entrants into the job market.

1.2   Problem statement

A study which encompassed a needs analysis of psychological life skills in 1992 first-year, full-time students at a tertiary institution, as conducted by Raijmakers (1993:90), indicates that significant problems were reported in the areas of community and social development; development of person and self with regard to self-concept/self-assertion, peer group identity and identity development; self-management in the areas of handling stress and study methods; physical and sexual development in the areas of sex guidance, alcohol and drug abuse and acceptance of one's own body; as well as in the area of career planning, which included entrepreneurship, problem-solving and decision-making, finding and keeping a work and career planning and development. The area of life and world orientation related to cultural orientation, also featured prominently. Olivier, Greyling and Venter (1997:26-27) reported similar findings in their study of life skills needed by matriculants. The respondents in the study (Raijmakers, 1993:83) were regarded as a representative population and therefore, the

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findings of the study can be generalized to all first-year, full-time students at the Vaal Triangle Technikon. Raijmakers (1993:113), Raijmakers and Scholtz, (1997:24) confirm that it is essential that all first-year, full-time students at a tertiary institution receive training in life and job skills. In line with this, Roup (1994:4) concludes, that life skills training should be the prime concern of adult education or human resources practitioners and that it should be an integral part of any training programme. She asserts, that there is a need to redefine all education so as to include life skills training. The rapid changes occurring in South Africa in economic, political, social and educational fields, make it essential for individuals to possess a wide range of life and job skills in order for them to meet the challenges facing them (Gazda, Childers & Brooks, 1987:15; Marais, Whittle, Puth, Bredenkamp, van Rooyen & Korb, 1988:24; Sadie, 1988:9).

In 1995, no applicable training programmes were available, which address the needs (Raijmakers, 1993:27-32; 90) of the target population, i.e. first-year, full-time students at a tertiary institution, with regards to life and job skill training. This is supported by Rooth (1997:2) who reports, that to date life skills have not been taught at schools. Lodder (1993:59-60) reports that tertiary institutions in South Africa i.e. the University of Cape Town and Vista University, focus on training educational staff, social workers, community workers, nurses and training officers in the teaching of life skills to school-going youths only. Therefore, this research proposes to evaluate the effectivity of a life and job skills training programme aimed at addressing defective life and job skills of first-year, full-time students at a tertiary institution. Cognizance will be taken of the life and job skills reported defective by employers in first-time job entrants (Raijmakers & Scholtz, 1997:24) and of occupational changes (Raijmakers, 1993:27-32). Tertiary institutions must take cognizance of statements in the Draft White Paper on Higher Education (SA, 1997:11) with reference to the fact that Higher Education is responsible for producing the skills and technological innovations needed for economic growth, as well as for socializing the youth by providing them with the life skills needed to become citizens of an international community. This reflects the African National Council's (ANC) Education and Training Policy, in that the

ANC emphasizes the need for training in marketable skills for all South Africans, in order to produce a skilled, efficient and effective work force (Innes, 1993:6). According to Hofmeyr (1993:11), providing basic life and job skills features prominently in the findings of research based on the views of 37 human resources executives, regarding success factors for affirmative action.

1.2.1   Assessing needs

Von Hörsten (1993:140) states, that a needs analysis of life skills must be carried out at the beginning of the first-year at a tertiary institution, in order to identify deficits in life and job skills, so that the training programmes could be adjusted to meet the real needs of the students. This is in line with Keefe (1988:369), Renton (1988:24-25) and Uys (1989:130) who are in agreement regarding the importance of assessing the target population's needs, as well as in respect of obtaining information from employers on the type of behaviour expected from first-time job entrants.   Both time and money are saved by identifying genuine training needs and by setting priorities. Renton (1988:24) contends, that in South Africa we can not afford not to pinpoint gaps in skills and subsequently recommends a needs analysis.   Therefore, the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills, which is a standardized questionnaire (Raijmakers, 1993:77) and computerized data processing techniques which provide objective, easily interpreted data, was used, in order to identify defective life and job skills.   This was the method used in the study conducted by Raijmakers (1993:83) and was repeated in this research. Renton (1988:26) concluded, that a needs analysis was successful only if it resulted in an appropriate plan of action, as is evident in this study.

1.2.2   Life and job skills and the demands of the world of work

Jooste and Wilson (1993:19) state, that basic life skills including decision-making, time management, problem-solving and stress management, were reported to be important in their survey conducted amongst employers in the

Western Cape, South Africa. The more academic skills were regarded as less important. They contend, that these skills can be learnt and therefore, life and job skills training programmes are very relevant towards more effectively making the transfer from tertiary education to the work sphere. Jooste and Wilson (1993:19) recommend, that life skills training should be emphasized as essential for the individual's survival in the world of work. This is in line with recommendations by Lindhard (1987:16), that, it is vital for workers to have self-management skills. He asserts, that coping life skills for survival in the changing world of work include decision-making, problem-solving, relationship, communication, how to find a job and how to manage unemployment skills. The modules of the life and job skills training programme evaluated in this study address these skills and are based on the findings of the pilot study (Raijmakers, 1993:90).

In her study of life skills in industry, Lodder (1993:1) states, that chronic unemployment and rapid changes taking place in South Africa as a result of progress, inhibit the individuals' abilities to survive and grow. She emphasizes the need for skilled labour in the business sector and contends, that only individuals who have relevant basic life and job skills will survive and prosper in the workplace, as well as in their personal and social lives. Lodder (1993:95) concludes, that a lack of life skills is one of the reasons why employees do not meet the expectations of their organization regarding productivity and ability to function effectively. This is supported by Von Hörsten (1993:142, 195) who after a study of the needs of the self-employed and employers concludes, that graduates lack the life skills and competencies needed to adequately adapt to the demands of the world of work. Von Hörsten (1993:134) reviewed literature and analyzed data obtained from faculties at the Pretoria University, Councils, Associations and Institutions and concluded that in order to increase employability and productivity, there was a need to train students in life skills and competencies to improve graduates' chances of success in the world of work.

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Larson and Cook (1985:12) and Pickworth (1990:77 & 1989:114) assert, that life skills training programmes would made a significant contribution towards the development and improvement of life skills of the youth of South Africa. They assert, that life skills training would enable the youth to cope with the demands of life and to achieve effective self-realization of potential regarding career development, while Gatherer (1993:19) states, that life skills training is critical when preparing young people for the new world of work. The result would be a stable and productive work force, which would contribute to economic growth, and bring about an improvement in the quality of life for all.

1.2.3   Socio-economic and technological pressures

Although Lodder (1993:136) and Pickworth (1989:11) contend, that the most pressing problems facing South Africa, are socio-economic and political, Marais *et al.* (1988:24) state, that the nature of interpersonal and intergroup relations, as well as the creation of trust, are vitally important.   Marais *et al.* (1988:24) emphasize, that population growth and economic growth are out of phase. They refer to the problems of inflation, low productivity, unemployment, provision of education during rapid technological change to a rapidly increasing school population and modernization and development of communities to meet the demands of a technologically dependent world.   In addition to this, Pickworth (1989:11) stresses, that the current demographic trends (which resulted in the urbanization of a large number of blacks) have major economic and labour implications.   The implication, according to Sadie (1988:9) and Van Rensburg (1992:18), is that there will be a shortage of executive and high-level manpower, a figure estimated to be 228 000 by the year 2000.   This implies that unskilled labour, estimated at 7 936 million by the year 2000 (Van Rensburg, 1992:18), will exceed high-level (highly skilled) manpower needed to create employment opportunities (Mostert, Van Tonder and Hofmeyr, 1988:12).   Gatherer (1993:19) and Pickworth (1989:14), in agreement with the above statements, point out that it is necessary to prepare individuals for the demands of the fast changing, highly

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industrialized, technologically oriented work place, which demands life and job skills for handling rapidly changing labour requirements and social changes.

The Draft White Paper on Higher Education (SA, 1997:10) states that South Africa has one of the world's highest unemployment rates; they agree with Lodder (1993:136), Pickworth (1989:1) and Rice (1991:328), that chronic unemployment is already a feature of modern life in South Africa and that it is critical that individuals acquire life and job skills for them to be able to adjust and function effectively, as the key to South Africa's future lies in, the acquisition of knowledge, skills and services.

The central motivation for including life and job skills training in curricula at tertiary institutions, is the adoption of a pro-active approach, aimed at equipping the individual with coping skills which would enable him to deal with developmental tasks, as well as with an ever-changing world of work (Lodder, 1993:2; Pickworth, 1989:47). Larson and Cook (1985:13) recommend that students be taught coping and problem-solving skills, as these skills have the potential to reduce human suffering. They suggest a highly visible, systematic, explicit life and job skills programme, which will equip students with the competencies both at work, as well as in all other areas of their lives. This researcher contends, that the inclusion of a life and job skills training programme, will improve performance at work, as well as in life in general. This would lead to the acquisition of the skills needed to function more effectively and also to cope with ever-present changing demands. This is in line with Larson and Cook (1985:12) and Schmidt, Brown and Waycott (1988:113) who contend, that skills such as friendship behaviours, conversation, value clarification, health maintenance and promotion, planning, assertiveness, time management and listening, are vital to success and for preparing individuals for life in a complex social world.

In support of the above, Gazda *et al.* (1987:150) declare, that the complexity of modern life highlights the importance of life skills needed to enable the individual

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to manage his emotions, to communicate effectively, to be able to find solutions to problems, and to find purpose and meaning in life. They caution, that ineffective coping with the demands of life, manifests itself in neuroses and functional psychoses which lead to a failure to develop essential life skills. Gazda *et al.* (1987:150) also point out, that the more technological a society becomes, the more that society changes and the more perceptual and cognitive skills are needed to function effectively. Larson and Cook (1985:12) again, caution that youths do not always acquire the skills needed to solve predictable life-problems. They state, that statistics on suicide, crime, substance abuse and unwanted pregnancy indicate, that the next generation are not adequately prepared to cope with the challenges of modern society.

Van Rensburg (1992:18) cautions, that it is practically impossible to accurately predict what skills would be needed in the future, as complex factors which include business strategies, politics, rapidly changing technology, the quality of the educational system and economic policies, exert an influence on the skills required. The question, therefore, arises as to what training programmes could be implemented so as to ensure that individuals have the necessary life and job skills to cope with the profound changes in South Africa on economic, social, political and cultural levels.

1.2.4 Reconstruction and development in South Africa

Roup (1994:3) asserts, that given the urgent need for reconstruction and development of South African communities, logical indicators show marked support for the need to implement effective life skills training programmes. She recommends, that the implementation of life skills training should not be delayed while further research and studies are undertaken.

The Green Paper on Higher Education Transformation (SA, 1996:6) and the Draft White Paper on Higher Education (SA, 1997:11) assert, that Higher Education's contribution to the reconstruction and development of South Africa is in the

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provision of individuals who have the knowledge, ability and skills to function in a rapidly changing national and global context. The need to attend to the articulation gap between the demands of higher education programmes and the preparedness of school leavers for academic study, is emphasized in the Draft White Paper (SA, 1997:17) and is seen as a means to improve equity of outcomes, i.e. academic success. Higher Education has the responsibility to socialize a new generation to become citizens of an international community by providing training in skills individuals need to cope (SA, 1997:11), as addressed in the life and job skills training programme evaluated in this study.

It is apparent that a holistic approach to tertiary education must be adopted to enable students to be academically successful, as well as to allow them to acquire life and job skills, which include coping and job-related skills. This is in line with findings by Conger and Mullen (1981:305-318), Hopson and Scally (1981:10), Rooth (1997:26, 36), Ryan (1993:70), Schmidt *et al.* (1988:111) and Thomes and Bajema (1983:47-48) who concur, that a holistic approach must be adopted to life and job skills training, with clearly stated process objectives aimed at developing a balanced, self-determined individual, capable of solving problems in a creative way.

1.2.5 The information era

Gatherer (1993:16) concurs, that it is popular wisdom to say that in South Africa we live in changing and demanding times. Pickworth (1990:77 & 1989:1) states, that the fact that current society in South Africa is changing, can not be denied and that even if reference to these changes have become a cliché, it is a known fact that South Africa is moving from an industrial era to an information era, this change being characterized by an information explosion. This view is supported by Van Rensburg (1992:5) who, in his paper delivered at a seminar on skills creation, stated that four out of five individuals in the developed world, would have their jobs changed in a significant way by the information revolution during this decade. Bellis (1994:42) concurs with Van Rensburg (1992:5), that the

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nature of jobs and the organization of work is changing rapidly and cautions that correct performance of a task will be no guarantee that the individual will function adequately in situations and technology which have changed. He concludes, that a result of this world-wide trend, will be an increased demand for a multi-skilled labour force. A multi-skilled labour force is by implication, more adaptable, have a greater range of personal competencies (i.e. life skills) enabling them to exercise initiative and cope psychologically, not only in employment, but also in personal relationships and communication. Van Rensburg (1992:5) asserts, that the skills market is a dynamic one and that the availability of applicable skills is directly linked to outputs of tertiary institutions. He suggests that the ideal mix for South Africa would encompass those skills which optimally stimulate and develop the resources and potential of the country and that this mix would be influenced and driven by the needs of the employers.

Pickworth (1990:18 & 1989:1) states, that life skills training will foster personal competencies needed for people to survive and prosper in a changing South Africa. In line with this, Schmid *et al.* (1988:113) as well as Hopson and Scally (1981:63) stress, that the greater the range of life skills the individual possesses, the greater the range of alternatives he has available to use so as to meet changing demands, which include the skills needed to relate effectively to others. Van Rensburg (1992:18) again, emphasizes that the workers of tomorrow will need a different, more sophisticated knowledge and skills portfolio than the workers of yesterday and today.

1.2.6   The role of tertiary institutions

It is stated in the Draft White Paper on Higher Education (SA, 1997:9), that higher education is a key allocator of life chances, as its purpose is to enable individuals to make the best use of their talents and to experience self-fulfillment, in that it teaches and trains people to fulfill specialized social functions. It is further stated, that higher education is responsible for the socialization of responsible, enlightened citizens capable of critically reviewing and renewing present

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practices and policies (SA, 1997:9). The Draft White Paper on Higher Education (SA, 1997:11) asserts, that "...as South Africa locates itself in the global network, higher education will have to produce the skills and technological innovations necessary for successful economic participation. It must also socialize a new generation with the requisite cultural values and communication competencies to become citizens of a international community". By implication, tertiary institutions have to prepare students not only academically but also through life and job skills training programmes, to cope with the changes facing them in society and in the world of work.

Mitchell (1997:6) quotes Theo Veldsman, an organizational development expert's response, when asked whether he believes that our tertiary institutions are equipping graduates adequately to deal with the world of work, as follows:

"I think that the responsibility does not only rest with the tertiary institutions, but goes back much further in our education system. At a tertiary level I believe that the major challenge is to develop in the students the skills in applying knowledge rather than just acquiring it. Clearly the need is for conceptual, problem solving abilities coupled with a strong people orientation and social skills."

This is in line with this researcher's view that life and job skills training should be part of the curriculum at tertiary institutions, as life and job skills promote academic success and optimal social functioning.

Rooth (1997:24) states, that the basic aims of life skills education is empowerment and capacity building. This is in line with the Reconstruction and Development Programme (RDP), Growth and Development Strategy (GDS) and macro-economic framework (GEAR) which articulate the vision for higher education to contribute to an improved quality of life for all South Africans (SA, 1997:12).

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Viewing the increasing number of African language students who enrol at tertiary institutions, Van Rensburg (1992:18) concludes, that it is evident that there is a need to facilitate the optimal self-realization of these students' potential by providing training in life skills. However, he cautions that these disadvantaged youths are functionally illiterate and do not possess the basic skills needed to become self-supporting, productive members of society. This is borne out by Rooth (1997:2) who reports that to date, life skills have not been taught at schools, resulting in individuals failing to fulfill their potential and the loss of valuable human potential. Van Rensburg's statement is confirmed by the Draft White Paper on Higher Education (SA, 1997:16-17) which reports that many tertiary institutions report rapid increases in Black student enrolments and concern is voiced, that increased access should not lead to a 'revolving door syndrome' for black students, with high failure and drop-out rates. According to Larson and Cook (1985:12), and Pickworth (1989:114 and 1990:77), life skills training programmes would make a significant contribution towards the development and improvement of the life skills of the youth of South Africa. They assert, that life skills training would enable students to cope with the demands of life and to achieve effective self-realization of potential regarding career development, resulting in a stable and productive work force, which would contribute to economic growth, and bring about an improvement in the quality of life for all.

This researcher contends, that it is evident that the demand for suitably skilled people is increasing in a rapidly changing South Africa with its urgent need for economic and industrial growth. Therefore, there is a need for training in technological and work skills, as well as for emotionally stable individuals who have acquired the needed life and job skills. Gatherer (1993:16) contends, that business should not bear the responsibility for life skills training. He states that the educational system fails to equip technikon/university graduates with the skills they need to be successful in commerce and industry and he recommends the inclusion of life skill training in tertiary education curricula. Gatherer (1993:16) asserts, that graduates are in dire need of problem-solving skills, teamwork skills,

communication and creative thinking skills. Presently institutions in South Africa, especially at tertiary level, tend to concentrate on the so-called academic and related practical skills centred around a chosen career. Gatherer (1993:18) reports, that De Beers of the Anglo American Corporation, expressed the view that students were meeting academic requirements in their final year of study, but that they lacked the needed life skills for enhanced personal development. This researcher contends, that the changes occurring in South Africa, make it imperative to equip people with the life and job skills they need with which to cope.

In support of the above, Bengu (1996:3) asserts, that the role of higher education institutions is to equip individuals with knowledge, values and skills needed to successfully function in a wide range of social roles and to be effective citizens. Lodder (1993:1) contends that the responsibility to equip individuals with essential life skills, lies with schools, employers and the community; the goal being to ensure a productive and adaptive work force. However, Lodder (1993:75) states, that schools can not carry this responsibility alone and that tertiary institutions share joint responsibility for equipping individuals with life skills. Lodder (1993:75) expresses concern, as only a few tertiary institutions presently offer training in life skills, even though the tertiary and secondary sector are well aware of the need for life skills training. As a result, there is an enormous lack of training in essential life skills. In light of this urgent need for life skills, Lodder (1993:75) appeals to schools, universities, colleges and technikons to move away from training which is subject-centred, to a people-centred approach   She contends, that employers do not satisfactorily address their employees' life skill needs, as they are unaware of the negative effect the lack of life skills has on productivity and therefore, on profits (bottom-line) (Lodder, 1993:134).

Von Hörsten (1993:1, 194) asserts, that for future job entrants to adapt to expanding opportunities, caused by changes in the labour market, they would need generic and specific life skills to be successful. Therefore, life skills for life

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and career development are essential. Von Hörsten (1993:1) contends, that cognizance must be taken by employers and tertiary institutions of the need to provide training in life skills and competencies, so as to enable individuals to successfully manage their lives. Von Hörsten (1993:132,138) states that life skills must be actively taught at tertiary institutions and that the responsibility for ensuring that students receive training in life skills, lies with the deans of faculties at tertiary institutions.

This researcher agrees with Von Hörsten (1993:139), that there is a need for close ties between tertiary institutions and industry, in order to ensure added value regarding skills needed for successful adaptation to the demands of the world of work. Von Hörsten (1993:79) bases the above on findings of a survey conducted amongst Human Resources Development Departments and training companies, which indicated that graduates had inadequate life skills and competencies and concluded that tertiary institutions were offering inadequate and insufficient training in life skills. Von Hörsten (1993:41) warns, that tertiary institutions can not take it for granted that students have the essential life skills they need to become more employable. She stresses that most employers place the responsibility for training in life skills at the door of tertiary institutions.

Rice (1991:301) states, that the key to survival in South Africa in the 1990's and beyond, is the possession of practical, relevant, transferable life skills which include job-related life skills, which will enable the young adult to accept responsibility for himself. She proposes greater communication between educators and employers in order to ensure that relevant life skills are taught (Rice, 1991:303).

1.2.7   Conclusion

The central and re-occurring theme with reference to the importance of evaluating a life and job skills training programme, is that tertiary institutions have a responsibility to provide students with a wide range of life and job skills in order to

enable the latter to adapt, to exercise initiative and to cope psychologically in personal relationships and communication in the labour market within a rapidly changing national and global context.

1.3   **Research model**

The integrated model of social sciences research as proposed by Mouton and Marais (1992:20-26), is applied in this research. The model aims to systematize the five dimensions of social research within the framework of the research process (Figure 1).
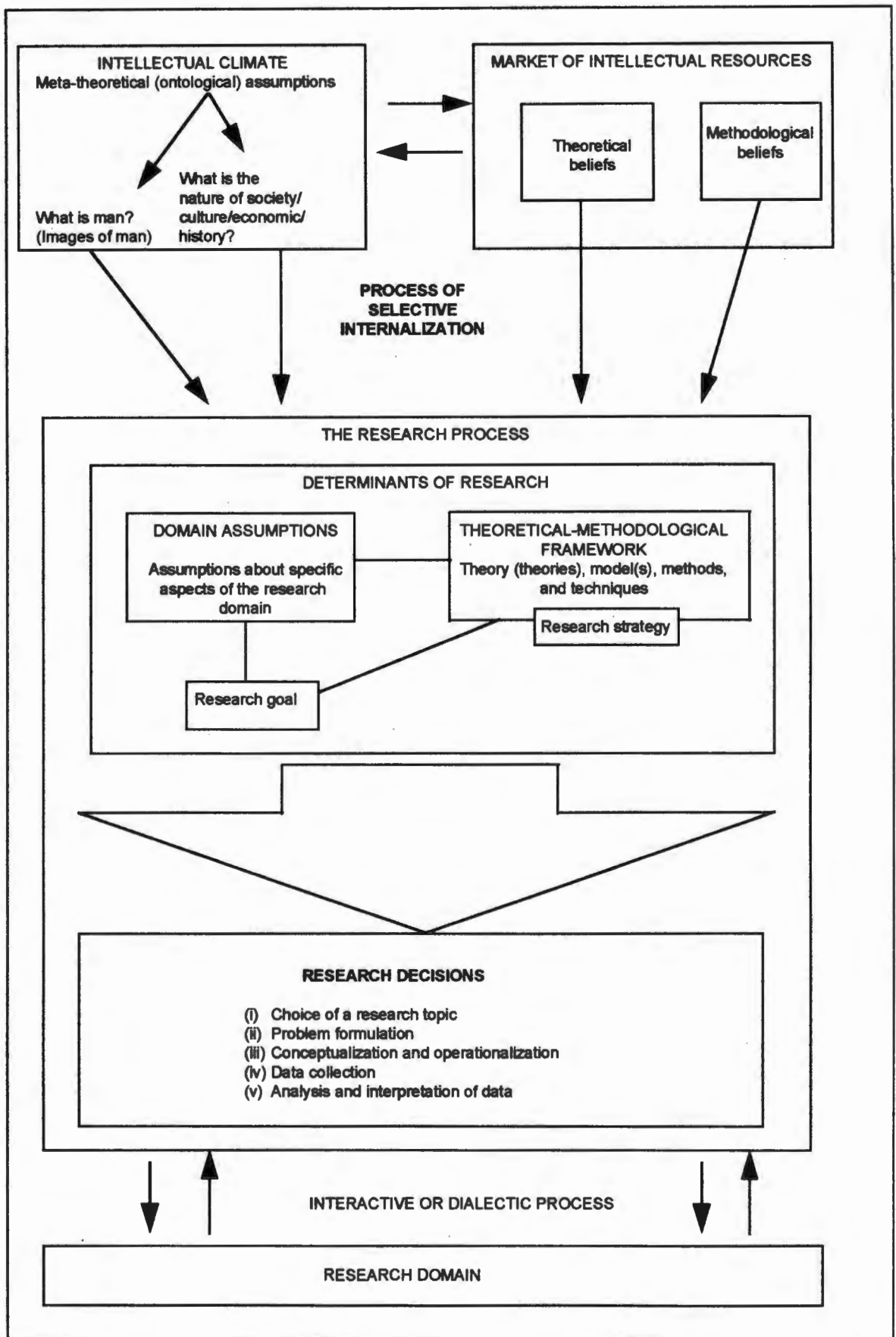
Figure 1: An integrated model of social sciences research (Mouton & Marais, 1992:22)

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The model is viewed as a systems theoretical model in which three subsystems i.e. intellectual climate of a specific discipline, market of intellectual resources within the discipline and the research process interact with one other and with the research domain within the specific discipline.

Intellectual climate encompasses metatheoretical values or beliefs held by an individual within a discipline. In this study the intellectual climate relates to the discipline specific beliefs relating to education and society in the discipline of industrial psychology. These beliefs display the qualities of assumptions, to the effect that human beings are more reactive than active to their environments. In this study the individual's reactions to the training environment, which aims at increasing their life and job skills, leads to testable hypotheses.

Market of intellectual resources entails the theoretical beliefs about which testable statements are formulated about behaviour. This includes statements which are encompassed in hypotheses. Methodological beliefs relate to the nature of scientific research and social science, with the most important being quantitative and qualitative models. In this research the literature review is presented from the humanistic psychology view, which emphasizes self-actualization, psychological health, personal growth and optimal functioning (Plug, Meyer, Louw & Gouws, 1988:47).

In this study, the researcher subscribes to the humanistic paradigm, incorporates a research model relative to the goals of the study and interacts with the research domain of industrial psychology and its sub-discipline of organizational psychology, which focuses on training, development, and measuring of knowledge and skills aimed at producing scientifically valid research.

1.4   Paradigmatic perspective of this study

The behavourial sciences form the foundation upon which this research is based. The behavioural perspective can be defined as the explanation of behaviour as a

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result of learning and environmental influences (Meyer, Moore & Viljoen, 1988:13). A discipline in the behavioural science is industrial psychology. Industrial Psychology is defined by Mauer, Shulman and Ruwe (1995:763) as "... the application or extension of psychological methods and principles to the solution of organizational problems...is concerned with those problems caused by human performance and those which affect human performance within organizational contexts". Also Statt (1991:63) defines industrial psychology as follows: "A branch of psychology that deals with the world of work, including counselling, the environment, human relations, job analysis, job satisfaction, motivation, recruitment, selection, training and ergonomics". The primary focus in this study, is that of industrial psychology which includes the scientific observation, evaluation, optimal utilization and influencing (change, training, development, motivating) of normal and to a lesser extent, deviant human behaviour in interaction with the environment (physical, psychic, social, organizational) as manifested in the professional and industrial world. It entails the study of human behaviour in the work environment and is specifically concerned with the adaptation and development of the employee (Department of Labour, 1996:185). Organizational psychology, a sub-discipline of industrial psychology, focuses on the training, development and the measuring of knowledge, skills and characteristics of workers/employees. This forms the framework of this research, which enlightens the need for life and job skills from the perspective of the world of work, socio economic and technological pressures, reconstruction and development, and the information era, concluding with the role of tertiary institutions in South Africa.

1.5   Research questions

- Are there any suitable life and job skills training programmes available for first-year, full-time students at a tertiary institution in South Africa?
- What are the essential objectives and goals of an applicable training programme, to address identified life and job skill needs?

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- What are the key elements to be considered when designing a life and job skills training programme?
- What role should the trainer fulfill in the life and job skills training programme?
- What are the life and job skills needs of the 1995 first-year full-time students at a tertiary institution?
- What are the life and job skills needs of students on the Academic Support programme?
- Will the training programme have an effect on the target group's life and job skills and personality profiles?

1.6   **Research aims**

In order to address the aforementioned research questions, the following research aims were formulated, namely to
- conduct a literature review of available life and job skills training programmes,
- identify the essential objectives and goals of an applicable training programme,
- determine the key elements to be considered when designing a life and job skills training programme,
- clarify the role that the trainer fulfills when presenting a life and job skills training programme,
- determine the life and job skills needs of the Total Group, i.e. 1995 first-year, full-time students at a tertiary institution,
- develop a life and job skills training programme which addresses the identified life and job skills needs of the target group, as well as industries' needs,.
- evaluate the effect of the training programme on the life and job skills and personality profiles of the target group (students on the academic support programme), and
- make recommendations relating to the design and contents of a life and job skills training programme, and for ongoing research.

1.7   **Research design**

According to Mouton and Marais (1992:33) the aim of a research design is to structure and plan the research in a manner which will maximize the validity of the research findings.

In this research, the applicability of the life and job skills training programme is ensured by first determining the students' needs and then structuring the life and job skills training programme to address the identified needs.

The research can be classified as exploratory, predictive and evaluative (Mouton & Marais, 1992:43, 45-46).

Exploratory research provides an overview of existing applicable literature with regards to training programmes in life skills.   Evaluative research is concerned with the assessment or evaluation of effectiveness of an intervention, in this case the life and job skills training programme.

A quasi-experimental design, with a pre-test and a post-test, will be used to evaluate the effect of the life and job skills training programme on the life and job skills needs and personality profiles of the 1995, first-year full-time students registered for an Academic Development programme (Target Group) at a tertiary institution. Although this quasi-experimental design does not allow for controlling and evaluating the internal validity of the life and job skills training programme, it is suitable for demonstrating whether the training programme contributes to decreasing the life and job skill needs and improving the study habits and attitudes of the Target Group (Bailey, 1982:244).

Target Group   →   **Pre-test**   →   **Intervention** →   **Post-test**

The aim of the quasi-experimental design is, to isolate a cause-effect relationship, which is the same as that of a true experiment (Robinson,

1981:182). A pre-test will be used to determine what the life and job skill needs of the target group are, before the intervention and data from the post-test, after the intervention, will be compared with the pre-test data, so as to determine whether the target group reports a decrease in life and job skill needs.

1.8   Research method

The research is guided by the research aims and consists of two phases, i.e. the literature review and the empirical investigation.

1.8.1   Phase 1: Literature review

Phase 1 comprises the following two steps:

- An evaluation of available life skill programmes. A review of the contents, target groups, focus of , format and approach adopted will be undertaken.
- Designing a life and job skills training programme. The goals, objectives, design considerations, duration, size of groups, role of group leader/trainer and the group approach to life and job skills training will be reviewed.

1.8.2   Phase 2: Empirical investigation

Phase 2 comprises the following steps in the form of evaluative research.
- Composition of groups. A total group of 935 first-year, full-time students will be used to establish life and job skills needs of first-year, full-time students at the Vaal Triangle Technikon.
- Target group. The quasi-experimental research design is applied as **all** the 1995, first-year, full-time students allocated to the Academic Development Programme (N=196), are taken up into the Target Group (See 4.8.1.1). The quasi-experimental design, with a pre-test and a post-test, will be used to evaluate the effect of the life and job skills training programme on the life and job skills needs and personality profiles of the target group. The aim of the

quasi-experimental design is, to isolate a cause-effect relationship, which is the same as that of a true experiment (Robinson, 1981:182). This type of quasi-experimental design is suitable for demonstrating whether the training programme contributes towards decreasing the life and job skills needs and improving the study habits and attitudes of the Target Group (Bailey, 1982:244).

- Composition of measuring instruments. The measuring instruments used in the test battery will address life skills, study habits and attitude and personality.

- The compiling of the life and job skills training programme.

- Pre-test. Prior to the implementation of the life and job skills training programme, the Target Group (N=196) will complete the test battery as a pre-test.

- Presentation of the life and job skills training programme. The life and job skills training programme is presented to the Target Group over a period of approximately three and a half months, in sessions of one and a half hours, once a week, during class time.

- Post-test. During the last session of the life and job skills training programme, the Target Group will complete the test battery as a post-test.

- Statistical analysis. The pre-test and post-test data will be coded for statistical analysis. The Statistical Analysis System (SAS) software computer programme (SAS Institute, 1985) will be used to analyze data. To identify life skills and competencies for the Total Group and the Target Group, the average percentage 'yes' responses will be calculated. Frequency scores on the average percentage of 'yes' responses using the 50% cut-off point, will indicate a need. The effect that the life and job skills training programme has on the average percentage 'yes' responses for the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, on the average score from the Survey of Study Habits and Attitudes (SSHA) and on the average score from the Jung personality profiles, will be measured using the paired t-test for the average difference between the pre-test and the post-test for each questionnaire. For Prob >|T| a value less than 0.05 shows

that the average difference between the pre-test and post-test is statistically significant for a α=0.05 significance level. For those items that are found to be statistically significant in the different measuring instruments used, the effect size (Cohen, 1977:20) will be calculated to establish whether this item is also practically significant.

- Reporting and discussing results. The quantitative results obtained from the test battery, will be presented in table form. Results procured, will be discussed and interpreted per hypothesis.

- Recommendations. Based on the interpretation of results obtained, recommendations will be formulated with regards to future life and job skills training and research.

1.9   Elucidation of terminology

In this study no distinction will be made between the races and both genders will be referred to as "...the individual, individuals, he, his or himself", in an attempt to facilitate easier reading. Any statement/s made with regards to needs or training, are applicable to all students, regardless of race or sex.

Blacks

Nell and Van Staden (1988:19) state, that it is considered racist in academic circles to talk about the special needs of black students. However, they feel that in order to redress the racial inequities in a society, we need to use race labels freely and to accept personal accountability by engaging in the moral demands of the South African society. This is supported by Stead and Watson (1998:43), who state that the term 'black' is a generalization, as black South Africans are not a homogenous cultural group and that the apartheid policy of the previous government had forced all black South Africans to be subjected to significant different experiences to those of other racial groups. Stead and Watson (1998:43) suggest, that the term 'black' be used in a socio-political rather than in a racial classification sense. Nell and Van Staden (1988:24) contend, that black

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students who enter tertiary institutions, are disadvantaged. The reason given, is that they come from overcrowded, poorly staffed schools which result in underdeveloped language as well as abstract conceptualization and problem-solving skills. They refer to the academic support programmes at open universities, which are targeted primarily at black students.

In addition, Nell and Van Staden (1988:25) argue, that it is not racist to develop programmes specifically aimed at disadvantaged students (majority of whom will be blacks), as tertiary institutions are obligated to provide whatever support services its students need, for them to be academically successful.

Competency

Competency is defined in the Concise Oxford Dictionary (Sykes, 1986:191) as "...the ability to do; ability for a task and having the capacity to do, which includes having sufficient skill and knowledge". The Human Sciences Research Council uses the Oxford (1986) definition of competency when drawing up the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills.

Thomes and Bajema (1983:38) define competency as "... an individual's quality and quantity of skilled performance, sufficient to allow him to manage his environment and satisfy his needs in a responsible way". Competency training includes materials and topics which enable the individual to learn and practise skills related to socialization, the use of free time, self-maintenance and work (Thomes & Bajema, 1983:35, 43).

Decision-making and problem-solving

Gerdes, Ochse, Stander and Van Ede (1981:22) state, that decision-making forms an integral part of coping with the challenges of new developmental tasks that each life-stage brings. They stress that individuals should acquire skills (life

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skills) needed to cope with the tasks of each life-stage, which will then enhance his self-actualization.

Gazda *et al.* (1987:309-Appendix E) state, that decision-making and problem-solving are the skills needed to seek, assess and analyze information, identify the problem and its solution, implement and evaluate the solution, set goals, plan systematically and utilize effective forecasting, time management, conflict resolution and critical thinking.

Studd (1982:40) defines decision-making as the most crucial life skill students need to acquire. He states, that decision-making supplies the answer to the question asked by students about what control they have over themselves (sense of destiny, control or personal power). Decision-making skills enable students to clarify values, gather information, set goals, apply decision-making to career plans, make plans and to develop competencies in other life skill areas.

Definition of a group

According to Strydom (1991:93), a group consists of individuals who participate in a life and job skills programme, interact with each other, have a communal goal and attend the group sessions voluntarily. For the purpose of this study, this definition will be used when referring to groups.

Job/Work skills

The definition of job skills provided by Pickworth (1989:2-3), states that job skills include adaptive and self-management skills and encompass the competencies which enable individuals to manage the demands of conformity, change, interpersonal and physical work environments. This definition will be adopted for the purpose of this study. She provides a breakdown of skills related to job/work as follows.

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Adaptive and self-management skills, which refer to competencies which enable an individual to manage the demands of conformity and change, as well as to relate to interpersonal and physical environmental matters (tactfulness, emotional stability and punctuality). Pickworth (1989:3) contends, that these skills are founded in the individual's temperament and personality and that they are learnt or acquired in the juvenile years within the family and school environments.

Fundamental or transferable skills, refer to the competencies performed in relation to people, things and data. These skills reflect orientation (preferences) by the individual (compiling, comparing or analyzing data, tending to and operating machines, supervising people) and are based in aptitudes, are a natural born talent or are refined by experience and/or education.

Job/work or specific content skills are competencies the individual needs to perform a specific job, or to exercise a profession or an occupation in a specified field, e.g. knowledge of skeletal composition of the human body or knowledge of mechanical parts of a motor vehicle. Job/work or specific content skills are acquired via education, training, private study or on-the-job training.

Life skills

When reviewing the available definitions of life skills, it is evident how vital it is for an individual to possess a wide range of skills. These skills contribute towards the presence of a greater range of alternative behaviors available to the individual, enabling him to take charge of his life, thus leading to his self-empowerment.

Rooth (1995:2) provides the following definition of life skills.

"Life skills are the skills necessary for successful living and learning. Life skills are coping skills that enhance the quality of life and prevent dysfunctional

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behaviour". She asserts, that life skills are competencies the individual needs for effective living and positive meaningful participation in community activities.

Rice (1991:331) places the term "life skills within a South African context and states that an individual who has the ability to anticipate change, is flexible, versatile and adaptable, has the life skills needed to handle the demands of adulthood and therefore, the demands of the world of work.

For the purpose of this study, the definition as provided by Du Toit, Hammes-Kirsten and Wissing (1997:6), who state that life skills are those skills necessary for successful learning and living, is applied. This is in line with Schmidt *et al.* (1988:113), who assert, that the term "life skills" is self-defining, in that it covers the skills and competencies an individual needs to enrich and sustain life.

However, Gazda *et al.* (1987:134) declare, that the term "life-skills" must be hyphenated; as it then connotes the use of life skills in the prevention and remediation of human problems. In this study, with its focus on self management and career planning and development, the term "life skills" will be not be hyphenated, however, its connotation stays one of prevention and remediation of human problems. According to Radloff (1997:3), students with good self-management skills are able to get along with others and bring about a learning environment based on collegiality to the benefit of the academic and wider community.

Skills

Webster's Dictionary defines "skills" as follows.

"Knowledge of the means or methods of accomplishing a task; the ability to use one's knowledge effectively and readily in execution of performance; technical experience; dexterity, fluency, or co-ordination in the execution of learned

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physical or mental tasks; a learned power or doing a thing competently; a developed or acquired aptitude or ability (Grove, 1981).

The Penguin dictionary states, that "skills" is the "...ability to utilize one's knowledge effectively and readily or a developed aptitude or ability in a particular field" (The Penguin English Dictionary, 1985-86:774).

Skinner (1990:72) refers to the Oxford dictionary definition of skills "...as expertness in a practical ability which can only be shown by doing it. Therefore, a skill can only be demonstrated by action". In this study a practical skills training approach is adopted, i.e. doing it (experiential learning) .

Although, Larson (1984:4-5) asserts, that in our culture skills are what the individual are taught in the army and that training is something you do with your dog, he does concur that a useful definition of skills encompasses the competencies needed for effective living. Larson (1984:5) concludes, that life skills are the psychosocial coping skills referred to by Adkins (1984:44-65), Egan (1984:21-43) and Gazda (1984:87-103), which enable the individual to adapt to and perform in an variety of situations.

Training groups

Nelson-Jones (1991:18-19) defines training groups as follows.

"Training groups are time-limited structured groups in which one or more leaders use a repertoire of didactic and facilitative skills to help participants to develop and maintain one or more specific life skills. Important features of training groups include: no assumption of psychological disturbance, systematic instruction, experimental learning by doing, and a high degree of participant involvement".

1.10   **Composition of Chapters**

Chapter 2:   Review of life skills training programmes
Chapter 3:   Designing a life and job skills training programme
Chapter 4:   Empirical investigation
Chapter 5:   Results and interpretation of empirical investigation
Chapter 6:   Conclusion and recommendations

1.11   **Conclusion**

In chapter one the background and motivation for the study is enlightened and the statement of the problem addressed.   The paradigmatic perspective of the study is explained. This is followed by the formulation of the research questions, research aims and elucidation of terminology.

Chapter two reviews the content of some of the available life skills training programmes, the target groups, focus of, format and approach adopted.

CHAPTER 2

REVIEW OF LIFE SKILLS TRAINING PROGRAMMES

The **research aim** of conducting a literature review of available life and job skills training programmes, is addressed in this chapter. Phase one of this research encompasses an evaluation of available life skill programmes, the contents, target groups, focus of, format and approach adopted.

During the 1980's there was tremendous development in the area of life skills training and numerous programmes, all claiming success, are available. While it is not the goal of this study to investigate **all** existing programmes, several life skills training programmes will be reviewed in an attempt to illustrate the different approaches adopted.

Schmidt *et al.* (1988:113) state, that numerous courses grouped under the title "life skills" have appeared in educational settings such as schools, psychiatric clinics, churches, hospitals and community centers. Areas covered in these life skills courses include: political education; T-group training; values clarification; social skills training; careers education; multicultural education; preparation for unemployment; women's studies; moral education and awareness-raising group work (West & Kirkland, 1986:23).

2.1   **Evaluation of available programmes**

With regards to the available programmes in Europe and the United States of America,   Boeyens (1985:5) and Rossiter and Parry (1988:12) admit, that although they provide valuable inputs on the art and science of management as such, a void exists in that there is a need to amend available programmes, in order to reconcile and assimilate the heterogeneous social and cultural characteristics of the South African work force, as well as their work situation. However, in spite of the shortcomings of training programmes from Europe and

the United States of America, Uys (1989:104) contends that they should not be rejected, as there is scope within these existing programmes for adapting them to the South African situation. A programme which adopts a holistic approach by combining cognitive skills and life skills training is needed in the South African situation (Uys, 1989:128). The content of an applicable programme according to Von Hörsten (1993:14) and Uys (1989:104), should be determined by the findings of a needs analysis so as to ensure that it addresses the needs of the South African target group.

Lodder (1993:75) expresses concern, as only a few tertiary institutions presently offer training in life skills in South Africa, even though the tertiary and secondary sector are well aware of the need for life skills training. As a result, there is an enormous lack of training in essential life skills. In the light of this urgent need for life skills, Lodder (1993:75) appeals to schools, universities, colleges and technikons to move away from training which is subject-centred, to a people-centred approach. She contends, that employers do not satisfactorily address their employees' life skills needs, as they are unaware of the negative effect that the lack of life skills has on productivity and therefore, on profits (bottom line) (Lodder, 1993:134).

2.2   Advisement programme

Molloff (1984:42) describes the advisement programme which emphasizes control of individuals over their own lives and stresses, that the individual directs the course he takes and that he is responsible for his own tomorrow's. The programme addresses skills that are vital to coping with life. Lessons focus on transactional analyses aimed at providing individuals with insight into how they choose their own reactions to life and how this influences others' reactions to them. The individuals self-image and resulting self-esteem, using case studies of hypothetical persons from birth to high school, are also addressed. Descriptions of varied environments are included and relationships are examined as determinants of the individual's personal feelings about himself and possible

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reactions to life. The programme offers specific usable skills aimed at easing the problems and confusions experienced by individuals in their daily life (Molloff, 1984:43). Past and present family and cultural influences on the individual's behaviour are discussed and effective techniques for dealing with anger and hurt are taught.

The advisement programme also encompasses training in how values and decision-making are related and includes the understanding of one's own values. The value of this training programme lies in its emphasis on action, as individuals are encouraged to take action toward achieving their goals. Use is made of reflective questions, of which the following is crucial in an action approach: "What is it I want? And what must I do today to get closer to my goals?"

The advisement programme is a motivational one, as it urges the individual to make specific plans and take visible actions to reach his goals. Emphasis is placed on the individual taking control of his life, as well as on accepting responsibility for his behaviour.

With regards to attitudinal developments, the advisement programme addresses the formation of attitudes towards own sexuality. While reflection is encouraged on the effect own attitudes have on behaviour, reflection is also focused on reactions to others. Individuals are encouraged to realize that their attitudes towards life in fact control what happens to them and how they react to the world (Molloff, 1984:43).

The advisement programme also covers personality types, how different individuals react to each other in a family, reflection of individual ways of behaving, interests, abilities and aptitudes. The approach is based on an honest appraisal of oneself, emphasizing a positive self-image. The advisement programme concludes by exposing the individuals to mock interviews for jobs and feedback is given, stressing the importance of self-confidence, honesty, poise and self-awareness.

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Molloff (1984:43) contends, that the advisement programme offers the participants the opportunity to learn how to cope with life and how to confront their own fears. He contends, that the advisement programme contributes to the learning of the art of living and encompasses the skill of creating contentment. Molloff (1984:43) declares, that the advisement programme activates the wisdom needed to learn the art of living while the existing academic curriculum provides the knowledge needed.

In sum, the advisement programme with its focus on transaction analysis as discussed by Molloff (1984:42), includes techniques for dealing with anger, hurt, past and present cultural influences, values and decision-making. The emphasis is on action as the programme is a motivational one. The individual is encouraged to take control of his life and accept responsibility for his behaviour. Participants are exposed to mock job interviews and receive feedback.

2.3 Business Preparedness Programme (BPP)

Gatherer (1993:16) states, that self-empowerment is one of the focal thrusts of the Business Preparedness Programme (BPP) life skills training programme at De Beers of Anglo American Corporation. He states that individuals need to be able to manage their own inner processes before they can manage a changing world of work. Gatherer (1993:16) stresses the importance of survival skills for the individual to be able to cope in the world of work. He asserts that the BPP life skills training programme aims at teaching life and social skills which focus on enhancing organization readiness. The BPP programme improves personal effectiveness through the development of self-confidence and social competence by addressing life skills needed for self-management, interpersonal relationships, communication, team membership, how to handle one's job, career and organizational culture. The approach is one of team-development which contrasts sharply with the individual development approach used by formal education. The Business Preparedness Programme focuses on action learning and skill based self-empowerment and as such, is relevant for bridging and

academic support in tertiary education, as well as in industry (employees development schemes, affirmative action initiatives; company training programmes). BPP aims to bridge the gap between formal education and the corporate world by equipping future business leaders with the practical skills they need to achieve their potential. Gatherer (1993:18) reports, that the programme consists of three broad areas, i.e. life skills, knowledge and attitude. Key modules encompass Self-awareness, Career management; Self-management; Leadership; Team management; Thinking skills; Interpersonal communications and Business communications. Learning is facilitated by a trainer and is experiential as it includes business games, individual exercises and group activities.

2.4 Concept curriculum for schools as training in preparation for a career

It is evident that the Department of Education and Culture in South Africa is aware of the fact that school-leavers lack the skills needed by employers when one views the following proposed concept curriculum, which includes labour orientation and career orientation. Under labour and career orientation, Van Zyl (1992:8-9) lists:

- *economic systems* (free market, socialist and Marxist systems);
- *productivity* orientation (productivity and healthy life style and quality circles);
- attitude *to work and works ethics* (work as a creative function, work values, the relationship between self-image and the world of work);
- *labour law and legislation plus analysis of occupations* (committees and trade unions, occupation and career orientation, career design and review);
- *manpower needs* orientation (manpower utilization, changing world of work, unemployment, counselling and employment services);
- *entrepreneurship* (enterprising skills, entrepreneurship and small business management, management skills, productivity and management);
- *personal business* management (financial resources, financial management, tax and value added tax);

- *free time utilization* (sport and recreational facilities, a healthy life style, stress handling);
- *technological orientation* (technological methods, processes and products, problem-solving methods, utilization of technology);
- *occupational life and state economy* (application for employment, interviewing, unrealistic motives, occupational and job skills);
- *self knowledge* (self-image; social individuality, educational and personal problems);
- *study guidance* (intellectual potential, study and examination techniques, tertiary training);
- *occupational reconnaissance* (occupational fields, knowledge, image, information and classification);
- *career guidance* (possible career choices, suitability of career, interviewing skills, subject and course choice, decision-making skills);
- *observing of occupations* which are part of the individual's interest field;
- *job experience* (career orientation, requirements for the occupation, employer-training institutions, career maturity);
- *career design* (career planning, placement and development) *career shows and exhibitions.*

The above concept curriculum would indeed meet many of the skills needs of school-leavers who wish to enter the job market, as the intention is to link school subjects to the world of work. However, the implementation and success of such a curriculum is dependent, not on only the attitude of the principal and teachers of a particular school, but also on the availability of funds to employ highly skilled teacher-counsellors. When one considers the economic realities of South Africa, it is evident that tertiary institutions cannot sit back and expect schools to provide the crucial life and job skills training needed for individuals to survive in an ever changing society and job market.

The focus on labour and career orientation in the curriculum as proposed by the Department of Education and Culture in South Africa, indicates that an

awareness exists of the importance of life skills training for school-leavers. The idea to link school subjects to the requirements of the world of work, is applauded. However, in the final analysis, the economic realities facing the Department of Education and Culture will determine whether the proposed curriculum is implemented or not.

2.5   **Department of Manpower life skills programmes**

According to Belsten (1992:31) the Directorate Career Services in South Africa has made the development of life skills programmes a priority. Within the framework of the Department of Manpower an economic approach to life skills training is aimed at the development of employment potential of economically active individuals, as well as that of future economically active individuals. Belsten (1992:32) states, that the idea is that individuals become self supporting and able of contributing to a healthy society. The programme includes the training of individuals, groups and communities and the provision of consultation services to employers, supervisors and community leaders in psychological skills and expertise. According to Belsten (1992:32-33), actions undertaken by the Department of Manpower encompass *workshops* which address:

- identified skills and competencies in a group context;
- self-*help actions* in which groups, individuals and communities are encouraged to take responsibility for improving their skills and competencies to in this way lead more meaningful and goal-oriented lives;
- *media actions* which include advertisements, provision of information on careers, training, opportunities, resources available for further information on careers, talks on attitude shifts needed to cope with uncertainty, preparation for the future and rapid changes occurring on all levels;
- *community actions* aimed at developing knowledge, skills and attitudes and increasing each individual's ability to promote the prosperity of the community as well as his own.

Belsten (1992:33) reports, that life skills programmes implemented include: programmes for pupils (preparation for a career exhibition); programmes for the unemployed (job-seeking skills), preparation for retirement; me and my job; unemployed- what now? (focuses on the emotional impact of unemployment); programmes for individuals in a work situation (handling conflict at work, interviewing skills for employment officers for the Department of Manpower employers, orientation of workers in sheltered labour).

- *Career information:* who, what, where and how (skills to collect and process information on occupations coupled to their school subjects).

- *Career crossroads:* How do I decide (Decision-making skills). *One day I want to be a ?: my career choice:* (to help pupils to make a meaningful career choice).

- *Me and my work* (work ethic to help individuals find and keep a job and to be able to cope with the changes in the work environment, plus the awareness and learning of skills needed when applying for a job).

- *Study methods:* (to motivate and assist underachievers).

It appears that a concerted attempt is being made by the Department of Manpower to bridge the gap which exists with regards to the life skills needed by individuals. However, there seems to be little or no co-ordination or exchange of training programmes between the Department of Education and the Department of Manpower in order to ensure that school-leavers are trained in essential life skills.

In sum, the approach adopted by the Directorate Career Services in South Africa, is that the development of life skills training programmes is a priority. The emphasis is on an economic approach aimed at developing the employment potential of individuals by using workshops, self-help actions, media and community actions aimed at increasing the individual's and the communities' prosperity. Life skills training programmes implemented, include preparation for a career, programmes for the unemployed, job-seeking skills, preparation for

retirement, skills required to handle conflict, career, information, decision-making skills and study methods, to name but a few.

2.6   Introduction to life skills: hands-on approach to life skills education

The hands-on approach to life skills education authored by Rooth (1997), focuses on life skill education in schools. The book focuses on adolescent development and is also useful for primary teachers (Rooth, 1997:1). Rooth (1997:2) contends, that teachers have the opportunity and responsibility to model and promote life skills education. This researcher is of the opinion that tertiary institutions bear the same responsibility. The hands-on approach offers unique insights into life skills education and includes experiential learning, facilitation, reflection, group work, and stresses continuity (Rooth, 1997:3).

This is the approach adopted in this study which pivots around facilitation, the use of experiential learning, builds on previous skills learnt and promotes group work. However, in this study the target population is first-year, full-time students and the training program focuses primarily on the identified life skills needs of the students. These are correlated to the life skills defects reported by employers in first-time job entrants.   The skills targeted, are those needed for academic success and skills needed to cope with the demands of the world of work (Raijmakers & Scholtz, 1997:23-24).

Rooth's (1997) book provides an introduction to life skills education, an explanation of the need for and benefit obtained by primary and adolescent school children, as well as an overview of problems intrinsic to life skills education and how to solve them.

The life skills education components promoted by Rooth (1997:75), are in line with those used in this study and center around experiential learning, facilitation, group work and maintaining continuity, between previously learnt skills and new

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skills. Rooth (1997:130) provides a layout of methods which are useful for experiential learning, several of which were used in this study.

The limited number of contact hours, as well as the composition of the groups in this study, required a more focused approach than presented by Rooth (1997), as the researcher had to ensure that the target skills were acquired by the students in the time available. Care was taken not to imply that students lacked skills, but rather that the training program was building on existing skills by relating them to the demands of academic study and the world of work. Recommendations made by Rooth (1997) on what the contents of a life skills education program should be, validate the composition of the training program used in this study.

Rooth (1997:5) provides the following summary of the hands-on approach to life skills education:
- overview of the meaning of life skills and definitions,
- need for life skills education,
- reality of life skills education in the classroom,
- basic principles of implementing life skills education,
- practical methods on how to implement life skills education,
- handy checklist of hints, and
- getting started and evaluation procedures.

Rooth's (1997) book is a valuable resource for inexperienced trainers in life skills education, as it provides practical and useful guidelines.

2.7   Future focus

Van Niekerk (1992:34) states, that a South African programme called Future Focus, based on the success achieved by the summer camp concept in the United States of America and school-leaver projects in Australia and New Zealand, exposes the school-leaver to an outdoor experience during which

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extremely important career-related life skills are taught. The aim of the programme is to bring about the paradigm shifts needed in order to establish a foundation for new value systems.

The Future Focus programme exposes the school-leavers to critically important life skills, which they will need to compete successfully within the harsh realities of today's business world (Human Resource Management, 1992:37). The programme is designed so that it takes place in an environment which is linked to a unique experience which ensures that the learnt skills will be internalized. The methodology used, is experimental learning, emphasizing shared view points, case studies, group work, arriving at group-generated solutions and futuristic thinking. The venue is "Thunder Alley" on the Orange River near Kimberly, where formal learning is enhanced by informal discussions, all of which are linked to adventure-oriented experiences in two-man canoes. The programme is open to both sexes, standard 8 to 10 pupils, and the groups are racially mixed. The programme is sponsored by companies.

The South African programme, Future Focus, aims at facilitating a paradigm shift and provide school-leavers with the life skills they need to compete successfully in the business world.

2.8   Hopson and Scally's Life skills teaching programmes

Hopson and Scally (1980:6 & 1982:10) emphasize the following life skills in their life skills teaching programmes:

- **Programme Number 1 (1980):** "Time Management; How to make and gain from life transitions; How to be positive about oneself; How to communicate effectively; How to be assertive; How to make, keep and end a relationship; How to manage negative emotions and How to find a job".

- **Programme Number 2 (1982):** "How to study effectively; How to prevent and manage stress; How to give and receive feedback; How to learn from experience and How to cope with unemployment".

- **Programme Number 3 (1986):** "A holographic model of life skills teaching; Whole-brain living; Creative problem solving; How to make decisions; How to be an effective parent of young children".

However, by 1986, Hopson and Scally proposed a revised model classification which identified four categories of life skills namely: learning, relating, working and playing, and developing of self and others (See Figure 2).

LEARNING	RELATING	WORKING AND PLAYING	DEVELOPING SELF AND OTHERS
Literacy.	Making, keeping and ending relationships.	Career management.	Being positive about yourself.
Numeracy.			
Information.	Communication.	Money management.	Creative problem-solving.
Learning from experience.	Assertiveness.	Entrepreneurship.	
	Being an effective member of a group.	Choosing and using leisure options.	Stress management.
Using whole-brain approaches.	Conflict management.	Preparation for retirement.	Transition management.
			Managing sexuality.
Computer literacy.	Parenting.	Seeking and keeping a job.	Maintaining physical well-being.
	Influencing.		
Study skills.		Managing unemployment.	Making the most of the present.
		Home management.	Proactivity.
		Setting objectives and action planning.	Managing negative emotions.
			Discovering what makes us do the things we do.
			Developing the spiritual self.
			Helping others.
			Developing political self.

FIGURE 2 : REVISED LIFE SKILLS MODEL (Hopson & Scally, 1986:15)

In agreement with Hopson and Scally (1986:15) , Schmidt *et al.* (1988:110) divide life skills into the areas of skills needed to grow and survive; skills needed to relate to others and skills needed in specific situations; while Dougan, Dembo, Lenahan, Makapela, Gama and Moutinho (1986:10) contend, that the following are essential life skills: "A healthy life style; Knowing yourself; Communication; Assertiveness; Goal-setting; Time management; Productive problem-solving; and Stress management".

Uys (1989:121-131) and Exley (1992:76) summarise Hopson and Scally's life skills programmes aimed at encouraging the acquisition of personal and interpersonal skills in order to enable individuals to live more effectively, to proactively take charge of their lives and to enable them to make skilled contributions to society, work and family environments. These life skills programmes are divided into four areas of an individuals existence i.e. Me; Me and You; Me and Others; Me and Specific situations (job or work) and the relationship between Me and Me; Me and You, Me and Others, Me and Situations.

By 1986, Hopson and Scally amended their life skills teaching programmes to a holistic model which encompasses learning, relating, working, playing and developing self and others, from their previous programmes which focused on situation specific skills. It appears that a combination of Feuerstein's mediated learning experience and instrumental enrichment programme, regarded by Uys (1989:119) as culture-free interventions, plus Hopson and Scally's (1980; 1982; 1986) life skills teaching programmes, would be applicable in South Africa. This programme would entail a combination of cognitive and life skills training.

2.9   Japanese approach to life skills

Torrance (1980:11) reviews the approach to life skills adopted by the Japanese, as a life long process aimed at enabling each individual to make a uniquely creative contribution to the development of a dynamic society and economy. The

responsibility of the government to develop the structures and institutions needed to exploit each individual's potential and creativity is emphasized by the Prime Minister of Japan. The need for a life-long self development programme which caters for each person's individuality and talents, is stressed as the long term goal of the Japanese is a creative life. According to Torrance (1980:11) the Japanese do not prepare certain individuals only for specific life tasks, but teach a wide variety of general and specific skills to all individuals, from toddlers to the aged. Their approach is preventative in nature rather than remedial as possible personal, social and political problems are identified and immediately addressed. Torrance (1980:10) declares, that the Japanese are far advanced when compared to the rest of the world in cultural, social, academic, economic and political areas.

The approach followed by the Japanese, holds promise, as the idea of teaching a wide variety of general and specific skills to all individuals throughout their lives is preventative in nature. However, the question arises as to the possibility of implementing such a programme in South Africa in the light of present economic, social and educational issues.

2.10 Life skills and coping program for adolescents. A manual for teachers

Claassens, Du Plessis, Du Toit, Hammes-Kirsten, Nienaber and Wissing (1997) compiled a manual for teachers on how to implement a life skills and coping programmme for adolescents. The components of the program include self-awareness and self-esteem, healthy life styles, communication, social support systems, problem-solving, tools for thinking, coping strategies, assertiveness training, attitudes related to diversity, coping with anxiety, depression, anger, failure, loss trauma and stress. Structured experiences as proposed by Du Toit *et al.* (1997:14) were used in this study and included role playing, case studies, critical incidents and practical experiences. This is in line with the approach recommended by Rooth (1995:1-6; 1997:3). The life skills programme proposed

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by Claassens *et al.* (1997) is not limited by a specific number of contact hours and addresses life skills in general, in contrast to this study which focuses on addressing reported life skill needs of the first-year, full-time students and which had a limited number of contact hours available in which to address life skills for academic success and life skills needed to cope in the world of work.

2.11 Life skills and Feuerstein's (1987a) Instrumental Enrichment Programme

Uys (1989:110) refers to Feuerstein's (1979; 1980) Instrumental Enrichment programme which aims to enrich a person's capacity to learn. Exposure to direct stimuli encountered in real life events, enables the individual to pursue and master tasks in real-life situations. This leads to the internalization of newly learnt skills and values, which results in insightful thinking. In Feuerstein's Instrumental Enrichment programme, the trainer continually bridges the content of the course to real-life situations so as to enhance transferability and durability of cognitive activities (Uys, 1989:119). According to Uys (1989:120), Feuerstein's Instrumental Enrichment programme is designed to represent a strong face validity and it may be utilized as a culture-free intervention strategy.

Uys (1989:128) contends, that a programme which combines cognitive skills and life skills training is needed in the South African situation, as this is a more holistic approach.

2.12 Life skills and Feuersteins' Mediated Learning Experience Approach

Uys (1989:119), on the use of Feuerstein's (1987a & 1987b) Mediated Learning Experience approach, states that it is valid, as it enables the trainer to identify inadequate cognitive skills and is said to be suitable for adolescents and adults from culturally deprived and culturally different populations. Uys (1989:110) contends that a combination of the Mediated Learning Experience of Feuerstein

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and the Life Skills Programme of Hopson and Scally (1980, 1982 & 1986) are suited to the South African situation. According to Uys (1989:225), life skills training courses based on mediated learning experiences can be used to develop a training strategy to meet the future manpower needs of South Africa.

A combination of Feuerstein's Mediated Learning Experience and his Instrumental Enrichment Approach, plus Hopson and Scally's (1980, 1982, 1986) Life Skills Teaching Programmes, would be useful, as a large number of students enrolled at Tertiary institutions are culturally deprived and diverse.

2.13   Life skills education programme

Hofman and Cole (1983:17-22) enlighten the Life Skills Education Programme jointly developed by the American Salvation Army and Public Health Service in the United States of America. The programme is based on the assumption that high school pupils will make sensible decisions with regards to friends and an occupation, if they have sufficient information and receive support for a well-trained and enlightened course leader.

2.14   Life skills lesson model

This model proposed by Conger and Mullen (1981:309) combines the techniques of learning, skill training and counselling. According to Conger and Mullen (1981:309) the lesson model requires a precise statement of each skills objective, as this gives direction to the activities of students during the lesson. The five phases to achieve the goals of the life skills training lesson model include: stimulus; evocation; objective inquiry; skill practice; application and finally, evaluation (Conger & Mullen, 1981: 309-311).

2.15   Life skills training: an interface of education and mental health

Larson and Cook (1985:17-18) review systematic and influential life skills training programmes in education and mental health fields and discuss the approach, which includes active participation by individuals in the learning process; basing the programmes on established learning principles which include observing, modeling, reinforcing, generalizing and discriminating. The programmes focused on specific behaviours (external and internal), mastery and maintenance, are highly structured with clear goals, a minimization of mystification (keep it simple) and include a didactic and experiential approach, with on-going monitoring of the progress made.

2.16   Life skills project

The University of Cape Town runs a Life skills project, based on experimental learning techniques and group dynamics (Lodder, 1993:77). This life skills project aims at self- empowerment. Lodder (1993:7) states, that the programme is practically oriented and makes use of role playing, music, group interaction, art and creative thinking to support the skills learnt. Although post-graduate educational students can take life skills as a subject, the target group for the training programme consists of social workers, nurses, training officers and community workers. A compulsory practical component is the launching of a life skills community project, which implies that contact is maintained with the needs of the community. The aim of the training, is to expose students to different life skills and so to enable them to act as facilitators in life skills training programmes in the community. The course is presented in English and is compiled to meet the specific group's needs.

2.17   Life Skills Series (LSS)

Haugen (1994:184) describes the Life Skills Series (LSS) as consisting of eight educational Life Skill Programmes which address over 750 varied Activities of

Daily Living (ADL). The aim of the programmes is to assist students to maintain previously learnt skills and to decrease *disruptive behaviour* by using a life skill review programme. The Life Skills Series is used as a resource for teachers in *special education* training programmes in United States universities, as well as for students who have *behavioural* or *emotional management* needs. Haugen (1994:185), reports that the Life Skills Series is also used by schools in the United States to promote an inclusive educational environment. Students are taught how to function more effectively in everyday real-life situations by utilizing a board game approach. Attention is also paid to the skill of getting along with people, which is seen as one of the most important basic life skills aimed at promoting positive social interaction. Haugen (1994:186) refers to the workplace skills module which focuses on finding and keeping work and other work-related skills. She states that the Life Skills Series was designed for use in small-group settings is focused on building functional life skills (academic development), reducing negative behaviour, stressing socially acceptable behaviour, and building social skills. In sum, Haugen (1994:187), contends that the Life Skills Series combines teaching basic life skills with fostering positive emotional and social development by enabling students to actively participate in planning their future.

2.18 Life skills training programme in the South African Prisons Services

Uys (1989:137) reports, that results of an organization needs analysis conducted amongst selected supervisors in the South African Prison Services, indicates that the three critical areas where employees are found to be lacking in skills are: organizational knowledge; problem-solving skills and management potential. Uys (1989:223) contends, that the majority of benefits gained by the participants in his intervention programme, were on a personal level and not in the organizational context of the South African Prisons Services. As the target group for a future intervention programme are students at a tertiary institution, it appears that a similar programme to that used by Uys (1989) would be useful, as it focuses on

personal skills. However, this researcher cautions that a needs analysis must first be conducted and the programme then be structured to meet the target group's reported needs, while at the same time catering for those transferable and developmental skills reported lacking by organizations in first-time entrants into the job market.

Uys (1989:223) proposes a long-term intervention programme aimed at meeting the identified needs of the participants and also facilitating the transference of skills to the organizational context. Maximum benefits will be obtained by expanding the life skills training programme to address the needs of the second-, third- and fourth-year students.

Uys (1989:224) emphasizes the need to facilitate transference of skills into the work situation. This researcher infers, that this implies implementing a direct communication link with prospective employers, the idea being to determine the organization's skill needs and secondly, to use this information when determining what the content of the life skills training programme should be. However, it is vital that sight should never be lost of the individual's needs to be addressed by the programme.

2.19   **Quest Programme**

Crisci (1986:440-442) reviews the Quest Programme developed in the United States of America. This programme has successfully been followed in more than 1 200 schools in 47 states and enjoys wide support. The areas covered in the programme, include self-acceptance, emotions, friendship, attitudes, married life, family life, parenthood, careers, financial matters, and addressing the purpose of life. According to Exley (1992:78) a revised programme called the Lions Quest Programme was published in 1988. The programme was run in schools and although it filled a real need in the community, Exley (1992:79) states, that there is a need to convert the programme to suit the South African situation. The programme contains sections for different age groups, with the focus in the Skills

for Adolescents section to assist them to deal with the challenges of a changing South Africa and which includes critical thinking and decision-making skills.

2.20   Seed Curriculum

According to Montgomery and Rosamond (1987:12-15), the SEED Curriculum (Social, Emotional, Educational, Development) is designed for adolescents with behavioural problems.

Adolescents are trained in general life skills which include the maintenance of a healthy life-style, housing and parenthood, and specific skills which cover personal development, social and communication skills and preparation for a job.

2.21   Technikon Mangosuthu training programme

Smollan (1988:28) describes the approach adopted by the Department of Business Studies at the Technikon Mangosuthu in Umlazi, Kwa-Zulu, when preparing students for the world of work. Students are addressed by guest speakers from commercial organizations as to what is expected of them, emphasizing the need for them to be able to take the initiative, the importance of communication and problem-solving skills.

Smollan (1988:28) asserts, that it is important to expose students to the correct role models and encourages the practice of inviting guest speakers to share their experience in commerce and industry with the students. Exposure to black managers who serve as role models and the opportunity to communicate with them, are essential as students need to identify with eloquent and successful blacks (Smollan, 1988:29). The opportunity is presented to openly verbalize the problems blacks face at work, at the same time suggesting sound behavioural alternatives to deal with these problems. Smollan (1988:29) contends, that the students acquire factual and practical information, a realistic view of opportunities available and information on the obstacles they will have to overcome. Students

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need to understand which skills and strategies they need to acquire in order to survive in the world of work.

According to Smollan (1988:29) a development programme, which includes the life skills of self-management i.e. study skills and examination techniques, is emphasized during the students' first academic year. While courses addressing assertiveness, stress management, time management, job application and interviewing techniques, business and social etiquette, typing and word processing are modeled on industrial courses, which have been adapted to meet the students' needs. This researcher supports the approach as discussed by Smollan (1988:29) and contends, that any life skills training programmes should be based on training courses presently being used in industry, as this will narrow the gap between tertiary courses and the world of work. The interaction between the tertiary courses and the work environment is beneficial, as it enables the students to be more successful, while at the same time providing hands-on experience, an insight into how organizations are run and knowledge of what is expected of them.

In sum, the programme as proposed by Smollan (1988:28) at the Technikon Mangosuthu in Kwa-Zulu, in which guest speakers from commercial organizations address the students and in which emphasis is placed on the importance of communication and problem-solving skills, is seen to be useful. Students are exposed to role models from their own cultural background. The skills of self-management which encompass study and examination techniques are provided to first-year students while assertiveness, stress and time management, job-seeking skills, business and social etiquette, typing and word processing training are provided to senior students. Smollan's (1988:29) recommendation that life skills training programmes should be based on training courses used in industry, is supported by this researcher, as it provides an avenue whereby the existing gap between the tertiary institutions and the world of work can be narrowed.

2.22   Transition-from-school-to-work programmes

Heinz (1985:44-51) reviews a life skills programme developed in New Zealand and presented to high school pupils. The programme is designed to provide pupils with training in general life skills, such as the forming of friendships, free time spending, financial matters and preparation for careers. Heinz (1985:44-51) reports that the programme is career-oriented and presented at secondary schools only. According to Heinz (1985:42), the unemployment statistics (1981-1984) in New Zealand, clearly demonstrate, that it is the young job-seeker who is most adversely affected by the changes in the labour market. Generic transition courses aim at providing work, personal and job skills, so as to enable students to compete for and win jobs. Heinz (1985:45) contends, that these types of transition-from-school-to-work training programmes enable disadvantaged youths and risk students to be competitive in the job market, as they bridge the present gap in the educational system. Heinz (1985:50) refers to studies that suggest that many middle class occupations will become deskilled as a result of the introduction of new technology. He proposes a criterion or competency based curriculum, aimed at teaching relevant life skills which help young people mature and accept responsibility for their own lives.

The transition-from-school-to-work programmes used in New Zealand, aim at providing school-leavers with the skills they need to compete for and to win jobs. Heinz (1985:45) proposes a criterion or competency based curriculum when teaching relevant life skills (See Figure 3).

LIFE SKILLS

Job finding	Coping	Leisure
Looking	Getting information	Hobbies
Choosing	Accommodation	Interests
Applying	Domestic Skills	Clubs
Securing	Money	
	Law	
	Forms	

SOCIAL SKILLS

At work	In private
Dealing with others on the job	Making friends
	Resisting provocation

WORK EXPLORATION	STANDARDS
Work experience	Literacy
Pre-employment courses	Numeracy
Sampling the work place	
Practical application of skills	
learnt in life	
Social skills training in other	
parts of the programme	

FIGURE 3: TYPES OF TRANSITION SKILLS AND AWARENESS NEEDED
[Heinz, 1985:44 taken from Khan R. (1984), Transition from school to work: the educational response to the present economic crisis. Unpublished M.A.]

2.23   Criticism of available programmes

Although the training programmes reviewed, address attitude development and the management of inner processes, and aim at teaching social and life skills which include study methods, a void exists regarding the use of measuring instruments to monitor the impact of the training programme on life skills, study habits, attitude and personality profiles of the participants. This researcher considers it essential to systematically monitor the impact of the training

programme by comparing data obtained before the implementation of the training programme with data obtained upon the conclusion of the training programme. This leads to a scientific evaluation of the impact of the training programme on life skills, study habits and attitude and on the personality profiles of the participants and enables the facilitator to monitor the relevance of the training programme.

2.24   **Conclusion**

It is evident, that while there are similarities amongst authors about the essential life skills individuals need, the various programmes available differ in what they focus on. This is in line with this researcher's view, that an applicable life skills training programme targeted at the specific needs as identified by a needs analysis, would have to be designed. It is possible that the Criterion Reference Instruction (CRI) Human Development Model in which sets of skills, rather than concepts, are taught, as per Cash (1984), will provide individuals with the competencies needed, using a cognitive strategy to improve interactions and human relationships, could form the basis of an applicable life skills training programme (Pickworth, 1989:81).

Although a discussion of personality types, aimed at facilitating an understanding of how different people react with one another in a family, is incorporated in the Advisement programme (2.2) and attention is given to self-awareness and self-esteem, **none** of the programmes evaluated include an evaluation of the impact of a life skills training programme on personality i.e. introversion/extroversion, the focus being on the provision of life and job skills needed to live more effectively.

The **research question** relating to the availability of suitable life and job skills training programmes, applicable to first-year full-time students at a tertiary institution in South Africa and the **research aim** to conduct a literature review of available programmes, are addressed.

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Chapter three focuses on a review of relevant factors applicable when designing a life and job skills training programme and encompass the aims/objectives, important criteria, goals, importance of first conducting a life skills needs analysis, design considerations, additional considerations, the problem of different cultural values, skills needed in the 20th century, duration and size of groups, feedback, follow-up, monitoring and evaluation, attitude and evaluating skill development. The chapter will be concluded with a review of group work and the small-group approach as relevant to a life and job skills training programme for a tertiary institution.

CHAPTER 3

DESIGNING A LIFE AND JOB SKILLS TRAINING PROGRAMME

The second part of Phase 1 : Literature review, which addresses the designing of a life and job skills training programme with regards to the objectives and goals, key elements and the role of the trainer in an applicable life and job skills training programme, are addressed in this chapter.

It follows then, that in this section the objectives and goals of a life and job skills training programme are reviewed and the importance of first conducting a needs analysis discussed, following which the design considerations for a life and job skills training programme are summarized. The duration of the training programme and recommended size of the groups, as well as feedback and follow-up after the completion of the training programme, are then reviewed. A review of the importance and necessity of monitoring and evaluating life and job skills training programmes and suggestions made on how to evaluate the skills acquired, is included. The group leader or trainer's role, is then considered and the use of group work in a life and job skills training programme is discussed. A summary of the advantages of learning life and job skills in small groups and the rationale for addressing identified life and job skills needs in a group approach, concludes the section.

3.1   **Objectives and goals of life and job skills training programmes**

Conger and Mullen (1981:311) and Schmidt *et al.* (1988:113.) assert, that the *overall objective* of a life and job skills training programme is to develop a balanced, self-determined individual, capable of solving everyday problems in a creative way. They stress that this leads to a self-empowered individual, who is in charge of his life. Conger and Mullen (1981:318) contend, that effective behaviour comes about because life and job skills are integrated into the cognitive structure which brings about the growth of a positive self-concept. In

line with this, Schmidt *et al.* (1988:111) state, that life and job skills are the competencies needed to enrich life. One of the objectives of a life and job skills training programme is to increase self-management skills which entails the growth of a positive self-concept.

3.1.1   **Objectives/Requirements**

According to Conger and Mullen (1981:317), in order to ensure the effectiveness of a life and job skills training programme, it is essential to emphasize concrete, observable behaviours; active involvement by participants; concentration on the here and now; physical demonstrations of abstract ideas such as trust and concrete practical experience. They contend that a life and job skills training programme must emphasize the importance of gaining self-understanding through self-knowledge and that it is important when designing a life and job skills programme, to recognize that flawed concepts can play a destructive role in the individual's interpersonal relationships, as well as in his/her learning of new knowledge.   Therefore, it is essential to critically evaluate concepts being developed during the life and job skills training programme, as they play a constructive part in restructuring the individual's world view. Conger and Mullen (1981:318) refer to the skills of critically evaluating and testing the validity of experiences in developing the thinking skills needed for mature living. They contend that this is related to the integration of the life and job skills learnt, which are manifested externally in observable behaviours in the individuals cognitive structure. As all life skill goals may not be realized during the training programme, they recommend that a follow-up or an on-going training process be built in. Behavioural changes are initiated only during training and need to be applied in real life situations to be internalized and integrated as part of the individuals world view. Adkins (1984:51) stresses, that life and job skills training is primarily a process for facilitating personal growth and that it therefore has to be designed as a preventative and not just as a remedial programme. Schmidt *et al.* (1988:115) agree with Conger and Mullen (1981:317), that the goal of the life and job skills training programme may not be achieved immediately, as a result of the

short duration of the training programme and they recommend that it be viewed as the start of a process initiated during training. They emphasize that the success of the training is dependent on the degree to which the individual cognitively integrates the process into their world view. The goal therefore, being to bring about a change in behaviour observable in complex interpersonal and problem-solving behaviours.

Schmidt *et al.* (1988:116) concur with Thomes and Bajema (1983:47), who stress that life and job skills training programmes must be task- and group-oriented, structured learning laboratories emphasizing action instead of discussion. The learning must be immediately useful and applied by most individuals. Thomes and Bajema (1983:47-48) recommend, that a direct approach be used in a structured task-oriented learning programme aimed at developing specific life and job skills. The approach must be pragmatic, in that learning is immediately useful, adaptable and useful for a variety of target populations.

3.1.2 Goals of a life and job skills training programme

The following goals of a life and job skills training programme are illuminated:

- **Self-empowerment.** Hopson and Scally (1981:10 & 57) concur with Conger and Mullen (1981:311), that the goal of a life and job skills training programme is to enable the individual to become self-empowered, which in turn increases the individual's internal locus of control. They state that self-empowered individuals have greater self-control, accept responsibility for their behaviour, use skill rather than chance, have realistic reactions to success and failure, and are less anxious and more aware of what is happening around them. This researcher supports the goals as stated by Hopson and Scally (1981:10), as they concur with employers' expectations of school-leavers and first-time job applicants (Raijmakers & Scholtz, 1997: 24).

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- **Self-awareness.** Adkins (1984:49) proposes, that the goal of a life and job skills training programme, is to help individuals to clarify their feelings and values, to make decisions and choices, to resolve conflicts, to enable them to gain self-understanding, and to examine opportunities and restrictions. Radloff (1997:3) contends that students who have acquired good self-management skills through exposure to life and job skills training are able to communicate effectively with others and to accept personal responsibility for their own behaviour, while, West and Kirkland (1986:22) state, that one of the explicit areas of their life and job skills training programme, is to help individuals to become more aware of qualities such as genuineness, empathy, respect and warmth needed to build and maintain healthy relationships.

- **Problem-solving and coping skills.** The training programme should enable the individual to acquire not only new knowledge, but also new attitudes and behaviours which would enable him to solve problems and to cope more effectively with the demands of life. According to Adkins (1984:45), life and job skills training programmes have to make use of preplanned, carefully developed and designed programmes, which use instructional and counselling methods to assist individuals to learn how to more effectively cope with psychological and social problems and crises. This concurs with Conger and Mullen's (1981:305) statement that the *aim* of a life and job skills training programme, is to provide students with competence to use problem-solving skills and to more effectively manage their own lives. Conger and Mullen (1981:306) emphasize, that a life and job skills training programme aims at changing the individual's behaviour and that true learning only occurs when the programme is designed so that the individual is given a clear understanding of what his goals are, accompanied by a clear description of the new behaviour required of him. The individual also has to understand the circumstances and/or conditions in which this new behaviour is acceptable. They contend, that the effectivity of the life and job skills training programme is determined by the student's ability to use a wide range of problem-solving behaviours (Conger & Mullen, 1981:308). In sum, this includes the ability to

recognize a problem; to define the problem; to choose an alternative solution or the best one available at the specific time; to implement the solution; and finally to evaluate the result of his actions. The problem-solving and decision-making module implemented in this study, meets this criteria; while, Pickworth (1989:66) stresses, that the *aim* of a preventative (proactive) or remedial life and job skills training programme, is to equip individuals with coping skills, and so enable them to accomplish developmental tasks and most importantly, to cope with our rapidly changing society and the demands of the work place.

3.2   Importance of first conducting a needs analysis

Keefe (1988:369) and Von Hörsten (1993:140) assert, that before commencing with a life and job skills training programme, life skills needs of the target population must be assessed and they emphasizes the importance of obtaining information from employers on what type of behaviour they expect from their employees. Renton (1988:24) concurs with Keefe (1988:369), that an accurate needs analysis must be carried out before a life and job skills training programme is designed or developed. Renton (1988:24) asserts, that identifying genuine training needs and setting priorities, save a lot of time and money. He contends, that in South Africa where we have an acute skills shortage, we cannot afford not to pinpoint gaps in skills and that we need to remedy the situation quickly and cost effectively. The importance of a well planned needs assessment, lies in identifying the true training needs of the target group, as it provides objective, easily interpreted data on which to base the design of a training programme, as well as saving time. Renton (1988:24) refers to the trend in the United States of America where consultants' experienced in well-researched needs assessment programmes, are used to speed up the process and to cut costs.

According to Renton (1988:25), the researchers who interpret the results of the needs assessment, must have a wide knowledge of available and applicable skills training programmes and approaches. He contends, that a needs assessment is only successful if it results in an appropriate plan of action, which

includes the design of a training programme. Renton (1988:26) concludes, that a well-researched needs assessment is essential to ensure that the real training needs and priorities of the individual, institution or target group, are identified and that only then would it be possible to bridge the gap between the present skills of the individual and those skills identified as needed by employers.

The above is also emphasized by Roup (1994:1), who states that one cannot underestimate the importance of a needs analysis in the planning and management of a training programme. She concurs on the importance of establishing training needs for the target group. Roup (1994:1), stresses that it is the role of the adult education practitioner to determine which life and job-related skills are needed.

In conclusion, Uys (1989:130) advocates that emphasis be placed on the "process" in a life and job skills training programme and not on the *contents*. He states, that the content must be based on findings of a needs analysis.

The **research aim** to identify essential objectives and goals of an applicable life and job skills training programme, has been achieved in that an overall objective of developing a balanced, self-determined individual, capable of solving everyday problems creatively and enriching his life, has been identified. Emphasis is on concrete, observable behaviours and active involvement in practical experiences which are critically evaluated and tested for validity of experiences in order to facilitate the integration of the new skills into observable behaviours. The goal of a life and job skills training programme is the facilitation of personal growth through self-empowerment, self-awareness, self-management and the procurement of problem-solving and coping skills.

3.3   Design considerations and important guidelines for a life and job skills training programme

- **Consider the past in South Africa.**   According to Rossiter and Parry (1988:10), bridging programmes in South Africa need to consider the deeper effects of the apartheid system on education, as well as on individuals' lives in general. They stress, that cognizance must be taken of the learner's culture, available facilities, values and life experiences. Rossiter and Parry (1988:10) refer to Feuerstein (1979:13), who discusses the disabling effect of being deprived of one's own culture, the reason being, that culture is not a static inventory of behaviour; it is a process during which knowledge, beliefs and values are passed from one generation to the next.   Rossiter and Parry (1988:10) state, that as the aim of a life and job skills training programme is to produce competent, thinking employees, it is vital that these issues be addressed. They further contend, that it is important that the resulting energy released by the new awareness of political and socio-economic problems be channeled in a positive direction and not ignored or dismissed as falling outside of the sphere of influence of the organization.   Rossiter and Parry (1988:11) assert, that a life and job skill training programme will bring about an increased awareness of past and present disadvantages and problems. The idea, according to Rossiter and Parry (1988:11), is to create conditions in which individuals can come to terms with the past and to help them to develop the skills needed to create the future they desire. This concurs with the view adopted by this researcher, that a life and job skills training programme should provide the participants with the opportunity to verbalize their fears, concerns and frustrations and to practise their newly learnt behaviours in a safe environment within the context of the training programme. In recommending a way of adapting existing organizational environments so as to cope with the above-mentioned factors, Rossiter and Parry (1988:11) refer to Adler's (1980) approaches of "Cultural Compromise and Cultural Synergy", and contend that the synergistic approach, which lets go of the past and consciously attempts to build an environment based on present realities,

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should be adopted when designing an applicable life and job skills training programme.

- **Clarify why there is a need for a life and job skills training programme.** Hopson and Scally (1980:7), Larson and Cook (1985:18) and Roup (1994:1) stress the importance, that the target population are convinced that they need life and job skills. Roup (1994:1-2) urges, that it is important for participants to be aware of the need for skills and the spin-off benefits for themselves, their communities and employers. She states, that an awareness of the need for life skills will add meaning for the participants in terms of their careers and facilitate the linking of life skills training into current training strategies. The result would be, that the training would increase in value.

- **Impact of life and job skills training.** Hopson and Scally (1980:7), as well as Larson and Cook (1985:18), caution that a life and job skills training programme does not occur in a vacuum and that the training has implications for the system in which the skills will be used for colleagues, parents, students and for the trainer. With regards to the *system,* Hopson and Scally (1980:78) stress that as participants become more aware of their skills or lack of skills and are encouraged to speak more openly, they will want more opportunities for discussion and participation in decision-making. This will affect the system and requires a proactive approach to accommodate these new demands (Larson & Cook, 1985:19). Both Hopson and Scally (1980:8) and Larson and Cook (1985:19) focus attention on the importance *of* gaining the support of and maintaining good relationships with one's colleagues as they will be influenced by the changes in the student's behaviour, i.e. they think, speak and behave differently. Hopson and Scally (1980:8) recommend that parents/family of students be involved and informed in a group session or by sending them a letter in which details of the reason for the life and job skills training programme, the skills which will be taught and what to expect with regards to changes in behaviour, are explained. Hopson and Scally (1980:8) and Larson and Cook (1985:19) further recommend, that the students be

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made aware of the consequences of changing their behaviour and that acquiring skills implies an increased awareness and responsibility for their own behaviour.

- **Consider the impact of the life and job skills training programme on self-concept.** Conger and Mullen (1981:318) contend the life and job skills are integrated into the cognitive structure promoting a positive self-concept. Self-concept is included in the field of personality and self-development within the twenty five broad fields of essential life and job skills (Von Hörsten, 1990:101).

- **Convince students that they need life and job skills and that the life and job skills can be taught.** Hopson and Scally (1980:9) report, that the trainer needs to model the difference between effective and ineffective behaviour, as some students may believe that they can not change what they are. The idea is to show videos or use role playing, in which individuals were sullen morose, abrasive and abusive in their relationships with others and then to show situations in which individuals were skillful, effective and confident, followed by a discussion of what was different in the behaviour of the effective individuals (Hopson & Scally, 1980:9). Students are then encouraged to practise the skills displayed by skilled individuals and to experience the benefits of the learned skills. Hopson and Scally (1980:9) caution against the overuse of the newly acquired skills and recommend that the trainer guide and provide feedback to the students until they find the right level of skill usage. Adkins (1984:55) contends, that a problem-centred life and job skills training programme must be designed so that individuals are engaged in finding solutions to problems they want to solve (needs assessment). Only then will they stay motivated, as they have a real stake in finding the solution to the problem. It is essential that the individuals are kept involved in the process which leads to the acquisition of the skills the individual needs. Adkins (1984:55) emphasizes the importance that the individuals feel that a specific effort has been made to help them gain knowledge and understanding of their

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own experiences, which will lead to a realization that they do know how to solve their problems. The training programme must entail exposure to others who have the knowledge they need and who will help them to reason and work out the solutions to their problem/s. Adkins (1984:55-56) stresses that flexibility is important and that it is vital that the individual be presented with a variety of options and activities, plus information on how the planned sequence of learning will take place. Adkins (1984:56) furthermore asserts, that the learning style and pace of individuals must be considered and states, that it is desirable to group individuals with similar abilities together. He recommends the use of group discussions to share the knowledge acquired, especially when working with different cultures in a group. However, this researcher does not support Adkin's (1984:56) recommendation to split the groups at the Vaal Triangle Technikon according to learning styles and pace, as this could result in the separation of students into environmentally advantaged and environmentally disadvantaged groups. The fact is, that it is not acceptable, nor considered desirable, productive or cost-effective, to split the students, be it by language, cultural or race in a life and job skills training programme.

- **Stages in skill acquisition.** According to Hopson and Scally (1980:10) there are stages in skill acquisition and these include awareness that one lacks a skill, motivation that gains are worth the effort, analysis of components of the skill, practice at doing it, review in the form of feedback and re-evaluation and applying the skill in real-life situations (See Figure 4) They stress that the trainer needs to be aware of these stages and to design the life and job skills training programme accordingly.

AWARENESS of a skill one lacks or may wish to improve.
↓

MOTIVATION. Realizing there are potential gains sufficient to warrant the effort made to
↓   learn.

ANALYSIS of the components of the skill, of one's objectives in learning it, of possible
teaching sources.
↓

PRACTICE

Selecting components to work on,   ←   ←   ←   ↑

deciding when, where and how to start

actually 'doing' them.   ↑

  ↓

REVIEW   ↑   **WORK**

Getting feedback on performance if possible.   **ON**

Assessing progress oneself. Rewarding progress,   ↑   **NEXT**
correcting mistakes.

                                                            COMPONENT

Repeat OR   ↑

  ↓   →   →   →   →   ↑

APPLY THE SKILL

Using the learning in real situations. Possibly teaching
it to others.

FIGURE 4: STAGES OF SKILL ACQUISITION (Hopson and Scally, 1980:10)

- **Clarify teaching objectives.** Know why one wishes to teach a specific skill; have clear specific well-defined teaching objectives and state clearly which skills you wish to develop; identify areas where the participant can use the skill; adjust overall objectives to suite individuals within the group, as not everyone learns at the same pace or is starts from the same point (Hopson & Scally, 1981:121-124, Roup, 1994:3). If standards are unrealistically high or not challenging enough, some students may feel victimized or discriminated against. Share the teaching objectives with the group and check the appropriateness of these objectives; be specific about what you want to achieve; define the "outcomes" for the group, e.g. information: i.e. facts and concepts that the group will understand by the end of the session;

behaviours: observable changes and different behaviours you want to see; and attitudes, the existence of which are inferred from observed changes in behaviour.

- **Trainers and students expectations' and objectives.** Match the trainer's and the participant's expectations. Check if content will challenge the group's established norms and negotiate an agreement on common objectives to be achieved (Hopson & Scally, 1981:121- 124). The training programme should be socio-culturally relevant for the participants, i.e. match the programme to the target group and its environment. The training programme should be responsive to the motivational and intellectual needs of the students, as culturally deprived students may have motivational deficits because of past experiences of failure. Sternberg (1983:10) stresses, that the training programme should motivate students to use the new skills in external situations and to adopt an attitude of intellectual curiosity in everyday academic and non-academic situations.

- **Start from "where the students are".** Present concepts and use language that is understood by participants. The training programme must be *sensitive* to individual differences and help students to gain insights into their strengths and weaknesses and to enable them to capitalize on their strengths. The training programme must teach behaviours required in the real world, so that new skills learnt are applied in everyday situations (Hopson and Scally, 1981:121-124; Roup, 1994:3 & Sternberg, 1983:6-12). Adkins (1984:55) cautions, that the programme should be designed so that new knowledge is acquired in small steps which are easily understood, mastered and rapidly reinforced in order to ensure that the individual stays motivated. He emphasizes that the programme be organized so that it moves from the new concept (knowledge) to the new behaviour.

- **Base the training programme on proven theory.** Theory must be experimentally verified outside the context of the training programme,

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processes to be trained must be specified and the focus must be on performance. Cover executive (problem identification; process selection; strategy selection; representation selection; allocation of resources; solution monitoring; sensitivity to feedback; translation of feedback into an action plan; implementation of the action plan) and non-executive (selective encoding; selective combination; interference; mapping; application; comparison; justification) information-processing and the interaction between these two kinds of information skills (Sternberg, 1983:6-12).

- **Empirically evaluate the training programme.** Assess the transferability of new skills, as well as the durability of learnt behaviour. The follow-up of long-term benefits is important so that improvements in the design could be made based on information obtained from errors made and successes achieved (Sternberg, 1983:7).

- **Claims of success** of training programmes must initially be modest so as to prevent misuse or inappropriate use of the training programme (Sternberg, 1983: 9).

- **Present new skills** in terms of daily happenings (Larson and Cook, 1985:18). Skills must be consistently revised and applied to changing circumstances.

- **Ensure active participation by students in the learning process.** Base training programme on established learning principles, which include modeling, discriminating, observing, generalizing and reinforcing as stressed by Adkins (1984:64).

- **Focus on internal and external behaviours** and the mastery and maintenance of learnt behaviours (Pickworth, 1990:85 & Schmidt *et al.*, 1988:118).

- **Ensure that the training programme is highly structured**, has clear goals and that there is a minimal mystification (Larson and Cook, 1985:19-20).

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In sum then, it is important to communicate the "what" and the "how" of what you hope to achieve. Consult all persons who will be affected, listen to reactions and provide explanations to all parties involved. Examine the possible effects (negative and positive) and offer continued contact and support so as to enable all those affected by any resulting behavioural changes to adjust to the new behaviour/s (Sternberg, 1983:6-12). Base the highly-structured training programme on empirically proven theory and established learning principles which focus on mastery and maintenance of learnt behaviour.

3.3.1 Additional considerations when compiling a life and job skills training programme

Hopson and Scally (1980:14-15) suggest, that attention be paid to determining the time needed for each exercise, and the equipment and materials needed. They also recommend that work produced in groups, be stuck up on wall charts. The rationale is, that by taking the trouble to recognize the value of what people produce, gives real encouragement to them to produce more. Students should be provided with a life and job skills file to retain work they produced in life and job skills sessions. Use a co-presenter/s to model correct behaviours, share the burden of preparation and presentation, monitor the dynamics of the group and help individuals in the group. Utilize homework to teach students to use a "buddy-system" in which the students use a partner to confer with, get help from, give help to, ask questions of, co-operate with and report back to. Hopson and Scally (1980:14-15) emphasize the importance of holding review sessions, as students need time to discuss the progress made in the group. During the review session, the group focuses on and asks each individual to share what they have learned so far, what they like about the life and job skills work, what they would like to change (if anything) and make suggestions for future work. The rationale for a review, is that students need to make an assessment of progress made and to draw up actual guidelines for future sessions. It is also important, that each individual assesses his own progress.

Lodder (1993:75), after reviewing the difficulties inherent in implementing training in life skills, cautions that these difficulties should not prevent teachers and lectures from introducing life skills training programmes. The difficulties/problems she identifies, include:

- the changing educational system in South Africa,
- present political developments,
- lack of properly trained life skill teachers,
- financial implications and lack of funds,
- the long time it takes to develop and establish a training programme, and
- limited resources available, as well as the fact that required support networks needed to ensure success, are as yet not in place.

3.3.2 Problem of different values

Wood (1982:213) cautions, that the life and job skills trainer needs to carefully scrutinize the values implicit in the course material, as no curriculum is value-free. According to Wood (1982:214), students are part of communities who share certain value-concerns, for example a specific community might stress self-actualization, while the rest of the student communities emphasize conformity to the group. Wood (1982:214) recommends, that trainers accept responsibility for the value judgments implied in their course and that they need to be sensitive to any discomfort which could result for individual students in their communities in a multi-cultural society. In conclusion, Wood (1982:215) emphasizes the importance of the trainer facing and dealing honestly with value conflict problems that occur as a result of value or cultural differences during a life and job skills training programme.

Sternberg (1983:10) concurs with Wood (1982:215) and recommends, that programmes should not only be theoretically based and socio-culturally relevant but also be capable of accommodating individual differences and needs, as well as facilitating the vital transference of the new skills to behaviour in the real world. Pickworth (1990:85) stresses the necessity of being sensitive to cultural

differences. She asserts that it is not desirable to impose a universal life and job skills training programme on all groups. This researcher views this as an important factor to be considered when designing an effective life and job skills training programme.

In support of the above, Pickworth (1989:106) cautions researchers to be sensitive to cultural differences when implementing a training program in life skills. She asserts that the program should be adapted to meet the specific needs of the community, as well as be closely related to the real needs of life.

Cognizance must be taken of the differences as found by Rice (1991:332) with regards to cultural expectations of adulthood between Black and White societies in South Africa. She suggests that the reported differences regarding the value attached to the communal nature by Black societies (passivity, collective responsibility, obedience, the view of individuality as being in conflict with group solidarity and submission) be taken into account when the education system where life skills are taught demands life skills for adulthood, i.e. competition, initiative, assertiveness, competition and active participation.

3.3.3 Skills needed in the 20th century

Patterson (1985:137-138) provides a useful comparison of old basic mastery skills and the new basic transfer skills needed by individuals in the 20th Century.

TABLE 1:   A COMPARISON OF OLD BASIC MASTERY SKILLS AND NEW BASIC MASTERY SKILLS

OLD MASTERY SKILLS	NEW BASIC TRANSFER SKILLS
Skills of proficiency, achievement and accomplishment.	Skills of flexibility, growth and application.
Performance focus is the present.	Performance focus is the future.
Instructional emphasis is to prepare the student to pass tests.	Instructional emphasis is to prepare the student to apply a skill.
Instructional evaluation is test norms.	Instructional evaluation is the application to a different situation.
Responsibility for teaching and testing is on the teacher.	Responsibility for learning and applying is on the pupil.

According to Patterson (1985:141), the four basic skills of the information society we live in, include: decision-making skills;   future planning skills;   social and personal life and job skills and learning-to-learn skills.

However, Jacobs and Gumede (1990) in Von Hörsten (1990:101) contend, that the 25 broad fields of life and job skills training are essential. The Life Skills and Competencies: General Questionnaire on Life Competencies and Skills (Jacobs, Olivier and Gumede, 1992) used in this study, assesses the students' needs for training in these 25 fields.

TABLE 2:   BROAD FIELDS OF ESSENTIAL LIFE AND JOB SKILLS

Social & Community Development	Personality & Self-Development	Self Management	Physical & Sexual Development	Career Planning
Mental health.	Leadership.	Time usage/ self management.	Sexual orientation.	Entrepren- eurial skills.
Community responsibility.	Literacy.	Financial management.	Alcohol and drug abuse.	Problem- solving & decision- making.
Street law.	Self - concept/self- management	Coping with stress.	Exertion and relaxation.	How to find and keep a job.
Road safety.	Peer group influences.	Study methods.	Healthy lifestyles.	Career planning
Technological development..	Identify development.	Communication skills.	Acceptance of your own body.	& develop- ment. Work values.

From Tables 1 and 2, it is apparent that both Patterson (1985:141), Jacobs and Gumede (1990) identify the need for skills in self-management and career planning. This concurs with the findings of the pilot study (Raijmakers, 1993:113) and the data obtained in the present study (Table 3: Chapter 5), which indicate that students need training in self-management and career-planning skills.

Rice (1991:306) contends, that South Africa is a mix of third- and first-world non-industrialized, technological and industrialized peoples, when viewed against the background of the global trend towards an era of first-world information technology. She contends, that while there is an immediate need to provide

mass education for the multitudes, there is also a need for self-reliance. Rice (1991:304-311, 307) concludes, that there is therefore a need for a broad range of life skills in the South African Education system. She states, that life skills are essential for the future mobility of young adults and the prosperity of South Africa.

3.4   Duration of life and job skills training programmes and recommended size of groups

With regards to the duration of the programme, West and Kirkland (1986:22) stress the importance of sustaining the programme over a longer period of time in order to maintain the effectiveness of the new skills learned, while Adkins (1984:58) concludes, that the most desirable pattern is to design a life and job skills training programme so that it is presented in two blocks which last two hours each week for several weeks. The reason is, that this spaced learning facilitates the lasting acquisition and incorporation of new attitudes and behaviours into other life and educational activities. Adkins (1984:58) reports that in the building of essential group rapport, a spirit of co-operation and trust are inhibited in sessions of one and a half hours only or when the group contains more than 15 members. Studd (1982:40) emphasizes, that the life and job skills training course has to be a credit course and recommends a programme of instruction of 110 hours of class-time or a series of group guidance extended over 3 to 4 years.

In line with the above, West and Kirkland (1986:20) also recommend, that groups ranging from eight to fifteen (8 to 15) members, meet for a two-hour session each week for a total of twenty six (26) hours. Uys (1989:130) reports that there is general consensus among authors, that a life and job skills training programme be implemented over an extended period, entailing a weekly intervention of several hours at a time.

In line with the above, the life and job skills training programme was compiled in modules and presented in the class-time available, once or twice weekly,

according to the students class time tables. Students attended the sessions according to the academic course they were registered for, which enhanced a spirit of co-operation and trust amongst them. The sessions lasted one and a half hours, i.e. two class periods, for a period of three months. In this way the principle of spaced learning, as recommended by Adkins (1984:58), was incorporated. The size of the groups varied between 10 to 27 students.

3.5   Feedback and follow-up

Congen and Mullen (1981:318), Fick (1987:22) and Pickworth (1989:57) maintain, that effective learning is enhanced by learning and doing, and obtaining feedback. This implies that any life skills programme must include opportunities to use the newly-acquired skill, for example decision-making or problem-solving and must provide opportunities for feedback.

According to Hopson and Scally (1981:195), follow-up is essential, as it maintains group motivation and ensures that tasks are finalized and rounded off. Follow-up is seen as a way of recognizing the value of the group's efforts and making the group more willing to invest in further work. Hopson and Scally (1981:196) caution, that the actual type of follow-up to be carried out could differ from groups and suggest that the trainer allocate responsibility for some follow-up tasks to student group members. This would convey that the work of the group involves sharing the tasks as well as co-responsibility by all group members.

Throughout the life and job skills training programme, students generated their own case studies and were given tasks and practical case studies to work out. Students were provided with the opportunity to obtain feedback by presenting their case studies to the group.

3.6   Importance of monitoring and evaluating life and job skills training programmes

Hopson and Scally (1981:196, 1982:268) state, that evaluation is essential, as the trainer has to assess the value of the programme and identify and improve on problem areas. They stress, that for evaluation to be meaningful, it has to be related to the training objectives of the programme, which must be specific and clearly stated before the programme commences.

In order to conduct a valid evaluation, Hopson and Scally, (1981:197-199, 1982:269) recommend, that the trainer has to clarify what his criteria of effectiveness is, i.e. how he will measure what has been achieved (by observing, by formal feedback, which could be verbal or written i.e. anonymous; by informal feedback i.e. casual comments by group members, other students, other staff members or parents; or by testing the knowledge gained i.e. oral or written tests, simulation exercises or by getting students to teach someone else the skill).

Although Hopson and Scally (1981:199) state, that immediate evaluation upon completion of the life and job skills training programme has its advantages, they caution that a possible disadvantage is, that the students might be too close to the experiences to be able to fully assess its value. They recommend that feedback also be obtained after the students have had a longer time to reflect, practise, test and assess the use of their new skills. Hopson and Scally (1981:199, 1982:268) conclude, that evaluation should be planned in such a way as to analyze feedback and assessment data which are collected at different time periods after the training programme.

In line with the above, West and Kirkland (1986:16) recommend careful evaluation of life and job skills training programmes which aim at changing intrapersonal and interpersonal behaviour. They stress the importance of differentiating between the effects of group participation and general tertiary experience. This would imply the use of not only pre- and post-tests, but also of

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a research design, which includes a control group not exposed to the life and job skills training programme. West and Kirkland (1986:23) assert, that objective evaluation has to take place whenever a life and job skills training programme is implemented. They contend, that the course design has to include a complete, long-term follow-up system by using a short and concise measuring instrument. West and Kirkland (1986:23) state, that one does not only want to measure the effectiveness of the life and job skills training programme in achieving its aims, but also need to test for unanticipated side-effects. According to West and Kirkland (1986:23), the findings of an evaluation indicate whether it is necessary to modify the life and job skills training programme, the idea being to evaluate not only whether the life and job skills training programme has achieved its aims or goals, but also to determine what behavioural changes have occurred as a result of participation in the life and job skills training programme. Pickworth (1989:114) concurs with West and Kirkland (1986) and stresses the importance of timely evaluation and continual monitoring of a life and job skills training programme, so that amendments or adjustments to the course content could be made.

However, Pickworth (1990:84) suggests, that when determining the efficacy of a life and job skills programme, it is important not only to investigate the effect of the life and job skills programme on the participants, but also how the trainer/s and the participants rate the programme. She stresses the importance of timely evaluation and continual monitoring of a life and job skills training programme, as it is important that timely amendments or adjustments to the course content be made.

In order to monitor the impact of the life and job skills modules as related to the students' overall functioning, each session was started with a class discussion, during which students gave feedback to the trainer. Training objectives were compiled to meet the students' reported life and job skills needs. Data obtained from the post-tests, were used to assess the value of the training programme and to determine whether it is necessary to modify the programme. The criteria for effectiveness are, that students report less need for life and job skills training

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upon conclusion of the programme. Student unrest on campus, meant that scheduled follow-up activities as recommended by Hopson and Scally (1981:195) and West and Kirkland (1986:23), could not be implemented during the second half of 1995. The use of a control group as recommended by West and Kirkland (1986:16), was ruled out, as all the students admitted for the partial course, plus academic support, were scheduled for the Tertiary Study Skills component.

3.6.1 Evaluation and employers expectations

Roup (1994:3) states, that it is not an easy task to provide employers with the proof they demand of the benefits obtained as a result of a life skills training programme and recommends longitudinal studies to systematically confirm benefits. Hopson and Scally (1982:267) emphasize the importance of measuring the relevance of skills taught against the expectations of employers. They assert, that trainers are evaluated in order to measure how effective their training is and students or participants are evaluated in order to determine whether their needs have been met. They conclude, that evaluation is necessary in order to determine progress made and to determine which new skills have been learnt.

3.6.2 Attitude development

Hopson and Scally (1982:270) contend, that because the way one thinks, influences how one behaves, it is vital that one of the by-products of the life and job skills training programme is the development of the right attitudes, which enable the students to handle the challenges facing them. Crucial attitudes include the belief, that

- one can always do something to influence a situation;
- supporting and co-operating with others holds benefits;
- alternatives always exist in any situation;
- one has to take responsibility for one's own life;
- getting on in life does not imply only a job promotion;

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- one's thoughts and behaviour have consequences in that what happens is related to what one does;
- one can influence the future;
- one's development is never completed as one has the potential to do more, to be more and to know more; and
- the view that it is more effective to take the initiative than to wait for something to happen.

Hopson and Scally (1982:271) suggest, that one way to evaluate attitudinal development, is to observe the student's behaviour and to look for consistency between what the individual says and how he behaves. To be able to do this, the trainer needs to clearly state what attitudes he wishes to promote, as well as to determine what type of behaviour indicators would demonstrate the attitudes.

3.6.3   Evaluating skill development

Hopson and Scally (1982:271) state, that the objective of teaching the students new skills, is to increase their capability to carry out a task more effectively. The overall objective is to develop greater individual effectiveness or personal competence. Learning involves change and that evaluation seeks evidence that a change has occurred in the way the student thinks and behaves (Hopson and Scally, 1982:272). In order to be able to evaluate skill development, it is necessary to determine what the indicators of low- or high-level functioning will be and what goals or milestones have to be achieved to indicate that progress has been made. The Life Skills and Competencies General Questionnaire used in this study provides a means of measuring skill development by using pre- and post-tests.

This implies the establishment of paths of progress and identifiable measures of achievement as part of the design of the life and job skills training programme. Being able to identify and measure progress, motivates the students to learn the new skills. Provision of practical opportunities for the students to apply their new

skills, is also a way of evaluating skill development. Hopson and Scaly (1982:273) refer to this method of evaluating skills development as "If you have learnt it, prove it", i.e. do it.

In sum then, Hopson and Scally (1982:274) assert, that evaluation is an opportunity to establish a communication channel between the students and the trainer. The approach adopted in this study, was to enable students to learn from each other; to be involved in the learning situation; to exchange constructive feedback; to review progress made to date; to set clear learning objectives for the next stage, and to establish co-responsibility for outcomes.

The **research aim** to determine the key elements to be considered when designing a life and job skills training programme, have been achieved. Elements include the past in South Africa, with reference to the effects of the "apartheid" system, the effect of being deprived of one's own culture, the importance of channeling the energy released by political and socio-economic changes in a positive direction, the creation of learning environments where individuals can come to terms with the past and the adoption of the cultural synergy approach to promote the acquisition of life and job skills. Elements of importance also include clarification of the need for, the importance and impact of life and job skills on the system and on self-concept as related to personality and self-development, the stages of skill acquisition, and the expectations of trainers and participants. The rationale for starting from where participants are and the training based on proven, experimentally verified theory which focuses on performance, are provided. Other elements are time needed for exercises, equipment and material required, use of co-presenters, and homework to encourage the use of a "buddy system", feedback and review sessions. Values implicit in course material, accommodation of individual differences, duration of training programme, size of groups, feedback, follow-up, monitoring and evaluation, employers' expectations, as well as attitude and skill development, are elements to be considered when designing a life and job skills training programme.

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3.7   The group leader/trainer

According to Lodder (1993:45) and Radloff (1997:4), it is essential for the group leader/trainer to model appropriate behaviour and skills and to act as a facilitator. This is in line with Hopson and Scally (1980:11), Larson and Cook (1985:19) and Rooth (1995:1), who assert that the trainer's participation in the learning process is essential to establish credibility, trust and a climate conducive to learning. They suggest, that the trainer has to be prepared to "go first" in exercises which require self-disclosure from the students, and share personal information needed to build a relationship based on genuineness and trust. A reluctance by the trainer to model the desired behaviour would be seen by the students as indicating that the trainer is not committed or convinced of the importance of life and job skills. In order to establish norms for the students, they contend, that it is essential that the trainer is at ease, open, confident and positive. The trainer's flexibility with regards to noise levels, movement around the room, degree of control of the group and what students can and can not say, as well as an acceptance of differences in the students expectations, is viewed to be very important. This is supported by Du Toit *et al.* (1997:8) and Rooth (1995:1-32), who recommend that the teacher/trainer takes on the role of a facilitator, and that the trainer intermediates, between the demands of life and the life skills the learner needs. They state, that the learner must be provided with the opportunity to learn from life experiences and emphasize the use of experiential learning. The approach of modeling, practising, reinforcing and observing skills as recommended by these authors, was used in this study.

With regards to flexibility, Hopson and Scally (1980:8) assert, that the trainer needs not only to be committed and highly skilled but flexible and convinced of the value of the programme, as resistance or resentment to new ideas is common. It is essential for the trainer to be flexible, as he needs to focus on the students' expressed needs and be willing to incorporate relevant exercises from other modules. Hopson and Scally (1981:173) emphasize that the trainer's behaviour is vital to developing interpersonal skills in students and in enabling

them to become self-empowered. They state, that research has confirmed that individuals learn and prosper best in environments in which they are respected; valued; regarded as significant and important; if they feel that they are understood, accepted and not judged; if they see the people they are relating to as genuine, real people who are not playing a role or attempting to manipulate them. Hopson and Scally (1980:9) assert, that it is essential to start the programme by using more practical modules e.g. "How to manage time effectively", before moving on to the concepts requiring more sophisticated thinking and cognitive functioning, such as "How to manage negative emotions". The idea is, to allow the participants time to adapt to the new skills being taught and then to proceed to the more complex thought processes required. This was the approach adopted in this study.

Studd (1982:39) is of the opinion, that the trainer fulfills the role of facilitator, resource person and leader. The trainer must be able to meet the unique needs of the different cultural groups amongst the student population. Studd (1982:39) concludes, that the life and job skills trainer has a responsibility to assist the students to learn and develop the skills they need to be successful in life, the main aim being self-direction, which implies that the students take responsibility for their own lives.

Strydom (1991:249) stresses the importance of the group leader/trainer being not only a specialist, but also enthusiastic and really interested in the life and job skills training, as this determines the success of the programme. Strydom (1991:98) argues in favour of the use of the title of Group Leader instead of the trainer or coach, as the latter implies the learning of new skills via exercises until they are perfect. She contends, that students are motivated to apply new skills in everyday life, because the skills taught, are of value and that the term Group Leader implies that the presenter is part of the group, takes the lead when handling the contents of modules and organizes the group sessions. She emphasizes the importance of the group leader having the essential skills, personality, characteristics and training experience needed and cautions against

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the idea that any person can present a programme to develop life and job skills. Strydom (1991:99) advocates, that a good group leader needs to have acquired a number of important life and job skills himself and should have the ability to apply these life and job skills successfully.

The approach adopted in this study, was to focus on the students' expressed needs, using the pre-test data obtained from the Life Skills and Competencies General Questionnaire. The modules of the training programme were compiled by incorporating relevant exercises from the different modules. The training programme commenced with the time management module as recommended by Hopson and Scally (1980:9) and then moved on to stress management, and the more complex thinking skills, as required in problem-solving and decision-making The programme was concluded with a module on how to manage difficult people, how to handle negative emotions and improve communication skills. Cognizance was taken of the need for the trainer/group leader to have the essential skills, personality, characteristics and training experience.

The **research aim** to clarify the role that the trainer fulfills when presenting a life and job skills training programme, has been addressed. It is evident that the trainer fulfills the role of a facilitator, in that the trainer must be able to model appropriate behaviour and skills and be prepared to "go first". The trainer/facilitator needs to be experienced and enthusiastic, able to generate relationships based on genuineness and trust, be open, confident, positive, flexible, highly skilled and able to meet the unique needs of different cultural groups amongst the participants on the life and job skills training programme. The trainer/facilitator also needs to be skilled in the use of group work as a dominant technique in life and job skills training programmes.

A review outlining the use of, the goal of, the ground rules for behaviour, the small group approach, important aspects, designing a group learning session, advantages of and the rationale for addressing identified life and job skills in a group approach, follows.

3.8   The use of group work

Lindhard (1988:7) and Schmidt *et al.* (1988:118) assert, that a technique dominant to all life and job skills training programmes, is that of group work. Hopson and Scally (1981:112) state, that group work is described as situations in which learning occurs by talking and listening to others in small groups, from working together and joining in group activities and exercises. They contend the group work needs careful design and planning, must be carefully structured and calls for skilled sensitive management by the group leader, the rationale being, that well-prepared and well-managed small group sessions have great potential for students to learn about themselves and others, because they have to act and interact with others. Hopson and Scally (1981:112) state, that they are convinced that life and job skills learning is best accomplished by individuals who participate in learning experienced within small groups and support the use of small groups in a classroom to promote the acquiring of personal and interpersonal skills.

This approach is supported by Du Toit *et al.* (1997:10), who recommend group work as the dominant technique in life skills training. The ability to work in a team or group, is a valuable life skill needed in the world of work. This is in line with findings in the pilot study by Raijmakers (1993:47).

In this study, students attended the training sessions during scheduled class periods, according to the academic course they were registered for, in groups ranging from 10 to 27 students.

3.8.1   The goal of group work

Schmidt *et al.* (1988:118) and Strydom (1991:94) state, that the goal of group work in a life and job skills training programme, is to provide support to the individual experiencing problems and to positively influence his behaviour and academic performance. Group work has been found to be the ideal platform for the exchange of ideas and for obtaining information, and group activities often

provide inspiration and motivation for participation by all. Strydom (1991:95) concludes that group work can be useful, in that it not only enables individuals to acquire information but also to address tensions and problems the individual may be experiencing within a group context.

3.8.2   Establishing ground rules for behaviour in the group

The following ground rules are proposed by Hopson and Scally (1982:3, 12-14), Larson and Cook (1985:20), Radloff (1997:4), Roup (1994:3) and Sternberg (1983:6-12)

- **Acceptance of an individual's own pace:**   The following quotation by Thoreau proposes a way of handling differences in pace "...If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears however measured or far away" is proposed as a way of handling differences in pace. Skill and sensitivity in the trainer, plus the acceptance of each individual's right not to be probed, pursued or harried by others, is part of respecting the worth of each individual and forms the basis of the life and job skills training approach. These researchers stress the importance of inviting students to start where they are, take one step at a time and to progress at their own pace.

- **Confidentiality.** The group accepts that information disclosed by a group member, will not be discussed outside of the group.

- **Voluntary participation.** Students must be made to understand that participation is voluntary.

- **The life and job skills training programme should be enjoyable.** Trainers should note, that while the programmes are meant to be informative and developmental, they are also meant to be enjoyable. They stress that the programme should be based on the premise of involvement, humor,

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relaxation, openness and high energy, in order for it to generate learning. The trainer is referred to as a facilitator of individual and group learning, while the skills of designing contracting, managing, evaluating, preparing and follow-up, are essential. They urge that trainers acquaint themselves with group leadership skills, as well as the stages of group development which occur.

3.8.3   The small group approach to life and job skills training

Gazda and Brooks (1985:4) state, that although skills training is applicable to one-on-one interactions, most models of life and job skills courses are designed to be used on small groups. They refer to Drum and Knott (1977:4), who recognize the movement away from unstructured interview models of life and job skills training to the more structured group approach. Gazda and Brooks (1985:4) quote Drum and Knott (1977:4), who contend that the structured group is a delimited learning situation which has a predetermined goal, a plan designed to make it possible for each group member to achieve the identified goal within an environment where there is minimum frustration and maximum ability and opportunity to use the new skills in a wide range of life events.

Pickworth (1989:61) concludes, that in order to effectively promote small group learning in developing life and job skills, the facilitator needs to utilize the skills of designing, contracting, preparing, managing, follow-up and evaluating group sessions or exercises, as described by Hopson and Scally (1981:118-202). Adkins (1984:45) again, suggests the use of small group processes, in which complex problems are broken down into simpler learning tasks and stresses the integration of a cognitive, affective and behavioural learning approach.

Hopson and Scally (1981:194-195) refer to Tuckman (1965), who describes three stages in a group's development, i.e. the forming, storming, norming and performing stage. They stress, that it is essential that trainers be aware of these

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stages and assist the group members to work through the respective stages and so enable them to experience the satisfaction of being part of a fully functioning group.

3.8.4   Important aspects of group work

In this section guidelines as provided by Hopson and Scally (1981:159-193) and Radloff (1997:3-4) are reviewed, as these authors provide a practical framework on which to base the design of a life and job skills training programme by using group work.

- **Managing a group session.** Trainers need to possess the skills of getting the session started; building a climate conducive to trust; leadership behaviour; observing the groups; modeling the appropriate behaviour; coping with difficult group members, and finally closing the session.

- **Group climate.** Establishing a climate which facilitates openness and confidence in which optimum learning can occur, is the most crucial task of any trainer.

- **Group conflict.** Trainer guides the students to accept the reality of conflict, that it is inevitable in most group situations, that it is likely to be uncomfortable, but that its consequences are not necessarily destructive. The group's attention is focused on the dangers of escalated or buried conflict. The trainer has to be present and model how conflict can be a means of growth, as differences and difficulties create energy which, if managed and correctly channeled, can result in real gains for all members of the group.

- **Group participation.** It is essential to maintain balance in participation by the students, as this makes an important contribution to the maintenance of commitment and involvement by group members. Participation has to be measured in terms of the amount and nature of each group member's

contribution, as members could lose interest and commitment if they are not involved.

- **Win-lose.** The trainer has to teach the group to appreciate the dynamics involved in winning and losing, in order to enable them to understand the power and energy generated within the group. It is important to monitor intergroup competition, as dynamics which could damage total group unity could be generated. The aim is to increase members' awareness of the desirability of achieving their objectives without alienating the rest of the group and to provide them with exposure to conflict-handling skills to achieve win-win solutions.

3.8.5   Designing a group-learning session

In respect of the designing of a group-learning session, Hopson and Scally (1981:124-129) emphasize the importance of clarifying objectives: i.e. be specific, in order to measure outcomes which result in behaviour changes. The need to draw up a contract: i.e. shared responsibility, invites participation in own development, leads to commitment, indicates interdependence, establishes ground rules for behaviour, e.g. confidentiality and no room to ridicule each other. They stress the importance of reviewing the contract periodically and the utilization of the existing learning environment, the selection of appropriate procedures, materials and structures and the importance of identifying what needs to be done prior to the training sessions.

3.8.6   Advantages of learning life and job skills in small groups

In sum then, according to Hopson and Scally (1981:159-193), the advantages of learning new life and job skills in small groups are that social skills are developed (listening, resolving differences, communicating, compromising, giving and receiving support), increased self-awareness (individuals are encouraged to express their opinions, share their ideas, experiences and preferences and

obtain feedback from the group). There is increased openness in sharing matters of importance, which leads to increased self-confidence, trust and offering of mutual help. Harnessing of peer learning, opportunities to experiment with behaviours and test reactions and consequences of options, are provided. Improved relationships result because of increased trust levels between trainer and participants. Specific needs of participants are identified and a wider range of resources are available. Emphasis is placed on the value of everyone's contribution. This leads to commitment and owning of own development.

3.8.7   Rationale for addressing identified life and job skills in a group approach

Adkins (1984:52-53) contends that there are three basic assumptions of life and job skills and that these are; that

- if a problem is experienced by a number of people in the target population, it is possible to design a programme that not only reflects that particular structure of the problem, but can also address the special experiences and learning styles of the target group,

- there is not an infinite array of solutions to problems, but a limited number of workable ones, made up of different combinations of various solution elements, and

- it is possible to protect the individuality of group members by encouraging each member to take responsibility for his own learning and enable him to use a process of inquiry, which enables him to make own value choices and set an own pace of learning.

Adkins (1984:54-53) concludes, that if similar problems are shared by large numbers of individuals, it is likely that similar resources are needed and that it is practical and economically feasible to create common programmes for the shared problems of particular target groups.

3.9 Conclusion

When reviewing the literature, it is apparent that the objective of a life and job skills training programme is to develop a balanced, self-determined individual able to cope with the demands of everyday life (Conger & Mullen, 1981:318; Schmidt *et al.*, 1988:113). Goals of a life and job skills training programme include fostering self-empowerment (Hopson & Scally, 1981:10; Conger & Mullen, 1981:311), increasing self-awareness (Adkins, 1984:411; West & Kirkland, 1986:22), and providing individuals with a wide range of problem-solving skills (Adkins, 1984:45; Pickworth, 1989:66). To ensure that the needs of the particular target population are met, and that the gap between the present skills of the individual and the skills needed by the employers are bridged, it is essential to first conduct a needs analysis (Raijmakers & Scholtz, 1997:24; Renton, 1988:25; Roup, 1994:1). Design considerations relevant to a life and job skills training programme in South Africa, include the importance of considering the past (Rossiter & Parry, 1988:10). While important guidelines to follow, entail clarifying why students need training, convincing individuals that they need training, considering the impact of the training programme on the individual as well as the system and other people, taking into account the stages of skills acquisition, clarifying teaching objectives, matching the students and the trainer's expectations, starting from where the students are, basing the training programme on proven theory, empirically evaluating the training programme, presenting skills in terms of daily happenings, ensuring active participation, focusing on internal as well as external behaviours and ensuring that the training programme is highly structured (Adkins, 1984:55; Hopson & Scally, 1980:7; Larson & Cook, 1985:18; Rooth, 1995:1-32; Roup, 1994:13 ; Sternberg, 1983:10).

Additional considerations relate to the time needed for each exercise and equipment and material required (Hopson & Scally, 1980:14; Rooth, 1995:61). Recognition via review sessions must be given in respect of work produced by the group to encourage the participants to practise the learnt skills with fellow students. As no curriculum is value-free, the trainer needs to be sensitive to the

value and cultural differences amongst students from different communities (Pickworth, 1990:85; Wood, 1982:214). Recommendations by researchers regarding the duration of the life and job skills training programme, vary from two-hour sessions, twice a week for several weeks (Adkins, 1984:58; West & Kirkland, 1986:20) to 110 hours of class time, extended over 3 to 4 years (Studd, 1982:40).

Opportunities to practise newly acquired skills by means of feedback and follow-up, are emphasized by Conger and Mullen (1981:318), Du Toit *et al.* (1997:8); Fick (1987:22) and Pickworth (1989:57); while, the importance of continual monitoring and evaluation of the relevance of the contents of the life and job skills modules in order to provide proof of the effectivity of the training programme to employers and participants, is highlighted by Hopson and Scally (1981:196; 1982:268), Pickworth (1989:114; 1990:84) and West and Kirkland (1986:16).

The necessity of the trainer being flexible, as well as a facilitator who is able to build a climate which promotes learning, is illuminated by Hopson and Scally (1980:11), Du Toit *et al.* (1997:8), Larson & Cook (1985:119) and Studd (1982:39). It is proposed that the term "trainer" be replaced with that of "group leader", as this implies that the presenter is part of the group and the acquiring of new skills, using practical exercises (Strydom, 1991:98). Support is given to the group work approach for a life and job skills training programme (Hopson & Scally, 1981:112; Schmidt *et al.*, 1988:118; Strydom, 1991:94) as the group is seen as providing support to individuals. The ground rules of behaviour in groups encompass acceptance of each individual's own pace of learning, ensuring confidentiality, emphasizing voluntary participation and ensuring that the life and job skills training programme is enjoyable (Larson & Cook, 1985:20; Roup, 1994:3; Sternberg, 1983:6-12). Aspects regarded as important in group work, include that ability of the group leader to manage a group session, to establish a healthy group climate, to accept and utilize conflict to create energy, to ensure group participation and to increase the group's awareness of the dynamics of winning or losing.

Advantages of learning life and job skills in small groups, are that social skills are developed; there is increased self-awareness and openness which leads to heightened self-confidence, the harnessing of peer learning and the provision of opportunities to experiment with learnt skills (Hopson & Scally, 1981:159-193). The feasibility of adopting a group approach, rests on the contention that if similar problems are experienced by the target group, it is possible to design a programme utilizing available resources in a practical and economical manner, as adopted in this study (Adkins, 1984:52-54).

The **research questions** and **research aims** to identify the essential objectives, goals, key elements to be considered when designing a life and job skills training programme and clarification of the role that the trainer fulfills, is achieved.

CHAPTER 4

EMPIRICAL INVESTIGATION

The second phase of this study entails an empirical investigation. The steps as described in 1.8.2., follow.

- Composition of population
- Composition of target group
- Composition of measuring instruments
- Pre-testing
- The compilation of the life and job skills training programme and the presentation of a life and job skills programme
- Post-testing
- Statistical analysis
- Reporting and discussing results (Chapter 5)
- Recommendations (Chapter 6)

Phase 2 - Empirical investigation - Chapters 4 and 5. The general aim of this study, is to develop a training programme, which addresses the identified life and job skills needs of the target population i.e. the first-year, full-time students at the Vaal Triangle Technikon.

In this chapter the aims of the empirical investigation, the target population and the contents of the life and job skills training programme are illuminated. The second section contains a description of the measuring instruments used. This is followed in the third section by a description of the respondents who completed the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, the Study Habits and Attitudes and the Jung Personality questionnaires. The fourth section of the chapter provides an explanation of the procedure followed, the research methodology, research design and a description of the method used for the statistical analysis of the data. The chapter concludes with a presentation of the research hypotheses.

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4.1 Aims of the empirical investigation

The primary aims of this research are to

- determine the life and job skills needs of the 1995, first-year, full-time students at a tertiary institution,

- develop a training programme which addresses the identified life and job skills needs of the target population, as well as industry's needs,

- evaluate the effect of the training programme on life and job skills, study habits and attitudes and personality profiles of the target group (first-year, full-time students on the academic support programme), and

- make recommendations relating to the design and contents of a life and job skills training programme and for on-going research.

4.2 Target group

The target group (N=196), consisted of 40 Business Administration, 36 Computer Systems, 28 Information Technology, 18 Electrical Engineering, 23 Mechanical Engineering, 19 Food Service Management, and 32 Food and Clothing Technology students. These students completed the life skills questionnaire and the programme was designed to address the identified life and job skill needs as reported. The life and job skills training programme formed part of the Tertiary Study Skills module of Academic Development. Attendance was compulsory, as students had to pass an examination in June 1995, before they were allowed to continue with their full course.

4.3 Contents of the life and job skills training programme

As recommended by Adkins (1984:51), the life and job skills training programme was designed as a preventative intervention, which makes use of instructive and counselling methods aimed at assisting individuals to learn how to more effectively cope with psychological and social problems. The module which addresses the need for training in Career Planning and Development, i.e.

problem-solving and decision-making, addresses the problem-solving behaviour referred to by Conger and Mullen (1981:308) in respect of determining the effectivity of a life and job skills training programme.

Cognizance was taken of the life and job skill needs reported defective by employers (Raijmakers, 1993:42; Raijmakers & Scholtz, 1997:24). The review of employers' expectations of first-time job entrants (Raijmakers, 1993:42), concurs with Gatherer (1993:16) and Radloff (1997:1), who report that first-time job entrants lack assertiveness, have poor interpersonal skills, defective business communication skills, poor conflict management skills, inadequate self-management skills, defective problem-solving and lack knowledge and understanding of organizational culture.

The life and job skills training programme consists of Study Methods, Time Management, Stress Management, Problem-solving and Decision-making, and Interpersonal Relationship Skills (Annexure A). This is in line with recommendations by Smollan (1988:29), that during the students first academic year, a life skills programme should include the life skill of self-management, i.e. study methods, stress management and time management.

Use was made of didactic lectures, modeling, demonstrations, case studies, critical incidents, role playing, exercises, group discussions, transparencies and videos. Notes and worksheets were provided. As recommended by Hopson and Scally (1980:9), modeling and group discussions were used in all the modules. Structured experiences as described by Du Toit *et al.* (1997:14) were included in this training programme.

The training programme consisted of modules which were designed to build on the skills learnt in the previous module. This is in line with Rooth (1997:75-128) who emphasizes the importance of continuity by linking new skills to previous skills mastered. It, therefore, followed that study methods were first presented, followed by time management, stress management, problem-solving and decision-making and finally by interpersonal relationship skills. Emphasis was placed on a holistic approach to life and job skills and students were encouraged

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to provide their own examples in which the new skills could be applied. Students were encouraged to participate in discussion sessions and experiential exercises presented by the trainer in the form of case studies. Students completed pre- and post-test batteries of questionnaires to facilitate evaluation of outcomes.

The approach adopted in this study, is in line with recommendations made by Rooth (1995:2-8 & 1997:75-128), as it was based on experiential learning which allowed student participation and empowerment, facilitation, group work and continuity, as new skills were linked throughout the training programme.

The content of the training modules, their purpose and the procedure adopted when implementing the life and job skills training programme, follow.

4.3.1 Study Methods

Purpose

To aid students in acquiring the necessary skills in order for them to be successful in their chosen field of study.

Procedure

This module adopted a work shop approach and was the only module led by two trainers. The modules included:
- note-taking skills for lectures,
- study and summary techniques,
- memorizing, and
- examination techniques.

Areas addressed in study, summary and memorizing techniques, were:
- general rules for studying, and

- an effective study method, which included the steps of previewing, asking questions, reading actively, repeating, revision and compiling a front page summary.

The trainers first demonstrated how to use the summary technique and then practical exercises were completed by students using their text books. This was followed by a question-and-answer session, in which problems experienced by the students were addressed.

In the section which addressed test and examination techniques, students were coached in the use of effective test and examination techniques, namely the careful reading through of the questions asked, numbering and spacing of answers, the importance of working according to a time schedule, how to use the last page of a test/examination book as a roughwork page, how to answer long complicated questions, and an explanation of the most common terms used in a test or an examination paper. This module was concluded with important tips for tests and examinations and a formula to become a "scorer".

4.3.2   Time Management

This module focused on teaching students ways of utilizing their time constructively and is built upon the study and summary techniques presented in the Study Methods module. Practical examples were provided of the benefits of managing time effectively and how this improved the students' academic performance. Work sheets were provided. Carter (1990:65) states, that planning the use of time is important, as the process of writing things down, commits the person to action. At the same time, it helps the person to decide which actions are the most important. The schedule of actions, i.e. worksheets, serves to give the students control over their lives.

Purpose

To teach students the principles of effective time management.

Procedure

- Students viewed a video [Smart solutions for managing your time. How to get more done in less time! (Freeman, 1992)] on the principles of effective time management.

- Practical exercises were used to demonstrate the application of these time management principles. This included the completing of a study and recreation time table for one week. Students were divided into groups and given an example to evaluate. This was followed by a class discussion.

- The study and recreation time table was then coupled to the study control time table. Practical examples were generated by the students.

- A discussion and demonstration followed of how to apply effective time management during tests and examinations, using the study and recreation time table and the study control time table.

- The module was concluded by relating the newly acquired time management skill to effective study methods.

4.3.3   Stress Management Skills

The stress management module was based on Dougan *et al.* (1986:179-217) and a stress management intervention prepared by the Unit for Student Counselling Service, University of Port Elizabeth (1990).

Purpose

The main purposes are to increase the student's knowledge about how stress influences his life, and to teach the students how to become attuned to their own stress levels, how to engage in preventative exercises and how to make sound decisions that would enable them to manage stress more effectively. Upon completion of stress awareness training, the students identified causes of stress in their lives and their reactions to them and participated in stress reduction exercises, such as progressive relaxation and guided imagery by utilizing music.

Procedure

- Students completed a self-assessment questionnaire in which they answered 25 questions related to stress (Annexure A).

- Questionnaires were marked by students and the implication of the scores explained by the trainer.

- Upon completion of the stress awareness questionnaire, a discussion of the effect that stress has on an individual, followed. The trainer presented an overview of how stress affects behaviour, feelings, thoughts, health and work. Emphasis was placed on personal, academic and work behaviour.

- Potential stress areas, awareness of factors which play a role in stress management and stress management skills, were then presented.

- Students then participated in stress reduction exercises, which included progressive relaxation and guided imagery. To facilitate relaxation, use was made of background music.

The module was concluded with a discussion of how previous skills training modules (study methods and time management) contributed towards more effective stress management and enhanced academic and work performance.

4.3.4   Problem-solving and Decision-making

This module was based on the Kepner-Tregoe (1965) approach, as used in industry to train supervisors and middle managers. The module was adapted to meet the students' needs and reinforced the skills acquired for effective Time and Stress management. Work sheets, practical examples, case studies and a video (Decisions, Decisions) were used to enhance learning. Students were afforded the opportunity to practise their newly-acquired problem-solving and decision-making skills in the class situation by presenting their own case studies. This module was presented in two sessions.

Purpose

The purpose was to discuss and demonstrate effective problem-solving and decision-making skills in order to enable students to solve problems and make

decisions in a logical and practical manner, and to help students to develop more successful ways of dealing with their problems.

Procedure

Session 1

- An introduction was presented by the trainer on what decision-making entailed, the types of decisions and the mistakes often made.

- A review was presented of the logical thought process to be used in problem-solving and decision-making, and the steps to follow.

- To demonstrate the application of an effective problem-solving and decision-making technique, students were asked to present an example of a problem they wished to resolve or had had difficulty resolving.

- Students were then coached on how to first look at the present situation by describing the general problem and then how to distinguish between problems. Attention was focused on the tendency to try and resolve more than one problem at a time and how this could be avoided.

- The trainer demonstrated how to allocate priorities to the identified problems by deciding how important and urgent they were, and whether the problems would worsen if not attended to. Use was made of numerical values (1 to 10) to indicate priority with 1-3 low, 4-6 medium and 7-10 high importance and urgency, while 1-4 indicated that the problem would improve, 5 stay the same, and 6-10 worsen, if not attended to. Students were provided with work sheets for practical exercises. A class discussion aimed at facilitating use of the new skills acquired, followed.

- A case study was presented by the trainer to demonstrate how to analyze a problem, where the cause was unknown. Students were then encouraged to present an example from their own experience. Suitable problems were chosen and students divided into groups to complete the practical exercise by using the work sheet provided. A class discussion in which students presented their solutions, followed.

Session 2

- The previous session was reviewed so as to refresh the students memory.

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- The rationale for and steps to be followed when making an effective decision were presented. Using a case study and a work sheet the students were coached on an effective decision-making technique. Students were asked to present an example from their own experience. Students were divided into different groups than those formed for previous case studies so as to enable them to work with different people, as is practically required in the work situation. They were provided with work sheets and instructed to complete the practical exercise provided. A class discussion in which students presented their decisions, followed. The students were then asked to cast a vote on which decision they thought was the best one. Students were encouraged to enter into discussions with each other and with the other groups to motivate why they felt that the specific decision was the best one, given the information at hand.

- The question regarding what they thought could go wrong and so negatively affect this decision, was posed to the students. Factors identified by the students were noted on the white board. Worksheets were then used to demonstrate an effective technique to identify factors which could sabotage their decision. Steps to be followed and the advantages to be obtained, were presented.

- The module was concluded with the video 'Decisions, Decisions' which demonstrated the practical application of an effective problem-solving and decision-making technique.

4.3.5 Interpersonal Relationship Skills

Purpose

The main purposes defined, were to provide the students with insight into their own and others' behaviour, and to enable students to be more effective at constructively resolving interpersonal problems in their personal life, as well as in the work situation. The ultimate goal was to empower the students to be more effective in constructively resolving interpersonal conflict.

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Procedure

- Role-playing, in which trainer and a colleague demonstrated ineffective and effective conflict handling and communication skills in interpersonal relationships.

- A lecture on how to handle difficult individuals followed the demonstration and included the aspect of handling and defusing emotional situations, what one achieved by disagreeing agreeably, self-image and disagreements. As the aim of this module was to focus the students' attention on personal, academic and work behaviour, emphasis was placed on how to cope with interpersonal conflict in their personal lives at the Technikon and at work.

- In order to expose students to problems experienced in the working environment, use was made of the video 'Face to Face' (Fournies, 1978), in which both ineffective and effective ways of correcting work performance problems were demonstrated.

- A discussion on 'I' messages as a tool to improve interpersonal communication concluded this module. Role-play and practical exercises were used to facilitate the students' learning of this skill.

The life and job skills training programme was concluded with an overview of the interrelationship of all the skills learnt.

The **research aim** of developing a life and job skills training programme which addresses the identified life and job skills needs of the target group, was addressed.

4.4 Measuring Instruments

4.4.1 The Life Skills and Competencies: General Questionnaire on Life Competencies and Skills

This questionnaire edited by Jacobs, Olivier and Gumede (1992), will be used (Human Sciences Research Council, Catalogue Number 3083), as a pre-test to

determine the life and job skills training needs of the Total Group and of the Target Group, and as a post-test to determine any changes as a result of the training programme. The questionnaire meets the requirements of an objective measuring instrument (Malan, 1991:15; Matthee, 1991:79, Raijmakers, 1993:108 and Von Hörsten, 1990:67), as it has previously been applied and produced significant results, as can be seen by the results of the needs analysis conducted by Raijmakers (1993:89). Specific and uniform test instructions are used and the responses are marked by using a scoring key The questionnaire, a self-assessment questionnaire, is available in both English and Afrikaans, has 150 questions, addresses six broad fields (Community and Social Development; Development of Person and Self; Self Management; Physical and Sexual Development; Career Planning and Life and World Orientation), and provides the data to identify needs. Each field addressed by the questionnaire, has five sub-fields, i.e. :

A: COMMUNITY AND SOCIAL DEVELOPMENT

A1 Mental health

A2 Community responsibility

A3 Human rights

A4 Road safety

A5 Technological development

C: SELF-MANAGEMENT

C1 Time and self-management

C2 Financial management

C3 Handling stress

C4 Study methods

C5 Communication skills

E: CAREER PLANNING AND DEVELOPMENT

E1 Entrepreneurship (Initiative)

E2 Problem-solving & decision-making

E3 Finding and keeping a job

E4 Career planning & development

E5 Work values

B: DEVELOPMENT OF PERSON AND SELF

B1 Leadership

B2 Literacy/Education

B3 Self-concept/Self-assertion

B4 Peer group influence

B5 Identify development

D: PHYSICAL AND SEXUAL DEVELOPMENT

D1 Sex guidance

D2 Alcohol and drug abuse

D3 Exertion and recreation

D4 Healthy life style

D5 Acceptance of one's own body

F: LIFE AND WORLD ORIENTATION

F1 Religious orientation

F2 Life and World orientation

F3 Political orientation

F4 Cultural orientation

F5 Family orientation

4.4.1.1 Processing and scoring of the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills

The life skills questionnaire consists of 150 items, each of which the respondents answer by shading either A or B (Yes or No) on the answer sheet (Human Sciences Research Council, Catalogue Number 3151). Each A that has been marked, counts one point, while each B answer counts nil. The questionnaire has 30 sub-fields, with the total possible score for each sub-field being 5. A score of 3 or higher in respect of a specific sub-field, indicates that a respondent may possibly be experiencing a problem in this area. The sub-fields are grouped into the five broad fields. The maximum score in a field is 25 and a score of 15 out of 25 (60%) indicates that a problem exists in that broad field. A total score for the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills, is calculated by adding together the scores for the six broad fields (maximum 150 points), with an average score of 60% indicating an overall problem (Von Hörsten, 1990:68). However, Raijmakers (1993:113-114) recommends that the cut-off score for the broad fields be lowered to 50%, as findings in her study indicate that important life and job skills areas reported by employers as being defective, would then be included in the design of a life and job skills training programme. For the purpose of this study, a score of 50% and more will be considered as indicating a problem in that field or sub-field.

4.4.2 Survey of Study Habits and Attitude Questionnaire (SSHA)

The Survey of Study Habits and Attitudes (SSHA), Form C, edited by Du Toit (1983) (Human Sciences Research Council, Catalogue Number 910) was completed by the Target Group and provided the pre- and post-test data. Data obtained in the study conducted by Raijmakers (1993:92), indicate a significant need for training in study methods. This questionnaire is an easily administered measure of study methods, motivation for studying and certain attitudes towards scholastic activities which contribute to academic achievement. According to Du Toit (1983:2), it is assumed that a valid indication of the relevance of the students' study habits and attitudes to study success, is obtained from the

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students' responses to the selected statements on study habits and attitudes included in the questionnaire. The SSHA aims to identify ineffective study habits, attitudes and problems which prevent students from realizing their full potential. Du Toit (1995:1) asserts, that with regards to academic achievement, research has indicated that the SSHA has a high predictive validity. The seven scales in the Survey of Study Habits and Attitudes (SSHA) include:

- DA - Delay avoidance indicates to what extent the student is inclined to complete his assignments promptly and avoid delay or unnecessary waste of time.

- WM - Work methods gives an indication of the student's use of effective study methods, his efficiency in handling assignments, and the extent to which he sets about his study in the most effective way.

- SH - Study habits gives a combined score for the DA (Delay avoidance) and the WM (Work methods) scales to provide a measure of academic behaviour.

- LA - Lecture approval provides a measure of the student's attitude towards the lecturer's classroom behaviour and methods.

- EA - Education acceptance determines the extent of the student's acceptance of educational ideals, objectives, practices and requirements.

- SA - Study attitudes combines the scores of the LA (Lecturer approval) and EA (Education acceptance) to provide a measure of the student's attitude toward and confidence in academic aims and ideals.

- SO - Study orientation is a combination of all the aspects of habits and attitudes regarding study, measured by the separate scales, and provides an overall measure of the student's orientation toward academic study.

The Survey of Study Habits and Attitudes has satisfactory reliability coefficients, in the order of 0,8 and higher (Du Toit, 1983:15). Validity coefficients for the scales were obtained by correlating first-year students' scores on the scales to past (matriculation) and future (end of the year) examination results. The large number of highly significant positive correlation's between the SSHA scores and examination results should, therefore, be interpreted as a favourable indication of the SSHA scale's validity (Du Toit, 1983:19).

Du Toit (1983:3) asserts, that the SSHA has been constructed to provide a quantitative measure of study habits and attitudes which show a positive relationship to academic success. In this study the SSHA is used as a pre- and a post-test, as it provides data for statistical analysis to determine whether the life and job skills training programme has had an impact on the students' self-management skills, i.e. study methods. The rationale for evaluating whether a change occurs in the target group's study methods, is to be found in conclusions reached by Adkins (1984:64), Hopson and Scally (1980:69) and Scholtz (1987:120), as they concur that literature has proven that a relationship exists between study methods, academic achievement and life skills.

4.4.3 Jung Personality Questionnaire (JPQ)

The Jung Personality Questionnaire (JPQ) edited by Du Toit (1983) was used (Human Science Research Council, Catalogue Number 1876) to obtain the pre- and the post-test data, in order to determine if any changes have occurred in personality profiles as a result of the training programme. Du Toit (1983:20) reported, that a reliability coefficient of 0,8 was obtained for the questionnaire.

The Jung personality questionnaire provides a picture of personality structure in the framework of Jung's typology (See 4.4.3.1). However, the use of the questionnaire for personality analysis is not recommended. As the aim of this study is to evaluate the effect, if any, of the life and job skills training programme on the personality profiles of the Target Group, the Jung personality questionnaire is regarded as a suitable measuring instrument.

4.4.3.1 Jung's Personality Typology

Definitions used to describe Jung's Personality Typology as per Extroversion/Introversion; Thinking/Feeling; Sensation/Intuition; Judgment and Perception (Du Toit, 1983:1-3):

Extroversion: The extroverted attitudes orients the person toward the external, objective world. A person who invests a lot of libido (psychic energy) in things outside himself is called an extrovert.

Introversion: In introversion the libido flows towards subjective psychic processes. A person who lives within himself, is called an introvert.

Thinking: By thinking, man tries to understand himself and the world he lives in. Thinking consists of relating ideas to each other in order to arrive at a general concept or solution to a problem. It is an intellectual function that aims to understand things.

Feeling: Feeling is an evaluative function. It either accepts or rejects an idea on the basis of whether the idea arouses a pleasant or an unpleasant feeling. Feeling and thinking are functions because they make use of judgment in order to arrive at a decision.

Sensation: Jung uses the term sensation to indicate sense perception, which comprises all conscious experience produced by stimulation of the sense organs - sight, sound, smell, taste and touch. The products of sensation are concrete facts. Sensation may refer to the sense perception of objects or things in the outside world; sensation may, however, also originate inside the body.

Intuition: Like sensation intuition is an experience which is immediately given rather than produced by thinking and feeling. Intuition differs from sensation because the person who has an intuition does not know where it came from or how it originated. It appears out of the blue. A person may feel a headache or see a house (sensation). He may just have a hunch that something is going to happen, or have an inspiration on how to solve a problem, without knowing where the solution came from (intuition). Sensation and intuition are called irrational functions because a person does not use judgment in order to arrive at a conclusion.

Judgment and perception: In the rational functions (thinking and feeling) judgment is used to arrive at a decision. In the irrational (or non-rational) functions some kind of perception is used, a sensory perception (sensation) or an inner, unconscious perception (intuition). The terms judgment and perception are therefore used to distinguish between the rational and irrational.

4.5   Rationale for use of self-assessment questionnaires

Shrauger and Osberg (1981:235) conducted a review of literature, in which the relative accuracy of self-assessments was compared to more traditional approaches to assessment in the prediction of behaviour. They reached the conclusion, that self-assessments are at least as predictive, if not more so, than

traditional assessment methods in numerous important areas, e.g. job performance, academic achievement and vocational choice, while Pickworth (1989:64) contends, that although self-assessment is prone to bias, there are advantages and that the information obtained, could be of value. According to Dana (1984:571), the fact that the individual is responsible for generating information, leads to a sense of personal responsibility. Shrauger and Osberg (1981:232) state, that research has shown that individuals can be more perceptive observers of their own behaviour than professional assessors, as they have a large data base, are more aware of changes which affect their behaviour and are more attentive to situational determinants.

4.6   The Respondents

The **Total Group** consists of 935 first-year, 1995 full-time students at the Vaal Triangle Technikon who reported for the compulsory psychometric testing, which included the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, on 10 January 1995. No distinction was made based on language, gender or academic course registered for.

The **Target Group** (N=196) consists of students identified as needing academic development, i.e. students who were identified as borderline candidates, based on their Swedish formula points and the results of their psychometric tests, which included aptitude, interests and personality profile. Students completed the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, The Survey of Study Habits and Attitudes and the Jung Personality Questionnaire as pre-tests at the commencement of the training programme and upon conclusion, as post-tests.

4.7   Procedure

As the Vaal Triangle Technikon attracts students from the Pretoria, Witwatersrand and Vaal Triangle (Gauteng) areas, it was decided to include all

the 1995 first-year, full-time students who registered on 10 January 1995 in Group 1. The respondents are, therefore, seen as a representative population and not as a sample group. No distinction was made based on language, gender or academic course registered for. Psychometric test results were used as the criteria to determine which students were accepted on the academic development programme (partial course i.e. two course related subjects, English language, technical skills [mathematics and science] and tertiary study skills). The life and job skills training programme formed a component of tertiary study skills. In order to ensure that the proposed training programme met the needs of the 1995 students, an analysis of needs first had to be conducted (Larson, 1984:4; Pickworth, 1989:51 & 1990:85; Raijmakers, 1993:115). The training programme was then structured to address the identified needs, as well as those reported by industry, as being defective in first-time job entrants (Joubert, 1982:57; Matthee, 1991:119-120; Van Rensburg, 1992:5). Adkins (1984:49) emphasizes the importance of first conducting a needs assessment and states, that it is essential to attempt to find out from the target population 'where they hurt'; this aims at identifying the psychological and social problems that individuals could not solve themselves. He refers to the problems in living that cause the target population emotional pain and distress, e.g. anxiety, despair, fear, hate or boredom. However, Studd (1982:37) stresses, that needs assessments have indicated that students need help in discovering their strengths and abilities, as well as in choosing jobs which are consistent with their own values.

Step 1

First-year, full-time students who registered on 10 January 1995, completed the compulsory psychometric test battery, which includes the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, Total Group (N=935).

Step 2

An analysis of the needs reported by the Total Group was conducted. Findings indicated, that life and job skills needs reported by the 1995 students, were

similar to those reported by the 1992 first-year, full-time students. The study conducted by Raijmakers (1993:91), indicated that significant problems were reported in the areas of Self-management (Time and self management, Handling stress, Study methods) and Career Planning (Problem-solving and Decision-making and Career development).

Step 3

A life and job skills training programme was compiled to address the needs reported by the Total Group and included additional skills identified as significant for the Target Group. Cognizance was also taken of employers' expectations of first-time entrants into the job market (Raijmakers, 1993:42-56).

Step 4

The Target Group (students identified as needing academic development) completed the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, The Survey of Study Habits and Attitudes and the Jung Personality Questionnaire, as pre-tests at the commencement of the training programme and upon conclusion, as post-tests.

4.7.1   Academic development policy

In this section, the academic development policy, which is expressed in the Academic Support Policy of the Vaal Triangle Technikon, is illuminated.

4.7.1.1 Vaal Triangle Technikon: Academic development policy

This policy was approved by the Vaal Triangle Executive Committee of the Academic Council on 29 September 1994 and reads as follows.

"The Vaal Triangle accepts the need to improve access of historically disadvantaged students, but simultaneously needs to ensure that the standards of education output are met.   In order to meet these standards, admission

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requirements are set for all courses according to a point system based on matriculation marks. An alternative admission policy exists where prospective students' potential are evaluated for success. Prospective students with potential are admitted to academic support programmes, with a view to developing this potential.

Objectives

The primary objectives are to

- provide support programmes to enable identified students with potential to enrol for a suitable course at the Technikon,
- improve the academic success rate of students admitted,
- bring some relief to lecturers of large groups of students who are forced to stop and provide basic secondary school concepts to groups of students, which frustrate others and leads to disciplinary problems,
- contribute to the quality of students' training and educational output, and
- help meet the Technikon's social obligation.

Academic Support Policy

- Only students assessed as having the potential to benefit from support, will be admitted.
- Certain lecturing staff are to be assigned to these tasks.
- If staff are not available, funds are to be acquired to make appointments.
- Guidelines for admission to academic support programme to be published in Technikon pamphlets.
- Academic support programmes admit students to a minimum of two subjects of the proposed course of study and at least two academic support subjects.
- These students follow an extended programme with fewer formal subjects during the first-year, plus academic support subjects.
- The following skills subjects to be offered, subject to the requirements of the school or department:

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i) **Tertiary Study Skills** (Modules: Study, thinking, life and language skills)

Language skills can be presented as a full course, e.g. practical English.

ii) **Practical English**

iii) **Scientific Skills** (Modules: Mathematics and Science).

iv) **Technological Skills** (Modules: In-house requirements of each Faculty/School) .

If laboratories are used, laboratory fees will be added.

- Candidates to register for subjects and pay prescribed fees.

- Prescribed fees for academic support subjects are ± 70% of normal course subject fees, unless the subject is subsidized by the state.

- Co-ordination of the Academic Support Programme should be assigned to a single individual. A liaison person should be appointed in each school to assist the coordinator.

- The uniqueness of the admission of students to an academic support programme where credits are obtained for at least two formal subjects, must be maintained. This is a plus factor for students and the Technikon.

Requirements to pass

- Students to pass all prescribed subjects in order to enroll for the next level in the course. Criteria will be prescribed by the schools.

- Criteria to be published as part of requirements in each school's prospectus, which is given to students.

- Class size to be limited to maximum of 30 students, but can be less at the discretion of the director.

- Certificates of achievement will be presented to students who pass their skills subjects."

4.7.2   Criteria for admittance to the academic development programme

The psychometric test battery utilized when recommending students for the academic development programme, included an aptitude test, interest

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questionnaire, life skills and competencies, personality questionnaire, survey of study habits and attitudes and an English language proficiency test. Based on the data obtained, the researcher considered it essential to take cognizance of the fact that some of the students' English proficiency was not up to standard and to keep this in mind when designing and presenting the training programme.

4.7.3   Approach adopted

The approach used in this study of first determining the life skill needs of the target group, is supported by Rooth (1997:19), who states that as needs change over time, it is essential to determine the real needs before implementing a life skills training program.   Rooth (1997:23) emphasizes, that the planning and preparation of a life skills training program must be based on the students' needs so as to ensure that the training program is useful and relevant. **All** the 1995, first-year, full-time students allocated to the Academic Development Programme (N=196) were taken up into the Target Group, and therefore a quasi experimental research design, with a pre-test and a post-test, was used to evaluate the effect of the life and job skills training programme on the life and job skills needs and personality profiles of the Target Group.

4.7.4   Duration of classes

The Tertiary Study Skills module was allocated one class per week which lasted one and a half hours from the last week of January 1995 to May 1995. Classes were scheduled during normal class time. The duration of the life and job skills training programme was approximately three and a half months.

4.8   Research methodology

4.8.1   Research design

A population of 1995 first-year, full-time students (N=935) [Total Group], was used to establish what life and job skills needs existed amongst the first-year, full-time students at the Vaal Triangle Technikon.

A life and job skills training programme was designed and developed to address these identified needs. First-year, full-time students, (N=196) enrolled for partial course plus academic support, attended the life and job skills training programme. These students formed the Target Group.

The quasi experimental design, with a pre-test and post-test, was used to evaluate the effect of the life and job skills training programme on the life and job skills needs and personality profiles of the Target Group. The aim of the quasi experimental design is to isolate a cause-effect relationship, which is the same as that of a true experiment (Robinson, 1981:182). In this study, a pre-test was used to determine what the life and job skills needs of the Target Group were, before the intervention and data from the post-test were compared to the pre-test data, so as to determine whether the Target Group reported a decrease in life and job skill needs. Although this quasi experimental design does not allow for controlling and evaluating the internal validity of the life and job skills training programme, this type of design is suitable for demonstrating whether the training programme contributed towards decreasing the life and job skills needs, and improving the study habits and attitudes of the Target Group (Bailey, 1982:244).

4.8.1.1 Rationale for research design

A quasi experimental research design was applied as **all** the 1995, students allocated to the Academic Development Programme, were taken up into the Target Group and exposed to the training programme. The Deans of Faculties refused the researcher permission to use random sampling to allocate students to an Experimental and a Control Group and this made it impossible to use a Two-group Research Design. The rationale was, that it would be seen as discriminatory if not all the students on the Academic Support Programme (Target Group) were allowed access to the life and job skills training programme.

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4.8.2   Statistical analysis

The Statistical Analysis System (SAS) software computer programme (SAS Institute, 1985) was used to analyze the data. To identify life skills and competencies for the Total Group by using the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, the average percentage 'yes' responses was calculated. Results obtained for the Total Group are presented in a table of frequency scores and the higher average percentage 'yes'- responses indicates a larger need for that specific life skill. The life skills needs were identified by using a 50% cut-off point for the average percentage 'yes' response, and the life and job skills training programme was developed to address amongst others, these specific needs.

The Target Group completed the Life Skills and Competencies: General Questionnaire on Life Skills and Competencies, the Survey of Study Habits and Attitudes (SSHA) and the Jung personality questionnaire for both the pre-test and the post-test.

The effect that the life and job skills training programme had on the average percentage 'yes' response for the Life Skills and Competencies: General questionnaire on Life Skills and Competencies, on the average score from the Survey of Study Habits and Attitudes and on the average score from the Jung personality profiles, will be measured by using the paired t-test for the average difference between the pre-test and the post-test for each questionnaire. For Prob >|T| , a value less than 0.05 shows that the average difference between the pre-test and post-test is statistically significant for a $\alpha=0.05$ significance level.

For those items that were found to be statistically significant in the different questionnaires, the effect size (Cohen, 1977:20) was calculated so as to establish whether this item is also practically significant.

4.9   Research Hypotheses

To address the first research aim the following hypotheses were stated.

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Ho$_1$

No life skills and competencies needs will be identified in the first-year, full-time students (Total Group).

Ho$_2$

No life skills and competencies needs will be identified in the first-year, full-time students identified as needing academic support (Target Group).

To address the third research aim, the following hypotheses were stated.

Ho$_3$

There will be no decrease in the identified life and job skills needs in the Target Group as a result of exposure to the training programme.

Ho$_4$

There will be no improvement in the study habits and attitudes of the Target Group as a result of exposure to the training programme.

Ho$_5$

The training programme will have no effect on the personality profiles as measured by the Jung Personality Questionnaire of first-year, full-time students in the Target Group.

4.10   Conclusion

In this chapter the aims of the empirical investigation, the target population, and outline of the modules contained in the implemented life and job skills training programme are presented against the background of the academic development policy (1994) of a tertiary institution. The measuring instruments, respondents, procedure adopted, research methodology, research design and hypotheses, are presented.

The **research aim** to develop a life and job skills training programme which addresses the identified life and job skill needs of the target population, as well as industries' needs, is addressed in this chapter.

In chapter 5 the results of the empirical investigation are presented in the form of tables, and discussed.

CHAPTER 5

RESULTS AND INTERPRETATION OF EMPIRICAL INVESTIGATION

In this chapter the results of the empirical investigation are reported and discussed. Frequency tables of the percentage 'yes'- responses per field and sub-field are provided for the Total Group (Table 1) and the Target Group (Table 2). A 50% cut-off score is used to identify problems in specific fields and sub-fields (Raijmakers, 1993:113-114). To determine the effect of the life and job skills training programme, average performance in the specific sub-fields of the Survey of Study Habits and Attitude was used to establish the change in the study habits of the Target Group (1995 first-year, full-time students at the Vaal Triangle Technikon on an Academic Support Programme) and the average performance in the specific sub-fields of the Jung Personality Questionnaire was used to describe the change, if any, in the personality profiles.

The **research questions** regarding the life and job skills needs and whether the training programme will have an effect on the target population's life and job skills and personality profiles of the Target Group (1995 first-year, full-time students on an Academic Support Programme) at a tertiary institution, are addressed in this chapter.

Ho$_1$ No life skills and competencies needs will be identified in the first-year, full-time students (Total Group).

Ho$_2$ No life skills and competencies needs will be identified in the first-year, full-time students identified as needing academic support (Target Group).

Ho$_3$ There will be no decrease in the identified life and job skill needs in the Target Group as a result of exposure to the training programme.

Ho$_4$ There will be no improvement in the study habits and attitudes of the Target Group as a result of exposure to the training programme.

Ho₅. The training programme will have no effect on the personality profiles as measured by the Jung Personality Questionnaire of first-year, full-time students in the Target Group.

5.1 Empirical investigation

This section contains the results obtained from the empirical investigation, in the form of frequency tables of the percentage 'yes' responses for the Total Group and the Target Group (50% and Higher) and a table reporting significant average differences between the pre-test and the post-test of the life skills needs, will also be given. Tables showing the average difference between pre-test and post-test for the Survey of Study Habits and Attitude and the Jung Personality Questionnaire, will be used to demonstrate the change in study habits and personality profiles respectively and the effect size demonstrates the practical significance.

5.1.1 Life and job skill needs identified in the Total Group

TABLE 3: FREQUENCY SCORES AVERAGE % 'YES' - RESPONSES FOR THE TOTAL GROUP (N=935)

Field	Sub-fields :				
	1	2	3	4	5
A. Community and Social Development	24%	23%	38%	28%	37%
B. Development of Person and Self	23%	17%	29%	34%	36%
C. Self-management	20%	30%	47%	51%	22%
D. Physical and Sexual Development	42%	27%	26%	20%	37%
E. Career Planning	45%	41%	56%	49%	26%
F. Life and World Orientation	38%	43%	38%	42%	31%

Discussion

It is evident, that data from Table 3 indicate that problems were reported in:

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- **Field C: Self-management** in the sub-field: Study Methods (C4) at 51%, with Handling Stress (C3) at 47%.
- **Field E: Career Planning** in the sub-field: Finding and keeping a work (E3) at 56%, with sub-fields E1 (Entrepeneurship) at 45% and E4 (Career Planning and Development) at 49% .

A review of the data in Table 3, shows that the percentage of 'yes'- responses for the Total Group indicates, that problems exist in the fields of self-management and career planning. This verifies the findings of a study conducted by Raijmakers (1993:91-92), that students need life and job skills training in the fields of Self-management and Career Development. The **research aim** to determine the life and job skill needs of the 1995 first-year, full-time students at the Vaal Triangle Technikon, has been achieved.

5.1.2 **Target Group pre- and post-test scores on the Life Skills Competencies: General Questionnaire on Life Skills and Competencies**

TABLE 4: FREQUENCY SCORES AVERAGE % 'YES' - RESPONSES, 50% AND HIGHER FOR THE TARGET GROUP (N=196)

Field and Sub-fields	% 'Yes' Responses
C: Self-management	
C3: Handling stress	51%
C4: Study methods	51%
D: Physical and Sexual Development	
D1: Sex guidance	50%
C: Career Planning	
E1: Entrepreneurship(Initiative)	50%
E3: Finding and keeping a work	58%
E4: Career planning and development	50%

(See Annexure B for frequency scores average % 'yes" responses for the Target Group pre-test and post-test)

Discussion

Data in Table 4 indicate, that the Target Group report significant problems in:

- **Field C: Self-management** in the sub-fields Handling Stress (C3); and Study Methods (C4).
- **Field D: Physical and Sexual Development** in the sub-field of Sex Guidance (D1).
- **Field E: Career Planning** in the sub-fields Entrepreneurship (E1); Finding and keeping a Work (E3) and Career Planning and Development (E4).

It is evident that the Target Group (students identified as needing Academic support) reported more needs than the Total Group. The Total Group also reported needs in the field of Self-management and Career Planning (See Table 3). However, data in Table 4 indicate, that the Target Group report more needs than the Total Group.

5.2 **The impact/effect of the life and job skills training programme on the identified life and job skills in the Target Group. (As per Hypothesis 3)**

After the Target Group has completed the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills, they were exposed to the life and job skills training programme. For the researcher to establish the effect of the life and job skills training programme, the Target Group again completed the Life Skills and Competencies: General Questionnaire on Life Competencies and Skills subsequent to their having completed the training programme. The effect of the training programme can then be measured by considering the average difference between the pre-test scores and the post-test scores. If the difference is calculated as pre-test score minus post-test score, then a positive average will show a decrease in life skills needs and a negative average will depict an increase in life skills needs.

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TABLE 5: TARGET GROUP: LIFE SKILLS AND COMPETENCIES SCORES - AVERAGE DIFFERENCE BETWEEN PRE- AND POST-TEST SCORES (P≤0.05) (N=196)

Field	Sub-field	Average difference	Prob>|T|	|Effect size|
A: Community and Social Development:		0.36	0.711	
	A1	- 0.16	0.941	
	A2	0.33	0.845	
	A3	- 0.98	0.656	
	A4	2.93	0.131	
	A5	- 0.33	0.862	
B: Development of Person and Self		2.54	0.015 *	0.222♦
	B1	0.16	0.927	
	B2	- 0.49	0.796	
	B3	4.39	0.056	
	B4	5.37	0.007 *	0.247♦
	B5	3.25	0.116	
C: Self-management		2.15	0.024 *	0.205♦
	C1	- 0.65	0.693	
	C2	5.37	0.004 *	0.260♦
	C3	0.33	0.862	
	C4	4.88	0.019 *	0.214♦
	C5	0.81	0.691	
D: Physical and Sexual development		- 0.10	0.912	
	D1	1.46	0.483	
	D2	- 0.65	0.664	
	D3	- 1.79	0.359	
	D4	- 3.90	0.045 *	
	D5	4.39	0.040 *	
E: Career Planning		2.40	0.043 *	
	E1	3.25	0.136	
	E2	1.30	0.498	
	E3	2.44	0.166	
	E4	3.25	0.174	
	E5	1.79	0.410	
F: Life and World Orientation		0.62	0.570	
	F1	4.55	0.031 *	
	F2	- 0.16	0.940	
	F3	0.98	0.643	
	F4	- 0.81	0.733	
	F5	- 1.46	0.419	

Key: * Marked items show a significant change in need for the appropriate life skill. Level of significance used = 0.05 = α.

♦ Marked items indicate a small practical significance. Only effect sizes in absolute value larger than 0.2 are displayed, with d = 0.2 indicating a small effect; d=0.5; a medium effect and 0.8 a large effect (Cohen, 1977:20).

The results have been obtained by making the difference equal to pre-test minus post-test. A minus average difference indicates a significant <u>increase</u> in the need for training in that specific life skill. Positive values indicate a significant <u>decrease</u> in the need for training in that specific life skill. Therefore, a positive value indicates, that the programme successfully reduced the need for training in the life skill.

Effect sizes were used to confirm practical significance. The effect size is **d=m/s**, where **m** is the average difference and **s** the standard deviation of the differences (Cohen, 1977:20).

Discussion

Data in Table 5 indicate, that there were significant changes in the pre-test life skills needs of the Target Group and the post-test life skills needs in the following fields.

- **Field B: Development of Person and Self** (0.015) [practical significance 0.222] and in the sub-field B4 (0.007) [practical significance 0.247] Peer Group Influence, with respondents reporting a significant <u>decrease</u> in needs. It appears that the training programme reduced the need for training related to peer group influence.
- **Field C: Self-management** (0.024) [practical significance 0.205] and sub-fields C2 (0.004) [practical significance 0.260] Financial Management, and C4 (0.019) [practical significance 0.214] Study Methods, with respondents reporting a significant <u>decrease</u> in needs.
- **Field D: Physical and Sexual Development** in the sub-fields D4 (0.045) (Healthy life style), where respondents report a significant <u>increase</u> in needs, and D5 (0.040) (Acceptance of one's own body), where respondents report a significant <u>decrease</u> in needs. It is possible that the training programme could have created an increased awareness of the importance of maintaining a healthy life style as part of the stress management module.

- **Field E: Career Planning** (0.043) where respondents report a <u>decrease</u> in need for career planning in total, although the specific sub-fields did not show a significant decrease in needs.

- **Field F: Life and World Orientation** in the sub-field F1 (0.031) (Religious orientation), where respondents report a significant <u>decrease</u> in needs.

5.3 The effect of the life and job skills training programme on the Target Group's study habits and attitudes

TABLE 6: SURVEY OF STUDY HABITS AND ATTITUDES (SSHA), TARGET GROUP (N=196) (P≤0.05)

Variable	Mean	Prob>|T|		|Effect size|
Delay avoidance (DA)	0.103	0.882		
Work methods (WM)	-1.037	0.088		
Study habits (SH)	-1.584	0.009	*	0.255♦
Lecture approval (LA)	-1.858	0.001	*	0.321♦
Education acceptance (EA)	-0.933	0.404		
Study attitudes (SA)	-3.443	0.000	*	0.374♦
Study orientation (SO)	-4.377	0.009	*	0.257♦

Key: * Marked items show a significant change in need for the appropriate life-skill.
Level of significance used = 0.05 = α.

♦ Marked items indicate a small practical significance.
Only effect sizes in absolute value larger than 0.2 are displayed, with d=0.2 indicating a small effect; d=0.5 a medium effect and d=0.8 a large effect (Cohen, 1977:20).

The results were obtained by making the difference equal to pre-test - post-test. A minus average difference indicates a significant <u>improvement</u> in the student's study habits and attitudes. A negative mean score indicates, that the training programme was successful in improving the student's study habits and attitudes.

Effect sizes were used to confirm practical significance. The effect size is **d=m/s**, where **m** is the average difference and **s** the standard deviation of the differences (Cohen, 1977:20).

Discussion

Data in Table 6 indicate that the Target Group report a significant improvement in their study habits and attitudes and a practical significance in the following items.

- **SH - Study Habits** (0.009), [practical significance 0.255], which is the combined score for the Delay Avoidance (DA) and the Work Methods (WM) scales.

- **LA - Lecture approval** (0.001) [practical significance 0.321], which provides a measure of the student's attitude towards the lecturer's classroom behaviour and methods.

- **SA - Study attitudes** (0.000) [practical significance 0.374], which combines the scores of the Lecture Approval (LA) and Education Acceptance (EA) to provide a measure of the student's attitude toward and confidence in academic aims and ideals.

- **SO - Study orientation** (0.009) [practical significance 0.257], which is a combination of all the aspects of habits and attitudes regarding study, measured by the separate scales, and provides an overall measure of the student's orientation toward academic study.

It is apparent from data in Table 6, that the Target Group's study habits and attitudes improved significantly as a result of the life and job skills training programme.

5.4 Jung personality profiles of the Target Group

TABLE 7: JUNG PERSONALITY QUESTIONNAIRE - TARGET GROUP (N=196)
(P≤0.05)

Variable	Mean	Prob>|T|
Extroversion/Introversion	9.574	0.624
Thinking/Feeling	-21.276	0.371
Sensation/Intuition	-5.382	0.770
Judgment/Perception	-24.936	0.231

Difference = Pre-test - Post-test

Ho: Average difference = 0 (is average difference = 0 → No change)

Ha: Average difference ≠ 0 (is average difference ≠ 0 → Change)

Level of significance = α = 0.05

The results were obtained by making the difference equal to pre-test minus post-test and therefore, a Probability >|P|, which is less than 0,05, indicates a significant <u>change</u> in the personality profiles of the members of the group.

Discussion

It is evident from data in Table 7, that **none** of the Jung personality profiles show a significant change between pre-test and post-test for the Target Group. The life and job skills training programme does not aim at changing personalities but at addressing the need for life and job skills.

The **research aim** of determining the effect of the life and job skills training programmme on life and job skills and personality profiles of the Target Group, is achieved.

5.5 Hypothesis testing

5.5.1 Ho$_1$: No life skills and competencies needs will be identified in the first-year full-time students (Total Group)

Data in this study (Table 3) do not substantiate this hypothesis and, therefore, Ho$_1$ is rejected. It is evident from Table 3, that life skills and competencies needs were identified in the sub-fields of the broad fields for the Total Group, as addressed by the measuring instrument used in this study.

5.5.2 Ho$_2$: No life skills and competencies needs will be identified in the first-year full-time students, identified as needing academic support (Target Group)

Data in this study (Table 4) do not substantiate this hypothesis and, therefore, Ho$_2$ is rejected. It is evident from Table 4, that life skills and competencies needs were identified for the Target Group, in the sub-fields of the fields of Self-management, Physical and Sexual Development and Career Planning.

5.5.3 Ho$_3$: There will be no decrease in the identified life and job skills needs in the Target Group as a result of exposure to the training programme

Data in this study (Table 5) do not substantiate this hypothesis and, therefore, Ho$_3$ is rejected. It is evident from Table 5, that there was a significant decrease in the life skills and competencies needs of the Target Group in the fields of Self-management, Career Planning and Life and World Orientation as a result of exposure to the training programme.

5.5.4 Ho$_4$: There will be no improvement in the study habits and attitudes of the Target Group as a result of exposure to the training programme

Data in this study (Table 6) do not substantiate this hypothesis and, therefore, Ho$_4$ is rejected. It is evident from Table 6, that the Target Group report significant improvement in study habits and attitudes as a result of the training programme.

5.5.5 Ho$_5$: The training programme will have no effect on the personality profiles as measured by the Jung Personality Questionnaire of first-year full-time students in the Target Group,

Data in this study (Table 7) substantiate this hypothesis and, therefore, Ho$_5$ is accepted. It is evident from Table 7, that none of the Jung personality profiles show a significant change as a result of exposure to the training programme.

5.6 Conclusion

In this chapter the results of the empirical investigation are reported and discussed. The results obtained from the quantitative evaluation of the life and job skills needs of the Total Group and the effect of the training programme on the life and job skills needs of the Target Group are evaluated against the stated hypotheses.

The **research aims** to determine the life and job skills needs of the Total Group and the Target Group and to evaluate the effect of the training programme on the life and job skills needs and personality profiles of the Target Group (1995, first-year, full-time students, on an academic support programme), at a tertiary institution is addressed.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

In this chapter conclusions reached based on the literature review and empirical investigation, are presented and recommendations made.

6.1 Conclusions

Conclusions reached, relative to the science of industrial psychology and particularly its sub-discipline, organizational psychology, are presented, based on the literature review and the results obtained in the empirical investigation.

6.1.1 Design considerations

Design considerations relevant to a life and job skills training programme in South Africa are the following.

- Compile the programme based on a needs analysis.
- Determine each target group's real needs. The training programme must incorporate modules which address the needs of students, tertiary institutions, industry and by implication, the needs of South Africa. It is not desirable to impose a universal life and job skills training programme on all groups.
- Provide life and job skills needed to cope with changes occurring in occupations and which meet employers' expectations of first-time job entrants.
- Take cognizance of South Africa's political, social and educational history.
- Make allowances for individual differences and needs.
- Ensure that the training programme relates new life and job skills to daily occurrences and changes taking place on social, occupational and economic levels.
- Make allowances for differences in values and cultural expectations, i.e. be sensitive to cultural differences.

- Take cognizance of the fact, that South Africa is a mix of third- and first world non-industrialized, technological and industrialized people.
- Adopt a group approach to life and job skills training.
- Place emphasis on concrete observable behaviours, active involvement and practical experience.
- Evaluate exercises to facilitate the integration of new skills into observable behaviours.
- Facilitate personal growth through self-empowerment, self-awareness, self-management and the procurement of problem-solving and coping skills.
- Adopt a scientific approach with pre-test and post-test data, which will facilitate the auditing of outputs by management and stakeholders, including the Government. This is important in the light of the expectation verbalized in the White Paper on Higher Education (SA, 1997:11,) that higher education has the responsibility to not only, prepare students academically but to cope with changes facing them socially, economically and in their occupations. The implication, is that higher education will be held accountable by government for equipping graduates with essential life and job skills and that tertiary institutions will have to implement a system of checks and balances to equip them to meet this added responsibility.

6.1.2   Trainer's role

A shift occurs in the role and tasks of the trainer, in that he will need fulfil the following additional roles.

- A marketer who sells/promotes the benefits of acquiring life and job skills to students, tertiary institutions and industry.
- A strategic planner, capable of compiling action plans to enable students, lecturers and management of tertiary institutions, and employers to cope with the positive impact of acquiring life and job skills on academic, social, interpersonal and work behaviour.
- A facilitator, skilled in group work and capable of meeting the unique needs of different cultural groups.
- A skilled individual with personal experience of working in industry, who is

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capable of being a role model and a resource for the students. This resonates the central tenet, that the facilitator must be skilled in presenting life and job skills training programmes and be conversant with the latest developments in life and job skills training.

6.1.3 Impact of the life and job skills training programme on the identified needs of the target group

Data obtained from the empirical investigation (Table 4), indicate that the life and job skills training programme resulted in significant changes in the life and job skills needs, with decreases reported in the fields of development of person and self (peer group influence); self-management (financial management and study methods); physical and sexual development (acceptance of one's own body); career planning; and life and world orientation (religious orientation). The value and contribution of the life and job skills training programme is evident, as in spite of the limited number of contact hours allocated, the Target Group reported significant decreases in life and job skills needs. An increase in the need for life skills in the sub-field of Healthy Life Style (Table 5) leads to the inference, that the life and job skills training programme, and specifically the stress management module, sensitized the Target Group to the need to maintain a healthy life style in order to manage stress more effectively.

A significant improvement in the Target Group's study habits and attitudes as a result of the life and job skills training, is evident from data in Table 6. The students who attended the life and job skills training programme showed a willingness to communicate, ask questions, and express their fears and concerns regarding the volume of academic work they had to cover for tests and examinations. It is evident that the approach to study methods adopted in the life and job skills training programme, facilitated two-way communication and a sharing of ideas.

The value of the group approach adopted in the life and job skills training programme, is reflected in the consistent rate of class attendance maintained by

the Target Group and resulting loyalty to the group. In this way the life and job skills training programme contributed to an improvement in the student's ability to work as part of a team.

The aim of the life and job skills training programme was, to increase the life and job skills of the Target Group and not to bring about a change in personality profiles. Data in Table 7 indicate that none of the Jung personality profiles of the Target Group showed any significant changes as a result of exposure to the life and job skills training programme.

It is evident that the life and job skills training programme made a unique and successful contribution, in that it resulted in a significant improvement in the life and job skills of the Target Group (Students on an Academic Support Programme at a tertiary Institution).

6.2   Problems experienced in this study

- Limited number of hours allocated within the Tertiary Study Skills component of the Academic support programme, restricted the scope of the intervention.
- Intervention only implemented during first semester of 1995.
- Use of a Two-group Research Design, with an Experimental and a Control Group (Pre-, Post-test) was ruled out, as all students registered for the Academic Support Programme were assigned to the Target Group.
- Lack of resources (personnel and budget).
- No strategic plan, supported by Management, in place to facilitate expansion of the life and job skills training programme to all students.
- Lack of visible support and commitment from Management restricted the ability to monitor and implement a follow-up programme.
- Student unrest on campus meant that scheduled follow-up activities could not be implemented during the second half of 1995.

6.3 Recommendations

Recommendations are based on the results obtained in the empirical investigation and information obtained from the review of applicable literature.

6.3.1 Duration of life and job skills training programme

The small effect reported in Table 5, indicates a small practical significance, which underscores the need to increase the number of contact hours allocated to the life and job skills training programme. It is recommended, that the presentation of the life and job skills training programme be spread over a longer period of time, i.e. the full academic year. This will enable the facilitator to adopt a more in-depth approach, during which more time is spent exploring students' own experiences and increased feedback is given by students on how they used the new skills and what the reaction of peers/family/lecturers was to the changes in their behaviour.

It is recommended that the duration of the life and job skills training programme should be three years and that it should be an examination subject, so that it is taken seriously by lecturers and management. These recommendations are in line with those made by Rooth (1997:50,53).

6.3.2 Life and job skills training as an integral part of the curriculum at a tertiary institution

This researcher concurs with Rooth (1997:1, 42), who contends, that life skills should be infused into and become part of academic subjects at educational institutions, be they school or tertiary. Although this study focused on first-year students, it is considered essential to adopt a life-long learning approach and to incorporate life and job skills training into second- and third-year subjects. It is recommended, that in the third year focus should shift to Career Planning and Development. This does not imply that Career Planning and Development would not be addressed in the first and in the second year, but only that a more targeted, results-oriented approach be adopted in the third year, as students seek to enter the

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job market. Rooth (1997:44) cautions, that if life skills remain a separate subject, in that it is not included in the curriculum, it loses power and impact. She proposes the adoption of a flexible modular approach to the composition of the life and job skills training programme, as was done in this study, and that the modules should be revised so as to meet each groups needs. This is an important recommendation, as it increases the impact of training programmes in that they are updated on an ongoing basis.

6.3.3 Implement the life and job skills training programme during the first academic year

A review of the skills that employers assert that graduates lack, supports the premise by Raijmakers and Scholtz (1997:24), that students are unaware of the demands of not only the world of work, but of the life and job skills they need for them to be academically successful. It is, therefore, imperative to implement a life and job skills training programme during the first academic year, which encompasses the life and job skills needed, not only to be academically successful, but also to lay the groundwork upon which students can build their life and job skills on their road to meeting the expectations of employers regarding productivity and ability to function effectively.

Van der Merwe (1994:1) refers to Townsend (1993:4) and concurs with the inference made by Raijmakers (1993:1), based on her literature study, that the presence or absence of life skills exerts an influence on academic achievement. Van Der Merwe (1994:1) states, that nearly 30% of all students at tertiary institutions in South Africa fail their first year and contends, that this can not be attributed only to a lack of academic skills. Van der Merwe (1994:1) stresses, that students need a solid base of life and job skills in order to cope with student life in general, as well as their academic studies. This is supported by Tselane (Swarts, 1998:12), former chairperson of Wits SRC, who contends, that students are ill-prepared for the demands of higher education which results in frustration. He states, that there should be more bridging courses and that these bridging courses should be more affordable for students.

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6.3.4   Life and Job skills training and the role of Industry

Literature reviewed, indicate that most employers place the responsibility for training in life and job skills at the door of tertiary institutions, however, Von Hörsten (1993:79) reports, that tertiary institutions are offering inadequate and insufficient training in life and job skills. This is borne out by Mitchell (1990:3), who contends that school leavers/graduates enter the world of work with a lack of basic skills i.e. life and job skills. In support of this, Lodder (1993:83-84) reports with alarm, that the gap between the skills needed by organizations and the skill employees have, has increased visibly. She states that there is wide support for the statement that employers need to fulfil the role of education in order to equip individuals for the extremely competitive and changing environment they live and work in. This view is supported by Adams (1990:1), as based on the results of a survey conducted by the Cape Town Chamber of Commerce.

The additional role of the facilitator marketing the benefits of life and job skills training to industry, becomes vital in the light of Lodder's (1993:84) statement that the purpose of training in life and job skills is, to develop the individual to his fullest potential, which will increase productivity. Although not all life and job skills can be measured in terms of profits, this should not be viewed as negative by industry, because life and job skills enable the individual to be productive. The advice offered to industry by Lodder (1993:85), is to adopt a long-term approach, rather than a short-term profit-oriented one and to make life and job skills training an integral part of training given to employees in industry.

It is essential that industry first determines the need for life skills training in specific employees before they compile training programmes. The implication for training and development departments in industry are, that training courses must be flexible and modular-based, so that they can be adjusted to meet identified life and job skill needs. In this way the training can be geared to be cost-effective and measurement of skills acquired by employees is possible by using pre- and post-test measurements. Industry could outsource training in life and job skills to a tertiary institution, which has a highly structured, empirically evaluated programme in place.

This researcher cautions against the use of training programmes which focus only on technical and professional skills and ignore employees' needs for life and job skills, and concurs with Lodder (1993:87-88), that successful functioning in the working environment requires a combination of life, technical and professional skills. Himsl (1973:6-12) contends, that this is the reason why course participants do not always benefit by the training offered in industry.

This researcher recommends, that industry forms an alliance with tertiary institutions, with the goal of compiling life and job skills training programmes based on existing training programmes in industry and in so doing, would narrow the gap between academic courses at tertiary institutions and life and job skills needed in industry.

6.3.5   Amend available life and job skill programmes

There is a need to amend available life skill programmes, in order to reconcile and assimilate the heterogeneous social and cultural characteristics of the South African workforce, as well as the individual workers' work situation. Uys (1989:104) contends that available life skills training programmes should not be rejected, as there is scope within the existing programmes for adapting them to the South African situation. He concludes, that there is a need for programmes which adopt a holistic approach by combining cognitive skills and life skills training in South Africa and cautions, that a needs analysis must be conducted prior to implementing any programme to ensure that the target populations needs are addressed.

The need to move away from training that is subject centered to a people centered approach, is stressed by Lodder (1993:75) and supported by this researcher, as a lack of life skills has a negative effect on productivity. This is in line with the view adopted by Wolmarans (1998:29), that in the Tayloristic era, companies and educational institutions focused almost exclusively on academic and job-related skills, to the detriment of the individual. The end result of this approach has realized in the problem of people who are brilliant in their specific technical or specialist field, but who are incapable of adapting to change, solving problems in a creative way and who experience problems when working in a team. In short, they lack personal and

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interpersonal skills, i.e. the life and job skills they need to be 'good at life' (Wolmarans, 1998:26).

6.3.6 Team development approach

Adopt a team development approach based on action (experiential) learning and skills, which focus on self-empowerment in bridging and academic support programmes at tertiary institutions and in industry (employee development schemes, affirmative action initiatives and company training programmes). A team development approach will contribute to the bridging of the gap between formal education and the corporate world. The end result will be individuals who are equipped with the life and job skills they need to realize their potential.

The team development approach must focus on experiential learning, which includes business games, individual exercises and group activities during the first academic year, where the focus is on personal skills, with a shift of emphasis occurring towards business games and effective team work in the third academic year.

6.4 Recommendations for on-going research

Research is needed to evaluate and standardize life and job skills programme modules used at tertiary institutions with training programmes in industry.

Longitudinal studies from the first academic year up to and including the third academic year, should be conducted in order to monitor the effect of the life and job skills training programme on academic performance.

The impact of newly acquired life and job skills on the behaviour of students in class rooms and whether changes in students' behaviour has an effect on how lecturers experience and relate to students, should be researched.

Research whether providing life and job skills training to students leads to an increased willingness to assume responsibility for their own behaviour. This might imply a possible shift from an external locus of control to an internal locus of control .

Monitor whether increased self-management, career planning and the development of life skills results in a <u>decrease</u> in the number of first-year students who fail their first academic year.

Conduct an investigation into the feasibility of reaching a working agreement with industry, focused on identifying life and job skills specific to posts/occupations in industry. These skills could then be included in academic courses at tertiary institutions. The aim would be to implement a coordinated approach to course content, so that post/occupation specific life and job skills training is provided. Direct input from industry could lead to the sharing of resources to the mutual benefit of all stakeholders. The end product would be first-time job entrants who have the life and job skills needed to adjust and that would lead to increased productivity.

Incorporate a module in the life and job skills training programme which enlightens Jung's personality typology (Du Toit, 1983:1-3), aimed at increasing the participants' knowledge of their own personalities.

Investigate whether changes occur in the personality profiles of participants as related to introversion-extroversion.

The **research aim** to make recommendations for on going research has been achieved.

6.5   Conclusion

Should information obtained from the literature review and findings of the empirical investigation be taken into account, it may be inferred, that it is essential to provide students and first-time job entrants with training in life and job skills. This is underscored by the introduction in a course presented by the East Cape Training

Centre (1991:2), which reads, that to "...cope with both the demand for increased productivity as well as interpersonal and intergroup pressures that exist in the South African industrial environment - we need more than just job skills .... we need life skills. Life skills impact on, not only the working environment but also the personal environment. They effect the whole individual. Once these skills are acquired, the individual will be happier with himself, his relationships, and be able to withstand and cope with the variety of stressors that are the norm of work life. Life skills result in a constructive and proactive attitude, enabling each and every employee to make a significant performance contribution". Taking cognizance of this statement, the value of a life and job skills training programme at a tertiary institution is evident, as the student/employee, employer and the community benefit. Lodder (1993:19) contends, that these benefits are the reason why individuals who are not equipped with a variety of life and job skills can not be applied to their fullest potential in the work environment [as people do not function in separate parts, but as a whole].

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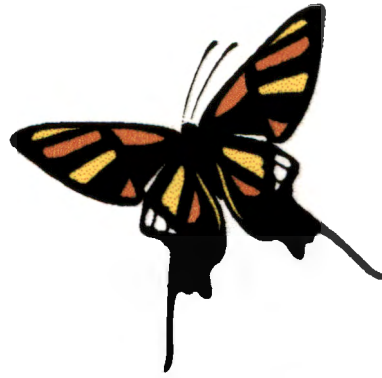
A LIFE & JOB

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1. STUDY SKILLS

NOTE: Compiled by the Bureau of Student Counselling and Support. Document retyped and updated by Raijmakers, L.R.

1.1. NOTE-TAKING SKILLS

1.1.1 Introduction

Efficient note-taking is an important part of your academic study skills and habits. During your academic career you will need to make notes on lecturers, out of text books and journal articles, for papers, research reports, speeches and to prepare for the tests and examinations.

Efficient notes help you to:

- keep your thinking clear,
- organize the material presented,
- understand the lecturer's or writer's points,
- actively participate in your reading of lectures,
- develop a greater accuracy in retention,
- review your material systematically,
- eliminate cramming,
- eliminate the fear of examinations, and
- prepare for assignments, exams and discussions

1.1.2 The Cornell method of note-taking

The Cornell Method of note-taking can be applied to a variety of situations in which you must take notes. It is a means to the end to help you master the ideas presented to you. Every step is designed to save time and effort. You will not need to re-write or type your notes if you use this system. A description and an illustration of the Cornell Method is provided. A worksheet is provided for you in order for you to use the Cornell method as part of your study skills.

DESCRIPTION AND EXAMPLE : CORNELL METHOD OF NOTE-TAKING

STEP 1	Prepare the system before the lecture
Prepare the system before the lecture	• Use a large note book (spiral or loose-leaf) which has ample room for notes. • Draw a vertical line down the left side of the page; 5 cm from the margin (the recall column). • Leave 5 cm at the bottom of the page or on a separate page to record your reflections, opinions and questions.
STEP 2	Record notes during the lecture
Record your notes during the lecture or while reading	• Record your notes in your customary style (paragraph, outline or phrase form). • Be clear and complete in your notes. • Capture the main ideas and note details. • Skip lines between ideas. • Used abbreviations and symbols. • Write legibly.
STEP 3	Recall, recite and review notes after the lecture
Recall, recite and review your notes after the lecture	• Consolidate your notes as soon as possible after class. • Read through your notes; jot down key words and phrases in the recall column. • Cover up the right side of the page, and using the recall column, recite aloud the facts and ideas presented in the lecture or in text book, and that are reflected in your notes. • Uncover your notes and verify what you have said.
REVIEW	Review of the 5 R's of note-taking
The 5 R's of note-taking	• **Record** the facts and ideas in the right-hand column. • **Reduce** these notes to key words and phrases after class.

	Recite the main ideas by covering your notes and using key words and phrases as a guide. **Reflect** on the material by adding your own ideas, opinions, or questions at the bottom of the page. **Review** your notes for about 10 minutes a week; this will help you retain the material.

Leave space at the bottom of the page (or on a separate page), to record your reflections, opinions and questions. If you do this, remember these are your own reflections and opinions when you study for tests and examinations

EXERCISE ON THE CORNELL METHOD OF NOTE-TAKING

1.1.3 General hints when taking notes

No matter what the subject matter or method of presentation (lecture, film, tape, text book) of the information you are taking notes on, you should have a system of note-taking that is comfortable and useful to you. Taking notes in a messy, haphazard manner will not be useful to you when you review for tests and examinations. You will probably spend more time figuring out what you wrote than on preparing for the test or examination you must write. A combination of methods offered and your own methods, will help you to become more efficient and effective in taking notes and studying. General hints and techniques include:

- having a system of note-taking,
- taking notes in your own words,

- using abbreviations and symbols,
- writing down questions to ask,
- leaving blank spaces between ideas,
- omitting anecdotes and detailed illustrations,
- putting your own comments in brackets or at the bottom of the page,
- taking careful notes on detailed information,
- obtaining any missed information and correct notes after lectures, but not rewriting or typing, and
- having a separate notebook or section of a note book for each subject, always being consistent with your note-taking

1.1.4   Taking lecture notes

Lecture notes are probably the most difficult notes to take. Effective note-taking in lectures actually requires that you use TWO SKILLS simultaneously: NOTE-TAKING and LISTENING.   Alertness in your reactions is needed and rapid evaluation of important points must occur in note-taking during lectures. Effective listening and note-taking do not always come automatically or easily, but they are skills that you can learn, practise and develop. Many blocks to effective listening may exist: non-interest in the subject; dislike of the lecturer; external distractions (day-dreaming, lack of concentration) and not being able to hear the lecturer.

Tips to help you develop your listening and note-taking skills:

- **Be actively involved in the lecture**
    * Take notes
    * Ask questions
- **Be prepared to listen**
    * Read assignments
    * Review the topic or chapter for the lecture
    * Review previous notes
- **Be ready to write the moment the lecture begins**
    * Get settled in your seat

4

* Have your notebook and pen ready
- **Sit near the front of the classroom, so as to**
    * Minimize distractions
    * Maximize your hearing potential

- **Adjust to the speaker**
    * Regarding voice, tone, speed, mannerisms
    * Remember to concentrate on the topic not the speaker
- **Filter the lecture**
    * Look for main points
    * Look for verbal and non-verbal clues to main points
      (e.g. information put on the board, summaries etc.)

| 1.1.5 | Common problems in note-taking |

Many problems may arise while you are taking notes during lectures. Some problems and some of the possible solutions to deal with these problems, are listed below. Some blank spaces are also provided for you to fill in any additional alternatives you can think of, or that are generated in your study skills group, so as to deal with these problems.

PROBLEM	ALTERNATIVE SOLUTIONS
INSTRUCTOR TALKS TOO FAST	• Use a two-page note-taking system; the left side can be used for the main ideas and key words and the right side used for details that you get during class, in discussion sections, or after class.
	• Ask the lecturer to slow down or to repeat material.
	• Use abbreviations and symbols.
	• Use your own words and be brief in your notes.

MISSED PARTS OF THE LECTURE	• Skip over it and get the main points or details that you missed after class from your lecturer or classmates. • Look up information in your text book. • •
LACK OF CONCENTRATION	• Focus on the content of the lecture. • Sit near the front of the class room. • Be prepared to listen. • Jot down other things that come into your mind and tell yourself you will deal with them later. • •
INABILITY TO IDENTIFY THE MAIN POINTS	• Watch for what is in the syllabus, in your text. • Look for key words/phrases/formulas that your lecturer might put up on the board. • Watch for clues to main points; voice tone of lecturer, words used by the lecturer (e.g. "in summary"). • Watch for points that the lecturer repeats • Listen for pauses between points the lecturer may make. • •
INEFFECTIVE LISTENING	• Be prepared to listen (review previous notes, read assignments, etc.). • Be ready when the lecture begins. • Focus on the content of the lecture (not on the lecturer's mannerisms or the reaction of other students). • Actively take your notes (ask questions about

	the subject, have a system for taking notes). • Sit near the front of the room. • •
NOTES ARE MESSY	• Put down main points and details and reorganize your notes later. • Use abbreviations and symbols. • Skip lines between points. • Use a two-side note-taking format. • •
INABILITY TO WRITE FAST ENOUGH	• Use abbreviations and symbols. • Put ideas in your own words. • Omit anecdotes and detailed instructions; focus on the main points. • Use a different coloured pen. • Don't try to take down everything; look for key words, definitions, ideas, formulas, etc. • •
LECTURER COVERS MATERIAL IN THE TEXTBOOK	• Look for main points, know that you will get supplementary material in the textbook. • Ease up on your note-taking (you can also read the material in the textbook). • Read text before class (then you will have an idea of what the instructor will be lecturing about). • Review your notes after class and before reviewing your text (this will give you a sense of what the instructor thinks are the main points).

	•
	•
LECTURER USES A LOT OF DIAGRAMS, CHARTS, AND OTHER VISUAL AIDS	• Record names, dates, numerical data that are put on the board, if they are important. • Record details/charts, etc. that could help you clarify main points and concepts. • Be accurate and complete in taking down or copying diagrams and charts. • •
TRYING TO BE TOO NEAT IN YOUR NOTE-TAKING	• Focus on getting the main points and reorganize, summarize your notes later (Cornell system). • After class, use different coloured pens to highlight the main points, important definitions, additional material. • Have a system of note-taking that does not require to recopy or type your notes after class. • •

1.2	General rules for studying

Guidelines to help you to improve your study and examination techniques

- It is important to plan how to use the time available everyday, (especially before and during tests and examinations). Draw op a realistic time table. You need to study for ± 3 hours per day (*this excludes homework*).

- When you draw up the study-time table, it is important to remember that normally one cannot concentrate effectively for longer than ¾ of an hour to one hour at a time. Divide your study time into sessions, with breaks in between. If you keep your summaries up to date during the year, you will be able to study all your work.

- Take a short break every hour. Walk away from your desk for a while and relax. If you do this, you will be able to concentrate properly when you start studying again.

- Use a study control time-table, to make sure you don't forget to study for scheduled tests/exams. This time-table will also help you to keep track of how many hours you allocated to each subject.

- Go to bed early on the night before a test/exam. It is important to get enough rest. Do not use stimulants - they are dangerous.

- Do not try to learn new work on the morning of the test/exam. You may go over the work you have already studied. At least an hour before you write the test/exam, stop revising your work. Try not to discuss the work you have learnt with your friends - as you may become confused and anxious.

It is important to find out under which conditions you study best

- Where? (You should study at a desk or table)
- Make sure that there is good lighting.
- Do you prefer a quiet area with no distractions or noise OR do you like to listen to music when you study? If you want to listen to music while you study, it is important that the music does not distract your attention away from your work. You should not be singing along while you are trying to concentrate.
- You need to know how well you study when you are under pressure (i.e. when there is not much time left before the test/exam). Use this information when you plan your study time-table.
- If you don't like being under pressure, plan your time table so, that you will have finished learning all the new work at least one or two days before the exam. Then you need to revise your work only the day before the test/exam (step 5 of the study method).

1.3   An effective study method

This study method is useful when studying subjects that require you to **know** and **understand facts.** To obtain the best results, it is essential that you do not attempt

to memorise the whole chapter - but that you divide the work up into smaller parts. Use the method on each of these parts and continue until you have summarised the whole chapter. **IMPORTANT:** *You must first summarise and study the theories discussed in your textbook or notes. You then apply this knowledge to your homework exercises. This saves time as you do not have to page through your textbooks searching for facts.* By summarising the theory you make it easier to do your homework as well as to check whether you understand the work. The method consists of the following steps:

STEP 1 & 2	**Preview of the whole chapter** ↓ ↓ ↓	← ← ← ↑
STEP 3 & 4	**Study each part of the whole separately** ↓	**Repeat Step 3 & 4** ↑ ↑ ↑
	Homework ↓	→ → ↑
	Test or examination ↓	
STEP 5	**Form a total picture [Draw up a one page summary of important facts]**	
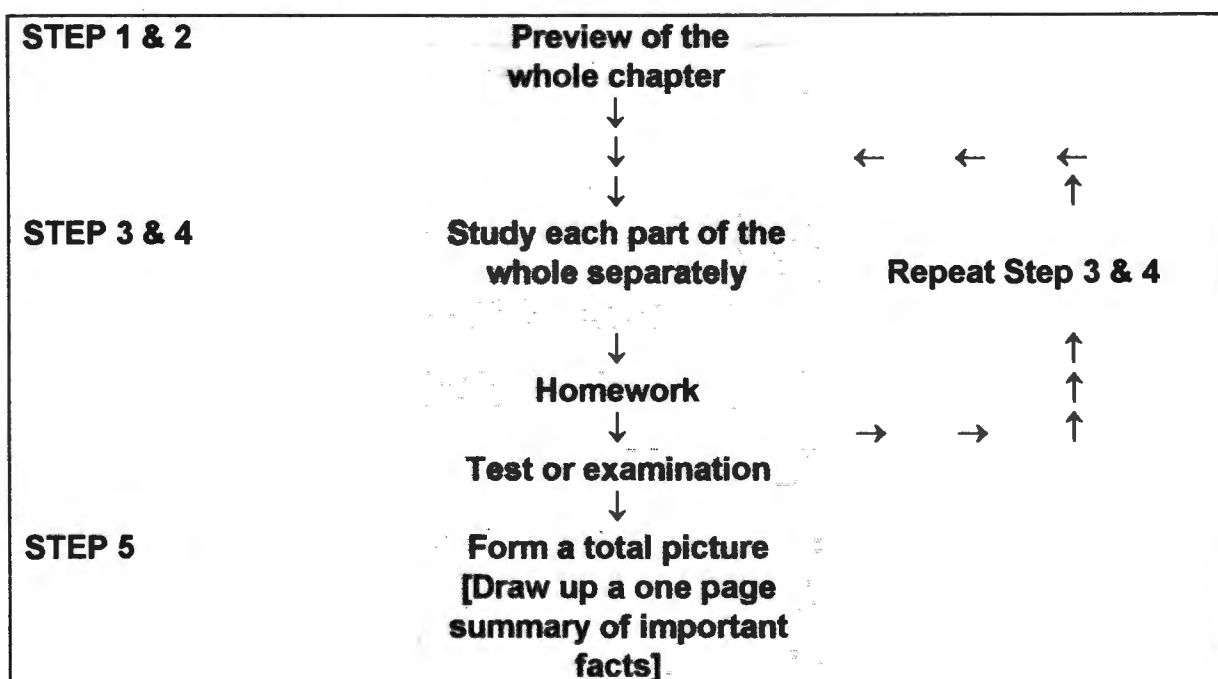
STEP 1   PREVIEW   (Scan the chapter)

You must know what the work is about. First read the heading of the chapter. Then page through the chapter and read all the sub-headings. Read the first sentence of each paragraph. Look at pictures, tables, etc., with their subscripts. If the chapter has a summary at the end of the chapter, read it carefully. Also look to see if there are any exercises and/or questions at the end of the chapter. These will help you to find out what facts are important.

STEP 2   ASK QUESTIONS   (Exams and tests)

Ask the lecturer questions that could be asked about the work. Turn the headings into questions. Ask yourself : **What ? Who? Where? When? Why? How? What do**

I already know? Previous years' (at least 3 years) examination papers must be consulted, as they will help you to prepare properly.

STEP 3   **READ ACTIVELY**

Underline: Read one paragraph or subsection at a time. Read carefully and underline important words/concepts. These underlined words must make sense to you (i.e. you must be able to explain their meaning in your own words).

Summarise: Start writing a summary, using the key-words, diagrams and sketches. It is important that you start summarising your work from the 1st day of class. Write down your keywords and number them. A paragraph should contain no more than ± 8 underlined keywords. If the paragraph is too long, divide it up and add your own sub-headings. Always check if your keywords are right, by referring back to your textbook. Make sure that nothing important has been left out. If necessary, add the extra keywords to your summary.

STEP 4   **REPEAT**

After you have summarised the paragraphs, close your textbook and repeat the work out loud in your own words in sentences. Keep repeating the work until you know it and then repeat it one more time ("overlearning"). It is only when you can repeat the keywords without looking back at your text book or summary, that you can be sure that you know the work. Steps 3 and 4 are then repeated for the rest of the chapter. At this stage attention can be given to homework. Homework acts as a test of your acquired knowledge.

STEP 5   **REVISION**

Go over your work before a test or exam. Read your summaries actively and out loud. Go through your summaries paragraph per paragraph in order to ensure that you know the work. If you get stuck - i.e. can't remember, just repeat the contents of the summary until you know it and then repeat it one more time. To help you to form a total picture of the information/facts in the chapter, you must write the main

points/headings and important keywords on one page.

Chapter 1

Chapter 6

6.1 .... 1 ____ 2 ___	3 ____ 4 ___	6.4 ... 1 ____ 2 ____ 3 ____ 4 ___	5 ____ 6 ____ 7 ____ 8 ___
6.2 ... 1 ____ 2 ____ 3 ____	4 ____ 5 ____ 6 ____	6.5 ... 1 ____ 2 ____ 3 ____ 4 ___	5 ____ 6 ____ 7 ____ 8 ___
6.3 ... 1 ____ 2 ____	3 ____	6.6 ... 1 ____ 2 ____	3 ____ 4 ____

This may take you a little longer to begin with - but the more you use this method, the less time it will take and you will find you get better marks in tests and examinations.

1.3.1	**Mathematics/Science**

Need to know the basics and then build on it, i.e. theoretical and practical problems

In order to work out practical problems, one must:

- know and understand the basic procedure to follow, as well as the type(s) of problems, and

- have an overview of what mathematics/science entails [what it is all about].

YOU MUST STUDY ACTIVELY IN SCIENCE AND MATHEMATICS - ASK YOURSELF
- WHAT [MUST I DO] ?
- WHY?
- WHEN?
- WHERE?
- HOW [DO I DO IT[?

USE A STOP WATCH/ALARM CLOCK - PRACTISE COMPLETING PROBLEMS/EXERCISES WITHIN THE AMOUNT OF TIME GIVEN IN TESTS/EXAMS

WHEN SOLVING PROBLEMS

1. Look at the examples in your text book or those the lecturer explained. Find out **HOW** the problem was worked out. Look if you can apply the **same method** to other problems. Start with the example problem/exercise in your text book and look at how the solution to the problem had been worked out. This is a process that you follow . Ask yourself : **What exactly am I doing?**

2. Condense the process you used into smaller steps. Identify which steps you have followed to get to the correct answer.

3. To solve a specific problem, you will specify the steps or method you used. **You must be able to explain in your own words *WHAT YOU ARE DOING* and *HOW IT WORKS!***

WHAT TO DO WHEN YOU DO NOT UNDERSTAND A MATHEMATICS PROBLEM

1. Look at the Statement of the Problem.

2. Make sure you understand what is being asked by checking if you can explain it to someone else in you own words.

3. Look at what is **GIVEN** and what is **ASKED**!

4. Write down what is **GIVEN** ! 1. _____ 2. _____ 3. _____ 4. ____ etc.

5. Write down what is **ASKED** ! 1. _____ 2. _____ etc.

6. Because you have identified the **STEPS** you had to follow from the examples in the text book and in other problems, exercises, questions you have worked out, you will now be able to identify which steps you have to follow to solve this specific problem. The steps to follow, are based on the information you have been given and on what you are asked .

7. The **INFORMATION GIVEN, INDICATES WHICH STEPS YOU HAVE TO USE** to work out the correct answer and to solve the problem.

8. Read the problems/questions carefully and identify which are the steps to use.

ALWAYS FIRST STUDY THE THEORIES/FORMULAS AND THEN USE THEM IMMEDIATELY ON ONE OF THE PROBLEMS/EXERCISES OR EXAMPLES OF EXAMINATION/TEST QUESTIONS

MAKE SURE YOU REALLY UNDERSTAND THE PROCESS, SO THAT YOU CAN APPLY WHAT YOU HAVE LEARNT

ALWAYS MAKE SUMMARIES OF THE THEORIES AND FORMULAS IN YOU OWN WORDS

Steps to bear in mind when studying theories and formulas

- It is important that you understand the **what** and the **why** of the theories and formulas.

- When you understand the theory or formula and can explain it in your own words, you then go back to the text book and study the theory and formula, using the text book terms.

- Write the theory or formula down on a piece of paper without looking at the text book.

- Check if you have the theory or formula correct by comparing it to your text book.
- If you have made a mistake, **mark** the exact **step** where you made the mistake. This step stays marked, so that you can identify, <u>**where**</u> or <u>**what**</u> the problem was, that prevented you from getting the right answer. You will then know to pay attention to that area of your work when you are studying for an examination or a test.
- Go back to the text book and identify the correct step.
- If you don't understand what to do, ASK someone who knows how to work out the problem [friend, someone in your class or the lecturer]!!
- Now start over again on a clean sheet of paper and repeat the process until you get it right.
- REMEMBER : First study the theory or formula before you try to answer the questions.

EXAMINATIONS

1. The answering of an examination paper is a thought process!
2. We fail or do poorly, because we make mistakes in our thinking.
3. You must work out a method to understand what is being asked, so that you will know what steps to use (as found in your summaries) in order for you to answer the question/s.
4. You must be able to recognize what is being asked. This means that you need to make sure that you really understand what steps were used to solve the problems or to answer the questions.
5. You must view the problems/questions in their wider context, within the subject you are studying.
6. Learn to actively control for mistakes in your calculations while you are studying, so that if you make a mistake early on in a calculation, you will immediately be able to correct it.

Additional tips for Maths, Science and Accountancy

It is important that you learn the theory first, before you do your homework. This will

reduce the amount of time it takes you to do your homework, as you will know how to apply the theory to the exercises and problems you have to work out. This method can be used to study mathematical theorems. Always remember that the operative word in Mathematics is **UNDERSTAND**. You have to understand a phrase and definition first, and then explain it in your own words before you attempt to memorise it! If you understand a phrase/definition, you will find it easy to use it. Read the phrase/definition several times and rewrite it on a piece of paper without referring to the book. Only refer to your textbook if you get stuck. Repeat this until you know the work.

An equation or formula is also a summary. You must understand what each symbol means and know how to use it, to get the correct answer;

e.g. $V = IR$ [V (Volt, Voltage) = I (Ampere, Current) R (Ω Resistance)]

Definitions, calculations and equations (with their key points)

Write them on a piece of paper: you must keep on studying them until you know them extremely well. This will make sure that they are stored in your long-term memory. There is only one way to make sure you can apply these definitions, equations and correct calculations to the problems/exercises given to you to work out - and that is to **practise working out the problems over and over again**, until you get it right. Start working out the easy problems/exercises and then move on to the more difficult problems. Always work out questions from old exam papers. This will help you to practise how to get the correct answer. YOU MUST first make sure you understand how to do the calculation, i.e. the **steps you follow** to work out the correct answer. **Mark** the problems you can't do. Find out how to work out the answer, take a clean piece of paper and try again - until you get it right. Start with the easy problems and/or exercises and then move to the more difficult ones.

SCIENCE

Some parts of Science, especially Chemistry, can be studied using the 5 steps described. The best way to study physics, is by using the method outlined for Maths.

ACCOUNTANCY

Accountancy is studied by using the 5 steps described. The application of your knowledge, means you have to practise working out the problems. Your summaries are the steps you follow to get the correct answer.

1.4   Test and examination techniques

Many students do not understand the importance of answering an exam paper in the correct manner. Exam rules on how to answer a paper, may differ from institution to institution. The information given below, is commonly used. However, read the instructions given on the exam paper carefully, before you start writing. Ask the lecturer beforehand what he expects.

DO NOT read through the work you are to be examined on shortly before you write a test or an exam because you ARE NOT learning anything, YOU ARE JUST CONFUSING YOURSELF.

READ THE INSTRUCTIONS given to you on the first page of the exam paper.

Often students fail because they do not read - or follow - the instructions.

NUMBERING AND SPACING ON THE ANSWER SHEET

- Answers must be NUMBERED to correspond with the question paper - even though you don't answer it in the same sequence on your exam paper. If it is not already there, REMEMBER to draw a line on the right-hand side of your answering sheet, plus/minus the WIDTH of a ruler, where the examiner can make comments and allocate marks for the question.
- There must be AT LEAST one line left blank above and one line under the number for example:

One-word questions must be answered as follows:

a) Answer

b) Answer

c) Answer   etc.

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REMEMBER to leave one line blank before answering the next question.

If a question consists of THREE PARTS 1a, 1b and 1c, it must be answered as follows.

Question 1a : When you have finished answering question 1a) - DRAW A HORIZONTAL LINE BETWEEN the two margins; leave at least one line blank and number the next question.

Question 1b : When you have finished answering question 1b) - DRAW A HORIZONTAL LINE BETWEEN the two margins; leave at least one line blank and number the next question.

Question 1c : When you have finished answering question 1c) - DRAW A HORIZONTAL LINE BETWEEN the two margins; leave at least one line blank and number the next question.

If you are sure that you have written down ALL the facts required to answer a question, leave one line open. If not - leave a few lines open so that you can go back later to add the facts you have remembered.

ALWAYS START ANSWERING THE QUESTIONS YOU KNOW BEST

Don't WASTE time on a difficult question/s. Always start with the questions you can answer. Then try to answer the questions you do not know so well. You will IMPROVE your chances of finishing the paper and obtaining higher marks.

WORK ACCORDING TO A TIME SCHEDULE,

A three-hour, 100 marks exam paper allows you one minute and 48 seconds per mark (1.8 minutes); (180 MINUTES DIVIDED BY 100 MARKS). If a question in the three-hour question paper consists of 20 marks, YOU WILL HAVE 20 X 1.8 minutes in which to finish this question (giving you 36 minutes). EVERY SECOND longer you spend on this question, is going to cut your time on another question, causing you not to be able to answer all the questions, which will lead to lower marks. For a test of 40 marks which must be finished in 45 minutes, you will have 45 MINUTES DIVIDED BY 40 MARKS (1.12 minutes) per mark. If you work according to this time schedule, you will be able to answer all the questions.

ALWAYS READ A QUESTION TWICE

ALWAYS make sure what is expected of you BEFORE you start answering the question. Do not THINK you know what has been asked, make sure of exactly what is asked.

USE A BLUE OR BLACK PEN ONLY

REMEMBER: it is against all rules and regulations to answer a test or exam in pencil, unless you are otherwise instructed.

WHEN A SKETCH IS ASKED FOR THE EXAMINER WANTS A NEAT, LABELLED, PROPORTIONAL SKETCH

Many students waste a lot of time when making a sketch, and then do not have enough time to answer all the questions. ASK your lecturers in the different subjects what they want when a sketch is required in an exam or test.

THE LAST PAGE OF YOUR EXAM BOOK IS THE ROUGHWORK PAGE

Here you write down your key points, facts and formulas, i.e. from your one page summary. This will help you to get high marks.

LONG/COMPLICATED QUESTIONS

When a **COMPLICATED QUESTION** is asked, with a lot of information given in the question, REMEMBER to write down all the **GIVEN** information on your answer paper. By doing this, you are helping yourself NOT TO GET CONFUSED.

ALWAYS DRAW A LINE THROUGH THE QUESTIONS AS YOU ANSWER THEM

You will then be able to see exactly which questions you have answered. DON'T assume that you have answered all the questions - MAKE SURE !

DO NOT try to impress the examiner by using big and difficult words. YOU MAY ONLY BE CONFUSING YOURSELF

NOTE: CHECK THESE TERMS WITH YOUR LECTURERS: Ask them if they agree with the explanations given. **YOU MUST FIND OUT EXACTLY** what the lecturer means and what he/she wants, when using a specific term in the formulation of his questions.

NAME the advantages, specifications, disadvantages, properties, etc. of something.

Words with the same meaning are WRITE DOWN, GIVE, SUPPLY. No description is required. No sketches are required. The information asked must be written down in the shortest possible form. The answer to the question is information which comes directly from reference books.

DRAW A SKETCH OF ... [All sketches must be neat and in proportion].

Words with the same meaning are MAKE A DRAWING OF, DRAW A FULLY LABELLED SKETCH OF, SHOW BY MEANS OF A SKETCH , DRAW A CIRCUIT... No description is required. The sketch must be in pencil, fully labelled.

DESCRIBE ...

Words with the same meaning, are DISCUSS ..., DESCRIBE THE WORKING PRINCIPLE ... , DISCUSS THE OPERATION PROCEDURE... No sketch is required. You must write down everything you know about the aspect. Ask the lecturer about the number of facts needed for one mark. It is very important that you must work according to a time schedule, to make sure that you will have enough time to answer all the questions.

DRAW AND DESCRIBE ...

Phrases and words with the same meaning, are: DESCRIBE BY USING A SKETCH, GIVE A FULL DESCRIPTION AND FULLY-LABELLED SKETCH, DRAW AND DISCUSS, DRAW AND FULLY DISCUSS THE WORKING

PRINCIPLE, DRAW AND FULLY DISCUSS THE OPERATION PROCEDURE. A neat, fully-labelled sketch is required. You must write down everything you know. Work according to a time schedule, as these take a lot of time to answer.

CALCULATE ...

Words with the same meaning, are: DETERMINE, FIND THE VALUE(S) OF, OBTAIN THE VALUE(S) OF, FIND THE PARAMETER(S). No description is required. No sketch is required. Given information must be used in formulas and new values must be determined. Check your answers as far as possible by using a pocket calculator or cross-referencing with your formulas.

COMPARE ...

Words with the same meaning, are: DISCUSS THE RELATIONSHIP, COMPARE THE ADVANTAGES/DISADVANTAGES. Two sets of information must be compared with one another; Do not write the two sets of information down separately. A definite comparison between the facts must be made. You must show that you have insight by giving your opinion regarding the two sets of information. It is essential that you argue the facts in a logical way.

DERIVE from basic principles or given information, the formula or equation to be able to calculate ...

Use basic principles and/or the given information and from that derive an existing, correct, proven expression or formula. You must provide evidence or proof for each fact you state. It is practically impossible to memorize each and every derivation of every formula. Rather try to understand the derivation; then you can save yourself a lot of time.

DEFINE ...

Something must be defined, not described. DEFINE means to give a description of something so that the definition will be applicable universally, for example, the definitions of mass, velocity, accelerating, Ohms law, Kirchoff's law, Newton's

law, etc. When defining a principle or law, make sure that the meaning of that concept is clear. DESCRIBE means to explain something in your own words. READ CAREFULLY whether an explanation (description) or a definition is required and then answer the question.

MATCH ..

Two sets of information will be given in table form.   You must then connect a fact in the left hand-side column with the corresponding (correct) fact in the right hand-side column. Normally it will be a one-on-one situation, in other words, only one fact on the left-hand side has a corresponding correct answer in the right-hand side column.

LABEL ...

A sketch will be given and the student must number or label or identify certain parts or sections of the sketch.

FILL IN : the missing words and/or phrases so as to complete the following statements...

A statement will be given, with some words or parts missing. YOU HAVE TO write down the missing words. Each space will be numbered and the student must work according to the numbers.

1.5   Important tips for tests and examinations

- Remember you are evaluated on what you write, not on what you know.
- Make sure that you have enough time to relax during exams. Your summaries must be op to date before the exams start. During exams you should only have to do revision.
- Read the instructions on your exam papers carefully.
- Make sure you understand

   how much time you have to answer the exam paper,

   the total marks allocated for the exam paper,

the number of questions to be answered, and

any other instructions.

- Read the whole exam paper first. Start by answering the question you know best. This will give you confidence, help you to relax and ensure that you get good marks.

- If you have to choose between two questions, carefully select the one you can answer best.

- Plan your answers thoroughly. Write down an outline or a framework (the same as your front page summary) before you answer a long question.

- Work out how much time you have to answer each question - the more the question counts, the more time you allocate for that question. It is important to make sure you plan your time carefully.

- Do not spend a lot of time on a question that counts only a few marks - rather go back to it later if there is time left.

- Make sure that your answers are relevant. Each sentence and paragraph should be aimed at answering the question.

- Always start with multiple questions (if there are any). Do not waste time on questions you cannot answer.

- If you have time left at the end, you can always go back and do those questions you have problems with or have not completed. Do not change your answers unnecessarily; you may end up confusing yourself.

BECOME A SCORER

SCORER will help you to pass your exams and tests. Each letter stands for an important rule that you must follow.

S   =   SCHEDULE YOUR TIME

Read the total test or examination paper and work out how much time you have to spend on each question. The number of marks given to a question, will tell you how much time you need to spend answering it.

PACE YOURSELF.

C = **CLUE WORDS/KEY WORDS** (As used in your summaries.)

O = **OMIT DIFFICULT QUESTIONS**

First answer the easy questions. Mark the questions you leave out clearly, so that you can answer them later.

R = **READ CAREFULLY**

Make sure you understand the question and what the examiner wants before you answer a question.

E = **ESTIMATE OR GUESS THE ANSWERS**

This applies to true/false or multiple choice questions.

N.B. - You MUST find out how the test/exam will be marked. If you are not told, YOU MUST ASK. If no marks are deducted for wrong answers - then you can guess and answer all the questions. Be very careful and make sure you know how the test/exam will be marked.

R = **REVIEW YOUR WORK**

GOOD LUCK WITH YOUR STUDIES!

2.	TIME MANAGEMENT SKILLS

Video: "Smart Solutions for managing your time". How to get more done in less time. [Principles of effective Time Management]

2.1	Compile a Study Programme and use a Study Control Time-Table

To compile a study program, it is necessary to discipline yourself and use time efficiently.

For 1 week, record all your activities on the attached study and recreation programme

Travelling time, eating, sleeping, recreation, lectures, study, etc. - it is important at this stage to be very honest with yourself. This exercise serves to make you

aware of how productive you are - you might need to adjust your schedule.

> **Once this is done, work out the total hours spent on each activity for one day, i.e. meals, recreation, lectures, study, travelling, time wasted, etc.**

The experts state that we need ± 8 hours sleep; 2 ½ hours for meals = 10 ½ hours. This leaves 13 ½ hours for the other activities. From this, subtract fixed lecture and travelling times. The time left over should be devoted to study and recreation. Once you have drawn up a programme of your activities, you can plan how you can best use your time. Ask yourself: "At what time of day am I the most alert!" This time must be devoted to study. Do not set unrealistic expectations. It is a good idea to devote 1 hour on Sunday evenings to plan your week. Make a list of tasks to be done and allocate time for each task. Tick off each task on the study control time-table as you complete it. This will give you a sense of accomplishment! Once the study hours have been set aside, plan your study according to lectures and subjects you have to attend the next day. Do not study more than ± 1 hour at a time. Take regular breaks of ± 5 to 10 minutes. If you have difficulty with certain subjects - allocate more study time to them.

On tertiary level, ± 3 hours study per day is expected of a student (*this does not include homework*). On weekends, decide how many hours you need to study. Keep to these times, so that you can enjoy your recreation time without feeling guilty because you should be studying. If you have any time in between lectures, which are too short to use to study, use this time to go over your notes to organize your notes, or to look for reference material you might need, etc. The most important aspect of studying, is to use your time efficiently - 1 hour of concentrated learning, is a lot more productive than 3 hours of learning where your attention wanders. It is important to choose where you study with care. You need to reduce interruptions and distractions. Ensure good lighting and study at a desk or table. It is not necessary to keep to a rigid timetable. Make adjustments according to situations which arise, but make sure study times remain regular.

Importance of spreading your revision: Which is best? To revise a piece of

work ten times in one day or once a day for ten days. (It remains the same number of repetitions.) Research has shown, that it is best to go over your work once a day for 10 days, as one remembers the work better. This is why you need to start working long before an exam and not the evening before. This method is impossible without a study programme. Such a programme requires planning and thinking. Once you stick to a well thought out plan of study, you are guaranteed of excellent results.

STUDY AND RECREATION TIME TABLE

Time	Mon	Tues	Wed	Thur	Fri	Sat	Sun
5:00 - 6:00							
6:00 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00-14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							
20:00-21:00							
21:00-22:00							
22:00-23:00							
23:00-24:00							

TOTAL HOURS:

Meals	Recreation	Lectures	Study	Travel	Waste

STUDY CONTROL TIME-TABLE

Date	Subject [1]	Subject [2]	Subject [3]	Subject [4]	Subject [5]	Subject [6]
01/						
02/						
03/						
04/						
05/						
06/						
07/						
08/						
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29/						
30/						
31/						

STRESS

MANAGEMENT

SKILLS

Sources:

1. Dougan, B., Dembo, R., Lenahan, K., Makapela, R., Gama, J. & Moutinho, D. 1986. Lifeskills for self-development. Johannesburg: National Council for Mental Health.
2. Unit for Student Counselling. 1990. Stress Management. Port Elizabeth : University of Port Elizabeth.

ARE YOU UNDER STRESS?

Find out whether you are under stress by completing this questionnaire.
Respond to each statement quickly; do not think too much about each one.
Your first thought about each one and your first thought about the frequency of
the behaviour is usually accurate.

	YOUR BEHAVIOUR	Often	A few times a month	Rarely
1.	I have indigestion	2	1	0
2.	I have difficulty finding enough time to relax	2	1	0
3.	I smoke when I feel tense	2	1	0
4.	People at work/school make me feel tense	2	1	0
5.	I sleep badly	2	1	0
6.	I find it difficult to concentrate on what I am doing, because of worrying about other things	2	1	0
7.	I feel anxious	2	1	0
8.	I eat more when anxious	2	1	0
9.	I have headaches	2	1	0
10.	People at home make me feel tense	2	1	0
11.	I have aches and pains in my neck or shoulders	2	1	0
12.	Even if I find time, it is hard for me to relax	2	1	0
13.	I drink alcohol when I feel tense	2	1	0
14.	My day is made up of many deadlines	2	1	0
15.	I can't turn off my thoughts for long enough at night or during weekends to feel relaxed and refreshed the next day	2	1	0
16.	I take tranquilizers (or other drugs) to relax	2	1	0
17.	I feel my heart beats fast	2	1	0
18.	My legs feel wobbly	2	1	0
19.	I perspire without even exercising	2	1	0
20.	I get angry/irritated quickly	2	1	0
21.	I am impatient and become frustrated with others	2	1	0
22.	I do things in a hurry	2	1	0
23.	I talk quickly	2	1	0
24.	I worry that there are so many things I can do nothing about	2	1	0
25.	I cannot sit still for long	2	1	0

SCORING

Add up your scores in the first two columns.
Total score = Column 1 and 2.

Result:

30 - 50 = Considerably above average
15 - 29 = Above average
10 - 14 = Average
 5 - 9 = Below average
 0 - 4 = Considerably below average

If you score more than 10, you must work on reducing your stress levels.

It will help you to minimize the stress you are feeling, improve your health, and help you to have a more satisfying and happier life.

WHAT DOES STRESS DO TO YOU?

HOW YOU FEEL?

* ANXIOUS
* AGGRESSIVE
* APATHETIC
* BORED
* TIRED
* FRUSTRATED
* GUILTY
* IRRITABLE
* LACKING IN CONFIDENCE
* TENSE
* NERVOUS
* LONELY

HOW YOU BEHAVE?

* HAVE ACCIDENTS
* TAKE DRUGS
* GET EMOTIONAL
* EAT TOO MUCH/TOO LITTLE
* DRINK AND SMOKE EXCESSIVELY
* INCOHERENT SPEECH
* NERVOUS LAUGHTER
* RESTLESS
* TREMBLING

WHAT DOES STRESS DO TO YOU?

HOW YOU THINK ?

* DIFFICULTY IN MAKING DECISIONS

* LESS CREATIVE IN SOLVING PROBLEMS

* FORGETFUL

* HYPERSENSITIVE TO CRITICISM

* POOR CONCENTRATION

* POOR ORGANISATION OF WORK AND TASKS

WHAT HAPPENS TO YOUR BODY ?

* INCREASED HEART RATE AND BLOOD PRESSURE

* DRYNESS OF MOUTH

* SWEATING

* PUPIL DILATION

* HOT AND COLD SPELLS

* " A LUMP IN THE THROAT"

* NUMBNESS

* "BUTTERFLIES IN THE STOMACH"

WHAT DOES STRESS DO TO YOU?

WHAT HAPPENS TO YOUR HEALTH?

* ASTHMA
* CHEST AND BACK PAINS
* CORONARY HEART DISEASE
* DIARRHOEA
* FAINTNESS AND DIZZINESS
* DYSPEPSIA
* FREQUENT URINATION
* HEADACHES AND MIGRAINE
* NEUROSES
* NIGHTMARES
* INSOMNIA
* PSYCHOSES
* SKIN COMPLAINTS
* ULCERS
* LOSS OF SEXUAL INTEREST

HOW DOES IT EFFECT YOUR WORK?

* POORER COMMUNICATION AND INDUSTRIAL RELATIONS

* LESS CONCERN FOR FELLOW WORKERS

* INCREASED ABSENTEEISM
* HIGHER ACCIDENT RATE
* LESS COMMITMENT
* MORE ANTAGONISM
* LESS JOB SATISFACTION
* LESS CREATIVITY
* POORER PRODUCTIVITY

POTENTIAL STRESS AREAS

* **SOCIAL STRESSORS**   -   NOISE
                                                  -   CROWDING

* **PSYCHOLOGICAL STRESSORS**   -   ANXIETY
                                                  -   TENSION
                                                  -   WORRY

* **PSYCHOSOCIAL STRESSORS**   -   LOSS OF JOB
                                                  -   FAILING A TEST OR EXAM
                                                  -   LOSS OF BOY-/GIRLFRIEND

* **BIOCHEMICAL STRESSORS**   -   HEAT AND COLD
                                                  -   UNCOMFORTABLE CHAIR
                                                  -   POOR NUTRITION

* **PHILOSOPHICAL STRESSORS**   -   VALUES
                                                  -   LACK OF PURPOSE (goallessness)
                                                  -   LACK OF DIRECTION

SEVEN GOOD DAILY HABITS

🕐 NO SMOKING

🕐 MODERATE DRINKING (0-2 DRINKS PER DAY)

🕐 SLEEPING 7-8 HOURS PER DAY

✍ EATING REGULAR MEALS WITHOUT SNACKS

✍ EATING A REGULAR, BALANCED BREAKFAST

✍ EXERCISING REGULARLY

✍ MAINTAINING RECOMMENDED WEIGHT

FACTORS YOU NEED TO BE AWARE OF

FOR STRESS MANAGEMENT

* RECOGNISING STRESS AND IDENTIFYING THE SOURCE

* IDENTIFYING TENSIONS WHEN THEY FIRST APPEAR

* IDENTIFYING INAPPROPRIATE STRESS RESPONSES; THIS MEANS
  REALISING THAT SOME STRESS IS BENEFICIAL (MOTIVATING STRESS),
  BUT THAT ACCUMULATED STRESS RESPONSES ARE DETRIMENTAL
  (PARALYSING STRESS)

* LEARNING HOW TO RELAX SO THAT YOU CAN USE THIS APPROACH
  WHEN YOU FEEL THAT YOUR STRESS LEVEL IS BECOMING
  COUNTER-PRODUCTIVE

STRESS MANAGEMENT SKILLS

1   EXERCISE

2   RELAX

3   GIVE YOURSELF A TREAT

4   KEEP PHYSICALLY FIT

5   DEVELOP A STYLE OF LIFE THAT WILL ACT AS A BUFFER AGAINST THE EFFECTS OF STRESS

6   MANAGE YOUR TIME

7   BE ASSERTIVE

8   DEVELOP AN EFFECTIVE SUPPORT SYSTEM

9   HAVE CLEAR OBJECTIVES

10   BE CLEAR ABOUT YOUR VALUES

11   BE SYSTEMATIC ABOUT MAKING DECISIONS AND SOLVING PROBLEMS

12   USE CONSTRUCTIVE SELF TALK

PROBLEM-SOLVING AND DECISION-MAKING

This module is based on Kepner-Tregoe(1965), Methods of decision-making and problem-solving and includes.

1.   An introduction to decision-making.

2.   The logical thought process.

3.   Looking at the situation.

4.   Evaluating the problem.

5.   Making a Decision.

6.   Reviewing for possible problems.

4.1   Decision-making

Decision-making = The work you do to reach conclusions and to make a decision.

Types of decisions include the following.

* Spontaneous decisions (Intuitive reactions based on previous experience).

* Well thought out decisions which follow a logical thought process in which facts are correctly collected and interpreted, and reasonable conclusions reached.

Mistakes often made

* Accepting that information is correct, without first checking.

* Working with symptoms or apparent problems, without checking whether it is the real problem.

* Not distinguishing between problems and trying to work on all the problems at the same time.

* Not determining which problem is the most important (has the highest priority).

✳	**LOOKING AT THE SITUATION (S)**
✳ & ●	**EVALUATING THE PROBLEM (P)**
✳ & ⊕	**MAKING A DECISION (D)**
⊕	**REVIEWING FOR POSSIBLE PROBLEMS (PP)**

4.2	**The logical thought process**

Steps

1.   State the apparent problem.

2.   Collect all the relevant facts and information.

3.   Identify the real problem.

4.   List all possible solutions.

5.   Choose the best solution.

6.   Plan to put into action the best solution.

4.3	**Look at the situation**	**[Worksheet 1]**

Steps

1. Describe the problem.

2. Specify and distinguish between different problems.

3. Allocate priorities to the problems: [What is the most important (I)?,

Urgent (U)?, Will the problem get worse (W)?

4. Choose plan of action - P, D or PP?

Important Tips

- Do not try to solve more than one problem at a time.

- Focus on the problem with the highest priority (I).

- If two or more problems have the same priority (I), then look at the problem that
is the most urgent (U), i.e. how quickly you must do something about it.

- If the urgency (U) is the same for two or more problems, then look at the (W),
i.e. will the problem get worse?

LOOK AT THE SITUATION

PROBLEM	DETAIL OF PROBLEM What? Which? Who?	W	IMPORTANCE (I) 1-3 = Low 4-6 = Medium 7-10 = High	W	HOW SOON ACT? (U) 1-3 = L 4-6 =M 7-10=H	W	PROBLEM WORSEN? 1-4 Improve 5 = Stay same 6-10 = Get worse	W	STRATEGY USE ? ANALYZE :		
									(P)	(D)	(PP)

4.4   **Evaluate the problem**   [Worksheet 2]

Why evaluate the problem: When you do not know what CAUSED the problem.

Evaluating the problem helps you to

- collect all the facts about the problem,
- determine the time when the problem occurred,
- determine what has changed,
- decide what the possible causes are,
- test all possible causes, and
- to make sure that you have identified the correct cause of the problem.

Steps

1. Describe the situation - What is happening now, what is different and what has changed?
2. Have any changes occurred?

Questions to ask

- What is WRONG?
- Where is the PROBLEM?
- When did the problem FIRST occur?
- How bad is the problem?

EVALUATE THE PROBLEM

FACTS			DEDUCTIONS (Based on facts)		POSSIBLE CAUSES
Questions	Is	Is not	Differences	When changed?	What happened?
WHAT?					
WHO?					
WHERE?					
WHEN?					SOLUTION/S? (Practical/feasible/possible?)
HOW MUCH?					
					Can you live with solution?
					What do you really want?

When you have to choose between different possible solutions to a problem.

Steps

1. Determine the demands the solution must meet.

2. Develop alternative solutions.

3. Compare solutions with the demands to be met.

4. Determine the risk of what can go wrong if, you have made a poor decision.

Technique to use when making a decision

1. Decide which factors you must take into consideration.

2. State clearly what choices you have.

3. Decide on the **demands** your decision must meet.

4. Write down your wishes.

5. Allocate L=Low, M=Medium, H=High to the wishes and give the wishes a score out of 10, i.e. prioritize the wishes.

6. NB!!! - Do not change a **DEMAND**.

7. Identify if something can go wrong. This will give you the RISK.

8. Calculate the Risk by multiplying the Possibility (P) that something can go wrong by how Serious (S) it would be. R = Possibility (P) X Seriousness (S)

9. Ask yourself "Can I live with this risk if I make this decision?"

Important

- None of the factors gets a ZERO (0).

- More than one factor can have the same value.

- The score given a factor, shows how important it is.

- All the factors you consider, must be :

  MEASURABLE; REALISTIC; ACCEPTABLE and PRACTICABLE

MAKE THE DECISION

1. State what you want to achieve :
    (Start with "To ....)

    _____

    _____
    _____

2. List all factors you have to consider when you make the decision:
    (Includes the RESULTS you want to achieve and the RESOURCES you need
    to make sure the decision is the right one for you.)

    DEMANDS:

    _____

    _____
    _____

3. From the Point 2.
    List which of the DEMANDS ARE NOT NEGOTIABLE
    (They can not be changed)

    _____

    _____
    _____

4. List the WISHES (the Demands left over in Point 2.) and allocate
    L=Low, M=Medium, H=High and a score out of 10, i.e. prioritize the wishes.

    _____

    _____
    _____

5. Determine the RISK (score out of 10) for each possible decision.

	P	S	P X S

MAKE THE DECISION

ALTERNATIVES:	CHOICE A			CHOICE B			CHOICE C		
REQUIREMENTS (MUSTS) (POINT 3 WORKSHEET 4(a))	INFO	YES/NO		INFO	YES/NO		INFO	YES/NO	
POSSIBILITIES (WISHES) (POINT 4 - WORKSHEET 4(b))		PRIO	P/S		PRIO	P/S		PRIO	P/S

PRIO = Priority
P/S = Priority Score

PP ☑ FUTURE

1. To plan and to put into action the best solution.
2. This protects your plan as you can:
   * identify what can go wrong,
   * identify steps needed to protect your plan if something goes wrong,
   * develop a plan of action, and
3. Help you to implement your plan of action.

Advantages of reviewing possible problems

* You can use it for any plan.
* It helps you to predict problems, ensure success, make sense, and give you a measure of control, and it also helps you to use your time effectively.

Steps (Write on Worksheet 4)

1. Write down what you want to do. Start with "Plan/Ensure that .... "
2. List what influences and actions can affect your plan.
3. Decide on what the most important areas are and allocate priorities.
4. Determine the most important area (Highest Priority).
5. State everything that can go wrong with this most important area.
   * Possibility (P) a score out of 10
   * Seriousness (S) a score out of 10
   * Calculate P X S = _____ .

   The highest score = Most critical problem.   (Write on Worksheet 5)
6. List any other areas that you must look at (P/D?) (Worksheets 2 and 3).
7. Write down what can go wrong, as listed (Point 6 on Worksheet 4).
8. List possible causes of what can go wrong with Point 7. (Worksheet 5)
9. Allocate a score out of 10 to each of these possible causes (P).
10. Write down what actions you can take to prevent the possible cause you gave the highest score (Preventive Action).

11. Next to the highest possible (P) cause, write down the action you can take to reduce the negative effect, should something go wrong.
12. Identify the TRIGGER (Something or someone who sets off the action in, Column 11).

REVIEW FOR POSSIBLE PROBLEMS

1. Write down what you want to do.
    (Start with "Plan or ensure that ....)

    _____

    _____

2. List influences.
    (People, material, machines, etc.)

    _____

    _____

    List actions.
    (Things that must be done)

    _____

    _____

3. Decide on the most important areas and prioritize them.

AREAS	PRIORITY

4. Write down the most important area (Highest Priority):
    (Identified under Point 3.)

    _____

    _____

5. List any other areas that must be looked at.
    (Additional P or D needed?) [Worksheets 2, 3a & 3b]

    _____

    _____

6. Specify everything that can possibly go wrong with this most important area.
    (Allocate a score out of 10 for P and S)

	P	S	P X S

REVIEW FOR POSSIBLE PROBLEMS

7. LIST WHAT CAN GO WRONG WITH MOST IMPORTANT AREA IN NUMBER 6.	8. LIST POSSIBLE CAUSES OF WHAT CAN GO WRONG WITH POINT 7.	9. GIVE A SCORE OUT OF 10. (P)	10. PREVENTATIVE ACTION AGAINST POSSIBLE HIGHEST P. HAPPENING.	11. ACTION : TO MINIMISE NEGATIVE EFFECT SHOULD EVENT OCCUR	12. SOMETHING OR SOMEONE ? WHO SETS OFF THE ACTION IN COLUMN 11.

5.1 HOW TO COPE WITH DISAGREEMENTS AND DIFFICULT INDIVIDUALS

5.1.1 Introduction

In order to be able to cope with disagreements and difficult individuals, it is essential to keep one's attitude and thinking as pleasant and as cheerful as possible. It is normal to disagree with others. Differences of opinion between people, are a sign that we are still mentally alive! However, it is a sign of maturity to be able to **disagree without being disagreeable**. We need to be able to disagree, without destroying our friendships and working relationships. When we meet distasteful or different opinions and views with respectful understanding, we show inner strength and personal poise.

When we **disagree disagreeably we become emotional,** as we all know you cannot argue with emotions and it is impossible to think logically and to be reasonable when one is emotional. We need to adopt a **positive approach and agree to disagree agreeably**. This means we have to adopt a positive attitude and try to reason together. The more agreeable we are, the easier it is to persuade the other person to be reasonable and in this way reduce the possibility of conflict.

5.1.2 How to handle and defuse emotional situations

Emotions are always involved where there are differences of opinion. In order to solve the differences of opinion or to reach a working compromise, it is necessary for one to first defuse the emotions involved.

By showing patience and respect, you

- show understanding for the other person's view,
- display a willingness to discuss it openly,
- create the opportunity to be able to explain how and why you understand the other person's point of view, and
- promote two-way communication.

When you **STOP - PAUSE** - for a moment, take note of your own mood and attitude, **ASSURE** by repeating the key aspects of what the other person has said and **REASSURE,** by saying that you would probably have done the same or reacted in the same way, had you been in that specific situation. You would then be creating the opportunity for communication and not conflict.

(NB! - YOU MUST BE HONEST)

In order to show the other person that you respect his/her opinion, it is essential to **avoid using the "YES BUT ... "** response.

The following are a few examples of responses you could use that would defuse the emotional content of the situation and show that you respect the other person's point of view:

- "I understand your point of view ... "
- "I can understand the position you are in ... "
- "You have very good reasons for your point of view ... "
- "A lot of people have the same view/opinion ... "
- "It appears as if ... "
- "We all feel the same about ... "
- "Your reasons are valid ... "

5.1.3   **What you achieve by disagreeing agreeably**

- You **indicate** that you are not trying to dominate the other person.
- You **defuse** an emotional situation.
- It **helps** you to gain control over your own emotions.
- It **gives** you a chance to organise your own thoughts.
- It **leads** to meaningful conversation.
- It **removes** the emotional content from the other person's point of view or argument.
- It **reduces** the possibility of an argument.
- It **reduces emotions** in the other person and helps him/her to think clearly and reasonably.

5.1.4　Self-image and disagreements

We all need to feel important and to be respected. When someone has made a mistake, he/she will try to protect his/her self-image. Often he/she will blame others for mistakes made and because he/she is so preoccupied with himself/herself, it is difficult for him/her to think rationally.

Ways to help the other person to maintain a positive self-image

Note: You need to be mature, honest and responsible.

Provide the person with an alibi for his/her behaviour, e.g. late for class at least 3 times a week! *Alibi*: I realize that you have a problem with transport but your fellow students will respect you more if you could be on time for class.

Share the blame for something that has gone wrong and offer your help to prevent it happening again. In this way you change the approach from "I" to "WE" and create a support system in the working place. This leads to healthier working relationships and trust.

Minimize the losses. Reassure the other person that no great damage has been caused by his/her being disagreeable, as long as the two of you keep on talking and show respect and understanding for each other's opinions and feelings.

Indicate the advantages and what has been learnt. There is always something that we learn from a disagreement.   Use this to strengthen your working relationship, e.g. "We all learn from each other and from our own mistakes".

Keep QUIET! Use good judgement. Often it is better not to say anything.

NEVER USE THE ABOVE TO TRY AND MANIPULATE SOMEONE ELSE!
IT WILL NOT WORK AND YOU WILL LOOK LIKE A FOOL!
THE ABOVE WILL WORK ONLY IF YOU ARE GENUINE AND HONEST!

5.1.5　Face to face discussions to solve interpersonal problems

Sources:
Fournies, F.F.　1978. Coaching for improved work performance.　New York :
Van Nostrand &　Reinhold Company and the Video: "Face to Face".

5.1.5.1　Introduction

- Face to face discussion helps you to analyze and improve behaviour.

- You need to do more to motivate if you want to improve someone's behaviour
  - you must reinforce good behaviour and show the other person how to correct
  behaviour problems.

- You can not correct behaviour by talking in generalities e.g. "Shape up" or
  "You have a lousy attitude".

- People need to be shown how to correct their behaviour i.e. you need to
  model the correct behaviour.

- Anytime you choose not to help the other person to improve, you are involved
  in self-destructive behaviour.

- Don't try to change people, but rather change behaviour.

- You have no right to change a person (Values: how they think, etc.).

- You do have the right and the responsibility to try to change or improve a
  person's behaviour if that person isn't behaving properly.

- Deal with behaviour, not people. You can see behaviour, measure it, and talk
  about it unemotionally. You can also change it.

5.1.6　Behaviour analysis

- You need to analyze why the person is behaving in an unsatisfactory
  manner.

- An incorrect assumption of the cause of a problem can lead you to
  some very wrong solutions.

- Normally you do the analysis alone, but talk to others if you need more
  information.

- The analysis isn't as time-consuming as it looks - its simply a thought-process you go through quickly to find out if a face to face discussion is really called for.

- **Step One** is: identify unsatisfactory behaviour. In this step, specifically define the behaviour (i.e. how many times the person is late).

- In **Step Two**, you decide if it is worth your time and effort to try to correct the behaviour. If you decide there is nothing to gain from the discussion, forget it; don't waste any time.

- **Step Three** (Does the person know that there is a problem?) is an important step. Often the other person does not know that there is a problem, because you have not given him/her feedback that you are experiencing problems because of his/her behaviour.

- When you check **Step Four** (Does the person know what the right behaviour is?) - sometimes you hear something like "Oh, I didn't know that's what you wanted". Make sure people understand what you want them to do, when to begin, when to end and what the change in behaviour is that you want.

- **Step Five** of the Analysis (Are there obstacles beyond the persons control?) is also important, as you need to know if there are any reasons why the person behaves as he/she does.

- If you answer NO to **Step Six** (Does the person know how to behave?) - explain how he/she should behave and model the correct behaviour yourself.

- The key point to remember about **Step Seven** (Does negative consequences follow the wrong behaviour?) is, that all behaviour is a function of its consequence. Make sure that good behaviour is rewarded.

- The key point of **Step Eight** (Does positive consequence follow wrong behaviour?) is not to reward someone for the wrong behaviour. Change the consequences.

- If you answer NO to **Step Nine** the final step in the Analysis (Could the person change his/her behaviour if he/she wanted to?) is to end the relationship, you can't fix it.
- If you answered YES to **Step Eight** - move on to the face to Face Discussion.

IDENTIFY UNSATISFACTORY BEHAVIOUR		
↓		
IS IT WORTH YOUR TIME AND EFFORT?	NO →	**DON'T WASTE YOUR TIME ON IT.**
↓ YES		
DOES THE PERSON KNOW THAT THERE IS A PROBLEM?	NO →	**GIVE FEEDBACK TO PERSON- LET THE PERSON KNOW.**
↓ YES		
DOES THE PERSON KNOW WHAT THE RIGHT BEHAVIOUR IS?	NO →	**MAKE SURE PEOPLE UNDERSTAND HOW THEY SHOULD BEHAVE.**
↓ YES		
ARE THERE OBSTACLES BEYOND THE PERSONS CONTROL?	YES →	**REMOVE OBSTACLES.**
↓ NO		
DOES THE PERSON KNOW HOW TO BEHAVE?	NO →	**EXPLAIN HOW TO BEHAVE. MODEL RIGHT BEHAVIOUR.**
↓ YES		
DOES NEGATIVE CONSEQUENCES FOLLOW THE WRONG BEHAVIOUR?	YES →	**ONLY REWARD THE RIGHT BEHAVIOUR.**
↓ NO		
DOES POSITIVE CONSEQUENCES FOLLOW PERFORMANCE?	YES →	**CHANGE CONSEQUENCES.**
↓ NO		
COULD THE PERSON CHANGE HIS/HER BEHAVIOUR OF HE/SHE WANTED TO?	NO →	**END THE RELATIONSHIP YOU CAN'T FIX IT.**
↓ YES		
A FACE TO FACE DISCUSSION		

THE FACE TO FACE DISCUSSION

```
┌─────────────────────────────────┐
│     GET THE OTHER PERSONS       │
│   AGREEMENT THAT THERE IS  A    │
│            PROBLEM              │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│      DISCUSS ALTERNATIVE        │
│   SOLUTIONS TO THE PROBLEM      │
│           TOGETHER              │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│    BOTH  AGREE ON ACTION TO BE  │
│   TAKEN TO SOLVE THE PROBLEM    │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│   FOLLOW UP TO CHECK IF THE     │
│    BEHAVIOUR HAS CHANGED        │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│    KEEP A LOOK OUT FOR ANY      │
│   CHANGE IN BEHAVIOUR AND       │
│   REACT WHEN YOU NOTICE THE     │
│            CHANGE.              │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│   GIVE THE PERSON POSITIVE      │
│           FEEDBACK              │
└─────────────────────────────────┘
```
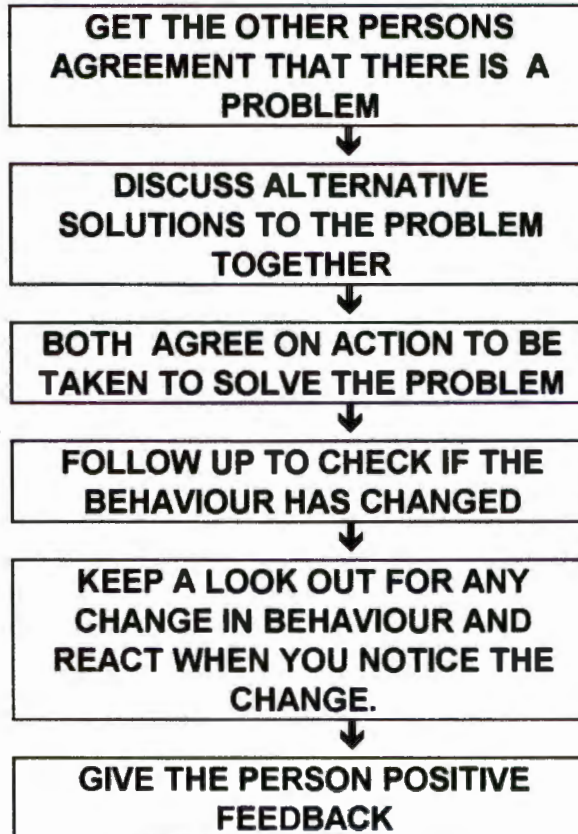
5.2   "I"-messages to improve communication

NOTE: Compiled by Bureau of Student Counselling and Support.
Document retyped and condensed by Raijmakers, L.

There are three communication skills which help to improve communication proficiency in interpersonal relationships.   They are: levelling, listening and validating.   These three skills will enable you to handle conflict more constructively and to improve your relationships. It is important that you practise these skills.

5.2.1   Levelling

Levelling is being able to send information about your thoughts or feelings or facts.   It is usually accompanied by non-verbal messages.   When you communicate clearly, your non-verbal and verbal messages should be the same.

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Explain clearly and calmly how you feel, using "I"-messages:

- I feel upset when we don't talk to each other.
- I feel angry when you sit down while I am working.
- I feel angry when you get home and just slump down on the sofa in front of the TV.

It is the "You"-messages that cause the other person to become defensive:

- You just ignore me, you never pay me any attention.
- You never help me.
- You make me angry.

A basic law of human behaviour, is that people are more likely to do things which make them feel good. It is therefore important that you acknowledge it and tell the person:

- I like it when you help me.
- I like it when you tell me about your day.
- I like it when you look nice.
- I think it is really nice when you ring me during the day.
- I enjoy your company when we go out to dinner.
- I find it helpful when you take out the rubbish for me.

Levelling with "I"-messages also shows that you are accepting responsibility for your own feelings, and not trying to put that responsibility on the other person. "You"-messages are often blaming and even if you are paying a compliment, you are placing the responsibility for your well-being on the other person.:

- You make me feel hurt.
- You make me feel happy.

What to do in a situation when the other person has done something that has hurt you. The X-Y-Z statement:

"When you do X in situation Y, I feel Z".

Examples:

- When you come home late without warning me, I feel angry.
- When you criticise me when we are with friends, I feel hurt.
- When you nag me to do the chores every day, I feel annoyed.
- When you don't say anything about how I look when we go out, I feel let down.
- When you don't comment when I give you a surprise gift, I feel hurt.
- When you don't help me with the shopping when I am ill, I feel unhappy.

Notice how precise this kind of levelling statement is. You are telling the other person exactly what he/she is doing, in what circumstances, and how you feel about it.

The X-Y-Z levelling statement gives the other person information about how you feel about a particular piece of his/her behaviour which he/she can change. This prevents you getting side-tracked and talking about other issues. When you get side-tracked, the real issue never gets resolved.

You need to practise levelling for about 10 minutes a day. Do this by thinking of something the other person has done that made you feel good. It is important to level on good feelings as well as bad feelings. When you have an action in mind, make up an X-Y-Z levelling statement about it. Remember Z must be an emotion, e.g. feeling happy, glad, pleased, great, unhappy, angry, upset, hurt, and/or disappointed.

5.2.2 Listening

Listening is receiving information. This means actually hearing what is being said and making an effort to see or feel the other person's non-verbal messages.

Listening is your actively following what the other person is saying, rather than your guessing, interrupting or mind-reading. It may be difficult not to interrupt the other person when he/she says something you disagree with, but if you talk over each other, communication breaks down. **Tip**: Pretend to be a tape recorder and set yourself the goal of being able to repeat back what the other person said.

Levelling: When you come home late without letting me know, I feel angry.

Listening: You say that when I come home late without letting you know, you feel angry.

You won't be able to repeat what the other person said, unless you listened carefully. Repeating is a temporary measure to help you to improve your listening skills and works well when the conversation is heated and emotional.

5.2.3 Validating

Validating is to process information. This involves thinking about what the other person said or did and what it means. It is the essential key to achieving mutual understanding. It means learning to accept what the other person says about his feelings. Validating does not necessarily mean you agree with the other person, it means that you accept his /her point of view, even though it may be different from yours. This does not mean you are "giving in", only that you are respecting each other's rights to be individuals.

Levelling: When you come home late without letting me know, I feel angry.

Listening: You said that when I come home late without telling you, you feel angry. Is that right?

Validating: Yes, I can see how that would make you angry.

Validating means just accepting the other person's feelings: no excuses, no defensiveness, just acceptance.

5.2.4 When your message is misunderstood

You say something to someone, intending to be friendly or helpful and they take it completely differently, as though you were being rude or aggressive. It would be very easy to become defensive. However, remember that the other person has a right to his/her own feelings, and does not have to feel as you think he/she should. So instead of becoming defensive, state what your intention really was.

Example:

- Yes, I can see how my being late would make you angry. I did not intend to make you angry, but I can see that that's the effect it would have on you.

Validating does not necessarily mean that you understand why the other person feels the way he does, only that you accept how he/she feels.   Remember you are two different people who sometimes react differently.

FREQUENCY SCORES AVERAGE % "YES" - RESPONSES TARGET GROUP (N=196)

Field and Sub-fields	Pre-test	Post Test
A: Community and Social Development	30%	**29%**
A1: Mental Health	25%	24%
A2: Community responsibility	24%	25%
A3: Human rights	36%	35%
A4: Road safety	29%	25%
A5: Technological Development	37%	36%
B: Development of Person and Self	29%	27%
B1: Leadership	24%	24%
B2: Literacy/Education	18%	21%
B3: Self-concept/Self-assertion	29%	26%
B4: Peer group influence	36%	31%
B5: Identity development	37%	34%
C: Self Management	36%	34%
C1: Time and self-management	18%	20%
C2: Financial management	31%	27%
C3: Handling stress	51%	49%
C4: Study methods	51%	47%
C5: Communication skills	26%	27%
D: Physical and Sexual Development	31%	33%
D1: Sex guidance	50%	49%
D2: Alcohol and drug abuse	22%	25%
D3: Exertion and recreation	28%	28%
D4: Healthy life style	19%	25%
D5: Acceptance of one's own body	39%	38%

E: Career Planning	46%	44%
E1: Entrepreneurship(Initiative)	50%	47%
E2: Problem solving and decision making	41%	41%
E3: Finding and keeping a work	58%	57%
E4: Career planning and development	50%	48%
E5: Work values	30%	28%
F: Life and World orientation	40%	40%
F1: Religious orientation	41%	37%
F2: Life and world orientation	44%	43%
F3: Political orientation	42%	40%
F4: Cultural orientation	42%	43%
F5: Family orientation	33%	36%