Summary of Thesis submitted for PhD degree

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December 2004

Evaluation of Narrative Interview as an Assessment Method.

HULL   UNIVERSITY.

This thesis examines the role of the narrative interview as an assessment method. The main aim of the study was to ascertain the value of subjective and holistic methods of assessment in facilitating and enabling psychological processes. Traditional psychometric techniques of assessment are compared with narrative interviews, based on Bartram's (1990) 'Factors to consider when choosing an assessment method'.

Data collection was in two phases. During phase one, 40 participants were administered traditional assessment tasks: Differential Aptitude Tests, Career Interest Inventory and structured guidance interviews. This enabled an evaluation of traditional assessment techniques to allow a comparison of the open-ended narrative interview. For phase two 10 participants from phase one and 30 new participants were administered the narrative interview in order to ascertain its value. Assessment profiles which were formulated, feedback questionnaire results and focus group feedback results portrayed particular strengths of the narrative interview. The narrative interview is seen to provide rich, holistic and deep assessments. It also instilled motivation and encouraged participants thereby facilitating the overall psychological process. The narrative interview thus fulfils aspects of assessment, which traditional assessment techniques fail to provide.

The phenomenological and subjective nature of narrative interview aids re-conceptualisation of the term 'assessment' from classification and categorization to understanding and exploration.

THE UNIVERSITY OF HULL

Evaluation of Narrative Interview as an Assessment Method.

Being a Thesis submitted for the degree of
Doctor of Philosophy
In the University of Hull

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December 2004

To Ramdev Peer, Dad, Mamma, Krupa, Kini, Nirav and Adarsh

ACKNOWLEDGEMENT

I am indebted to the support and guidance provided by a number of people and organizations. Without their help and support it would not have been possible to complete my PhD.

I cannot thank my supervisor Dr. Williams enough for being my guiding force. He not only helped me through all the academic needs, but he is the biggest reason why my research has come together. I consider myself very lucky to have him as my supervisor!

I would like to thank Kay (secretary of Counsellor Training Unit, University of Hull), for helping me through every tiny to major concern. Her lively spirit made the PhD process enjoyable and hopeful.

My sincere thanks to my second supervisor Dr. Coyne, whose eye for perfection provided me the motivation to give my best efforts.

Words may fail to express the support my family has offered towards my research. I offer the pedestal of God to Dad and Mamma who held my hope and made my aspirations come true. Krupa, Kini and Nirav have been my true comrades. They offered constructive criticism for what I did incorrectly and re-assured me when I was in the right direction.

Last but not the least; I would like to thank Adarsh for being my family in a foreign land, an honest friend and a rightful teacher. Without his support I would not have

dreamed of this research and without his stern feedback the quality of my research would have suffered. His support and love kept me going when all else failed.

Finally, I would like to thank Arya Vidya Mandir (Mumbai), Centre Stage Academy (Mumbai), Mithibai College of Arts (Mumbai) and Harrow Tutions (London) for their co-operation and participation in my research.

Thank you!

PREAMBLE

The fundamental rationale of this research is to explore the status and possible utility of qualitative assessment measures within the field of psychological assessment. My interest and motivation to undertake this study was ignited as an undergraduate student of psychology. Since I was based in India, the assessment field seemed to be dominated by psychometric tests leaving no space for experimentation of qualitative measures. I also perceived the bias against assessment within the field of counselling, wherein assessment was merely considered as classification. Exploration and understanding provided by assessment were undermined. Thus my keen interest to experiment with an assessment tool that would provide exploration and in-depth understanding of individuals was re-kindled when I read about the narrative interview approach within careers counselling. Thus experimenting with the narrative interview used within career counselling developed by Dail (1989, cited in Cochran 1997) as an assessment method formed the centre of my attention and the focus of my study.

To me, closely related and linked to the fundamental ideas of qualitative assessment tools were the concepts of qualitative research based on holistic and phenomenological paradigms. As a postgraduate student in UK, I easily integrated and closely considered the probabilities of such a paradigm for my research. Thus I worked towards developing a research study based on a 'real' design, wherein the research was carried out within the applied and real world settings of career counselling: schools and other academic settings, targeting the student population group.

Through this research study I aim to apply a particular form of narrative interview known as the drawing technique as an assessment method. Its evaluation and exploration as an assessment method form the crux of my research.

Since the concept of assessment tools forms the base of this study, chapter one: introduction, provides a general review of the field of psychological assessment such as its definition, historical development, various tools and methods used as assessment tools.

On the other hand, since the narrative approach forms the base for the narrative interview used in the study, chapter two: narrative interview, provides an overview and development of narrative interview by exploration of narratology, narrative therapy and narrative interview within the wider concept.

Chapter three: role of assessment in counselling, clinical and industrial psychology briefly explores the facet of assessment within each field of psychology. Assessment's role, function and manifestation within each field is viewed.

In order to focus on the main purpose and rationale of this research, applying narrative interview within the context of a particular area of psychology seemed appropriate. This aided in maintaining the focus of the research. Career counselling seemed to be an appropriate context for the application of narrative interview, since it had previously been applied within the same context by Dail (1989, cited in Cochran, 1997). Thus chapter four: career counselling and guidance provides an overview of

this field as well as a background to narrative approach to career counselling in order to form a base of understanding.

The focus of the research grows stronger from chapter five: value of assessment methods. In order to form a base of comparison to evaluate narrative interview, I used psychometric tests along with a structured interview (developed by me). Since these two tools are widely acknowledged and used within the assessment field, providing an overview on their evaluation as assessment tools seemed appropriate.

As the title suggests chapter six: research questions explicitly outlines the main aims and objectives of this study stated by means of two research questions.

Chapter seven outlines the methodology, context as well as the limitations of the research design.

Chapter eight provides an in-depth account of the findings as well as the discussion of the qualitative research study.

Finally, chapter nine: conclusions, attempts an extension of the research findings and conclusions into other fields of psychology, which may consider qualitative assessment tools. This chapter is an attempt at exploring future implications for research stemming from the evaluation of this research study.

ABSTRACT

This thesis examines the role of the narrative interview as an assessment method. The main aim of the study was to ascertain the value of subjective and holistic methods of assessment in facilitating and enabling psychological processes. Traditional psychometric techniques of assessment are compared with narrative interviews, based on Bartram's (1990) 'Factors to consider when choosing an assessment method'.

Data collection was in two phases. During phase one, 40 participants were administered traditional assessment tasks: Differential Aptitude Tests, Career Interest Inventory and structured guidance interviews. This enabled an evaluation of traditional assessment techniques to allow a comparison of the open-ended narrative interview. For phase two 10 participants from phase one and 30 new participants were administered the narrative interview in order to ascertain its value. Assessment profiles which were formulated, feedback questionnaire results and focus group feedback results portrayed particular strengths of the narrative interview. The narrative interview is seen to provide rich, holistic and deep assessments. It also instilled motivation and encouraged participants thereby facilitating the overall psychological process. The narrative interview thus fulfils aspects of assessment, which traditional assessment techniques fail to provide.

The phenomenological and subjective nature of narrative interview aids re-conceptualisation of the term 'assessment' from classification and categorization to understanding and exploration.

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"What a piece of work is man! How noble in reason! How infinite in faculties! In form and moving, how express and admirable! In action, how like an angel! In apprehension, how like a god! The beauty of the world! The paragon of animals. And yet, to me, what is this quintessence of dust?

- William Shakespeare

Hamlet, Act II, Scene II.

(Cited in Sundberg, 1977, p1).

CHAPTER 1: INTRODUCTION

1.1 PSYCHOLOGICAL ASSESSMENT: DEFINITION AND OVERVIEW

Assessment is *"the act of judging or assessing a person, situation or event"* (The Penguin English Dictionary, 2002). Assessment is also termed evaluation, appraisal, estimation, measurement, judgement, review, consideration and opinion. Thus the meaning of assessment varies according to the context it is used. For instance, the process of assessing job performance of recruits is called appraisal or evaluation. Process of assessing intelligence or aptitude of individuals is called measurement. Process of assessing the worth and standard of a piece of literature is called a review and process of assessing individuals may be called judging, forming opinions or even consideration.

Thus assessment is used widely in all aspects of life. Individuals may assess or evaluate their choices and options for minor as well as important major decisions. Individuals may be involved in different levels of assessment from choosing clothes or shoes to choosing partners, careers and jobs. Hence assessment is an inevitable and inherent part of the process of life.

Assessment is used in different fields for varied reasons. Accountants assess clients' financial status, estate agents evaluate and assess value of properties to obtain monetary figures and health practitioners assess physical condition of patients in order to diagnose illnesses or insurance.

In psychology, assessment is the process of evaluating characteristics, strengths and weaknesses of individuals as a basis for informed decision making. Psychological assessment is defined as,

> *"...the systematic collection, organization, and interpretation*
>
> *of information about a person and his situations."*
>
> (Sundberg and Tyler, cited in Jones, 1970, p 1)

Sundberg (1977) further explains psychological assessment as the manner in which people comprehend, measure and decide about psychological characteristics of humans. It is a complex process, which depends upon individuals involved and questions asked. Maloney and Ward (1976) consider psychological assessment as a process by which problems or questions are solved and answered. Examples of questions posed in assessment are:

- Will rumination and depression in adolescents improve with psychotherapy alone?
- Are individuals with mildly deviant personality test scores good candidates for the job of a police officer?
- Is an eccentric old man accused of shoplifting fit to stand trial?
- Do aptitude scores of students help them choose 'A' level subjects?
- Does a particular recruit fulfil the requirements of a certain job description?
- Do depressed and possibly suicidal housewives require hospitalisation?

Assessment processes consider problems or questions addressed in addition to data collection and interpretation. Thus steps of the assessment process are explained through Figure 1 (Adapted from Gelso and Fretz, 1992).

Question – Planning

⇩

Data Collection

⇩

Inference/ Interpretation of data

⇩

Communication
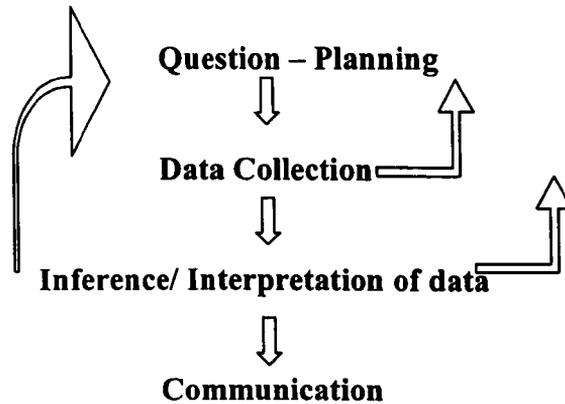
Figure 1: The Assessment process

An assessment process begins by addressing specific questions. One or more appropriate assessment tools are chosen and implemented for collecting data. Data is then interpreted and assessment results are communicated for further utility and benefit.

Industrial/organizational settings, medical/forensic contexts, psychiatric clinics, schools, counselling and clinical contexts are major settings, which make use of psychological assessment. Findings suggest 91% of all practicing psychologists are engaging in assessment activities (Fundamental Skills Journal: Assessment, Jan 20, 2003).

Psychological assessment is often confusingly expressed as pure classification, categorization, discrimination and even labelling. However, at a basic level it is a way

of understanding human behaviour. Gelso and Fretz (1992) further explain assessment, evaluation and diagnosis as comprising of any measure or method, which presents a psychological understanding of human behaviour.

1.2 PSYCHOLOGICAL ASSESSMENT: A HISTORICAL PERSPECTIVE

Beginnings of psychological assessment show Plato as the earliest expert to explain instances of recognizing individual differences. Anastasi and Foley (1949) state, Plato in his work 'Republic' revealed no two individuals were born alike. Thus recognition of individual differences was the first milestone in the origin of psychological assessment.

However, technical beginnings of psychological assessment can be traced back to 19th century when Charles Darwin (1809-1882) devised the notion of measuring individual differences. He explained that minor differences, which appear in children of same parents, could be called individual differences. These differences were considered important since they offered a base for natural selection.

Psychological assessment further accelerated when Sir Francis Galton (a relative of Charles Darwin) systematically measured human differences such as heights and head sizes. Although these were physiological differences, his methods encouraged measurement of psychological differences. In 1869, Galton finally published 'Classification of Men According to their Natural Gifts.' Through his contributions towards psychological assessment, he is known as the father of testing.

More recently James McKeen Cattell, who opened a testing laboratory at University of Pennsylvannia, which kindled measurement of psychological differences. He not only pioneered the field of psychological testing, he also introduced and coined the term 'mental tests'. This term served as a kind of umbrella term for the mental testing movement which began soon after. Galton and Cattell worked in collaboration to

establish a base for psychological assessment and testing. Thus several psychologists such as Kraepelin (1896), Ebbinghaus (1896), Spearman (1904) and Jung (1905) developed Galton and Cattell's basic work in measuring intellectual differences.

Yet it was only in 1905, when French psychologist Binet along with his colleague Simon developed a significant intelligence test for assessing school children in Paris. This test became extremely successful. It was widely reviewed and used all over the world. Binet and Simon, continued developing and revising this test over a span of years. Development of this test marked an important milestone in the history of intelligence tests. Success of their intelligence test motivated development of other forms of intelligence tests to be used in different contexts and settings such as in the army to recruit military personnel. Hence by 1917, psychologists started utilizing verbal and non-verbal intelligence tests (called Army Alpha and Beta respectively) to assess military personnel in World Wars I and II. Thus psychological assessment, which started with measuring individual differences was later used for other purposes such as evaluating school children and for selection and recruitment. Psychometric tests formed an important tool for assessment.

However, while psychological assessment accelerated in United States and Western Europe, the Soviet Union in 1936 criticized use of standardised tests. The Soviet Union was the first to critically dismiss the use of tests. This criticism was based on the view that intelligence tests embodied hereditary bias as they discriminated against children of workers and minorities. Soviet action threw light on problems of equality and hierarchy, which could be raised with any objective selection or classification activities (Sundberg, 1977, p 19). Thus the Soviet Union issue staged up the socio-

economic nature of tests as assessment methods. Soon in 1960s and 70s the debate arose due to comparison of intelligence scores of black and white individuals which further highlighted this drawback of psychometric tests. Intelligence tests were criticized on racial grounds and use of group intelligence tests was stopped in New York City public schools in 1964.

Although tests were attacked, criticism did not discourage psychologists. They continued developing new tests and assessment methods. Psychologists progressed from intelligence tests to assessing other individual variables and differences such as interests, desires, attitudes, feelings and even unconscious forces. Hence psychological assessment methods were developed for the diagnosis of mental illnesses and disorders. Rorschach's inkblot test was one such assessment method. In 1921, Rorschach a Swiss psychiatrist published 'Psychodiagnositics' and utilized ten inkblots to screen mental illness. His ink blots gained wide recognition for clinical psychological assessment. Rorschach carried Carl Jung's idea of the word-association test for uncovering unconscious complexes further. Soon Murray et al developed a similar assessment technique called Thematic Apperception Test (TAT) in 1935 for clinical assessment. Lawrence Frank (an American Psychologist) in 1939 named such procedures as *"projective techniques"*.

Other assessment methods such as personality inventories were developed in World War I. They gathered more interest in 1918 when Woodworth developed the first personality inventory called Personal Data Sheet for screening maladjustments in American army recruits.

Thus the field of psychological assessment expanded as newer methods, tools, and techniques started developing in the 20th century. For instance, in 1934 Moreno introduced the concept of sociometry or measurement of the structure of a group's attitudes and actions. This concept of sociometry portrayed a wider picture of the process of psychological assessment, rather than concentrating only on development and use of tests. Such concepts widened the field of psychological assessment.

Furthermore, in 1938 Henry Murray and associates published 'Explorations in Personality'. This publication introduced new theory and techniques to study humans such as ratings, interviews and special problem situations *"...in an attempt to understand the person in depth and develop a comprehensive personality theory"* (Sundberg, 1977, p 21). Thus, scope of psychological assessments was broadened and they were not just confined to objective classification. Understanding and evaluation of humans through more subjective methods and techniques was inculcated.

Several techniques and tools for assessment continued to develop. For instance, Hathaway and McKinley published the Minnesota Multiphasic Personality Inventory (MMPI) in 1942. However, along with these tools other studies and statistical measures to evaluate assessment techniques were also developed. Cronbach and Meehl in 1955 proposed the concept of construct validity (a statistical measure to evaluate the items used in test construction). Other studies in 1965 by Kanfer and Saslow introduced application of behavioural techniques to psychological and psychiatric assessment. Hence, throughout the 20th century development and scope of psychological assessment portrayed continual growth. By 1970s, computers were involved in interaction with clients for testing and guidance. Super et al (1962)

introduced this concept as 'Computer-Assisted Counselling'. These are on-line systems whose purpose is to engage users in interactive material that either teaches and monitors a career-planning process, or at least provides data to be used by individuals in educational and vocational decision-making (Harris-Bowlsbey, 1989). Various techniques and different tools to aid and enhance assessment were thus introduced. Finally, in 1976 the first major books on assessment with behavioural techniques were published. Once again events in 1960s and 70s illustrate issues revolving around the relationship of assessment activities to minority groups. Hence the field of psychological assessment started growing in length and breadth, aiming to target larger populations and addressing a wide array of issues.

One may notice that the history of psychological assessment weighs more as a history of testing. This is because tests are a big and vital aspect of assessment. Although tests are only one of the various tools used to answer questions posed by psychological assessment, they are often confused as the only method of assessment. In an attempt to explain this, Kaplan and Saccuzzo (1982) mention,

"In the strictest sense, an assessment procedure is called a

test only when its procedures for administration, scoring, and

interpretation are standardized; there is a normative sample;

and there is evidence in support of its reliability

(dependability) and validity (meaning)."

They further assert that any technique, which fulfils the goal of assessment, may be called an assessment method. This goal of assessment is *"...to evaluate an individual*

so that he or she can be described in terms of current functioning and also so that predictions can be made concerning the future functioning". Thus tests are just part of the wide variety of assessment tools.

Following the historical development of psychological assessment, a closer look at different types of assessment methods, which have evolved may be essential.

1.3 TYPES OF PSYCHOLOGICAL ASSESSMENT TECHNIQUES/METHODS

"When the subject is asked to guess what the examiner is thinking, we call it an objective test; when the examiner tries to guess what the subject is thinking, we call it a projective device"

(Kelly, 1959, p 332; cited in Sundberg, 1977, p 201)

A number of tools have been developed for psychological assessment. These tools may vary from setting to setting. However they are revised and re-developed over time.

1.4 PSYCHOLOGICAL TESTING

DEFINITION

> *"All fields of human endeavour use measurement in some form,*
>
> *and each field has its own set of measuring tools and*
>
> *measuring units."*

(Cohen and Swerdlik, 2002, p 1.)

Psychological/psychometric tests are tools used for measurement and assessment in psychology. Since tests are vital and used widely, process of assessment is often confused as psychological testing. In other words, the terms psychological assessment and psychological testing are considered synonymous. Hence to avoid confusion it is useful to note, *"tests are tools"* for assessment (Cohen and Swerdlik, 2002, p 3).

Defining these two terms further clarifies the difference. Psychological assessment is a process of collecting psychological data in order to make evaluations and conclusions. This achieved through use of tools such as interviews, tests, behavioural observations, case studies and other measurement procedures or apparatuses. Whereas psychological testing is a process of measuring psychological variables through tools or procedures designed to get a sample of behaviour. (Cohen and Swerdlik, 2002). Maloney and Ward (1976, p 7) attempt to clarify the two terms by considering psychological assessment as *"...literally, any method the examiner can use to make relevant observations."* Thus psychological tests are just one of these methods.

Psychological tests can therefore be defined as *"essentially an objective and standardised measure of a sample of behaviour"* (Anastasi, 1982, p 22). Tests measure various human characteristics and variables. Thus they provide quantitative measurement of individual psychological attributes (Kaplan and Saccuzo, 1982) (Anstey, 1996).

Since tests are widely used tools for assessment, a closer look at origins of testing may enhance understanding.

ORIGINS OF PSYCHOLOGICAL TESTING

The earliest traces of testing were found in ancient China where sophisticated civil service proficiency tests were used as early as 2200 BCE (Dubois, 1966, 1970). Greco-Romans first touched upon the idea of physiological bases for personality and temperament. However it was only in the 18th century Christian Van Wolf (1732, 1734) accepted psychological measurement as a special aspect of psychology. Eventually, Sir Francis Galton (1822-1911) was regarded as the father of mental testing due to his contribution towards several psychological assessment tools, due to his intense interest in inheritance. He also extended his study on measuring physical and sensory-motor aspects in men and women.

His work on measuring differences thus instigated several experts to develop and formulate statistical and mathematical tools to aid measurement of individual differences. For instance, Pearson (1857-1936) developed the product-moment correlation technique and Spearman (1863-1945) was the originator of the concept of reliability. Such statistical methods inculcated checks to evaluate reliability of tests.

However, Wilhelm Max Wundt (1832-1920) along with his students pioneered psychological testing by opening an experimental psychology laboratory in Leipzig (Germany). This laboratory was the first of its kind. On the other hand, in US it was one of Wundt's students called James McKeen Cattel (1860-1944) who was at the forefront. Inspired by Galton and Wundt, Cattell ventured into measuring individual differences and finally coined the term 'mental test' in 1890.

Psychological theory prevalent at the time held that mental life consisted of combinations of sensory experiences. Hence early attempts at mental measurement were concerned with sensory capacities and functions (Helmdstadter, 1966). Early tests thus measured variables such as sensitivity to pain, reaction time, visual and auditory acuity. It was only in the twentieth century that intelligence tests evolved. This was a major milestone in the history of psychological testing. Alfred Binet (French experimental psychologist, 1857-1911) along with his colleague Simon published a 30-item intelligence measuring scale in 1905. This scale was mainly developed to identify mentally retarded children in schools of Paris. Several revisions of this intelligence test, which followed were responsible for intelligence and clinical testing movements. Use of intelligence tests was further applied to a variety of settings.

However it was only after 34 years David Weschler (a clinical psychologist at Bellevue Hospital, New York, 1939) developed another intelligence test called Weschler Adult Intelligence Scale (WAIS). WAIS gained recognition and was widely utilized just like Binet-Simon intelligence scale. Helpful utilization and success of intelligence tests led to the formulation of other types of tests. Thus by 1930s, around

4000 different tests were in print and the terms clinical psychology and mental testing were almost synonymous (Cohen and Swerdlik, 2002).

Although tests received a positive and successful response, the development was not without criticism. After only eight years of Binet scale's publication, psychology was criticized for being too test oriented (Slyvester, 1913, cited in Cohen and Swerdlik, 2002). However such criticism could not hold back the utility of tests. The need to screen personality problems was observed as soon as World War I started. Several forms of self-report inventories came to the forefront. But a demand for alternative types of personality tests still existed. Hence projective tests such as Rorschach Inkblot technique and Thematic Apperception tests were developed. These were different from self-report tests. They purported to tap into unconscious forces of human minds to uncover any personality issues.

Yet like all other aspects of science, testing was under heavy fire. Tests were considered as intrusive in nature. Hence the public regarded them with suspicion, contempt and distrust. Experts within the field as well as outside the field of psychology questioned the use of tests. As concerns surfaced, the use of tests declined from the late 1950s till 1970s (Kaplan and Saccuzo, 1982). Critics' pinpointed weaknesses and limitations even for Stanford-Binet test. In an attempt to minimise criticism, tests were continuously being revised and new tests were developed. Yet, this kind of criticism did not discourage psychologists to develop new tests or use existing ones. By late 1940s testing had become one of the most important functions of a clinical psychologist. Clinical psychologists utilized several new tests such as

Minnesota Multiphasic Personality Inventory (MMPI), California Psychological Inventory (CPI) and Sixteen Factor Personality Questionnaire (16PF).

By the 1980s the rapid development and intensive work on testing, made it one of the essentials of psychology. Not only did clinical psychologists use and develop tests, but psychologists and experts from other fields too recognized utility of testing. Although it was noted that not all psychologists used tests, and some were against them, yet all areas of psychology depend ultimately on measurement (Kaplan and Saccuzo, 1982).

In summary: psychological testing has created a niche for itself and will remain an essential tool for psychological assessment.

WHO USES TESTS AND FOR WHAT PURPOSES?

Over the years psychological testing has acquired widespread utility. It is currently used for several purposes along with other methods of mental measurement such as assessment interviews, case studies, etc. Cronbach (1949) classified purposes of mental measurements under three broad topics namely prognosis, diagnosis and research.

Prognosis or prediction serves a vital function in psychological testing. Predicting human behaviour is a common aspect in all fields using psychological measurement, for example, tests predict future academic performance by measuring intelligence and aptitude. Tests predict future career or vocational paths by measuring aptitude and

interests. Tests also predict the most suitable candidates for jobs by measuring aptitude and personality variables.

Diagnosis on the other hand helps to analyse various characteristics or variables of human behaviour and performance. Helmstadter (1966, p 7) stated, *"Diagnosis is really an elaborate form of prediction."* This is because diagnosis helps in finding possible solutions or remedies for presenting problems as well as finding causes of problems. For example, tests are used to diagnose mental disorders, learning difficulties or even life adjustment problems.

Tests are also used for research purposes since they show higher validation in research studies and aid to answer hypotheses. Tests are acknowledged as good instruments for several problems in differential psychology. They also aid to measure outcomes of psychotherapy and problems in life-span development changes. Different experts use tests for varied reasons. Cohen and Swerdlik (2002) categorized major groups, which make use of tests. They are: test developers, tests users and test takers.

Test developers continuously create and introduce new tests. Several new tests are created to measure a variety of variables such as aptitudes, intelligence, personality traits and states. However not all get published or used. Tests are evaluated and reviewed thoroughly in order to maintain qualitative and ethical standards.

After thorough evaluation, a wide range of professionals such as psychologists, career teachers, counsellors, personnel managers, human resources teams, etc use tests. However test users need to be qualified or appropriately trained in order to administer

and interpret psychological tests. The British Psychological Society (BPS) provides Level A and Level B Certificates for Occupational testing to ensure that testing enterprise stays within ethical boundaries and prevents the misuse of tests. Tests are a powerful tool. Thus their use must be regulated and ethical, or else the purpose of tests may fail.

Tests are taken widely in psychology for varied reasons. However assessment forms the underlying purpose. Test takers may approach testing situations in different ways. Cohen and Swerdlik (2002) mention variables which may affect test performance such as test anxiety, candidates willingness to cooperate, capacity to comprehend test instructions, effects of prior coaching and importance participants may give to portraying themselves in a good or bad light. These variables are linked with why tests are being taken as well as the context or setting in which they are used. At a basic level tests are used in any setting where a need for psychological assessment arises. Five basic settings make use of tests:

1. Educational settings
2. Occupational settings
3. Clinical settings
4. Counselling settings
5. Other settings

Schools, colleges and universities administer a variety of tests such as aptitude, interest, ability, intelligence and achievement tests. Tests are used for varied reasons such as for diagnosing special needs or requirements. They are also used for
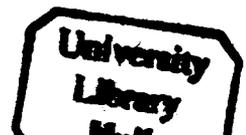
vocational and career guidance. Tests may or may not be used along with other assessment methods.

In occupational settings, tests aid selection, recruitment, appraisal or other personnel processes. Tests also aid in individual counselling or institutional decisions. Career development and guidance programs provided to employees in occupational settings also make use of tests. The use of tests in vocational selection and recruitment has become vast and popular over the years. In the current scenario, special selection and recruitment agencies and companies have been established. They administer tests along with other assessment techniques to recruit people for different industries and organizations. Consumer psychology in America has also picked up on the use of testing and assessment.

Clinical settings, like occupational settings, have utilized tests from the start of the testing movement. Clinical settings use tests mainly for the purpose of diagnosis. Cohen and Swerdlik (2002) explained certain situations in clinical settings where tests may be used. For instance, a client may wish to evaluate himself to see if assessment may provide any inherent clues regarding his maladjustment. A school psychologist may check for discrepancies between teaching techniques being used or any disabilities a child may have. A psychotherapist may conduct research on a certain method of psychotherapy to check its effectiveness, to check if client's are malingering in case of insurance opinions and so on.

Use of tests in counselling settings is closely related to the clinical field. Tests may generally be used to identify available resources clients may have or any drawbacks

there may be. Life adjustment problems, personal development or even career development issues may be handled with the aid of tests. In the case of any uncertainty regarding a client's pathological condition, use of tests is extremely helpful.

Various other settings where tests are used are research settings and legal settings where test data may be used as expert testimony or even professional credential examinations where achievement, ability or aptitude tests may be used.

TYPES OF TESTS

Considering various settings in which tests are used, it is useful to note types of tests, which have been developed and made available.

Tests have been classified in a number of ways over years. Some according to the purpose they serve, some according to how they are administered, some according to their form and so on. It is important to note that classification systems are not right or wrong, instead they are useful to different degrees. Thus not every expert may classify tests in the same manner (Helmstadter, 1966). Two principle ways of classifying tests in the past were into individual and group tests, or cognitive and non-cognitive tests.

As the titles imply, individual tests are administered to individuals separately, whereas several people take group tests at once. Individual tests are used when test taker requires undivided or special attention, such as clinical settings. Group tests can save time and resources. They may even be used in research settings.

Cognitive tests are generally ability or tests of knowledge such as intelligence tests. Whereas non-cognitive tests are generally personality inventories where in stress is laid on one or another aspect of behaviour. However, Anastasi (1961) clarified the distinction between ability and personality tests depending on how they are administered and scored.

Most current and widely used classification of tests is into measures of maximum performance and measures of typical performance (Bartram, 1998). As these names suggest, measures of maximum performance generally include tests, which assess cognitive, psychomotor and intellectual functioning such as intelligence, ability, aptitude and achievement tests. Whereas measures of typical performance include tests which assess personality, disposition and related variables such as interests, traits and states, motivation and so on. Generally for tests of typical performance there are no right or wrong answers. This is because they assess behavioural patterns and psychological characteristics. Different types of tests serve different functions in the assessment process depending on goals and aims of assessment. However, all tests follow a standard step-by-step process in order to purport their function completely. These steps are basic essentials of testing.

ESSENTIALS OF TESTING

The procedure involved in psychological testing has an essential structure, which can be broken down into the following steps:

- Test administration

- Scoring

- Interpretation

- Feeding back

Test administration is step one. Qualified professionals administer tests (Level A and Level B holders in UK). All test manuals include standardised instructions for administration, scoring, interpretation and feedback of tests. Standardisation of these steps helps avoid variables, which may affect test performance and scores. The venue where tests are administered, is noise and distraction free. Sufficient and essential test material, adequate light, comfortable desks and chairs, reading aloud instructions clearly, ensuring no test taker has any unanswered query or doubt and effective time keeping are some essentials of test administration. Calculating scores and interpreting them appropriately according to test manuals, using relevant norms, generating tests results and profiles which are appropriate for candidates or the third party are essentials of scoring and interpretation. Finally, feeding back test scores and results constructively and positively to candidates is of utmost importance. Raw scores must be converted into comprehensible figures for the benefit of candidates. Thus procedure of testing helps maintain quality of testing.

Furthermore, guidelines for testing have been developed over years in order to ensure good test use and practice. The main purpose of guidelines is to ensure the use of tests in a professional and ethical manner with consideration for needs and rights of individuals. Thus test users must have appropriate competencies to carry out the procedure along with a good understanding and knowledge of tests and their use. These guidelines cover most issues of testing and help in preventing misuse of tests. Guidelines are provided by organisations such as the British Psychological Society

(BPS), International Testing Committee (ITC) or the American Psychological Association (APA).

TECHNICAL AND METHODOLOGICAL PRINCIPLES OF TESTS

Along with standardised procedures of testing, certain essential technical and methodological principles are common amongst all psychological tests. Technical and methodological principles of tests consist of four main areas namely: norms, reliability, validity and item analysis. These ensure evaluation of tests as standardised, objective, reliable, valid and fair. However, it is also important to note that not all tests use norms. They may have alternate ways of standardization.

Norms represent test performance of certain samples of population who are administered tests under standardised conditions. Calculating what an individual from a particular group may score on a certain test aids their development. Scores of psychological tests (commonly referred to as raw scores) are interpreted with the help of norms. Hence individual raw scores are then considered according to distribution of scores obtained by standardised samples. Norms finally have a dual function. Firstly, they help to portray individuals' ranks in the normative sample. This allows an evaluation of their performance in reference to other people. Secondly norms provide comparable measures, which allow a comparison of individuals' performance on different tests. Norms are statistically derived for each test depending on population samples they target (Anastasi, 1982). Norms are provided in test manuals to aid test scoring and interpretation.

Reliability generally means consistency. Tests are evaluated on the basis of how consistent scores of the same person are when retested with either a similar test or an equivalent test. Reliability underlies computation of the concept of error of measurement of a single score. With this concept range of fluctuation, which occurs in individuals' scores due to irrelevant or chance factors can be computed. This helps in determining error variance across scores. Reliability may be calculated by using statistical methods such as the correlation coefficient. There are several methods through which reliability can be checked such as test-retest, alternate-form, split-half, Cronbach's alpha and scorer reliability. In test-retest reliability, a test may be administered on a second occasion to obtain two sets of scores after a period of interval. In alternate form reliability, a parallel and similar form of test is administered to check for consistencies in scores. In split-half reliability, two scores for each individual are obtained by dividing the test into two comparable halves. In this type of reliability consistency obtained is internal. Finally scorer reliability is found by having a sample of the same test scored independently by two separate examiners. However, it should be noted, in different types of reliabilities, factors of error variance may differ. Hence appropriate type of reliability measures must be employed depending on type of error variances, which are predicted.

Cohen and Swerdlik (2002, p 28) suggest that, *"A good test would seem to be one that measures what it purports to measure."* Hence validity is an essential principle of tests as it checks what tests measure and how well they do so. (Anastasi, 1982). Validity thus implies the question: how well does a test fulfil its purpose? Validity measures what can be inferred from scores of tests. Validity may be determined or calculated by a relationship between performance on tests and other observable

aspects such as behaviour characteristics, job performance, etc. Three specific methods may be employed for investigating validity of a test namely: content validation, criterion validation and construct validation (Standards for Educational and Psychological Tests, 1974). Content validation check content of tests for a representative sample of domains to be measured. This is generally used for achievement tests. Criterion related validation check for individuals' behaviours in specific situations. Thus test performance is compared with independent measures such as job performance or school grades. Construct validation measure whether tests measure a particular theoretical construct or trait. Constructs such as intelligence, verbal skills, anxiety and neuroticism may be measured. Each construct is developed to describe relationships among behavioural measures (Cronbach and Meehl, 1955). Face validity of tests may be evident through test titles i.e. the titles of tests may suggest what the test intends to measure. However titles may be broad and may therefore lead to confusion or incorrect expectations. Thus specific and narrow titles are encouraged.

Test developers also provide test reliability and validity measures in test manuals. Through these measures tests are evaluated and reviewed.

It is observed that reliability and validity of tests ultimately rely on types of items in tests. Hence item analysis forms an important part of test development and evaluation. Items, which a test may contain are qualitatively analysed to check their content and form as well as quantitative statistical properties. This includes content validation procedures. Several factors of items make tests more reliable or valid. Factors such as item difficulty and item discrimination affect item analysis. High reliability and

validity can be developed in a test through item analysis by revision, substitution and selection of items. Thus item analysis also helps in development and evaluation of effective tests.

Hence norms, reliability, validity and item analysis form an integral part of psychometrics. Without these dependability and faith in psychological tests would be difficult.

ISSUES AND IMPLICATIONS OF PSYCHOLOGICAL TESTING

Although all tests are developed keeping with the above technical and methodological issues in mind, still they face certain moral, ethical, social and professional issues.

Moral Issues:

Tests are questioned morally for issues of human rights, labelling and invasion of privacy (Kaplan and Saccuzzo, 1982). Under human rights the BPS explains rights of test takers and users in its guide. Test takers possess rights not to be tested as well as to know scores and interpretations and decisions, which may affect their lives. To express these rights forms an integral duty of test users and administrators and failure to do so may results in violation of human rights.

Second moral issue revolves around use of labels. Psychiatric labels are a reason of embarrassment and can be stressful. A layman attaches negative connotations and meanings to them (Cohen and Swerdlik, 2002). Thus people who suffer from these disorders seem to be stigmatised. To prevent this moral issue, describing symptoms rather than stating disorders is recommended. These may replace use of labels.

Guideline 2.8.3 of the ITC further expresses technical and linguistic levels of reports presented must also be appropriate for recipients' level of comprehension. On a different level, test users may argue that individuals are labelled regardless of this moral concern. Therefore, these labels and judgements may seem more appropriate when used through a test with evidence.

The third important moral issue is right to privacy. Responding or attempting psychological tests may make people feel that certain aspects of them and their lives are being revealed. Hence they feel their privacy is being invaded. This moral issue of privacy has been very controversial. Many professionals believe that due to the limited nature of psychological tests, they are not capable of invading privacy. Yet when results obtained from tests are used inappropriately, then privacy may be invaded. An ethical code of confidentiality legally ensures this issue is dealt with. Keeping test scores strictly confidential unless clients are informed about how their scores may be used ensures confidentiality. Signed contracts with test takers before tests are administered, inform clients of utilization of their scores may be helpful. Guidelines 1.4 and 1.5 of the ITC explain in detail how test materials may be kept securely and test results may be treated confidentially. Terminating licences and permission to practice or administer tests are punishments for breeches of confidentiality (Kaplan and Saccuzzo, 1982). It it important to note that other assessment measures such as interviews or references may also be faced with this moral issue. The nature of interviews and references may also invade privacy of individuals.

Professional Issues:

Apart from moral issues, theoretical concerns such as adequacy of tests and actuarial versus clinical prediction have swarmed the field of psychological testing. Stress laid upon dependability or reliability of tests has given rise to theoretical concerns. A certain measure of reliability is necessary and essential for tests to qualify as good or dependable tests. Any factors, which increase value and scope of tests as tools for assessment may interfere with reliability of tests. For instance, certain stable or unstable characteristics and traits measured in personality tests may affect reliability scores.

Although efforts are always being made to meet such professional issues, adequacy of tests in the field of assessment still remains as an unanswered question.

> *"But many psychologists as well as non-psychologists have questioned whether even the best existing tests possess sufficiently sound psychometric qualities to warrant their use."*

(Kaplan and Saccuzzo, 1982, p 495).

Another professional issue related to tests is the scope of tests. Tests may be questioned since they are objective and may neglect subjective aspects of individuals much needed to form complete and holistic assessments. Questions about actuarial versus clinical prediction are closely related. Test users have long wondered how useful and adequate test results are in the assessment process when used as a stand-alone device. Therefore, evidence within the field of assessment suggests that the

utility of tests or any other assessment measure is high when used in conjunction with other appropriate assessment tool.

Ethical Issues:

Test users and administrators are also face ethical issues. Concerns of divided loyalties are critical. Test users and administrators need to protect the welfare of their clients and at the same time remain loyal to the institution or organization they belong to. However, this issue may be avoided by following appropriate consent and confidentiality procedures.

Ethical codes are formulated especially to curb such issues and to keep a check on ethical test use. It is important to recognize tests as powerful tools. Misuse or inappropriate use of tests may have adverse effects on test takers. Potential to help is as great as to damage if used incorrectly.

Thus ITC guidelines 1 and 2 explicitly state points on responsibility for ethical test use and following good practice. These include important ethical points such as ensuring test user competence, importance of confidentiality, using technically sound tests, issues of fairness in testing, ensuring proper administration, scoring, analysis and reviewing appropriateness of tests.

Social Issues:

Finally, tests have always been under the attack of social issues. Bias in testing is one such soaring social issue. Tests were initially developed to classify or discriminate 'normal' against 'non-normal'. This purpose itself is now under fire due to the drive

for equality and non-discrimination. Thus increasing efforts to create different cultural

norms are being taken by test developers to reduce bias in tests.

1.5 INTERVIEWS

An interview may be defined as *"a conversation with a purpose"* (Bingham and Moore, 1924). In psychology, an interview portrays either information gathering or therapeutic purposes (The Penguin Dictionary of Psychology, 2001). An interview generally involves sharing of perspective and information between two people. It also provides *"inner-views"* of interviewees such as personal memories, self-concepts, intentions, plans, aims, levels of conceptual reasoning etc (Sundberg, 1977, p 61). It is commonly used as an assessment procedure because of its flexibility and adaptability to any psychological setting.

Interviews have a beginning, middle and an end. Since they are purposeful and need to fulfil certain aims, interviews may vary according to their purpose and goals. Thus interviewers formulate interventions based on the goals of interviews. This includes both, the kind of information needed and levels of focus on each subject or area of content. Sundberg (1977, p 64) addressed interviews as *"broad bandwidth assessment procedures"*. This is because they serve a dual purpose. They may be utilized to scan information in several areas and also to focus on particular problem areas or issues. Thus they may vary in the degree of structure provided to interventions, questions and content.

Interviews may also be formulated through focussing on the manner of responses. Use of closed or open questions may influence responses. Closed questions generally limit response possibilities. On the other hand, open questions elicit wider explorations. Responses are also influenced by interviewers' role as facilitators and controlling agents. Interviewers often use specific feedback techniques in order to aid

interviewees clarify meanings further. Thus at a basic level, interviewing is a process of sending and receiving messages.

KINDS OF INTERVIEWS

Psychologists, psychiatrists, social workers and researchers use varied types of psychological interviews.

The personnel interview is the most widely used assessment procedure within psychology for recruitment and selection purposes. These interviews aid in focussing on applicants' work history, interests, abilities and experience. They provide detailed information about organizations as well as vacancies or posts. Personnel evaluation interviews are also used within industrial/occupational psychology settings. Senior employees or supervisors interview employees to focus on their work, retirement plans, motivational aspects, conflicts, relationships and organizational/job turnover.

A wide variety of clinical interviews such as intake interviews are used in other psychological settings. Intake interviews mark the beginning of a psychological process. Information about presenting problems, duration, age, income, residence and background is obtained. Very often intake interviews immediately facilitate case history interviews. For the purpose of case history interviews, interviewers play the role of a historian by analysing meanings and individuals' backgrounds. Themes, which run through individuals' lives are focussed upon in order to explain several events. Etiology or causes and origins are also focussed upon. Thus interviewers help gain an understanding of life stories, concerns, conflicts, physiological conditions,

stress and impaired relations. As sundberg (1977, p 87) states, *"such studies can lead to insights into the nature of personality which superficial exposure cannot provide"*.

Case histories are generally retrospective. They rely on recall of information. However case histories are not confined to clients. Historical and cultural contexts in which individuals live are also taken into account. In the case of children or very disturbed patients, relying on family members becomes essential. Focussing on long-term developmental processes over life spans of individuals is essential while analysing case history information. This is because human beings develop through growth, stability and decline. Thus there are several approaches used in the assessment of case histories. First is analysis of life histories through developmental stages. This involves gathering a biography and breaking it into span of activities, periods, themes and purposes. Second approach is by using test procedures to identify levels of development. Basic assumption behind this approach is that individuals' do not mature at the same rate, and maturity may be checked by certain test responses. Third approach is longitudinal measurement of personality change. Individuals' lives are divided in periods, which relate to development and reassessment of age specific life goals. A semi-structured outline of case history interviews includes:

1. *Identifying data*

2. *Reason for coming*

3. *Present situation*

4. *Family constellation*

5. *Early recollections*

6. *Birth and development*

7. *Health*

8. *Education and training*

9. *Work record*

10. *Recreation and interests*

11. *Sexual development*

12. *Marital and family data*

13. *Self-description*

14. *Choices and turning points in life*

15. *View of the future*

16. *Any further material*

(Sundverg, 1977, p 97-98)

However, these interviews are adjusted and modified to fit needs of individuals and various assessment purposes.

Finally, in relation to case history interviews, it is noted, *"the person's life history is the person"* (Sundberg, 1997, p 106). Therefore assessment through this method is largely an attempt to obtain relevant aspects of individuals' experiences.

Other clinical services also use special interviews. Mental status examination is one such widely used interview, as is the research interview.

VALIDITY AND RELIABILITY OF INTERVIEWS

Interviews are evaluated in a similar manner to other assessment measures. Sundberg 1977, p 69) explores questions which evaluate interviews:

- *"How adequate is the interview in getting at the constructs we wish to explore or at predicting future success?*
- *How well does one measurement correspond with another?*
- *How precise a tool is the interview?*
- *Does it add anything beyond other, less costly assessment procedures?"*

Questions regarding reliability and validity of interviews are discussed in 'Value of Narrative Interviews' (p 114).

In conclusion: Interviews form widely used assessment measures. This is because of their flexible nature, which allow in-depth explorations of topics and issues. Interviews are thus acceptable to assessors as well as interviewees. When used along with other objective measures such as tests, they aid in rich assessments.

1.6 PROJECTIVE TECHNIQUES

Projective techniques are *"any of a variety of devices used in personality assessment and clinical psychology whereby an individual is presented with a standardised, unstructured set of stimuli and requested to respond to them in as unrestricted a manner as possible"* (The Penguin Dictionary of Psychology, 2001). In other words, projective techniques aid conceptual assessment of personality data.

It was Binet (1865-96) who first used inkblots and storytelling in response to pictures for ways of testing imagination and intelligence. However three landmarks strengthened history of projective techniques. First was Jung's systematic use of word associations, which began around 1905-1910. Second was Rorschach's publication of 'Psychodiagnostiks' in 1921. Third was Murray's publication of 'Explorations in Personality' in 1938. Each of them contributed to projective devices considerably. Jung's Word Association Test to assess unconscious conflicts and complexes, Rorschach's inkblots to assess modes of thinking and perception and Murray's Thematic Apperception Test are considered as important projective techniques.

Yet, it was only in 1939, Lawrence Frank coined the term 'projective techniques'. It was then in 1940s and 50s projective techniques gained momentum because psychoanalysis became a predominant force. In this time period several new ways of assessing and reporting ambiguous stimuli were developed in Europe and America. Thus by 1960s and 70s, projective techniques were widely used. However they were also criticized and their development stagnated due to criticism (Sundberg, 1977).

RATIONALE OF PROJECTIVE TECHNIQUES

As Lindzey (1961; cited in Sundberg, 1977, p 202),

> *"The driving force behind projective techniques has been Freudian theory and psychoanalytic approaches to understanding the unconscious."*

Underlying belief of projective techniques is that important and significant aspects of personality may not be assessed through self-reports and questionnaires. This is because personality theory was ruled by psychoanalysis, which considered personality as a dynamic whole with aspects arising from hidden sexual and aggressive urges. Hence these ideas and theory instigated methods for assessing aspects such as strong defences, threatening ideas and urges.

Thus Lindzey (1961, p45; cited in Sundberg, 1977) suggests projective techniques as measures, which consider unconscious or hidden aspects of behaviour. They permit and instigate a wide variety of responses. They also generate unusually rich data with subjects being minimally aware of purpose of tests. Projective techniques are also open-ended. Variety of responses generated portrays ambiguity and lack of structure in test stimuli. They range from non-verbal to verbal responses. They are generally referred to as *"indirect attempts to probe personality"* (Sundberg, 1977, p203). Main aim of projective techniques is thus to gather hints of unconscious forces and conflicts within personality. In projective techniques psychologists or experts combine theory and intensive knowledge of individuals to assess vague signs generated by projective devices. This concept of signs used within projective tests relates to the assumption of

'psychic determinism' of psychoanalysis. This assumption states any person-generated behaviour or sign is not random. Unconscious psychological processes determine it. Thus a slip of tongue may be considered as individuals' hidden impulses or wishes.

Over-determination of acts and occurrences is a further assumption of psychoanalysis used in projective interpretation. This assumption states, what individuals say or do reflect several aspects of entire personality. Thus all behaviour is studied to assess several motives within projective testing.

Concepts of primary and secondary processes of thinking are also closely related to projective techniques. Illogical and primitive mode of thinking which individuals are born with is the primary process. Secondary process is the mode of thinking involved in adaptation of reality. It is verbal, logical, organized and relatively unemotional. It is thus noted that projective techniques aid assessment of deep and unconscious primary processes.

Finally, the concept of projection is also central to projective techniques. Projection refers to a process whereby individuals' perceptions and interpretations of outer world are influenced by inner forces and qualities. Thus in projective techniques, the underlying assumption is that individuals give out their private/personal views on objects of attention.

Lindzey (1959, 1961; cited in Sundberg, 1977, p205) categorized projective devices into five groups. These are based on responses from subjects.

1. Association techniques: These require individuals to respond to stimulus with first words, images or perceptions which come to mind, for example Rorschach, Word Association Test.

2. Construction techniques: These require individuals to produce/develop a story or a drawing, for example Thematic Apperception Test.

3. Completion techniques: These require individuals to complete an incomplete task in any manner, for example Sentence Completion procedure.

4. Choice or ordering techniques: These require individuals to select among alternatives or assign ranks to alternatives in order of preference or attractiveness, for example Tomkins Horn Picture Arrangement Test.

5. Expressive techniques: These require individuals to reveal personal manner or style during performance of an activity, for example Draw-A-Person Test.

CRITIQUE

Projective techniques and hypotheses are criticized because:

- Individuals' responses to ambiguous stimuli are influenced by several factors besides inner needs, conflicts, such as attitude towards tests, examiner attributes or previous experiences.

- Interpreters' skills and characteristics towards responses obtained are inseparable from assessment results. Thus *"subjectivity is doubled coming from both the subject and the assessor"* (Sundberg, 1977, p 222).

- There is a lack of clarity between relationship of generated perceptions and behaviour. Projective test results were dependant upon several variables such as immediate situations and backgrounds of individuals.

Thus projective techniques were heavily criticized. As Sundberg (1977, p223) states, *"projective techniques do not provide an x-ray of the personality...".*

However, individual projective devices must not be compared with other procedures. Projective techniques are recorded as exploratory procedures to produce hypotheses about individuals. These are different from psychometric tests, which gather quantitative information on definite individual characteristics. Projective techniques are also evaluated by checking reliability, validity and other technical measures.

However, it can be noted that several questions about perception of ambiguous forms and expression of inner states have remained fundamental issues for understanding personality.

1.7 BEHAVIOURAL TECHNIQUES

Behavioural assessment is a general process for evaluating psychological disorders by focussing on direct observation and self-reported measures of functioning (The Penguin Dictionary of Psychology, 2001). An important feature, which distinguishes behavioural assessment from other forms of assessment, is that it does not use interpretive or indirect-assessment techniques.

BASIC CONCEPTS

Skinner (1938) and Wolpe's (1958) research was mainly based on concepts of classical and operant conditioning. Based on these efforts by Skinner and Wolpe, several practitioners developed what is called 'behavioural modification', 'behaviour therapy' or 'behavioural engineering' in 1960s. This included topics such as analysis and clarification of problem situations, motivation, development, self-control, social relations and social-cultural-physical environment. However, two imperative concepts form a base for behavioural techniques namely, classical and operant conditioning. Classical conditioning is that *"set of circumstances under which responses of organisms established by natural selection come under the control of a new stimulus-provided this new stimulus has some predictive value for the occurrence of the unconditioned stimulus"* (The Penguin Dictionary of Psychology, 2001). Operant conditioning refers to behaviour which is controlled by its consequences i.e. reward or punishment.

Thus in behavioural assessment, practitioners seek for stimulus-response-reinforcement relationships as conditions under which behaviour occurs.

BEHAVIORAL ASSESSMENT TECHNIQUES

Behavioural assessment may be considered clinical to a certain level. This is because during initial phases of assessment, assessors identify problems, evaluate situations, behavioural repertoire and determine plans for intervention. Thus first stage involves interviewing rather than observation. However, assessors do not focus on traits and attributes. Instead, they explore detailed reports of episodes and conditions of problematic behaviour. Assessors explore not only present or past behavioural problems, but also potential behaviours. Individuals' abilities to explore reactions to hypothetical situations are also assessed.

Behaviourists do not generally rely on diagnostic classifications for their assessment techniques. Instead they categorize behaviour problems into three general classes:

1. Behavioural excesses (such as overeating, hyperactivity and compulsive behaviours).

2. Behaviour deficits (such as lack of social skills and poor study habits).

3. Behavioural inappropriateness (such as stealing and enuresis).

Each category may rely on varying approaches to treatment. In addition to these three categories, assessors evaluate behavioural assets such as skills and achievements. Self-observation and record keeping also form part of behavioural assessment. Individuals are required to maintain a daily record of problem behaviours, conditions, etc.

Observation in natural settings and contrived situations are also commonly used. It is to be noted that behavioural techniques require extensive record keeping of monitored behaviour. Tally chart of problem behaviours, daily observation chart and continuous feedback from assessors are regular procedures.

CRITIQUE

Overall, behavioural approach has been generative. New treatment approaches and more research are encouraged through behavioural techniques. Hall and Lindzey (1970; cited in Sundberg, 1977, p168) state,

"If we consider the stimulation of research to be the criterion of success of a theory, then this general approach can be said to be highly successful."

Yet, like all other assessment techniques, behavioural techniques also need to be evaluated on the basis of scope, reliability and validity. It is recorded that observations of behaviour in natural settings possess good intrinsic validity because of their nature. But observation by an outsider may be influenced by social factors. On the other hand, if individuals themselves maintain observational records, they may become conscious of their actions. Hence actions may be altered and behaviour samples be biased.

Evaluation of validity of behavioural techniques may raise concerns of generalizability. Central concern is, to what extent would behaviour modified in homes or clinics carry over to other situations. However major opposition to

behavioural techniques states that behaviour is superficial and reveals little about internal states and dynamics in personality. The behavioural approach is also portrayed as assuming humans as only reactive and not active organizers of their worlds.

In conclusion, behavioural assessment uses techniques such as interviewing, observation in natural or clinical situations, problem checklists and reinforcement preference lists. Behaviour is categorized into deficits, excesses, inappropriateness and assets. However, training observers and time required in behavioural techniques may be expensive and impractical.

1.8 BIOPSYCHOLOGICAL ASSESSMENT

Speculation of the relation between bodily characteristics and personality has existed over centuries. This has given rise to the concept of biopsychological assessment. Biopsychology or psychobiology is based on theoretical orientations, which stress on mechanisms of integration of biological, psychological and social experiences (The Penguin Dictionary of Psychology, 2001).

ASSESSMENT OF BIOPSYCHOLOGICAL SYSTEM

Within biopsychological approaches, one kind of assessment is a physical examination. Physicians assess all aspects of body such as unusual colouring, reflexes, asymmetry, contraction of pupils, gastro-intestinal system, cardiovascular system, nervous system, speech, blood and urine samples. Any abnormalities are reported to specialists, clinical psychologists and psychiatrists who treat related problems. Mental health professionals would thus interview individuals to explore worries or beliefs about various organs of the body. Some important biopsychological problems are psychosomatic disorders, brain damage, drug and alcohol addiction, disabilities, mental deficiencies and somatic causes of disorders (Sundberg, 1977). Further objective assessment techniques such as tests may be used for diagnosing these problems.

ASSESSMENT OF BRAIN FUNCTIONING

Brain injuries due to various reasons are fairly common. Brain-injured individuals require assessment, assistance and rehabilitation to resume life. Neuropsychologists thus work on various ways damage to central nervous system may affect behaviour. Use of various tests and specialized procedures aids this. Various tests may assess

behavioural effects of central nervous system impairments and functioning. These are Bender Visual-Motor Gestalt Test, Benton Test of Visual retention and Weschler Memory scale. Specialized laboratory techniques such as x-rays and electroencephalograms may also be used. Clinical psychologists may further aid physicians to assess either border line loss of functioning or differential diagnosis between brain damage and hysterical or psychotic conditions i.e. between physical and functional disorders (Sundberg, 1977).

ASSESSING PERSONALITY FROM GENETIC, ANATOMICAL AND PHYSIO-CHEMICAL CHARACTERISTICS

Assessment of personality from bodily characteristics has a long history. Greeks and Romans stressed, four 'humours' within bodies as reflecting basic temperaments. Phrenology or assessing personality characteristics from bumps and shape of the skull was predominant in early twentieth century. However Sundberg (1977) mentions, the relationship between personality and nature of body is complex. This may be because perceptions and attitudes towards body influence behaviour and social relations.

Finally, biopsychological assessments focus on four kinds of assessments i.e. genetic, anatomical, physiochemical and neuropsychological. These four kinds of assessments provide interesting research findings. Yet, they are not fully successful in providing - practical procedures for personality assessment.

CRITIQUE

Psychophysiological assessment procedures are important because basic research and theories clarify complex connections between body and brain. However, their very complex nature and impractical application make them questionable.

"With the exception of a few techniques with a long history of use, such as polygraph in lie detection, there are few procedures that are well enough developed to recommend them for individual applied usage."

(Sundberg, 1977, p 149)

Finally, research within this field may be helpful if conducted on patterns of responses instead of focussing on single psychobiological indexes.

1.9 CONCLUSION

To conclude: Psychological assessment can be considered as an activity, which forms initial stages of any psychological activity. It provides a comprehension of problems involved in psychological activities and interactions (Kleinmuntz, 1982, cited in Gelso and Fretz, 1992).

Tests are the most widely used tools of assessment in all fields of psychology. They serve as a device to measure human characteristics such as intelligence, aptitude, abilities, personality traits and other factors, which pertain to behaviour.

Psychological tests have a long-standing history beginning from the orient to Greco-Romans. However, they have evolved over years and now stand as imperative tools for psychological measurement. They are used widely for prognosis, diagnosis and research. Tests are used in a wide array of settings for varied reasons. For instance, they are used for selection and prediction in industrial and occupational settings. They are also used for diagnosis of pathological conditions in clinical settings.

Due to their widespread use, several kinds of tests have been developed over years. Reliability, validity and standardisation are predictors of success for tests. However, importance of administration, scoring, interpretation and feedback remain vital. Neglecting these procedures leads to certain critical issues in the field of testing. To avoid such moral, professional, ethical and social issues psychological associations have formulated certain ethical and moral codes and guidelines for testing.

To conclude it can be said that psychological tests will remain to be a strong and indispensable part of psychology.

Other psychological assessment methods include interviews, projective devices, behavioural techniques and biopsychological techniques. These are qualitative methods of assessment. Various kinds of interviews are utilized in different psychological settings. Projective devices are based on psychoanalytical principles and relate to ambiguous stimuli. Behavioural techniques focus on overt behaviour of individuals. Observing individuals in natural settings form an essential strength of behavioural techniques. Finally, biopsychological techniques focus on assessment of interrelated psychological and physiological characteristics.

Overall, psychological assessment techniques are developed, revised and adapted for various purposes in psychological settings. They form the initial stage of psychological processes. Thus they are imperative within the field of psychology.

CHAPTER 2: NARRATIVE INTERVIEWING

"Once upon a time, everything was understood through stories.

Stories were always called upon to make things understandable.

The philosopher Friedrich Nietzsche once said that 'if we

possess our why of life we can put up with almost any how'

(1889/1968, p 23). Stories always dealt with the 'why'

questions."

(Parry and Doan, 1994, p1).

2.1 WHAT IS A NARRATIVE?

Dictionary meaning of the term narrative is *"a recital of a series of events, a tale, a story"* (Oxford Dictionary). In other words a narrative is a story which unfolds events in a certain order.

It is important to note that narrative or a story, until recently has commonly and often been ignored and suspended as a domain of mere fiction, entertainment and imitation of reality. Rankin (2002) consideres it as an artifact developed from an otherwise idle human consciousness, rather than containing consciousness itself. More simply stated narrative is often considered merely as a form of thinking such as present in fiction, creativity and entertainment.

Yet, Rankin (2002) in his paper on 'What is Narrative?' stated narrative as slowly coming to be understood. It is considered as the base and vehicle through which individuals develop knowledge of themselves and the world they live in. He further

explained human agency, actions, perceptions, intentionality and experiences as perceived, comprehended and balanced by cultural and personal narratives. Thus according to the process thought approach, narrative helps to establish human process of knowledge, truth, reality, culture, tradition, consciousness and identity. It goes beyond relating mere stories or events.

To explain true meanings of narrative further, Rankin (2002) emphasized a three way approach. First approach considers narrative as a *"cultural artifact"*, or any product or piece of work (such as a speech, text, dialogue, etc). This may take any form but serves the purpose of telling or unfolding a story ultimately. Second approach takes narrative as a key mode of human and self-consciousness. Finally, the third approach explains narrative as a product as well as a mode of consciousness. Narrative is therefore an ongoing process which gives rise to various other processes such as dialogue, intentionality, consciousness of self, world and personal identity.

According to the first approach, narrative is understood in a lay man's world. It works as any form of telling. It involves elements such as actions, events, characters, experiences and situations and provides meaning to them. It is present in legends, fables, myths, tales, drama, cinema and art.

A deeper study of narrative has aided generation of the second approach. It explains narrative as shaping and increasing human knowledge since it aids the process of understanding and interpretation. Relating to this approach Ricoeur (1991, p 27-8, cited in Rankin, 2002) suggests, *"a life is no more than a biological phenomenon as long as it has not been interpreted."*

Narrative thus adds meaning and interpretation to an individual's life. In addition to first two approaches, the third approach links the first two concepts. It does so by considering narrative as basically a form of communication. It helps individuals to communicate their own understanding of consciousness.

Therefore, the term narrative suggests an ongoing, creative process whereby understanding is gained, interpreted and communicated through various forms (most commonly through text or words).

2.2 NARRATOLOGY (HISTORY AND OVERVIEW)

The meaning of narrative portrays that study of narrative originates and widely exists in literary and semantic fields. However, narrative psychology is one of the many new fields of research, which invades the study of how stories work.

Before a closer look at the status of narrative in psychology, it may be helpful to look closely at the origins of analysis of narrative. It was in the 1920s Russian literary theorists made their study of narrative. They explored various tools which gave stories a customary structure rather than concentrating on meanings of narrative. One of their most influential works was Propp's Morphology of the Folktale (1968). Through this the Corpus of Slavic Fairy Tales were broken down into a series of functions and agents. This formal interest in narrative was developed further in American literary schools, when Northorp Frye (1957) produced an 'Anatomy of Criticism'. This provided schemes for the analysis of Western literature. Furthermore, French structuralist school allowed a semiotic analysis of narrative (based on linguistic theories of Saussure).

Several formal studies and researches have shown a recurring theme in narratological literatures, which explain how narrative functions as a key process of comprehension beyond any particular literary tradition. Hence it can be said that narrative is *"one of the essential constituents of our understanding of reality"* (Butor, 1969, p 26).

In psychology, first instances of narrative were seen when a link between a life and story, which is told about it, was explored. Experts such as Kotre (1984, p 264, cited in Murray, 1995) concentrated on *"the personal and social dynamics of stories"*

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rather than focusing on any formal analysis of narratives. Kotre's work was further analyzed and received criticism from Potter et al (1984), who studied the relation between concerns of social psychology and modern literary analysis. They considered narrative and called it a common base between literature and psychology as 'codes of intelligibility'. Thus Potter et al's (1984) volume focused on application of narrative to an understanding of psychology.

In 1986, Sarbin continued this interest. His essays explained the manner in which individuals made sense of their world through stories. Study of narratives was thus offered acceleration. Various research studies have been conducted since 1986 in all schools of psychology in the recent past. For instance, psychoanalytic approaches consider the process by which analytic therapy helps to rebuild stories individuals tell about themselves.

Narrative has also been incorporated within the broader movement of constructionism. This school of thought explores 'selfhood' as the result of public discourses rather than as a result of internal psychic processes. Constructionism is further explored in 'Storied Lives: The Cultural Politics of Self-Understanding' (Rosenwald and Ochberg, 1992). Through this work it is argued that life stories do not simply relate actual events, instead mold who an individual actually is.

It can thus be noted that research conducted in narrative psychology generally consists of case-studies which reveal individual strategies in order to negotiate stories with a particular audience (Murray, 1995). Uniqueness and individuality of each case study (narrative) is highly focused upon. Through research studies narrative psychology has

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taken up several forms and is used in various contexts and settings. For instance, study of ontological dimensions of narrative i.e. the way it isolates certain elements as eligible for telling (Young, 1989, cited in Murray, 1995) has posed a particular challenge to conventional psychology.

Another form of narratology, which has gained recognition over recent years, is narrative therapy. In order to understand what its basic tenets are, it may be helpful to explore the following question.

2.3 WHAT IS NARRATIVE THERAPY?

Turner (1982: 86- 7, cited in McLeods, 1997) gives a detailed account of the meaning

of narrative therapy through its root word 'narrate'.

"Narrate is from the Latin narrare, 'to tell', which is akin to the

Latin gnarus, 'knowing, being acquainted with, expert in', both

derivative from the Indo-European root, GNA, to 'know', whence

the vast family of words deriving from the Latin cognoscere,

including 'cognition' itself, and 'noun' and 'pronoun', the Greek

gignoskein, whence gnosis, and the old English past participle

gecnawan, whence the Modern English, 'know.' Narrative is, it

would seem, rather an appropriate term for a reflexive activity

which seeks to 'know'... (about) antecedent events, and about the

meaning of these events."

In simpler words, narrative is considered to be an activity in which exploring

antecedent events and meanings attached to them forms the main task. From this, it

can thus be inferred that narrative therapy deals with a process of telling a story,

editing it and re-writing it with the help of therapists. It basically provides clients with

an opportunity to tell their story. However, McLeod (1997) explains there is no-one

way of doing this. Yet, active listening and understanding stories as means through

which people give meaning to life events and experiences runs as a common aspect

among all narrative therapies. Once stories are well understood and comprehended,

clients and therapists can use them as a discourse to conduct their therapy.

The essence of narrative therapy is best understood by a closer look at the process involved in therapy. McLeod (1997) divided therapy process into four stages. In the first stage clients narrate their story. Once clients reveal this story, therapists and clients go through the meaning of their story. This involves reflection and understanding of clients' problems. Any inconsistencies, ambiguities and challenges come to the forefront. This stage of therapy forms the assessment period. This is different from traditional reductionistic approaches of assessment wherein therapists form a diagnosis. In narrative therapy therapists are not seen as experts. Instead clients and therapists work together to assess and understand presenting problems. Insights and clarifications are reached together. These insights and clarifications move clients into stage two wherein they develop and build an 'alternative version' of their story. In other words, this version of stories forms definition of aims and goals of where clients want to see themselves after therapy. Therapists and clients then identify aims and goals as the original 'stuck' narrative is broken down and reduced. This allows clients to alter stories into a more suitable version.

New stories are finally tried out in stage three. Alternative versions are experimented allowing clients to examine practicality of these versions. Any issues, which arise, may further be addressed and stories may be reconstructed.

Eventually, stage four of therapy is reached when goals and aims addressed are attained. In other words, stage four is reached when alternative stories become a functioning part of clients' real interpersonal worlds. Thus four stages of therapy are telling, deconstructing, adopting and proclaiming. However Morgan (2000) described narrative therapy in three stages.

1. Thin descriptions

2. Alternative stories

3. Towards rich and thick descriptions

Thin descriptions are the initial and first version of clients' stories. These thin descriptions do not permit any opportunity for people to articulate their own meanings and interpretations. They originate from others who influence or hold the power of description for clients, such as parents, teachers, health professionals and spouses.

Narrative therapists then seek out alternative stories. Alternative versions fundamentally help clients break down thin conclusions or judgments and values of others. This helps clients attach their own meaning and interpretation to their stories.

However, alternative stories also provide a similar function as those mentioned in stage two by McLeod (1997). Thus clients define and set goals and aims, which they desire to attain by adding rich and thick descriptions to stories. At a basic level, rich and thick descriptions are how clients would like their stories to be. Eventually, actions and plans are executed when new, rich and thick stories are finally enacted in real life (Morgan, 2000). The nature of new stories encourages individuals to try new self-images, explore new possibilities, relationships and look into a new future (Freedman and Combs, 1996, cited in Morgan, 2000). Role of therapists thus involves several ways to invite stories, deconstruct them, help client edit and re-narrate rich and thick alternative stories.

Hence narrative therapists can be seen as editors, who collect, revise, omit and delete stories and information along with clients who are narrators of stories. Parry and Doan (1994) provide editorial guidelines for narrative therapists, which must be followed. These guidelines constitute maintaining neutrality, remaining curious, being compassionate, treating everything as information, going with resistance, watching for strengths, expanding focus, focusing on what symptoms depend upon, asking "what would it mean" questions and finally maintaining a gender-sensitive stance.

In other words, these guidelines ensure essential aims of psychotherapy are captured in order to bring out therapeutic changes in clients. Thus initial stage of narrative therapy forms a base for obtaining an assessment or understanding of problems presented.

2.4 NARRATIVE INTERVIEWING

Close understanding of narrative therapy reveals that the process used within this research may be called the narrative interview. Generally, in the first stage of psychotherapy and counselling, individuals approach experts and narrate their problem or stories of their lives (relevant to presenting problems). Stories are accounts of incidences and events, which are linked, in a particular order. However, a narrative generated through narrative interviewing goes beyond simple stories, McLeod (1997, p 31) explains this by stating,

"A 'narrative' is a story-based account of happenings, but contains within it other forms of communication in addition to stories."

Narrative interview, does not merely provide stories to therapists. Rather it helps clients construct their reality in front of therapists. It fetches meanings, which clients attach to their experiences. Narrative interviewing helps therapists understand clients' philosophy of life or meanings clients give to their lives. This forms the crux of phenomenological approach, which lays emphasis on meanings individuals attach to their life and surroundings. Context bound meaning which phenomenology emphasizes through the use of narratives, is based on the concept of scripts and schemas. These are within the cognitive structure of individuals. Narrative delivers these schemas and scripts to therapists.

This essential function of narrative interviewing is different from other therapies. In other therapies clients' reality is assessed by therapists' standards and theoretical

principles. Therapists thereby miss out on clients' interpretations of their lives. Therefore, narrative interviews are valuable in order to understand, assess or evaluate clients and the presented problems. Since emotions already form an imperative part of narratives, therapists then not only concentrate on thoughts, behaviors and actions; but also on meanings clients provide to a situation. These meanings may have given rise to their consequent thoughts, feelings and behaviors.

Narrative interview further provides sequence and coherence to clients' life stories. This sequence helps therapists understand the toll of actions and processes. Structure of any story sometimes reveals more than the content. On the other hand, coherence portrays that narrative interviewing does not only consist of reporting a set of events. It also helps to construct a social identity (McLeod, 1997). Therapists are thus able to put clients' stories in perspective.

For a clearer understanding, Bruner (1986, cited in McLeod, 1997) mentioned an actor, an action, a goal, a scene and an instrumentality as five essential elements of narratives. Imbalance or tension between these five core elements formed the most important, sixth element of narratives. On the other hand, Stein and Glenn (1979, cited in McLeod, 1997) state stories consist of a grammatical structure. This comprises of a setting, an initiating event, an internal response/reaction of protagonists, an attempt/action on the part of protagonists to deal with situations, consequences of actions and reaction to these events or moral of the tale.

Grammatical structure as well as Bruner's (1996) six elements allow therapists to break down components of narratives to understand their clear meaning. They help

therapists to assess and clarify in order to help clients further. Therefore a story is the first form of assessment, understanding or 'discourse' in any therapy. McLeod (1997, p 55) further emphasized this,

"Perhaps the basic and original use of the story in therapy is to gather information about the client."

Hence the initial sessions of therapists and clients can be called narrative interviews. Here therapists accumulate facts and meanings clients provide to their life and problem. In order to do so, therapists enable clients to reveal narratives of their lives in a free and smooth manner. Therapists use probes, paraphrases and other similar interventions to encourage clients to narrate their stories with ease.

Narrative interviewing can thus be used as a 'research' method to build assessment profiles[1]. It is a fairly contemporary assessment method. However it is a subjective phenomenological research method different from traditional objective assessment techniques, which may be utilized, for research purposes. Narrative interviewing is thus only used as a research method suited for initial stages of therapy, i.e. assessing participants and building their assessment profiles.

Within this research study, an attempt is made to experiment with narrative interview as an assessment method specifically applied to the field of career counselling. Dail in 1989 (cited in Cochran, 1997) developed two specific narrative interview techniques i.e. the drawing technique (used in this research) and the lifeline technique for the

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[1] Narrative interview as a research method is discussed in detail seperately

purpose of career counselling. These techniques may be used at any stage of career counselling, since it this was not specified by the developer. However, for the purpose of this research, the researcher attempts to use the drawing technique as an assessment method. It is important to note that the use of narrative interview as an assessment method within career counselling is attempted for the first time through this study.

2.5 CONCLUSION

Narrative interviewing exists amongst several approaches. However, the first function of any narrative interview serves to form an understanding or an assessment of the presenting problems for both client and therapist.

"...each of us is a biography, a story. Each of us is a singular narrative, which is constructed, continually, unconsciously, by, through, and in us- through our perceptions, our feelings, our thoughts, our actions; and not least, our discourse, our spoken narrations. Biologically, physiologically, we are not so different from each other; historically, as narratives, we are each of us unique. To be ourselves we must have ourselves- possess, if needs be re-possess, our life-stories. We must 'recollect' ourselves, recollect the inner drama, the narrative of ourselves. A man needs such a narrative..."

(Sacks, 1985: 105-6, cited in McLeod, 1998).

CHAPTER 3: ROLE OF ASSESSMENT IN COUNSELLING, CLINICAL AND INDUSTRIAL PSYCHOLOGY

3.1 INTRODUCTION

Since this research is concerned with psychological assessment, it is vital to discuss aspects of assessment in various fields of psychology. Thus utility and resourcefulness of narrative interviews may be applied to various areas of psychology later.

This chapter begins with a discussion of role of assessment within counselling psychology, followed by clinical psychology and industrial/occupational psychology.

3.2 ROLE OF ASSESSMENT IN COUNSELLING

Feltham (2000, p2) attempts to define counselling and psychotherapy by stating that,

> "Counselling and psychotherapy are mainly, thought not exclusively, listening-and-talking based methods of addressing psychological and psychosomatic problems and change, including deep and prolonged human suffering, situational dilemmas, crises and developmental needs, and aspirations towards the realization of human potential."

Assessment in counselling and psychotherapy is part of the process. These processes generally begin with assessment. Assessment mainly aims at providing counsellors with conceptualization of client's problems or issues. It also provides other information about clients' worlds, which can directly or indirectly be related to presenting issues. Thus assessment aids counsellors towards therapeutic planning.

Although intake and assessment are generally undertaken in first stages of counselling, assessment can be ongoing or continuous throughout the process of counselling. There are various assessment tools and methods, which can be used in counselling, depending upon needs and purposes of assessment. Various tools are psychometric tests, behavioural observations, interviews, intake forms and questionnaires. When a formal assessment is not involved, counselling may include some form of subjective evaluation or internal assessment of clients (McMahon, 2000).

Intake and assessment can be a receipt of any form of information relevant to counselling. Regardless of therapeutic orientations, initial intake assessment can begin by asking clients *"What brings you here"* or *"How can I help"* (McMahon, 1997, p 35). At this point counsellors can obtain information about problems, how they started and what clients may have tried. Without initial information counselling processes may not move ahead. Assessment generally helps to reduce uncertainty for clients about where they are going, how they will get there, what they can expect and what problems they may have. Whichever form of assessment is used; it is essential *"to balance the need to maintain the quality and continuity of this relationship against the therapist's possible need to develop a full and appropriate picture of the client as an aid to case conceptualisation and therapeutic planning"* (McMahon, 2000, p 102).

Considering various schools and approaches within counselling, assessment overlies these various approaches. This is because it can be altered and modified according to therapeutic orientations of counsellors.

However, assessment and diagnosis have been controversial topics in counselling and psychotherapy. Many psychologists believe it is necessary for counselling. This is because at a basic level it serves as counsellors' way of communicating. Using assessment also helps clients to gain new information and views about themselves. It provides them with *"a psychological snapshot, which they can use to reflect on and understand themselves"* (Gelso and Fretz, 1992, p 296).

Yet, assessment and diagnosis have been considered as *"dirty words"* (Gelso and Fretz, 1992, p 296) in counselling psychology due to three main concerns:

1. Assessment and diagnosis may focus on medically based systems on deficits and pathology.

2. Assessment and diagnosis may disregard individual complexity and uniqueness by over simplifying and categorizing.

3. Assessment and diagnosis may seem as judgemental activities due to labelling.

Person-centred professionals generally see concepts of assessment and diagnosis as *"compromising genuineness"* (Ruddell, 1997, p 15). It is abominable for them to believe *"an 'expert' knows another person better than s/he knows him/herself"* (Ruddell, 1997, p 15).

Thus in summary: although certain biases against assessment may prevail in counselling, assessment continues to form a basic mode for understanding clients.

3.3 ROLE OF ASSESSMENT IN CLINICAL PSYCHOLOGY

"Clinical/abnormal psychology is the area of psychology concerned

with aberrant, maladaptive or abnormal behaviour. Within the vast

umbrella of clinical practices are diagnosis, evaluation, classification,

treatment, prevention and research."

(The Penguin Dictionary of Psychology, 2001, p 124).

Definition of clinical psychology portrays assessment and diagnosis as vital parts of this field. The history of clinical psychology suggested a need to develop classification systems for different forms of psychopathology. This further encouraged a need to develop and formulate formal techniques and tools for assessing abnormal behaviour.

Various approaches to understand and assess clinical disorders or psychopathology have evolved over centuries. Assessment and diagnosis of mental illnesses, their treatment and therapy remain at the core of clinical psychology. Thus psychoanalytically oriented psychologists developed projective tests. Other assessment techniques such as personality tests, intelligence tests, direct observations of behaviour, physiological measures, clinical interview and self-report measures are commonly used in clinical psychology.

Assessment in clinical psychology can take place in two ways. Firstly it can begin as a tentative form, called 'preliminary assessment'. Malan (1979; cited in Ruddell, 1997, p 7) suggests aims of this stage are to find out:

1. The exact nature of the fault

2. How it developed

3. Other features which may shed light on what has gone wrong

4. What should be done to correct it

Assessment is also used to obtain an in-depth understanding of clients. It may or may not be followed by a diagnosis. Assessment thus helps to portray clients' uniqueness and causes of presenting problems or issues (Rosenhan and Seligman, 1984, p 158). Assessment techniques can thus be divided into three processes: interviewing, testing and observing. Clinical interview can vary from being unstructured and open-ended to being semi-structured or fully structured. This depends upon the setting, approach and context in which it is used. However since issues encountered in clinical settings are pathological in nature, assessment is supported by data and evidence from at least more than one technique or tool. Assessment in clinical settings serves two main functions: first is to obtain an understanding and second is diagnosis of mental illnesses.

The American Psychological Association (APA) publishes the Diagnostic and Statistical Manual (DSM) and World Health Organization (WHO) publishes the International Classification of Diseases (ICD), in order to categorize mental health problems. These are revised and updated regularly. They serve as catalogues and aid mental health professionals in diagnosis and assessment. Since the range and prevalence of clinical and mental disorders is very vast, they are categorized into groups based on similarities of symptoms, nature, causes and treatment.

3.4 ROLE OF ASSESSMENT IN INDUSTRIAL/OCCUPATIONAL PSYCHOLOGY

"One of the earliest references to selecting procedures is in

the Bible. Gideon used a two-stage selection procedure to

pick men for the war against the Midianites. He first asked

all those who were fearful and afraid, to go away. Next,

those who remained were asked to drink from the river, and

all those who lapped like a dog as opposed to bowing down

to drink, were considered satisfactory - we are not told why

- for the forthcoming battle. The validation of this two -

stage selection technique seems to have been satisfactory in

that they won the battle. "

(Feldman, 1971, p 1).

Industrial, occupational, work or organizational psychology is specifically concerned with behaviour of humans in the workplace (Drenth et al, 1998). Saal and Knight (1988, p 8) provide a clear two-part definition of industrial/occupational psychology. They state industrial/occupational psychology is not just a study of humans and how they adjust to the workplace, but it is also a field wherein information gathered is utilized to maximize *"economic and psychological well-being of the employees. "*

This area of psychology mainly deals with psychological relationships between individuals and organizations which they are part of. Psychological relationship between two exists because each party possesses certain expectations of the other. When they work in conjunction organizations progress. Hence a major goal of

psychology in organizations is to accustom scientific methods for understanding human behaviour and utilization of human resources (Dunnette and Kirchner, 1965). Domain of industrial/occupational psychology can be divided into three interrelated areas:

1. *Work psychology*

2. *Personnel psychology*

3. *Organizational psychology*

(Drenth et al, 1998, p 2-3).

Assessment is used in industrial/occupational psychology in relation with topics such as measuring abilities/aptitudes/personality, recruitment, selection, placement, learning, training, development, motivation, leadership, attitude change, job satisfaction and career/vocational counselling. Assessment in this field hence fulfils a two-fold purpose: it helps individuals to contemplate career decisions, direct them towards more fulfilling careers and vocations and steer them from factors such as work related stress or dissatisfaction. Assessment also helps employers identify specific jobs for employees, aid in selection and appropriate placement of employees. To serve this two-fold purpose of assessment various tools are used in this field. Psychometric tests such as measures of interests, ability, aptitude and personality help employees make wise career decisions. Resume, letter of application, recommendation letters, portfolios, situational performance tests and interviews are other common assessment tools for selection and recruitment. Concept of an assessment centre is also widely used. Assessment centre is a standardised process involving multiple assessment techniques and tools. This concept provides assessors

evidence from a number of sources, thereby increasing reliability and validity of assessment profiles (Cohen and Swerdlik, 2002).

Interviews as assessment tools hold certain strengths and advantages over other assessment tools. Arvey and Campion (1982, cited in Saal and Knight, 1988, p 168) emphasize on particular strengths of interviews. They state,

"The interview is 'really' valid for making inferences about applicants' sociability and verbal skills, and perhaps their work motivation, but our psychometric models and statistical procedures are not sufficiently sensitive to detect this validity."

Various new tools of assessment are constantly developed and incorporated in industrial/occupational psychology.

3.5 CONCLUSION

In conclusion, assessment is observed as a vital stage of psychological processes. It is inevitable and essential in every field of psychology. However, its purpose and aims may change within different fields. Varied assessment tools may be used within different fields. Overall, assessment fulfils the aims of understanding and exploration of issues and individuals within psychological settings.

CHAPTER 4: CAREER COUNSELLING AND GUIDANCE

> *"The road to happiness lies in two simple principles: find what it*
>
> *is that interests you and that you can do well, and when you find it*
>
> *put your soul into it – every bit of energy and ambition and natural*
>
> *ability you have."*
>
> \- John D. Rockefeller

4.1 INTRODUCTION

'What will you be when you grow up?' the question is one of the most widely asked in all cultures and societies of the world. Career and profession is recognized as an essential part of an individual's identity. It fills a vast part of their lives and affects the quality and kind of life an individual leads.

Career counselling and guidance have thus developed as an essential and vast stream of Industrial and Occupational Psychology. Its main aim is to help individuals with their career choices and adjustments. Career counselling may thereby be defined as,

> *"...a process which enables people to recognize and utilize their*
>
> *decisions and manage career related problems."*

(Nathan and Hill, 1992, p 2-3)

On the other hand 'guidance' is generally referred to as an activity in order to help individuals make choices related to employment, training or education (Hawthorn, 1991; cited in Nathan and Hill, 1992). These two terms overlap and may be inter-mingled. For instance, according to Advice, Guidance, Counselling and Psychotherapy Lead Body (AGC & PLB), these fields are transferable. However, AGC & PLB distinguishes each field at a different level along with a specific qualification framework. At a basic level, qualifications required for each of these fields are based on common grounds. Additional units can increase flexibility of the title or role to be assumed as counsellor, guidance worker or adviser. For example, Unit A2 required as a National Vocational Qualification (NVQ2) for all three fields, counselling, guidance and advice suggests: establishing contact with clients and enabling them to identify the potential of the service.

Russell et al (2000) provide a helpful understanding of similarities and differences between various inter-connected fields in 'A Report on Differentiation between Advice, Guidance, Befriending, Counselling skills and Counselling.' Similarities between these fields were summed up as:

- Providing respect to clients

- Active listening

- Acceptance

- Non-invasion of values, beliefs and attitudes of clients

- Interventions used by practitioners must not exploit or endanger clients

- Role of practitioners may be enhanced with the use of counselling skills; but may not be considered as a role by itself.

On the other hand, differences between the fields were:

- Guidance includes counselling as a good strategy for helping, yet guidance work is directive compared to counselling.

- Counselling or the use of counselling skills are synonymous and may only be distinguished by the nature and intensity of problems presented. Overall, counselling utilizes a prescriptive approach.

- Advice may be given in a 'one off interview'. It is highly directive, does not require use of contracts and little training is needed.

- A befriender's main role is to empathize and support clients.

Although these fields are distinguished from each other, practitioners may use them whenever the need arises. Multi-task role of a career counsellor has been given importance in recent times. Titles given to professionals may differ, but they may assume several roles depending upon requirements. Inter change of roles is possible because all three fields (guidance, counselling and advice) fall under the common umbrella of 'helping clients'.

Arnold (1997, p 67) considered the overlap of terms for careers as a combination of varied skills. He explained that,

"Career counselling may be defined as a set of skills, techniques and attitudes used in an interpersonal communication to help people manage their careers using their own resources."

However, Arnold (1997) clarified career counselling must not be regarded as mere advice giving or solving people's problems. Career counselling adheres to approaches and strategies, which are specific in nature. Career counselling requires particular inherent attitudes along with behavioral skills.

Finally, it has been recorded that professionals working within the careers field may be addressed using various titles such as guidance workers, duty advisers, career counsellors and personal advisers. The title 'career counsellor' is used for such professionals throughout this research study. This is because the study is based on the counselling approach to careers.

4.2 HISTORICAL DEVELOPMENT OF CAREER COUNSELLING AND GUIDANCE

Knowledge and overview of the background and history of career counselling and guidance aids a greater insight into the functions and purpose of the field.

The career guidance movement accelerated during the 1850s to 1940s. The rise of industrialization in late 1800's changed the concept of work and living. Harsh, crowded conditions of living, influx of population in urban areas, impersonal industrial systems and negative conditions of urban life instigated the spirit of reform in US and Europe. As a reaction to these reducing and negative conditions, professionals became attentive towards studying human differences and behaviour.

Outstanding scientists such as Galton (1974), Wundt (1879), Binet and Heni (1964), Hall (1883) and Cattell (1990) contributed towards studying human differences and abilities. It was then at the turn of the century, public schools developed and implemented programs of career and vocational guidance. However, these programs lacked logical and structured aspects needed to make career counselling and guidance more effective. It was only in 1900's, Parsons (1908) offered a systematic plan for career guidance. Parson's main interests lied in social reform and aiding individuals to make their vocational and occupational choices. Through his interest and extensive research, Parson's (1908) presented a conceptual framework for careers guidance and counselling. Procedures stated by him were based on individual interests, aptitudes, information about occupations and jobs. Parson's (1908) three-part framework with certain modifications and adaptations, has endured through the years. It is as follows:

1. A clear understanding of yourself, aptitudes, abilities, interests, resources, limitations and other qualities.

2. A knowledge of requirements and conditions of success, advantages and disadvantages, compensations, opportunities, and prospects in different lines of work.

3. A true reasoning on the relations of these two groups of facts.

(Parsons, 1909, p 5; cited in Zunker, 1998, p9 -10).

This framework has served as a base of career counselling programmes. It has influenced several procedures used in career counselling. This framework was also responsible for the wide response and interest towards career counselling and guidance. Thus, soon after a year, in 1910, the first ever National Conference on Vocational Guidance was held in Boston. The importance of career counselling and guidance within schools and a need of methods to evaluate each individual potential was strongly suggested and recommended in this conference. This conference influenced the spread of this field to various cities in United States. Soon two other conferences were organized in New York, 1912 and in Michigan, 1913.

In 1912, another important development influenced the career guidance movement. Musterberg (1912) reported studies of occupational choice and individual employee performance in his book 'Psychology and Industrial Efficiency'. He highlighted resourcefulness of psychological testing instruments for recruitment of workers. Thus the measurement movement was ignited between 1900s to 1940s.

Measurement and guidance movements were inter-related. Several influential individuals such as Wundt (1879) and Cattell (1890) became increasingly interested in individual differences and their measurement. However, it was not until Binet and Simon (1905) published the first intelligence test. It was an individual administration test and is known as Binet-Simon scale. Introduction of the term 'intelligence quotient' made this test and tests in general popular.

Soon, World War I accelerated a need for testing large groups of individuals. Recruits for armed forces needed categorization and training. Thus several group administration tests started being developed for the Army and came to be known as Army Alpha and Beta tests. These tests were made available to counselors and general public after the wars.

During next two decades after the war, testing as a movement made rapid progress. By 1928, Hull published aptitude test batteries to be used mainly in vocational guidance. These aptitude tests were based on the idea of matching job requirements with human traits. Development of interest assessment in 1927 by Strong also linked measurement and guidance movements. With the help of interest inventories, career counselors were able to link assessment results with certain occupations.

However, it was noted that the testing movement also had its disadvantages as heavy reliance was placed on assessment results. This left little consideration of many other aspects of human experience and development in the career-decision process.

Parallel to the measurement movement, certain significant contributions from private sectors also influenced career counselling and guidance. By 1917, grants to support nationwide vocational and educational programmes were established through the 1930s. By 1939, first edition of the 'Dictionary of Occupational Titles' was published by US Employment Service. Thus by late 1930's several specialist services for Vocational Guidance were established such as B'rai B'rith Vocational Service Bureau (1938) and Jewish Occupational Counselling (1939).

Career counselling and guidance movement had developed to such an extent that by 1940's major publications in counselling appeared. Williamson's (1939) 'How to Counsel Students' made a significant impact. His work was comprehensive and contained six sequential steps: analysis, synthesis, diagnosis, prognosis, counselling and follow-up. His approach to counselling came to be known as directive counselling.

By 1939, World War II started and armed services once again needed testing to categorize recruits. Thus the army established a personnel and testing division in 1939. Army General Classification Test (AGCT) produced in 1940 became the main ability test for army recruits. Towards the end of the War, armed forces had developed their own counselling programmes. These aimed at helping war veterans to assume normal life. Within four years, in 1944 Veterans Administration was established for different services including career counselilng and guidance.

World War II had also re-ignited the testing movement. Renewed interests in the use of tests within all branches of psychology accelerated. Soon after the war was over, a

large number of books on testing were published such as 'Mental Measurements Yearbook in 1938. Other books were by experts such as Cronbach (1949), Super (1949), Thorndike (1949) and Anastasi (1954).

Along with these publications, career development and career choice theories in early 1950s influenced career-counselling movement significantly. Ginzberg, Ginsbergm Axelrad, Herma (1951), Roe (1956) and Super (1957) developed these theories. They provided theoretical perspectives on career counselling and guidance, especially focusing on developmental stages, tasks, different personality types, varying work environments and other processes such as decision-making. These marked 100 years of career guidance and counselling movement. Career guidance movement had strong and reliable leadership at the end of 1950s. However, 1960s saw the change in role and meaning of work (Zunker, 1998). Along with this change career guidance movement also changed and adopted itself. Through 1960s and 1970s more emphasis was laid on person-centered and existential approaches within career counselling and guidance. These approaches enhance an individual's awareness of life in general. Basic concept of these approaches was, *"the more an individual is aware of his or her potential and experience, the greater the likelihood of self-assertion and direction"* (Zunker, 1998, p 16). These orientations set the pattern for current theoretical perspectives in career counselling and guidance.

In summary: It may be said that several events and social conditions influenced career counselling and guidance. Several pioneering individuals contributed towards this field. Their contributions have endured and motivated more research and

development within the field. Zunker (1998, p 19) explains the background of this field briefly. He states,

"Career guidance was founded to help people choose vocations. The early, straightforward procedures used in helping individuals choose occupations have evolved into diverse strategies, incorporating career decision making and life planning."

4.3 CAREER COUNSELLING AND GUIDANCE TODAY

Through late 1980s, career counselling and guidance has been influenced by several theories. Theories, especially determined career counselling. Like theories of general counselling, many of the career development theories were developed from theories of personality (Sharf, 1997). Career developmental theories generally tended to be a part of a personality theory, which focus on how people relate to work and career issues. For instance, psychodynamic career development theory is derived from psychoanalytic theory. Myers-Briggs theory of types is derived from Jungian theory. Trait-and-factor theory, Holland's theory of types and social learning approaches are derived from rational emotive behavior therapy or cognitive therapy.

It is noted that no matter what theory a career counsellor believes in, it forms an essential part of the process of career counselling. Theories provide means of understanding and conceptualizing career concerns (Sharf, 1997). Although theories may differ in their outlook towards career issues and concerns, but basic helping skills and the process of career counselling may remain similar. Process and role of career counselling is imperative in determining its progress and effectiveness.

4.4 PROCESS AND ROLE OF CAREER COUNSELLING AND GUIDANCE

Nathan and Hill (1992) suggest that the role of career counselling and guidance remains the same at a basic level for all different types of theoretical orientations. Basic functions when employed along with basic counselling skills may be most useful. Main functions of career counselling and guidance may thus be:

1. *Screening, Contracting and Exploring*

2. *Enabling Client's Understanding*

3. *Action and Endings*

(Nathan and Hill, 1992).

These functions run parallel to essential stages of career counselling and guidance. They also correspond closely to basic stages of general counselling. These are:

1. Initial contact

2. In-Depth explorations

3. Action planning

SCREENING, CONTRACTING AND EXPLORING

First stage enables practitioners to form a relationship, which is a vital aspect for developing trust.

Screening refers to gathering information about clients. Thus helping practitioners to decide if they can proceed further with clients. It is important for practitioners to be realistic and must refer clients if they are unable to help effectively.

Contracting is an imperative process of counselling. Here practitioners and clients decide working methods and commit towards fulfilling goals.

Exploring refers to initial understanding of clients' career-related issues. This may involve a wider ramification of clients' issues placed within the context of their whole life.

Three main tasks of exploring are building rapport to ensure clients can discuss their concerns without hesitation, to aid clients' understanding of who and what may have influenced career and educational choices and checking for any written preparation undertaken by clients (Nathan and Hill, 1992). This stage requires basic skills of listening, responding with empathy, using open-ended questions and briefing.

As suggested by Ali and Graham (1996), effective progress through screening, contracting and exploring form a strong foundation for further career counseling and guidance.

ENABLING CLIENT'S UNDERSTANDING

The second stage is at the core of career counseling and guidance, where clients with the help of practitioners move through three stages described by Parsons. Clients get a clearer understanding of themselves in relation to their career life.

During this stage, clients develop a self-understanding of skills, aptitudes, interests, values and personal attributes. They then move onto goals and set standards and aims

for themselves. Relevant career-related information may be obtained from practitioners such as details of courses, jobs and other opportunities.

It is in this stage clients explore difficulties or drawbacks, which they may face to reach goals. These barriers can be effectively worked through along with practitioners. Practitioners identify any themes or patterns, which need to be challenged to help clients move ahead.

Techniques for promoting client understanding are used such as psychometric tests, CAGS, self-assessment methods, questionnaires and interviews. These techniques help clients take responsibility for decision-making.

ACTIONS AND ENDINGS

In the final stage, relationship between clients and practitioners is ready to end. Decision-making or planning and undertaking action are vital activities. Practitioners help clients to chart their route.

Imperative role of practitioners in this stage is helping clients glide through their fears, especially fears of challenge, which may obstruct any progress towards their goals. Responding to client's emotions at this point becomes a priority.

An additional small stage is included in action and endings stage. It is feedback stage. In this stage clients may come back to practitioners after they have taken necessary action to fulfill their goals. They may not always be successful or may have certain difficulties. In this case they may come back to meet practitioners to work on their

future plans. For instance clients may have failed in a job application. Practitioners' task is to provide them with feedback and to check upon the success of their actions.

Different career-counselling and guidance organizations may adopt different theories, techniques and methods. However, these three stages remain to be a basic part of career counseling and guidance, directly or indirectly. Thus eventual outcomes of career counselling and guidance remain the same.

4.5 A COUNSELLING APPROACH TO CAREER COUNSELLING AND GUIDANCE

In recent years, a marked distinction has been drawn between career counselling and career guidance. Counselling approach helps individuals to help themselves and restrains from any advice or directive guidance. The counselling approach provides a person-centered and humanistic touch to career counselling process, different from traditional methods based on directiveness and expert judgement. It further provides a structure to the process in order to achieve desired goals and outcomes. An understanding of counselling model is thus helpful and may be through the series of phases involved[2] which *"reflect the process of career and life planning"*(Ali and Graham, 1996, p 45).
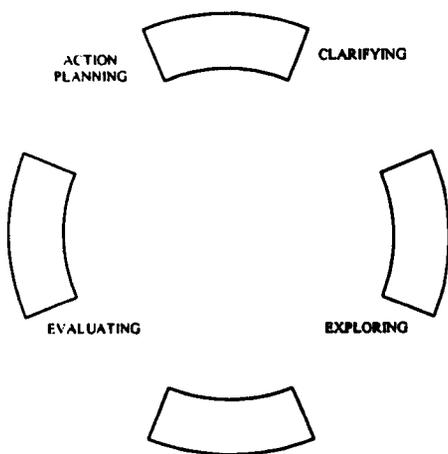
Figure 2: Phases of the Counselling Model (From Ali and Graham, 1996, p45).

The phases of counselling model are described as clarifying, exploring, evaluating and action planning (as shown in Figure 2). However, it is important to note that these phases are not rigid. Amount of time an individual may spend and importance s/he

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[2] Phases and tasks of the counselling model are taken from Ali and Graham (1996)

gives to each stage may vary from person to person, depending upon individual needs and goals.

Ali and Graham (1996) have explained each phase by dividing them into various tasks that clients and counsellors go through. Thus phases can be discussed through these tasks as follows:

The Clarifying Phase

Tasks of this phase are:

- *Setting the scene*

- *Developing empathy*

- *Hearing the client's story*

- *Making an initial assessment*

First task of clarifying phase consists of setting up parameters and a congenial environment for careers work to take place. This is important, because settings may be new and careers counselling a novel experience for clients. Clients may be unsure about their expectations of counsellors and the process. Explaining and assuring clients about roles and functions of career counselling may increase comfort levels and in turn help to build rapport and trust. This is essential for an effective counselling relationship.

Developing empathy (second task of clarifying phase) goes hand in hand with building rapport and a congenial relationship with clients. Hence empathy is known as the core element of counselling. Empathy is commonly defined as putting oneself in client's shoes without loosing the 'as if' quality. Thus it is a state for clients where

in they experience warmth, trust, interest and understanding from counsellors. This state encourages openness and willingness to co-operate with counsellors. On the other hand, counselors are able to understand clients' feelings and their world and express this understanding back to clients. Hence it is the first step of an initial assessment of clients' worlds. Therefore empathy is emphasized as a core counselling skill. It needs to be developed initially and nurtured through the process in order to maximize effective outcomes.

The third task of the counselling model is allowing clients to address their concerns through a story. This encourages identifying issues, which may seem important. Clients' issues, background and stories need to be heard before moving on to other tasks and stages. This aids gaining an understanding of core areas, which may need to be worked on.

The task of hearing clients' stories further facilitates task four of making an initial assessment. As clients relate their stories, counsellors evaluate or assess stories, checking for key issues, problems, resources and beliefs. Stories also help counsellors to decide if they are equipped to help clients, or else a need for referral is recorded.

Another important aspect of assessment needed in career counselling and guidance, seen in this phase is determining and checking clients' levels of vocational maturity. Evaluation of vocational maturity further enhances the assessment process of career counselling and guidance. Ali and Graham (1996, p 48) state four elements to be explored to determine vocational maturity:

- *extent and depth of the client's self-knowledge;*

- *the source and accuracy of her job knowledge;*

- *the extent of her decision-making skills;*

- *the level of development of her transition skills in applying and being interviewed for jobs and courses.*

Knowledge or the levels of vocational maturity allow counsellors to work with clients with the appropriate level. Assessment of levels further enhance the understanding of issues, challenges or inconsistencies.

The Exploring Phase

Tasks of this phase are:

- *Building the contract*

- *Exploring the issues within the contract*

- *Encouraging the client to explore other options*

- *Re-examining the contract*

Final task of the clarifying phase moves counselling sessions further into the second phase of exploration.

In order to differentiate between a friendly chat and careers counselling, building a contract helps to ensure time boundaries and other aspects such as effective use of time, commitment towards goals, aims, expectations from each other are clarified. However, it is important to note a contract may or may not be verbal and it is not rigid or unchangeable. Clients and counsellors can re-negotiate it or refer back to the

contract at any stage. Its basic function is to enhance the working of the process through means of clear statements of main issues, which need to be tackled.

Thus contracts facilitate next task of exploring issues in depth. A deeper understanding of issues is attempted not only by counsellors, but also by clients, providing them to view issues more closely and with a different perspective. Issues, which appear important are included in contracts and may be further explored.

Deeper exploration of issues encourages clients to further explore various options, which may be available to them. Exploring options thus provide clients with a greater insight into importance levels and priority attached to each option.

At this particular stage, counsellors and clients re-examine contracts, questioning appropriateness of options with reference to desired aims and goals stated in the contract. Re-examination of contracts hence aid clients to state any other issues or aims, which may have risen due to deeper exploration but may not have been included in the contract. Therefore person-centered nature of counselling approach to careers guidance is affirmed. This allows clients to take charge, decide, work and negotiate.

The Evaluation Phase

Tasks of this phase are:

- *Challenging inconsistencies*

- *Enabling the client to weigh up the pros and cons for each option*

- *Prioritising options with the client*

- *Re-examining the contract*

Re-examined contracts from the exploration phase enable progress of evaluation phase consisting of the above-mentioned tasks.

Relationship between counsellors and clients during this phase, may have reached a certain level of rapport, trust and understanding. Hence making it possible for counsellors to challenge any inconsistencies which they may have noticed or observed. However, these challenges are positive and gentle, rather than threatening or confrontational. If not tackled skillfully, challenges may loose effectiveness therefore affecting the relationship in a negative manner.

Thus challenges may enable evaluation of pros and cons of each option. This is because counsellors may question any disadvantages or inconsistencies, which clients may have overlooked. This evaluation of each option in turn helps to *"lay the groundwork for the action planning phase"* (Ali and Graham, 1996, p 54).

Therefore clients with a clear concept of pros and cons of each option prioritize their options. A level of self-awareness and deeper insight into the world of work is achieved through the prioritizing task.

Once clients' progress from the prioritizing task, a re-examination of contracts provide counsellors and clients with the opportunity to check if agreed aims and goals remain the same. New issues or aims may arise. Theset may need to be focussed upon. Hence, re-examining careers interview at each stage help clients to look back and evaluate progress as well as look ahead and evaluate aims, goals and desired outcomes.

The Action-Planning Phase

Tasks of this phase are:

- *Helping the client to identify what needs to be done*

- *Encouraging the client to formulate an appropriate systematic plan of action*

- *Introducing the concept of referral, if necessary*

- *Reviewing the contract*

- *Ending the interview*

Finally, after evaluation and re-examination of contracts, clients may move into the last phase of action planning. During this phase, counsellors aid clients eventually towards planning and taking action. This begins by clarification and identification of what clients may need to do. Tools such as career information and databases, computer assisted guidance systems (CAGS), interview videos, card sorts or psychometric tests and questionnaires may be used at this point. These tools further encourage clients to form an appropriate plan of action. However, clients themselves develop their plan aided by counsellors.

On the other hand, counsellors at this stage of the process re-evaluate if clients would benefit by working with another expert in case an issue remains unresolved. This issue may not be within counsellors' area of work. In order to ensure maximum benefit for clients, concept of referral is therefore tackled again during this phase.

Last but not the least, a review of contracts to ensure desired outcomes have been achieved may lead to ending the relationship. However, it is essential to ensure clients are ready to end. Endings may seem painful and uncomfortable to some clients since

a special relationship and bond may have developed due to person-centered nature of the counselling model.

Thus, person-centered nature of the counselling model ensures the main element of counselling. This is to equip clients with problem-solving skills for future career development rather than simply solving presented problems for them.

To conclude: It can be said that the counselling model refers to modern approaches towards careers work. Clients gain a deeper understanding of themselves and are encouraged to take full responsibility of their actions, plans and decisions. Counsellors' main aims are to facilitate decisions and actions rather than solving problems for clients. Counselling model strays away from impersonal techniques of matching traits and occupations. Instead it leans towards injecting personal identity into career development. Several approaches based on the counselling model have thus been developed. Narrative approach is one such.

4.6 A NARRATIVE APPROACH TO CAREER COUNSELLING

The counselling model forms a base for the narrative approach to careers. According to the narrative approach, as Cochran (1997) states, the main aims of career counselling are to intensify *"spectatorship and participation"* in developing and living programs or regimens of life in work. In other words, to increase spectatorship, career counsellors help clients to make decisions. Through this process of making decisions they help clients' build practical knowledge and wisdom. On the other hand, to heighten participation career counsellors help clients to take necessary action. Through this process of acting they build a sense of agency (which is an individual's power to act).

Therefore, spectatorship and participation together form a natural series of experience. Simply stated, career counsellors help clients to first form narrative representations of their future (related to careers and work) and then aid them to enact their narrative representation in order to achieve desired outcomes.

However, career counselling may be different from other forms of counselling because it focuses on narratives, which stress on the future scope. Thus career counselling focuses not only on immediate actions, decisions and problems, but also on individuals' capacity for future decisions, actions, problem-solving skills and strategies.

Therefore, the above stated aim of narrative approach can be explored through an understanding of its process of used in career counselling. The process is discussed through the following stages:

- *Elaborating a career problem*

- *Composing a life history*

- *Founding a future narrative*

- *Actualizing narrative*

(Developed by Cochran, 1997)

The process of narrative approach in career counselling begins with elaborating career problems. Career problems are considered to be the gap between actual/present scenario and an ideal state, which consists of a difference between negative and positive representations of a future course of life in working. In other words it is the gap between how individuals are currently placed and how they would like to see themselves in relation to their work life. For example, individuals may enter career counselling narrating their current state of work related stress and how they would like to see themselves in an occupation with less amount of stress.

In order to build this career problem, composing a story line is essential. Story consists of a beginning, middle and an end. Beginning of this story refers to actual situations, the end refers to ideal situations and the middle is the bridge between actual and ideal.

The beginning mainly consists of elaborating problems. Individuals tell stories of their lives while counsellors aid clarification of stories and identify common elements and patterns recurrent in stories. Career counsellors use a number of techniques to elaborate stories, depending upon needs of individuals. These techniques allow

individuals to express meaning through a structured activity. Techniques such as vocational card sort, construct laddering, drawing, testing, anecdotes, etc may be used.

These techniques further facilitate the next stage of composing life histories. Two main reasons for exploring individual's life histories may be identified. Firstly, past experiences give information about individuals' interests, values, abilities, characteristic strengths and motives. Secondly, manner in which experiences are selected and arranged portray stories of life as a whole, unified experience. Thus stories of individuals' lives provide a description of persons as well as how they developed. Therefore, information obtained from stories may be to form subjectively constructed pictures, which denote meanings attached to objective possibilities. In other words, life stories of individuals portray significance of past experiences while building personal qualities.

Therefore, composing a life history is not just an assessment. Instead, it is an assessment as well as intervention. Counsellors intervene to challenge distortions, work on coherence or enhance identity and self-concept. Thus this establishes a base for a narrative, which is more meaningful and fruitful.

Once actual scenarios and situations are known through life story narratives, career counsellors attain an assessment and understanding of clients. However, to move the process further, it then becomes essential to gain an in-depth idea of ideal scenario or situation by founding future narratives.

Building future narratives helps to review individuals' motives, strengths, interests and values. In order to do this counsellors use a variety of techniques (similar to those used in composing a life story) such as life line, life chapters and so on, to draw out future scripts. Thus from individuals' perspectives, they move from present situations towards ideal future situations. On the other hand, these techniques help counsellors to shape individuals' composition in order to enhance identity and agency.

However, by simply eliciting future scripts, individuals may not gain desired outcomes. Therefore, ideal narratives need to be enacted or actualized, or else future stories remain as *"an unrealized dream"* (Cochran, 1997, p 105). Thus individuals then begin to actualize future narratives by working through three stages.

In the first stage, individuals build a meaningful picture of some reality, for example, a future desired occupation. By this reality construction, future narratives are accommodated keeping realities in mind and therefore revised and altered according to occupational possibilities.

In the second stage, individuals attempt to alter their current life structures/situations to enable better/ideal (but real and possible) futures. By changing life structures, future narrative is confirmed through alteration of immediate situations and oneself.

Finally in the third stage, individuals act in order to actualize their narrative into the present. Thus by enacting future narratives, individuals' concepts of the ideal situations are established in the present. These three stages therefore prepare

individuals to make decisions. Through these stages *"the future narrative is polished, tested and integrated"* (Cochran, 1997, p 122).

To summarize: The task of career counselling is to build narratives, which individuals can enact. Career counsellors aid individuals to understand and provide meaning to their present situations as well as provide meaning and actualize their preferred situation.

4. 7 ROLE OF ASSESSMENT IN CAREER COUNSELLING AND GUIDANCE

The history and process of career development, guidance and counseling provide evidence of assessment as an integral part of this field.

In the process of career counselling and guidance, assessment forms an essential part of the first two stages i.e. screening, contracting, exploring, and enabling client's understanding. Assessment thus does not only mean measuring, instead, it is a way in which practitioners gain a thorough understanding of clients to ensure appropriate counseling and guidance.

A thorough understanding of clients does not isolate career issues from other personal issues. Instead clients' perspectives may be considered as a whole without eliminating any aspect of their lives. This became essential since it was noted that a large number of individuals who came in for career counselling had a combination of personal and career problems (Spokane, 1991; cited in Zunker, 1998). Since career problems form an integral part of other personal issues, counsellors require handling them simultaneously. In other words as Zunker (1998, p 483) states, *"one affects the other to the point that it is less productive to separate them in treatment."*

One effective tool used for assessment in career counselling is the intake interview. Through this interview client needs, issues and concerns (both personal and career related) can be explored and defined. It also helps clients in obtaining a self-understanding and defining their aims and goals. Zunker (1998) states main functions of intake interview as:

- As a helping aid to uncover behavioral issues leading to career/work maladjustment and faulty cognitions.

- As a helping aid to assist an individual's understanding of the integral relationships of all life roles.

- As an essential aid to develop and implement goals.

Thus it serves the function of a key tool for establishing goals and objectives of career counselling.

Intake interviews require basic counselling skills such as observation, use of open-ended questions, restatement or paraphrasing. A typical sequence for an intake interview used in career counselling is provided by Brown, Brooks, and Associates (1990; cited in Zunker, 1998, p 484- 485). The sequence is:

I. Current status information

- *General appearance*

- *Attitude and behavior*

- *Affect and mood*

- *Demographic information*

- *Work experience*

- *Medical history*

- *Educational history*

- *Family history*

II. Discovering the significance of life roles and potential conflict

- *Worker role*

    - *Work history*

- *Home maker*

    - *Spouse*

    - *Parent*

    - *Leisure role*

    - *Citizen role*

III. Supplement to the interview: Discovering problems that interfere with career development

- *Problems with living*

- *Behaviors that may lead to work maladjustment*

- *Faulty cognitions*

- *Memory and persistence*

IV. Developing goals and objectives

- *Identifying client goals*

- *Determining the feasibility of goals*

- *Establishing sub goals*

- *Assessing commitment to goals*

Thus, intake interviews are a rich source of information. The need to use other assessment tools may vary depending upon presenting career issues, which emerge from intake interviews.

Some goals of assessment in career counseling and guidance are:

- *Self-appraisal of clients in order to aid clients attain realistic self assessment*

- *Self perception*

- *Job perception or acquiring skills to understand work in terms of values, roles and life styles*

- *Reality testing or matching aspirations with opportunities available*

- *Setting goals and objectives which suit clients*

- *Hypothesis generation or supporting clients to suitable occupational theory*

- *Checking interaction of individuals with job environments*

- *Checking practitioner perception of clients*

(Wick, 1982, cited in Gothard, 1985, p 79).

Assessment measures such as ability, intelligence tests, aptitude tests and interest tests which were initially developed for various purposes, were later utilized for guidance. Personality inventories also aided understanding of persons in order to fit them into suitable jobs or careers. Several other kinds of assessment measures such as group or individual situational assessments, projective measures, observations of behavior and task performance or 'objective' measures were also utilized to aid assessment in this field. CV, portfolios as well as interviews are another source of assessment.

Thus, assessment forms an imperative part of career counseling and guidance. No career counseling and guidance process is complete without assessment.

4.8 CONCLUSION

Career counseling and guidance is a process to aid individuals with their career related problems. This field was initiated as a result of measurement of human characteristics within the world of work.

Several career development theories have evolved through the years, providing a wide framework to this field. Thus it is an ever-changing and dynamic field. However the process of career counseling and guidance always involves: Screening, contracting, exploring; enabling client's understanding; and planning actions and endings. This three step process is the basis for all approaches or theories used in career counseling and guidance.

Assessment forms a major part of the process since individuals need to gain a thorough understanding of themselves. Several objective and subjective tools for assessment are available. However, there is a recent trend towards more subjective and phenomenological assessment methods.

Finally the essence of career counseling and guidance is captured by the following quotes:

> *"What is the recipe for successful achievements? To my*
> *mind there are just four essential ingredients: Choose a*
> *career you love. Give it the best there is in you. Seize your*
> *opportunities. And be a member of the team."*
> -Benjamin Fairless

"We are all challenged on every hand to work untiringly to achieve excellence in our lifework. Not all men are called to specialized or professional jobs; even fewer rise to the heights of genius in the arts and sciences; many are called to be laborers in factories, fields, and streets. But no work is insignificant. All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence. If a man is called to be a street sweeper, he should sweep even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the host of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well.'"

-Martin Luther King Jr.

CHAPTER 5: VALUE OF ASSESSMENT METHODS

5.1 VALUE OF PSYCHOMETRIC TESTS AND STRUCTURED GUIDANCE INTERVIEWS

The psychological assessment process makes use of various tools, techniques and methods. Each technique or method has its own value, advantages and disadvantages. Methods such as psychometric tests and structured guidance interviews[3] (SGI) used in this research study are such tools. This chapter focuses on the evaluation of these techniques of assessment.

Psychometric tests and SGIs possess essential properties, which differentiate them from other methods of assessment. They are standardised tools wherein similar nature of items or questions is used every time a test is constructed and administered, or every time an interview is executed. Interpretation of tests and SGIs is also standardised. Thus when different assessors use these measures, similar conclusions are reached (Brindle, 2004).

Standardization of these measures portrays their pre-determined and set scope. For instance, psychometric tests specifically state attributes they aim to measure e.g. IQ tests measure 'intelligence'. However the range and specificity of scope may vary. For instance, a battery of aptitude tests measures wide range of variables such as verbal reasoning, numerical reasoning, abstract reasoning, space relations, mechanical reasoning, perceptual speed and accuracy, spelling and language; whereas clerical

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[3] SGI or the protocol of structured guidance interview was developed by the researcher based on Rodger's (1968) Seven Point Plan wherein a list of questions was developed based on each point of the plan. Hence the interview was highly structured and consistent for all participants. The list of the structured questions has been provided Chapter 7: Methods and Context of Research.

ability tests are specific and measure only one attribute. Structure of SGIs reveals attributes it assesses. However, structure and questions used may be modified according to needs of assessment projects.

Tests and SGIs are objective and structured. By maintaining standardised procedures of administration and interpretation, subjective judgement of assessors is kept to a minimum. Results of tests are compared with appropriate norms or norm groups. Results of SGI are generally compared with data from other tools, like test data, school reports, etc.

Standardisation and objectivity in turn make these measures reliable and valid. Tests show the same results each time the same individual is administered a similar or the same test. Reliability of psychometric tests can be measured statistically using correlation coefficients. For example, a personality test administered to a group of 19 year olds, must produce similar profiles when the test is administered again after a time interval. This is called test-retest reliability.

On the other hand validity ensures psychometric tests are purposeful for fulfilling aims of assessment. Test validity is measured through predictive and concurrent measures. When a relationship between test results and future (predicted) performance or behaviour is established, it is called predictive validity. For example, test results of a group of medical students help to predict who would perform better in future jobs. Concurrent validity is based on a similar concept. In this type of validity, a relationship between test results and concurrent performance or behaviour is observed. However, here the on-going (current) scenario rather than prediction is

checked, unlike predictive validity. Predictive and concurrent validity are measured statistically using correlation coefficients. Thus they are quantitative validity measures and may seem more appropriate for psychometric tests.

Reliability and validity of SGIs can be measured in different ways. Reliability and validity are not measured statistically[4]. Execution, conduction, transcription, analysis and interpretation of SGIs are completed with minute care in order to maintain reliability. Checking pragmatic utility of SGIs in fulfilling purpose of assessment as well as motivating individuals towards actions can ensure their validity. These aspects of assessment measures ensure accuracy, dependability, applicability and acceptability of assessment profiles.

Acceptability of psychometric tests depends upon a number of variables such as face validity and levels of anxiety they produce. Certain assessment methods are thus high on acceptability than others. For instance, interviews are more acceptable than psychometric tests (Kline, 1976). Hence, acceptability of psychometric tests may affect performance of candidates due to factors such as test anxiety and the manner in which test results are utilised further. Thus a check on acceptability of psychometric tests forms an important factor to consider before their use.

Psychometric tests may not be very practical. Although they provide relevant and sufficient information in a short period, they are expensive to buy. Essential qualifications or training (BPS Level A/Level B) is needed to administer them, thereby reducing their practical utility. On the other hand, although SGIs do not have

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[4] Concepts of reliability and validity for qualitative measures are discussed in Chapter 'The Value of Narrative Interview'

purchase costs, assessors require appropriate interviewing skills. Training to acquire

these skills can be a time-consuming and an expensive process.

5.2 THE VALUE OF NARRATIVE INTERVIEW

"The Master gave his teaching in parables and stories which

his disciples listened to with pleasure – and occasional

frustration, for they longed for something deeper.

The Master was unmoved. To all their objections he would say,

'You have yet to understand, my dears, that the shortest distance

between a human being and Truth is a story. '"

(Antony de Mello, SJ, One Minute Wisdom, cited on Reason, 1988,

p 79).

DIVERGENCE OF METHODS

Contemporary psychology has focused on measures, which indulge in *'recognition of*

the mind' unlike traditional, behaviorist approaches, which measure only externally

(Smith et al, 1995, p 1). Psychological assessment as well as psychological research is

one such aspect of contemporary psychology, which has experienced challenging and

confronting shifts. Psychological research methods have moved towards post

positivist and non-experimental paradigms. Concept of post positivist suggests any

non-autological proposition, which cannot, in principle, be verified by empirical,

observational means, is utterly devoid of meaning (The Penguin Dictionary of

Psychology, 2001). Discontent and dissatisfaction with laboratory studies, statistical

analysis and experiment designs led to this move towards more 'real world' studies.

Therefore, quantitative methods such as testing were augmented by qualitative

methods such as behavioral observation in real life.

Divergence in psychological assessment and research has several levels: First and foremost psychology invited more work on areas, which were previously neglected such as work on self. Secondly, various new data collection methods were encouraged such as diary studies, self-reports and real world field experiments. Thirdly, studies encouraged more suitable participant groups, rather than targeting only student populations (Smith et al, 1995).

Key components of divergence were qualitative imperatives, which ruled forms of data collected. However, the manner in which data was analyzed remained much the same. Experts such as Harre and Secord (1972) then voiced a concern not just for the content of psychology, but also for treatment of variables in psychological measurement – *"the reductionism implicit in the manipulation of variables and the dominance of quantification."* They complained, methods as well as measurements in contemporary psychology still portrayed traditional mechanistic models of human beings.

Hence, although psychology made advances, the central assumptions in the field remained unchanged. For instance, quantitative methods of evaluating or analyzing qualitative results were used. Key fundaments of the nature of this science were challenged. Hence new qualitative methods for research and measurement have been developed in the recent past. Such methods are more relevant to questions psychology now wants to ask as well as settings in which it wants to work: such as role play studies, behavioral observation in real life and narrative interviewing.

A number of methods to conduct psychological inquiry have surfaced. The qualitative nature of various new methods contains a set of principles, which differentiate them from traditional methods. Smith et al (1995, p 3) listed these guiding principles as:

1. *Research conducted in the 'real world'.*

2. *Recognition of the central role of language and discourse.*

3. *Life and research perceived as processual or as a set of dynamic interactions.*

4. *A concern with persons and individuals rather than actuarial statistics.*

THE NOTION OF NARRATIVE INTERVIEW

Most qualitative methods are based on Smith et al's (1995) principles mentioned above. Narrative interviewing is one such. It attempts to provide a closer reflection of individuals' psychological lives. It recognizes the importance of language, meaning and interpretation while formulating psychological reality. Narrative interviewing is based on the concept of stories, how they are told and what meaning they hold for individuals. Story telling or narrating is recognized as an essential human activity. People are surrounded by stories in every context and atmosphere. However, the modern world has ignored stories. Stories remain as mere forms of fiction and entertainment. Rational, logical, deductionistic and scientific knowledge control the world. This kind of scientific thinking is appropriate and useful for technological matters such as machines or computers. However, it is a matter of concern when scientific thinking is applied to the practice of psychology and psychotherapy. The question then remains as to whether psychologists can apply scientific theory to individuals who present a story about their lives, to reach the goals of counselling (McLeod, 1997).

Discouraged by scientific models, philosophers developed narrative theory in 1970s and 1980s. It started as a branch of philosophy and gained momentum in several other fields. Within psychological research and assessment, a move from traditional trait-factor, logistic-positivist, reductionistic and matching paradigms towards phenomenological and holistic paradigms gave rise to theories such as the narrative one. Holistic refers to the wholeness in the method, which signifies that all parts belong together and interact with each other (Skolimowski, 1985).

Smith et al. (1995, p 4) provide an understanding of different *"concerns of the new and old paradigms"* which differentiate qualitative methods such as narrative interviewing from traditional methods in the following table.

NEW	OLD
- Understanding, describing	- Measuring, counting, predicting
- Meaning	- Causation, frequency
- Interpretation	- Statistical analysis
- Language, discourse, symbol	- Reduction to numbers
- Holistic	- Atomistic
- Particulars	- Universals
- Cultural content	- Context free
- Subjectivity	- Objectivity

Table 1: A comparison of paradigms of psychology

This table portrays the old paradigm as objective. It attempts to measure human characteristics in order to understand and predict behavior. It is a scientific paradigm. Hence it focuses on aspects such as causation and frequency of problems. Finally it generalizes from samples obtained. Psychometric tests form an example of assessment methods, which draw from this model of science. On the other hand the new paradigm is subjective. It believes in understanding human descriptions and providing interpretations to meanings individuals hold for those descriptions. This paradigm is more holistic since it focuses on the context of individual behavior. It relies on language and discourse for interpretation rather than measurements in numbers.

Bruner (1956, cited in McLeod, 1997, p 28) further differentiated between traditional scientific models (re-phrased as paradigmatic knowing) and narrative knowing. He stated,

"Paradigmatic knowing is rooted in scientific modes of thought, and represents the world through abstract propositional knowledge. Narrative knowing, by contrast, is organized through stories that people recount about their experiences."

McLeod (1997, p 16) explained scientific and evidence based therapies, "*...represent the outer shell that faces the rest of the world. The inner core of therapy is quite different.*" Similarly, Gergen et al (1985, cited in McLeod, 1997) argued, limitations of natural science made it inappropriate for the study of humans. Thus contemporary

paradigms of psychology have inclined towards more holistic and epistemological approaches, which lay emphasis on meanings individuals give to their lives.

Storytelling or narrative interviewing is one such new method. It is a co-operative, qualitative and holistic method (Reason, 1986). It is seen as a hermeneutical experience and activity, which allows interpretation and determination of mental processes (Wilber, 1981). Eckhartsberg (1981, cited in Reason, 1988) further supported storytelling as a hermeneutical process by explaining stories as aiding comprehension of human meaning. Life calls for sharing accounts and stories and to be human was to be entangled in stories. Thus stories help individuals with insights of their problems, their conditions and themselves (Mitroff, 1978).

Reason and Hawkins (cited in Reason, 1988) provide a further explanation of how narrative interviewing may apply as an assessment technique. They explain story telling as an essential form of inquiry used in psychology. Inquiry in psychology has two paths, namely explanation and expression. Explanation consists of classifying and building theories from experience. In this path, inquirers 'stand back' to analyze and build concepts in order to connect them to a theoretical model. This path generally requires activities such as observation, description and experimentation. On the other hand, expression is the path of inquiry where meaning of experience is highlighted. Inquirers along with participants take part in this experience. Inquirers do not stand back to provide expert analysis and judgment but instead help participants discover, create, manifest and communicate meaning, which form an integral part of the experience. Unlike objective methods, research participants are thus not ignored or alienated from products of research.

James Hullman (1975, cited in Reason, 1988, p 80) argued against explanation and supported expression by stating,

"...my soul is not the result of objective facts that require

explanation; rather it reflects subjective experiences that

require understanding".

Thus narrative interviewing may serve as a qualitative method based on expression and subjectivity rather than explanation and objectivity. This subjective-expression approach used by narrative interviewing is parallel to concepts of phenomenology.

Phenomenology or phenomenological theory agrees that logical and rational thinking as not providing individuals with an understanding and knowledge of the world. Instead understanding of reality 'begins from experience and ends with experience' (Einstein et al, cited in Spinelli, 1989). When this theory is applied to psychology, it portrays traditional psychological science (based on logical positivist principles) as attempting to explain behavior on the basis of standardized constructs (which are already developed). On the other hand, phenomenological theory takes explanations from perspectives of persons behaving into account (Williams, 2003). Thus the phenomenological view of reality, which stems from phenomenological theory explains,

"...the objects that we perceive (including, of course, the people

we interact with, as well as ourselves) exist, in the way that they

exist; through the meaning that each of us gives to them."

(Spinelli, 1989, p 3).

Thus reality is a *"purely subjective process"* (Spinelli, 1989, p 7). From this understanding of subjectivity and reality, assessment methods may fall on either sides of the extreme. This ranges from subjective relativism or subjective relating of concepts (where everything can mean everything) to a rigid hunt for one and only true objective meaning. For instance, on one side are quantitative methods like psychometric tests and on the other are qualitative methods such as narrative interviews.

Reconsideration of differences between quantitative and qualitative paradigms may further explain the status of narrative interview as a qualitative method using subjective relativism. Reliability and validity are imperative concepts, which differentiate qualitative methods from quantitative methods. Unlike quantitative researchers, qualitative researchers have different perspectives of these concepts. Concepts are not simply ignored or dismissed. However, the meaning of these concepts changes in qualitative contexts. For instance, qualitative researchers like Lincoln and Guba (1985, cited in Bryman, 2001) emphasize specific terms, which not only provide alternatives to the terms reliability and validity, but propose two primary criteria for assessing qualitative methods. These are trustworthiness and authenticity. Trustworthiness consists of four criteria, such as credibility, which parallels internal validity, transferability, which parallels external validity, dependability, which parallels reliability and confirmability, which parallels objectivity (Bryman, 2001). A closer look at these criteria is helpful to review the qualitative nature of narrative interview:

Credibility lays stress on core constructs of qualitative methods, which emphasize that single and absolute truths about individuals' worlds are not feasible. Instead

there can be several accounts of reality. The credibility criterion refers to levels of plausibility of accounts of reality assessments present. This in turn would make assessors' accounts more acceptable to others. Hence establishing plausibility or credibility of accounts checks whether assessment is carried out in accordance with good practice terms and a good understanding of individuals' worlds. Check on credibility can also be called respondent or member validation.

Since qualitative studies generally rely on smaller groups sharing certain characteristics, their findings can focus upon uniqueness and significant aspects of individuals' worlds. Thus qualitative assessors are encouraged to produce 'thick descriptions'. These are rich accounts of details of specific aspects involved in assessment. Thick descriptions therefore provide a base for judgments with reference to transferability of assessment findings to other studies.

Dependability parallels reliability in qualitative assessment. Dependability refers to the idea of developing merits of assessment by adopting an 'auditing' approach (Bryman, 2001). Auditing requires maintaining complete records of all phases of assessment studies, which may or may not be replicated. Peers or other experts then act as auditors to check whether procedures are followed properly.

During the stage of interviewing, the issue of interviewer reliability or dependability arises. This may depend upon leading questions. Questions containing an expected or implied response within themselves are called leading questions. Although sufficient experience and skills of an interviewer to conduct an interview are assumed, unintentional leading questions may threaten reliability of interviews. Thus the issue

that '*Can the interview results not be due to leading questions?*' (Kvale, 1996, p 157) arises. Strong evidence of minor rewording of questions or interventions from interviewers portrays influence on responses from participants. Use of leading questions may also be suited for qualitative interviews in order to check reliability of interviewee's responses as well as interviewer's interpretations. Kvale (1996, p 159) explained, qualitative interview is more like a conversation wherein; data emerges in the interpersonal relationship, jointly authored and produced by interviewers and interviewees. Thus the central tenet of issue of leading questions is not whether to lead or not to lead. Instead where in interviews may questions lead and which important directions would they lead in order to develop *"new, trustworthy and interesting knowledge."*

In the phase of transcribing interviews, issue of intersubjective reliability of transcripts may arise (occurring when the same interview is transcribed by two or more different people). Although transcripts are generally regarded as the 'solid empirical data' of interview projects, they are after all artificial developments from oral to written means of communication containing a series of judgements and decisions within themselves. Some differences arise due to poor quality of recording. Other differences arise due to interrelational perspectives such as: How long is a silence before it becomes a pause, where do sentences end or inclusion of emotional aspects such as tense voice, etc. These factors therefore question intersubjective reliability of qualitative research methods.

In the phase of analyzing, interviewer reliability arises on the basis of categorization of responses of interviewees. Intersubjective reliability also arises between two coders

of the same interview. It is important to check and control analysis of interviews because readers of an interview project solely rely on the *"researcher's selection and contextualisation of interview statements"* (Kvale, 1996, p 207). Hence two approaches are recognized by Kvale (1996) to introduce checks in interview analysis. First approach is based on use of multiple interpreters. This is important because a single interpretation by researchers may leave readers with minimum knowledge for evaluating researchers' influence and views on the outcome analysis. Use of several interpreters for the same interviews therefore ensures a certain level of control on *"haphazard or biased subjectivity"* in analysis (Kvale, 1996, p 208). Hence coder reliability is checked when other coders using similar procedures for coding and categorizing obtain similar codes. The second approach used for interview analysis is explication of procedures. This process involves a presentation of different steps of analysis process and materials used by researchers. Hence readers or other investigators can retrace and evaluate the analysis steps, which are used.

However, this approach has not gained much support in order to enhance dependability of assessments. This is because it is a highly demanding task and may not be practical.

Heron (1996) renamed validity as quality, goodness or trustworthiness; internal validity as credibility and external validity as transferability. In other words, a wider conception of validity may be relevant in qualitative research i.e. to measure *"the extent to which our observations indeed reflect the phenomena or variables of interest to us"* (Pervin, 1984, p 48). Thus Kvale (1996, p 238) explains the issue of valid knowledge (data and content obtained from qualitative studies). He also addresses the

question what is the truth? It is thus helpful to state three important criteria of truth based on philosophical theories – correspondence, coherence and pragmatic utility.

Results generated may be referred to as valid knowledge or truth obtained from research. This truth can be evaluated by checking correspondence, coherence or pragmatic utility of truth.

Concept of validity as quality of craftsmanship helps to ascertain validity by checking sources of invalidity. Stress is laid on aspects, which may falsify knowledge, rather than verify knowledge. Thus Kvale (1996, p 241) stated that *"The stronger the falsification attempts a proposition has survived, the more valid, the more trustworthy the knowledge."* While evaluating validity, questioning the content and purpose of research as well as methods and findings is helpful. This is important since one of the main critiques with reference to interviews and other qualitative methods is the lack of validity of findings due to false reports of subjects. Therefore the content of researchers' questions is checked. Appropriate validation checks in this mode of validation employed depend upon the content of questions, such as critical follow-ups from participants or triangulation. Contemplating on whether a method measures what it intends to involves a theoretical analysis of what is investigated. Hence grounded theory is helpful to evaluate interpretations, which are an important part of generating a theory.

Pragmatic validity refers to validation in the literal sense i.e. *"to make true"* (Kvale, 1996, p 248). Based on this construct, pragmatic validity relies on the idea that truth is whatever that may aid action to obtain desired results. It goes beyond communication

and discourse, into action. Lincoln and Guba (1985, p 339) explain the use of pragmatic validity in naturalistic inquiries in psychology, which goes beyond consensual validation to action-oriented criteria for validation. Such inquiries not only enhance level of knowledge and understanding of participants, but also enhance their ability to take action. This empowers them to take increased control of their lives. Thus there are two types of pragmatic validations. First one is a validation statement from participants, which is based on supporting action, which accompanies the statement. Second type of validation refers to whether the inquiry based on researchers' knowledge may have instigated actual behaviour changes in participants. Confirmability ensures assessments are not influenced by assessor's personal values or theoretical inclinations. These shift the purpose and aims of the study. Although establishing objectivity may not seem possible in qualitative assessment, confirmability stands close to the concept of objectivity. This is done through a close analysis of interpretations of assessment findings.

Finally, authenticity raises wider issues essential for assessments. These issues can be discussed as criteria stated by Bryman (2001, p 274-275):

- *Fairness: Is the assessment fairly utilized among the various members of society?*

- *Ontological authenticity: Does the assessment help individuals to arrive at a better understanding of themselves?*

- *Educative authenticity: Does the assessment help individuals to appreciate different perspectives of the various aspects of themselves and their world?*

- *Catalytic authenticity: Has the assessment acted as an impetus to individuals to engage in action to change their circumstances?*

- *Tactical authenticity: Has the assessment empowered individuals to take the steps necessary for engaging in action?*

Thus authenticity criteria emphasize the wider impacts of assessments. Therefore reliability and validity are "re-conceptualized" (Kvale, 1996) in forms, which make them relevant to qualitative methods.

5.3 CONCLUSION

Overall, the value of tests and SGIs is acknowledged within mainstream psychological practice (Sequeira and Van Scoyoc, 2004). Their main strengths arise from their ability to measure constructs, which are not observable directly in a standardised and reliable manner. They add evidence or *"objective weight"* to *"subjective"* assessments (Sequeira and Van Scoyoc, 2004, p37). When used creatively, they can give power to individuals being assessed. Finally, they may provide valuable evidence of psychological growth and progress in individuals.

Narrative interviewing may be used as an assessment method. It may help broaden the meaning of assessment from classification to understanding and self-evaluation. Thus it needs to be treated as a subjective qualitative method different from quantitative analysis.

Finally, it can be emphasized that,

> *"Narrative is a scheme by which humans give meaning to their experiences of temporality and personal actions. Narrative meaning functions to give form to the understanding of a purpose to life and to join everyday actions and events into episodic units. It provides a framework for understanding the past events of one's life and for planning future actions. It is the primary scheme by means of which human existence is rendered meaningful."*

(Polkinghorne, 1988, cited in Parry and Doan, 1994, P 11).

5.4   OVERALL EVALUATION OF LITERATURE REVIEW

Existing literature review on psychological assessment presents a clear and comprehensive picture of its role and importance within the field of psychology. The literature reiterates assessment as an inevitable and integral part of psychological processes. A review of existing methods of assessment also portrays the utility and importance of the assessment stage in order to proceed within psychological processes.

Through the literature review, assessment is thus generally identified as the important initial stage, where in aims for the psychological process may be identified. However, the overall evaluation of this literature review, suggests that assessment is a process through which individuals are classified and categorized. This seems true even though the underlying purpose of psychological assessment is understanding individuals within the context of the psychological process. For example, although assessment tools such as psychometric tests are developed in order to classify individual differences, their main aim still remains deeper comprehension of individuals. Thus due to this factor of categorization and classification, a bias was recorded towards the process of assessment within the field of counselling. Experts within the field of counselling, resist the usage of the term assessment. They consider this term as a clinical term, which may suggest labeling individuals, and undermine uniqueness and individuality of clients.

The existing literature review based on narrative therapy and narrative interviewing suggests that they are based on subjective and existential theories. It was recorded that context bound universes and discourses of individuals formed the highlight of

narrative therapy. The narrative approach used within career counselling and guidance is also based on similar subjective principles. This approach has encouraged new practical grounds within the field. Finally, although narrative interviews have been widely used, they have not been evaluated as assessment methods (specifically, within career counselling and guidance).

CHAPETR 6: RESEARCH QUESTIONS (AIMS AND OBJECTIVES OF THE STUDY)

"Assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our 'results', assessment is closer to an art than a science."

(Sutton, 1992, p 2)

This research was ignited by an attempt to experiment with more subjective, holistic and phenomenological techniques for assessment. These would not overlook context and meaning bound universes of individuals unlike structured formats of objective methods. Assessment process arising from these subjective techniques would not merely be classification through expert judgement. Instead it would aim at self-exploration and understanding on the part of individuals. Thus to experiment with assessment techniques which do not terminate at evaluation and feedback level, instead facilitate psychological interaction process towards personal and career development.

A closer understanding of the narrative interview suggests it is one such assessment technique. Thus application of the narrative interview in careers counselling and guidance as an assessment method provides a base for the study. In order to

comprehend the value and difference of narrative interview technique clearly, a comparison with psychometric tests and structured guidance interviews (as objective methods) is appropriate.

The rationale of the research study is to ascertain or determine the value of subjective and holistic methods of assessment, in facilitating and enabling career counselling and guidance processes. This research also aims to re-conceptualise the term 'assessment' from classification or categorization to understanding and exploration.

Thus specific research aims are:

1. **To evaluate the value of the narrative interview.**

2. **To assess the effectiveness of narrative interview as an enabling tool in facilitating the psychological process.**

6.1 RESEARCH QUESTION 1:

"To evaluate the narrative interview based on Bartram's (1990) 'Factors to consider when choosing an assessment method': Scope, Accuracy, Relevance, Acceptability, Practicality and Fairness. With specific reference to assess acceptability of narrative interview with respect to a possible Barnum effect. To evaluate scope (value) of narrative interview against traditional assessment techniques (psychometric tests/guidance interview) with a hypothesis that the value of the narrative interview to interviewees goes beyond that provided by traditional assessment techniques."

To consider and use any technique for the process of psychological assessment, it must first qualify as an assessment method. Assessment methods must possess the ability to produce reliable and valid profiles. Bartram (1990) has formulated six important factors, which can be considered while choosing an assessment method. These factors not only form essential aspects of assessment methods, but also help in maintaining the quality of methods. Six factors are:

1. Scope

2. Accuracy

3. Relevance

4. Acceptability

5. Practicality

6. Fairness

1 SCOPE

Scope addresses the question: 'What range of attributes do methods cover and how specific or general are they?' (Bartram, 1990, p 16). Each assessment method aims to measure certain attributes. These may be a wide range of attributes or more specific ones. Assessment methods can be general providing overall assessment, or specific concentrating on narrow aspects of assessment. Hence they vary in their range and specificity. Overall, scope measures the latitude and margin provided by assessment methods in order to formulate effective and beneficial assessment profiles for individuals. Thus value or worth of assessment methods in part depends on the scope they offer. In other words, which attributes they measure. Depending upon aims of assessment, certain essential attributes need to be measured.

2 ACCURACY (RELIABILITY)

Accuracy/reliability address the question: 'With what degree of precision does it measure?' (Bartram, 1990, p 16). In other words to what extent are results of assessment methods consistent, dependable and stable. This factor is commonly termed reliability. An assessment method is reliable if: firstly all it's variables measure related and relevant attributes. Secondly if results generated are the same each time the method is used on same individuals.

3 RELEVANCE (VALIDITY)

Relevance/validity address the question: 'Does the method measure what it claims to measure?' (Bartram, 1990, p 17). In other words, do assessment methods fulfil their purpose and measure what they purport to. Evidence of relevance commonly termed as validity, comes from criterion measures. For example, validity of an assessment

method used for selection and recruitment can be checked against job performance of chosen recruits. Similarly validity of assessment methods used for vocational guidance can be checked against training course outcomes. Validity can be measured in a number of ways depending upon the type of assessment method and its aim. Most common measures are predictive, concurrent and construct validity. Thus validity checks whether information obtained from assessment methods allows assessors to make relevant judgements about individuals.

4 ACCEPTABILITY

Acceptability refers to levels of approval assessment methods receive from assessors, level of recognition assessment methods receive from the third party and level of co-operation and value assessed individuals place in assessment methods. For assessed individuals, acceptability addresses the question: 'Can you expect your client to co-operate in the procedure?' (Bartram, 1990, p 18). In other words acceptability checks on receptivity of assessment methods on behalf of assessed individuals and level of faith these individuals place on accuracy of assessment results or profiles. However, important to this factor of acceptability is the concept of Barnum or Forer effect. It is also known as 'subjective validation effect' or 'personal validation effect'. The process of Barnum effect is commonly and most widely seen in pseudo sciences such as astrology, graphology, fortune telling, mind reading, psychic mediums and biorhythms. It is also commonly seen in psychological assessment. The higher the acceptability of assessment methods, higher the probability of Barnum effect (http://www.sbb.co.yu/~perun/articles_psychics_barnum.htm). It is especially high with personality variables such as neuroticism, need for approval and authoritarianism. Hence level of Barnum effect may differ in various assessment tools.

Level of acceptability of an assessment method from the assessor's view and third party's view is also essential. Assessors view acceptability of assessment methods based on results of their evaluation (based on Bartram's factors such as scope reliability and validity), however along with these factors practicality and fairness of assessment methods is also crucial. Higher practicality and fairness of assessment methods leads to higher levels of acceptance.

Acceptability of assessment methods from the third party's perspective depends upon quality of results assessment methods produce. If aims and goals of assessment are achieved, acceptability is higher. Once again issues such as practicality, cost and fairness are also of importance to third parties who may be investing in the assessment process.

5 PRACTICALITY

Practicality addresses the question: 'What does it cost, how long does it take? What equipment will I need?' (Bartram, 1990, p 18). In other words, information obtained from assessment methods can be important, yet the cost of obtaining it is also an essential factor towards its acceptability. Each assessment method possesses its own practical advantages or disadvantages. Checking an assessment method's cost and practicality is thus essential along with checking whether it serves its purpose.

6 FAIRNESS

Fairness addresses the question: "Are the results for different groups of people likely to differ systematically for reasons which have nothing to do with the relevance of assessment methods?" (Bartram, 1990, p 19). In other words, assessment methods

must avoid social issues such as bias, gender inequality and cultural or racial inequality. Any differences, which arise in assessment profiles must reflect true differences rather than any assessment bias or variable bias. For example, assessment methods must ensure disabilities of individuals, which are not job related, do not affect their performance on assessment tasks (Bartram, 1990). Hence good assessment practices must be fair in all respects. Thus in an era of political correctness, checking any evidence of bias in assessment methods becomes essential.

6.2 RESEARCH QUESTION 2:

"To assess the effectiveness of narrative interview as an enabling tool in facilitating the psychological process."

This research question focuses on the status of narrative interview as an assessment method and its role in career counselling and guidance. Due to its subjective and open-ended nature, it is assumed as providing additional value and scope than is offered by traditional assessment methods. However evidence from research findings can determine the narrative interview's specific value.

6.3 CONCLUSION

Bartram's (1990) factors for evaluating an assessment method provide a clear picture of what is needed in an assessment method to be effective and functional. Since these factors are based on the evaluation of quantitative and objective measures, varying factors must be considered with reference to qualitative and subjective measures. Reliability and validity thus change meaning with reference to qualitative measures. Scope provided by assessment methods helps in estimating or evaluating their ability to assess variables, which are essential in fulfilling goals of assessment. For instance, an assessment method to be used for career counselling must provide an estimate of individuals' interests and career plans. Finally, assessed individual's acceptability of assessment methods is affected by the Barnum effect. On the other hand, factors such as practicality and fairness of assessment methods also determine acceptability from assessors' or third party involvement. In summary, a functional assessment method must maintain a balance between the factors in order to be effective.

CHAPTER 7: METHODS AND CONTEXT OF RESEARCH

7.1 INTRODUCTION

This chapter explains the methodology used in this research. Methodology is divided into two sections corresponding to first and second phase of data collection.

7.2 ETHICAL PERMISSIONS AND CONSIDERATIONS

Methodology of both phases of data collection, were presented to the Departmental Ethics Committee (Department of Psychology, University of Hull). Thus data collection projects commenced only after an ethical consent and permission was received.

The researcher was guided by and was compliant with 'Code of Conduct, Ethical Principles and Guidelines' (2002), established by British Psychological Society; 'Code of Good Practice for Psychological Testing' (2002), developed by British Psychological Society's Psychological Testing Centre (PTC) and 'Ethical Framework for Good Practice in Counselling and Psychotherapy' (2002), developed by British Association for Counselling and Psychotherapy (BACP).

7.3 SECTION 1: PHASE ONE OF DATA COLLECTION

<u>AIM</u>

Aim of phase one of data collection was to carry out traditional assessment tasks as a basis for comparison with the narrative approach.

<u>METHODOLOGY</u>

PARTICIPANTS

They were 39, 15-17 year old female volunteers from Grade 10 (which is equivalent to GCSE or 'O' levels) from Arya Vidya Mandir School in Mumbai. The study formed part of their annual development task. This group of participants will be referred to as 'Traditional Assessment Methods Group' or the TAM group.

DESIGN

Two groups were used allocated on the basis of class roll numbers.

Group A consisted of all even roll numbers. This formed the Psychometric Group [Participants were administered psychometric tests first, followed by Structured Guidance Interviews (SGI)].

Group B consisted of all odd numbers. This formed the Guidance Interview Group [Participants were administered psychometric tests after guidance interviews were completed].

MATERIALS

- ASSESSMENT TOOLS USED

1. DIFFERENTIAL APTITUDE TEST for Schools (DAT) Fifth Edition, provided by The Psychological Corporation, UK. DAT has been standardised in US, Canada, Australia and Ireland, and has been translated into many European languages. The 1990 UK revised version of DAT was used. It is a basic instrument to measure aptitude. This edition assesses eight important aptitudes: verbal reasoning, numerical reasoning, abstract reasoning, perceptual speed and accuracy, mechanical reasoning, space relations, spelling and language usage. These tests within DAT also contain their applicability to particular courses of study and career fields. Components of this instrument consist of: test manual, test booklets, hand-scorable answer sheets and practice tests. Test manual of this test provides necessary administration and scoring instructions. Necessary norm sets are provided in Appendices of the manual. Set of norms for students in year 10 female were used for this study. Norm tables provided four methods of transforming raw scores from eight DAT tests and educational aptitude score for final evaluation and interpretation. One transformation table provides percentile and T scores, while a second table provides transformations of percentiles and T scores to stanines and stens. Reliability and validity scores[5] which are measured through various ways are explained and described in detail in the test manual.

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[5] Reliability and validity scores of the DAT are explained in the Chapter on Discussion.

2. CAREER INTEREST INVENTORY for Schools (CII) provided by the Psychological Corporation, UK. The 1996 European version of the CII was used. CII is a career guidance instrument designed to assist individuals in making decisions concerning their educational and vocational plans. CII and Dictionary of Occupational Titles (DOT) are based on the concept that every occupation requires some degree of interaction with data, people (and/ or animals) and with things. CII consists of 15 occupational groups, which are defined, in this way. When CII is used along with DAT, profiles of interest and aptitudes can be obtained. CII is designed primarily to be used with school students in year 9 to 11. It consists of 120 work-activity statements designed to relate student's interest to 15 occupational groups. It also contains 16 educational course statements which aid to determine interest in varied educational or vocational training programmes. Components of this instrument consist of: test manual and hand-scorable booklet. Test manual provides necessary administration and scoring instructions. Other technical information regarding reliability, validity[6] and item development is also provided in the manual.

3. STRUCTURED GUIDANCE INTERVIEW (SGI) protocol. This was developed by the researcher based on Rodger's (1968) Seven Point Plan . The general structure of SGI was:

- Making participants comfortable.

- Building rapport. *"How are you today? What period did you just have? How is your day going?"*

- Exploring background. *"Tell me more about yourself...a story of your background, family, who you are...what kind of a person are you?"*

- Exploring details about personality characteristics. *"Tell me more about your characteristic strengths, weaknesses, likes and dislikes."*

- Exploring details of school life. *"How has school life been? What are your academic strengths and weaknesses? Other likes or dislikes? Any extra curricular activities or interests..."*

- Exploring future aspirations and goals. *"What and how do you see your future? How do you see yourself in the future? What does the future look like? What are your future goals and aspirations? Give me as many details as you can..."*

- Checking clarity of choices. *"What will your steps be like towards your goal...after you leave school...and so on?"*

- Recognizing career anchors. *"What is it that you eventually seek in life? What gives you that buzz in life that makes you move towards your goal?" (Examples given if more explanation needed).*

- Checking for any inconsistencies or challenges. *"Does the future goal you have set, match your personal characteristics... will it be attainable considering the kind of abilities you have..."*

- Family pressure or parental consent (an important aspect for the Indian population). *"What do your parents or your family say about your choices?"*

- Winding up. *"Any other special attainments, abilities, or interests that you may want to mention about? Any other characteristics of yourself*

that you would like to share? Anything that you want to add, discuss or

clear out?"

- Thanking participants and terminating sessions.

OTHER MATERIALS USED

Other materials used were voluntary consent form along with a basic introduction

and understanding of purpose of the project for each participant, DAT test score

report forms, CII test score report forms, test result feedback questionnaires,

Structured Guidance Interview report Proformas, Structured Guidance Interview

feedback questionnaires, dictaphone and blank audio tapes for recording purposes.

LOCATION

A spacious classroom was chosen for administration of tests. This classroom

accommodated 40 individuals at a time. It was quiet and far away from classes to

ensure no disturbances or distractions. Writing desks and comfortable chairs were

arranged in rows for test administration.

A small meeting room was chosen for SGI's. This room could accommodate 5

individuals at a time. It was noise and distraction free, equipped with comfortable

sitting chairs arranged face to face. It was appropriate for a congenial environment

required for an interview.

PROCEDURE

The researcher opened the data collection project with introductory sessions with all

participants. The purpose of the study and general outline of procedures was

explained. Written copies providing an understating of the purpose of research along with consent forms were provided. This session lasted for approximately 45 minutes and was held in the classroom.

Two test administration sessions were fixed for group A and B separately. On each of test administration sessions, the researcher administered eight aptitude tests of DAT with 15-20 minutes break between each test. The researcher then administered CII in the same session after a break of one hour. Test administration sessions lasted for approximately 7 - 8 hours overall. Hence they stretched from morning till late afternoon. They were conducted in the classroom.

The researcher provided participants with individual test score reports in 15-20 minute individual feedback sessions three working days later. Test score reports were explained in a straightforward way. Particular care was taken not to arouse anxiety among participants. Any issues or doubts, which arose, were also discussed. Participants completed a test score report feedback questionnaire at the end of this feedback session. Feedback sessions were conducted in the meeting room.

Individual structured guidance interviews were conducted with each participant, which lasted from 30 to 45 minutes approximately. These were also held in the meeting room.

Finally, participants were provided with SGI report proformas in a second 15 to 25 minute individual feedback session after three working days. SGI reports were explained bearing test results in mind. Links, relationships, consistencies and

inconsistencies between test scores and SGI reports were explored. Participants were encouraged to raise any issues or doubts. Participants finally completed a feedback questionnaire at the end of this session. Feedback sessions were conducted in the meeting room.

It must be noted that Group A took psychometric tests before appearing for SGIs. The order was reversed for Group B.

FOCUS GROUPS

AIM

The aim of the focus groups was to understand the data collected within the context of group interaction. Focus groups closely explored participants' understanding of and perspectives on certain issues.

SAMPLING AND RECRUITMENT OF SUBJECTS

All 39 participants were recruited for focus groups. This was necessary because all participants had experienced the assessment process. Obtaining their feedback became essential. Participants were divided into four groups. There were ten participants in three groups and nine in the other. A small number of participants per group ensured a systematic and manageable manner for interaction to take place.

NUMBER, LENGTH AND LOCATION OF SESSSIONS

Focus groups sessions were conducted for each group of participants. This lasted for approximately one hour. Thus overall four, 1 hour focus group sessions were

conducted in the classroom. Desks were removed and seating arrangement was changed to suit the needs of group interaction.

TOPIC GUIDE/ ISSUES AND AREAS COVERED

Focus groups aimed at exploring perspectives of students on the assessment project. Topics covered were:

- Overall experience and feeling towards the assessment process.

- Overall experience and feelings towards assessment profiles.

- How accurate did participants feel assessment profiles were?

- Any other aspects which could have been explored and were not covered by the assessment process?

- Comparison of tests and interview in terms of accuracy, acceptability, preference and facilitating self-evaluation and understanding.

- How the assessment process may have helped further? (Any motivational aspects).

Where there was a consensus, an agreed statement was recorded. Where there was divergence of views, an assessment was made of relative numbers.

Finally, participants were thanked for volunteering and phase one of data collection was terminated.

7.4 FEEDBACK AND REPORTING TO THE SCHOOL

A copy of test score reports along with SGI report Proformas of each participant were provided to the Principal of the School (authority in charge of career counselling). A feedback session was arranged with the Principal to discuss assessment profiles of each participant. This was to ensure further benefit for participants which can be derived from assessment profiles.

7.5 SECTION 2: PHASE TWO OF DATA COLLECTION

<u>AIM</u>

Aim of phase two of data collection was to explore the narrative method of assessment.

<u>METHODOLOGY</u>

PARTICIPANTS

Volunteer forms (see Appendix A) were distributed to students of the Center Stage Academy of Speech and Drama, who were 15 to 18 years of age (ranging from grade 10 to grade 12, equivalent to GCSE, 'O' levels to 'A' levels). Overall, 45 forms were distributed asking students to participate in an assessment project. They were requested to give their name and contact details if they were interested. The researcher collected 17 forms. Those 17 participants were then called for an initial introductory session explaining the purpose and procedure of the project. Subsequently 10 Indian students volunteered to be a part of this project. This group consisted of 5 male participants and 5 female participants.

A similar process for recruiting participants was applied for British students (15-18 years of age, ranging from 'O' levels to 'A' levels) belonging to various schools in Middlesex, London. For the initial introductory session, 23 individuals participated. Subsequently 18 British students volunteered to be a part of this project. This group consisted of 11 females and 7 males. This group of participants ensured the results of narrative interview were consistent with British population group.

Both groups of participants are collectively referred to as the 'Narrative Assessment Method' group or the NAM group.

Participants from the TAM group (group of participants who volunteered for phase one of data collection) were also contacted for this project. For the second phase of assessment, 10 participants volunteered.

Two other, participants (1 male, 1 female) between the ages 17-18 years, belonging to similar population groups volunteered for the pilot study of this assessment project.

Overall 40 participants, 2 for the pilot study and 38 for the main study volunteered.

DESIGN

Research study design consisted of two groups: the 'Traditional Assessment Method' group (TAM group) and the 'Narrative Assessment Method' group (NAM group).

Participants from TAM group had prior assessment experience with the researcher, based on the use of psychometric tests and SGIs (traditional methods of assessment).

Participants from NAM group had no prior experience with the researcher. Overall number of females volunteering to participate was more than males.

MATERIALS

- ASSESSMENT TOOLS USED

1. Narrative Interview Protocol: The base of the narrative interview was formed by core conditions of counselling. The narrative interview mainly comprised of first stage of career counselling: screening and exploring. To facilitate exploration in the narrative interview, drawing technique developed by Dail (1989, cited in Cochran, 1997, p48- 49) was used. Each participant was instructed to draw four different pictures/symbols or images based on these questions:

   - What I Am

   - What I'd like to be

   - What hinders me

   - What will overcome the obstacle

Participants were suggested to experience 'guided meditation', in which they concentrated on images which came through their mind. For instance, participants were encouraged to develop a mental image of visiting an art gallery where four frames related to these four questions were displayed. Participants were asked to engage into drawing the four images or pictures as the final component of the task.

OTHER MATERIALS USED

Other materials used were volunteer forms to recruit participants for the NAM group, voluntary consent forms along with a basic introduction and understanding of the purpose of the project for each participant, four questions of drawing task printed on a poster, blank A4 size sheets of paper for drawing task, pencils, erasers, crayons, individual narrative interview reports, assessment project feedback questionnaires, dictaphone and blank audio tapes for recording purposes.

LOCATION

A spacious activity room was chosen for executing the entire project in India. This room had an accommodation capacity of 30 individuals at a time. It was quiet and free from distractions. Comfortable sitting chairs were arranged in a circle to facilitate group meetings. Chairs were re-arranged as per requirement for narrative interview sessions.

A similar setting was used for the British group of participants.

PROCEDURE

The project began with an introductory session with all participants in each location (India and UK). Purpose of the study and a general outline of procedures were explained. Written copies, providing understanding of the purpose of research along with consent forms were provided. This session lasted approximately 45 minutes. At the end of the introductory session, dates for narrative interview sessions were fixed for each participant to ensure convenience of time and day to each of them.

Narrative interview session for each participant lasted 45 minutes to an hour approximately. General structure of narrative interview sessions was as follows:

- Participants were made comfortable and an attempt was made at building rapport. "How are you today? How has your day been?"

- Participants were given a blank sheet of paper, pencils and crayons and were asked to engage in the drawing task.

- Participants were asked to explain images or symbols after completing the drawing task.

- Feelings, thoughts and experience during and after the drawing task were checked and explored.

- Important themes or issues which came up were explored further.

- Tentative future actions or plans were explored briefly.

- Feelings, thoughts and experience were explored and checked at various points during the session.

- Finally the researcher wound up the session. "Are there any other things you'd like to share or mention?"

- Participants were thanked and sessions were terminated.

It is important to note that the narrative interview session was within the context of person-centred and phenomenological counselling. This ensured basic skills such as active listening, empathy, probing, use of open-ended questions, unconditional positive regard, congruence and positive yet mild challenging. Egan model or the skilled helper approach was made use of while exploring actions and plans.

Assessment profiles were then formulated and presented to each participant in 15-25 minute individual feedback sessions after three to four working days. Profiles were explored to raise any issues or doubts. Any further issues or concerns were discussed in these feedback sessions.

Finally, participants completed "feedback questionnaires" (see Appendix C and E) at the end of sessions.

FOCUS GROUPS

AIM

Aim of focus groups was to understand results of data collected within the context of group interaction. Focus groups closely explored participants' understanding of and perspectives on certain issues.

SAMPLING AND RECRUITMENT OF SUBJECTS

All 40 participants were recruited for focus groups. This was necessary because all participants had experienced the assessment process. Obtaining their feedback became essential. TAM group formed one focus group and NAM group from India formed the second group. Two participants of the pilot study joined members of NAM group. British NAM group was divided into two groups corresponding to the third and fourth focus groups. A small number of participants per group ensured a systematic and manageable manner for interaction to take place.

NUMBER, LENGTH AND LOCATION OF SESSSIONS

Focus group sessions were conducted for each group of participants. These lasted approximately one hour. Thus overall four, 1 hour focus group sessions were

conducted in the activity room. Seating arrangement was changed to suit the needs of group interaction.

TOPIC GUIDE/ ISSUES AND AREAS COVERED

Focus groups aimed at exploring perspectives of participants on the assessment project. Topics covered were:

- Overall experience and feeling towards the assessment process.

- Overall experience and feelings towards assessment profiles.

- How accurate did participants feel assessment profiles were?

- Any other aspects which could have been explored and were not covered by the assessment process?

- Comparison of tests, SGI and narrative interview in terms of accuracy, preference and facilitating self-evaluation and understanding.

- How the assessment process may have helped further? (Any motivational aspects).

Where there was consensus, an agreed statement was recorded. Where there was a divergence of views, an assessment was made of relative numbers.

Finally, participants were thanked for volunteering, and phase two of data collection was terminated.

7.6 FEEDBACK AND REPORTING TO THE ACADEMY

Copies of assessment profiles of each participant were provided to the Head of the academy for the Indian participants, and to the Tutor for the British group (authorities in charge of further development programs for students). Feedback sessions were arranged with the authorities to discuss assessment profiles. This was to ensure further benefit for participants which could be derived from assessment profiles.

7.7 CONTEXT OF THE RESEARCH STUDY

This study was divided in two phases. Phase one was executed in Mumbai (India). Phase two was executed in Mumbai and London (UK).

OVERVIEW OF INDIA

India is a large country in south Asia. It belongs to the Indian subcontinent with Pakistan, China, Sri Lanka and Bangladesh as its neighbours. The sea on three sides forming a peninsula surrounds south of India. It is bordered by Himalayas (world's highest mountain chain) in the north. Towards the south, beaches border plateaus. India's topographical variations run parallel to its cultural and religious diversity. India's history can be traced back to 3200 BC when Hinduism was first founded. Its great natural wealth tempted a trail of traders bringing foreign influences to it. Each left their influence and imprint in the country. Tribes as well as urban jetsetters inhabit modern India.

"It's a land where temple elephants exist amicably with the microchip" (http://www.tourindia.com/htm/homepage.htm).

The 1991 census estimated an approximate population of 846 million people. It has the world's second largest population. It is an agricultural and industrial country. It has also achieved significant success in frontier scientific research. Present day India is the third largest reservoir of scientific and technological manpower.

EDUCATION IN INDIA

India was a centre for learning from time immemorial. Great scholars would teach varied subjects through scriptures such as: astrology, mathematics, science, religion, medicine, philosophy, etc.

With the arrival of British influence, western education made steady advances in the country. Thus Indian universities and institutes of higher education and research today have made significant contribution to transmission of knowledge and enquiry into frontiers of science and technology.

PSYCHOLOGY AND COUNSELLING IN INDIA

British rule in India has left a deep impact on the government and education system. Basic structure and form of government and education is similar to British systems. Urban metropolitan cities in India such as Delhi, Calcutta, Mumbai and Chennai have predominant western settings along with Indian culture and traditions. Schools, universities and other educational institutions operate at a high level offering various courses, subjects and services to students. Psychology is offered to students for A levels and as a major at undergraduate level. Introductory counselling is studied at undergraduate level and majored at post-graduate level.

Schools, universities, colleges and hospitals employ psychologists or counsellors to provide help to individuals who require it. There are various other private organizations providing career-counselling services. Private practice in counselling, psychotherapy and career counselling/guidance is constantly on the rise.

MUMBAI

Psychology is an upcoming field in urban cities like Mumbai. It is the commercial capital of India. It is a modern, cosmopolitan city. Western influence forms an ingrained part of the city's culture.

In Mumbai new Western trends are accelerating. This applies to psychology as well. Assessment forms an essential part of psychology here. This holds true for clinical, counselling and industrial settings. Assessment is generally used for clarification, classification and understanding. Methods like psychometric tests, projective techniques, case histories and individual interviews are used. Assessment forms an essential part of the psychological process for counselling psychologists and counsellors. Overall, assessment forms an integral and essential aspect of all streams of applied psychology.

In career counselling and guidance, psychological tests are widely used. Most career counselling and guidance activities rely only on this method of assessment. A strong base in testing followed by a brief 'chat' with clients is considered as an asset for progress in psychology. Career counselling and guidance occurs widely in an array of settings from schools to universities, occupations and private settings.

ARYA VIDYA MANDIR SCHOOL (AVM)

Phase one and part of phase two were executed in AVM School. It is a small private school with several branches in other parts of Mumbai. It is well reputed with a high ranking in the city. Students belong to upper middle or upper classes of the Indian society. Thus most students come from similar social and financial backgrounds. Each

year (class) contains only 35 to 40 students who are selected after a thorough evaluation procedure. Therefore most students are average to above average, capable of higher education. Students are also encouraged into various extra-curricular activities and sports to ensure a wholesome development. AVM School entertains career counselling and guidance each year for students of 'O' level. Professionals or organizations specializing in the field conduct career-counselling projects.

CENTRE STAGE ACADEMY OF SPEECH AND DRAMA

Phase two was executed in Centre Stage Academy, affiliated with Trinity and Guildhall Colleges of London (Speech and drama). It is a small private academy specializing in drama, theatre, effective communication and public speaking. It is well reputed and well known. Students of this academy belong to various schools, social and financial backgrounds. Learning drama and theatre forms part of their extra-curricular activities. Each year the academy organizes various developmental activities for its students. Students who wish to participate in such activities attend extra sessions at the academy. Career counselling was particularly arranged for students aged 16 to 19 in order to help them with their career related issues and choices.

UK

United Kingdom (UK) is located in western Europe. It is a group of islands between the North Atlantic Ocean, North Sea and the north west of France. England, Scotland, Wales and Northern Ireland form a part of UK. It is one of the powerful countries of the European Union and a developed nation of the western world.

UK has a rich history of kings, queens and brave knights. British Empire ruled almost one-fourth of the earth's surface. Currently it is a leading trading power. Agriculture and industry are intensive and advanced. UK is a cosmopolitan country. Several families migrate to UK from around the world. It is a richly diverse, open-minded and multicultural society.

EDUCATION IN UK

Quality standards for UK institutions are among the best in the world. UK qualifications are recognized and respected throughout the world. Institutions provide a wide variety of courses and subjects. Educational research makes UK a great contributor in new technologies and concepts in all fields and areas.

Main base of this research study was in UK. Thus overview and background of psychological assessment, counselling and career guidance is based on the UK perspective.

PARTICIPANTS FROM UK

A part of second phase of data collection was executed in London, UK. The study was conducted in a private tutor's workplace. London being a cosmopolitan city is the hub of cultural and racial diversity. Students thus belonged to various cultural, social backgrounds and schools across Middlesex. They were 16 to 19 year old. Each term the tutor arranges for personal development activities for students mainly relating to their academic and career issues. Career counselling was thus chosen to aid students with their future choice of subjects for 'A' levels or further education career choices.

CHAPTER 8: RESULTS AND DISCUSSION

"Each person dwells in a subjective world, and even the so-called objective world of a scientist is a product of subjective perceptions, purposes, and choices. Because no one else, no matter how hard he tries, can completely assume another person's 'internal frame of reference', the person himself has the greatest potential for awareness of what reality is for him. In other words, each person potentially is the world's best expert on himself and has the best information about himself."

- Mischel, 1993, p231.

8.1 INTRODUCTION

Evaluation of the narrative interview as an assessment method in comparison with psychometric tests and SGIs forms the main objective of this study. This research fulfils two research aims. Thus this chapter is divided into two sections. Each section refers to one research aim. Within each section, research findings are categorized into themes. Results are presented as evidence for each theme within this chapter. The discussions of these themes (the research results) are also included after the research results are presented within each theme. Findings and discussion of research results are integrated in this section. The final discussion generated through this study is in the manner of a summary also presented within this chapter.

8.2 PROCEDURE OF ANALYSIS, REPORTING AND PRESENTATION OF FINDINGS

Research findings were extracted from data obtained from test results, SGI results, narrative interview results, feedback questionnaires and focus group feedback sessions. Psychometric tests were scored and interpreted. Individual profiles for each participant were formed based on these scores. Profiles portrayed specific areas and variables, which were assessed through psychometric tests. This aided the determination of their scope.

SGIs were transcribed individually into content analysis software: QSR N6 NU*DIST, Full Version V6.0. Transcripts formed were then coded with the help of N6 software. Codes for analysis of SGIs were obtained from basic themes arising from each structured question of SGIs. Finally, individual profiles for each participant were formed based on these codes. Profiles portrayed specific areas and variables, which were assessed through SGIs. This aided the determination of SGIs' scope.

Each narrative interview was transcribed individually into content analysis software: QSR N6 NU*DIST, Full Version V6.0. Variables, which were assessed through narrative interviews, were extracted through close content analysis of each interview. Thus relationships, links and connections between each variable were formed and codes were obtained based on these variables. Transcripts were then coded with the help of N6 software. Individual profiles for each participant were formed based on the codes. These profiles portrayed the areas and variables assessed through narrative interviews. This aided the determination of narrative interviews' scope.

For feedback questionnaires, codes were devised for each question separately. These codes were entered into statistical data analysis software: SPSS Version 11 for Windows. Responses obtained from questionnaires were entered corresponding to the codes into SPSS. Thus frequency counts were obtained for each code. Percentages and bar charts were formulated for accessibility (see Appendix G).

Tape recordings of each focus group session were transcribed individually into N6 software. Codes for focus group sessions were obtained for each theme/topic covered by these sessions. These codes were then entered into SPSS. Participant responses were analysed for each theme. Small size of focus groups, made it possible for the facilitator (researcher) to encourage responses from each participant. Thus views and perspectives of each participant were recorded. For this focus group data, where there was a consensus for main themes, an agreed statement was recorded. Where there was divergence of views, an assessment was made of relative numbers. Frequency counts were made of each agreed statement as well as divergent views. Thus overall frequency counts, percentages and bar charts were obtained for accessibility (see Appendix G).

Thus findings of this research are reported under overriding themes, which have emerged through the analysis of all data. Reporting assessment variables, which have been extracted, provides evidence for themes. Conclusions and figures derived through analysis of questionnaires and focus groups of both phases also provide further evidence for themes.

8.3 LIMITATIONS OF THE STUDY

Before an in-depth exploration of the results and discussion, considering limitations as well as drawbacks that were recorded during the execution of the study may seem helpful. Due to the qualitative nature of the study, the researcher was aware and cautious of certain limitations from the onset. Hence certain steps were taken in order to reduce the impact of limitations. Certain other limitations within the research design, administration and basic structure were identified when the study was conducted.

Within the design and methodology of this study, it was observed that all participants of this study represented only a certain section of the student population. The participants were all within the education system and did not present any major differences in family settings, social class or individual developmental and mental status. Hence this may be considered as a limitation. A broader range of participants would provide wider implications of the narrative interview.

On one hand the qualitative research formed the essence of this study, on the other hand certain limitations of qualitative research were recorded. The researcher was aware of interviewer reliability or dependability from the onset of the study. Hence the researcher continually remained cautious of any interviewer influence during the interviewing stage. Since narrative interview was based on core conditions of counselling and a basic counselling framework, interviewer influence and bias was curbed to a certain extent. It was also recorded that due to the phenomenological nature of the narrative interview, wherein interpretation and analysis by the interviewer was minimal, interviewer bias was reduced. However, the use of multiple

interviewers would have seemed appropriate in order to monitor the effects of interviewer bias.

Two coders coded interview transcripts: the researcher and the research supervisor (Dr. D. Williams). This was executed in order to monitor and check inconsistencies within coding. More than two coders were not employed due to limited time and resources. However, the use of multiple coders would have seemed helpful in order to reduce inconsistencies within coding.

The results of this study must thus be explored after being mindful of these limitations.

8.4 DEVELOPMENT OF THEMES

Analysis of results provided comprehensive and wide-ranging data. This was required to be organized and arranged in order to comprehend the outcome of this study and draw out conclusions. Thus focussing upon each research question served as a base for results and findings. The first research question based on Bartram's (1990) factors served a dual function. Firstly, it aided the researcher to draw out a base for comparing traditional methods of assessment with the narrative interview. Secondly, it facilitated the overall evaluation of the narrative interview as an assessment method. The research findings that thus emerged were expressed using various themes.

> **Scope:** The individual aspects and variables, which were assessed through tests, SGIs and narrative interviews, were recorded through the analysis (statistical and content analysis) of generated profiles. This provided the researcher with precise comprehension of the extent of assessment each method offered. In other words, separate and comprehensive inventories of individual variables assessed were developed. These portrayed the scope of each assessment method. Thus these inventories facilitated the development of themes amplifying the scope each method offered. Theme 1 and theme 3 illustrate the scope provided by tests and SGIs. Theme 5 (a, b and e) and theme 7 evaluate the scope provided by narrative interviews.

> **Accuracy and Relevance:** Accuracy as reliability, and relevance as validity of tests were stated clearly in the test manuals. On the other hand, the accuracy as dependability, and relevance as correspondence for SGIs and narrative interviews were analysed by the researcher. This was due to the qualitative

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nature of these assessment methods. This analysis facilitated the development of themes explaining accuracy and relevance from Bartram's (1990) factors. Themes in turn promoted exploration of the comparison between quantitative and qualitative methods of assessment. Theme 3 and theme 7 illustrate accuracy and relevance provided by the three assessment methods.

> **Acceptability:** Participants' acceptability towards tests, SGIs and narrative interviews were analysed through responses obtained in questionnaires and focus group sessions (statistical and content analysis). The results, which were recorded, provided clear comparisons between acceptability levels of each assessment method. These are comprehensively expressed in themes. Theme 2 and 3 demonstrate acceptability levels of traditional assessment methods, and theme 5b and 5d provide acceptability levels of narrative interviews.

> **Practicality and Fairness:** Utilization of tests, SGIs and narrative interviews within this research study provided the researcher with practical experience of these assessment methods. Evaluating the profiles which were built for each method facilitated their evaluation on fairness. Thus, practicality and fairness of traditional methods are explored in theme 3 and practicality and fairness of the narrative interview is explored in theme 7.

Finally, an overall evaluation of the narrative interview provided specific research conclusions based on its place within the psychological process. These findings emphasized a singlular, wide concept that emerged through this study. Thus the

researcher addressed theme 8 in order to incorporate the specific findings based on narrative interview within the psychological process.

In summary: The researcher organized result findings by using themes. These themes addressed the research questions and facilitated overall evaluation of the research findings.

8.5 SECTION I RESEARCH AIM 1

TO EVALUATE THE NARRATIVE INTERVIEW BASED ON BARTRAM'S (1990) 'FACTORS TO CONSIDER WHEN CHOOSING AN ASSESSMENT METHOD'.

Themes from research findings were developed and identified by the researcher. These aid to fulfil research aim 1.

THEME 1: PSYCHOMETRIC TESTS AND STRUCTURED GUIDANCE INTERVIEWS HAVE A PRE-DETERMINED, FIXED AND NON-EXPANSIVE SCOPE

Evidence for this theme was obtained from test and SGI assessment reports formulated during phase one. These reports portray the scope and range of assessment provided by tests and SGIs.

EVIDENCE FOR THEME 1

First phase of data collection required participants of the TAM group to take DAT and CII (Psychological Corporation, UK, 1992); as well as appear for Structured Guidance Interviews (SGI). The researcher provided profiles for both assessment methods. To scope of assessment offered through tests and SGIs is thus clearly evident from assessment profiles. DAT, CII and SGI profiles of one participant follow for obtaining an understanding of scope of these assessment methods.

Due to the highly structured nature of these traditional assessment methods, results of DAT consisted of profiles on nine pre-determined aptitudes for all 39 participants:

Verbal reasoning, numerical reasoning, abstract reasoning, perceptual speed and accuracy, mechanical reasoning, space relations, spelling, language usage, educational aptitude (i.e. sum of verbal reasoning and numerical reasoning).

Thus assessment profiles generated from DAT provided scores on these aptitudes. Raw scores were transformed into stanine profiles as well as percentile ranks. The test publisher provided profile reports as part of test material. The researcher generated explanatory profiles based on interpretations of DAT scores for each participant.

Results of CII were also pre-determined: consisting of a report on interests in fifteen occupational groups as well as for each of the sixteen subject areas for all 39 participants. The **Occupational Groups are:** Social science, Clerical services, Health services, Agriculture, Customer services, Fine arts, Mathematics and science, Building trades, Educational services, Legal services, Transport, Sales, Management, Craft work, Machine operation.

Thus assessment profiles generated from CII provided scores ranging from low, medium to high for occupational groups and interest scores on a scale of 1- 5 (1 was dislike, and 5 was like) for subject areas. The test publisher provided profile reports as part of test material. The researcher generated explanatory profiles based on interpretations of CII scores for each participant.

SGI was also highly structured. Thus, results consisted of interpretations and reports on themes based on Weinrach's Guidelines (1979, p 332) for all participants. Reports were thus based on the following basic guidelines: Physical appearance and body

language, physical, socio-economic and cultural environment, family and social history, personality variables, educational history, vocational history and miscellaneous. These guidelines were developed on the basic Seven-Point Plan (Rodger, A., 1968) for career assessment. The *Seven-Point Plan comprises of: Physical makeup, Attainments, General intelligence, Special aptitudes, Interests, Disposition* and *Circumstances*.

Thus assessment profiles generated from SGIs were based on Weinrach's Guidelines (1997, p 332) for each participant. Explanatory reports for each participant accompanied the profiles.

It is essential to note that actual test scores are not relevant to the research hypothesis. However, it is worth noting that the range of norms approximates to UK range of norms. A copy of feedback sheets indicating scores is to be found in the appendix.

DAT PROFILE

Female school pupil in Year 10.

40A's DAT profile contains some noticeable peaks. Her numerical reasoning, spelling and language usage scores are consistently high (all stanine scores of 8 or 9), indicating that 40A has a strong ability to perform mathematical reasoning tasks as well as to master spelling and grammar.

Even though her verbal reasoning scores are not quite as high, her educational aptitude composite of verbal and numerical reasoning scores is sufficiently high to suggest that she will do well if she follows through on her post-secondary school educational plans to attend a college or university.

40A's non-verbal aptitudes in perceptual speed and accuracy and space relations are above average. However, her mechanical and abstract reasoning aptitude falls in the average band, indicating average ability to deal with objects in terms of their size, shape and to deal with machinery.

CII PROFILE
Female school pupil in Year 10.

Post-secondary school plans: College or University

40A's highest interests (although only in the medium score band) are in Social services, Fine arts and Legal services. All three occupational groups are associated with a high level of involvement with data (information) and a low level of involvement with things. On the other hand, the three occupational groups in which 40A's interest is lowest – Transport, Building trades and Machine Operation – all have a high level of involvement with things and a low level of involvement with data.

40A's subject area choices are Speech and drama, corresponding to Social sciences, Fine arts and Legal services; English and literature, again corresponding to all three occupational interests; and, Journalism and Creative Writing corresponding to Social sciences and Fine arts.

Thus 40A appears to prefer working with data (information) to working with things and has appropriate post-secondary school education plans.

DAT WITH CII INTERPRETATION

Fine arts may seem a good choice for 40A, since she shows the required aptitude for the field (i.e. average scores on verbal, abstract reasoning, language usage and below average scores on space relations are necessary).

Average aptitude scores on verbal and abstract reasoning may make Social science a difficult choice, for which above average scores on verbal, numerical, abstract reasoning and language usage are necessary.

Average aptitude scores on verbal reasoning may even make Legal services an inappropriate choice for 40A, since above average scores on verbal reasoning and language usage; average scores on abstract reasoning are necessary for the field.

In summary, it can be said that 40A has a peaked and well-defined aptitude profile, and a flat interest profile. Inspection of 40A's interest profile reveals a preference for working with data (information) rather than things. 40A's aptitude and her areas of highest interest are overall compatible; except verbal reasoning that need special attention. 40A also likes subject areas related to each of these occupational groups. Knowledge of these preferences should be helpful as 40A develops a plan for 'A' level courses that will prepare her for higher education.

Many of the occupations in Fine arts, Legal services and Social sciences require a university education, which is what 40A is planning. Her educational aptitude scores are in the above average range, suggesting that she will be able to cope well in further and higher education. 40A can be encouraged to take advanced level courses that interest her and will help her to explore potential career choices in depth.

ASSESSMENT PROFILE 1B

INTRODUCTION

Alternative name:

Participant 1B

Observations:

-Physical appearance:

1B was a short, stout girl with a childlike appearance. However she was neat and presentable.

-Body Language:

1B had a closed posture with a slow and soft speech. She indicated timidity and tension through her raised shoulders and tight posture.

PHYSICAL, SOCIO-ECONOMIC AND CULTURAL ENVIRONMENT

-Description of community, neighbourhood and house in which the subject now lives:

1B had been in the same city and neighbourhood since birth, hence has had a settled and familiar physical environment.

FAMILY AND SOCIAL HISTORY

-Constitution of family:

1B lived in a joint family along with her grandparents. She had a younger brother and an elder sister.

-Educational and occupational background of parents:

1B's father is a businessman and mother is a housewife. Thus her father is the sole bread winner of the family.

-Nature of relationship with parents:

1B mainly preferred the company of her immediate family. Hence indicating a close relationship with her parents. 1B also indicated (line 68) that although she considered herself as a quiet person, she was rather talkative in the company of her family.

Thus showing that 1B was comfortable and allowed herself to open up only in front of her family.

-Nature of relationship with siblings:

1B stated a close relationship with her elder sister (line 13), hence portraying a good bond with her sister.

-Identification with important figures in environment:

A close relationship with her grandfather was portrayed when 1B stated that she shared several things with him (evident in line 62).

PERSONALITY VARIABLES

1B considers herself to be a quite person preferring less attention towards herself, as she clearly mentioned her dislike for activities related to performance (lines 70, 108, 114). 1B also stated her inability to make friends easily, hence indicating a small or limited number of friends. Thus 1B inclines towards the introvert personality type with reservation and self-sufficiency as the dominant traits. She indicated a liking to be by herself and mentioned a dislike for going out, especially to socialize. 1B also mentioned her inability to express her self well, which is evident throughout the interview since the researcher had to prompt several times in order to obtain responses. However she stated a basic and eventual need for satisfaction and contentment, yet believed in the probability of change in her personality, likes and dislikes. Overall, 1B portrayed happiness and contentment with herself.

EDUCATIONAL HISTORY

-Schools attended:

1B has been in the same school since the beginning of her school life.

-Social adjustment in school:

1B revealed her comfort at school, stating her liking for school.

-Nature of relationship with teachers and peers:

1B stated her inability to make many friends at school, although she has her classmates. However she stated that since she received personal attention from the teachers, she was comfortable with her studies.

-Academic performance:

1B stated an overall liking for her academics, although her performance in specific subjects was not revealed.

-Major subjects or curricula:

1B stated a special liking and preference for physics and biology, thus an overall liking for science.

-Elective subject:

1B's elective subject is art, which forms her main interest and liking. She stated that considering her creative interests, art was easy for her (line 35).

-Extra Curricular activities:

1B stated a dislike for most extra curricular activities, especially related with performance such as dance, music, drama. She revealed that she was forced into doing these by her mother, however she left them eventually. No particular reason was given for the dislike.

-Vocational preferences expressed at various points in school:

1B emphasized and stressed upon her strong preference and liking for art, from the beginning of her school life.

VOCATIONAL HISTORY AND CURRENT STATUS

-Early academic inclination, interests, hobbies and play activities:

1B's inclination and interest in art (such as painting sketching) was stressed upon. 1B stated that she indulged in art in school and outside school from an early beginning.

-Present occupational and career aspirations:

1B clearly focussed on art or science for future career aspirations. However her inclination for art or any creative field seemed stronger.

-Present inclination, interests, hobbies, leisure-time activities:

1B's interest were in art and general hobbies such as watching cartoons, horror movies, listening to music and reading.

-Awareness of vocational and career plans:

1B was fairly focussed on art as a career choice. She stated that she could only imagine herself as an artist, even though her other choices were science related fields. (line 85).

-Parental influence or consent:

1B's parents recognized her creative abilities and hence encouraged her towards art-related fields. However, 1B's mother enforced certain extra curricular activities on her against 1B's will (line 112).

-Awareness of realistic and logical factors:

1B was aware of the different subjects in art and her relative strength and liking for each (lines 81, 82). However, her beliefs about minimal interaction with others in art related fields needed to be checked and challenged in the feedback session.

MISCELLENEOUS

-Attitude throughout narrative interview

1B came across as a soft and simple girl. However, she could not express and open up easily.

-Any particular concerns needed to be tackled in the feedback session:

1B's belief of "being by herself" (line 74) in art related fields was challenged. 1B was also challenged on her belief that a career choice only meant "doing what you like" (line 95).

EXPLANATORY REPORT FOR 1B

1B is a short, stout girl; however she is neat and presentable. She had a closed posture with a slow and soft speech.

1B lives in a joint family wherein her mother is a housewife and father runs his own business. 1B has a younger brother and an elder sister to whom she is very close. She cannot make friends easily and doesn't have many friends at school.

1B has been born and brought up in Bombay, and has been in the same school ever since nursery. 1B feels comfortable in school. 1B did not show a tendency to be outgoing since she mentioned that she did not like to participate in extra-curricular activities. No particular reason was given. However, 1B further expressed that she only liked the company of her family and was close to her grandfather in particular. She seemed self-sufficient and content with herself rather than seeking other's company. Although quite by nature; she confessed being talkative while with her family. 1B did not like seeking any attention.

1B mentioned a liking for studies and especially science and art. No specific future career aims or goals were mentioned, yet a probability of taking up science or art related fields were stated. Parents suggest art related fields since she excels in art.

1B sees herself as an artist or painter in the future since it does not involve a lot of contact with other people and she prefers being by herself. Although science related fields were mentioned earlier; art stands as the first preference. The need to do something creative was apparent. 1B stated that she did not mind art academically since it provided her with variety.

1B's self image is congruent with her future vision of being an artist since she emphasized on less interaction with others and 'being herself and not having to pretend'.

She comes across more as an introvert who is reserved. 1B was not very expressive and found it difficult to tell a story about herself. Her responses were short and abrupt; prompting was needed.

Satisfaction in what she does and overall contentment in life was seen as the key motivator or career anchor. However, she believed in the possibility of change in her attitudes and beliefs.

Activities relating to performance in public such as dance, drama, music etc. are heavily detested by 1B.

FINAL COMMENTS

Fields in fine arts seem the most suitable considering aptitude for art and introvert personality type.

DISCUSSION OF THEME 1

The scope of an assessment method refers to range of attributes it attempts to assess. Utilization of tests and SGIs in this research re-emphasized the range of scope provided by these assessment methods. It was evident that DAT was based on the rationale of measurement of aptitudes, which assess knowledge, skills and other characteristics. Each test within DAT corresponded to its applicability to particular courses of study or career fields. This linked test results appropriately to occupational or career decisions. Scope of DAT was therefore clear. It was based on eight aptitude tests and what they measured. Thus it was pre-determined and set. With reference to the traditional manner of building career assessment profiles, DAT's scope was limited to measuring special aptitudes (based on Rodger's, 1968, Seven Point Plan) and educational history i.e. standing on aptitude test (based on Weinrach's, 1979, Guidelines for Career Profiling).

Through the evidence for this theme, the predetermined and set scope of CII is also portrayed. CII measured interests of participants. With reference to the traditional manner of building career assessment profiles, CII's scope was limited to measuring interests (based on Rodger's, 1968, Seven Point Plan) and educational history i.e. standing on interest tests (based on Weinrach's, 1979, Guidelines for Career Assessment Profiles). A sample of test profiles along with explanatory reports provides an understanding of the scope of assessment obtained by DAT and CII.

Execution, transcription, interpretation and analysis of SGIs in this research aided clarification of their scope and assessment strengths. Interventions and questions of SGIs were based on the structure of traditional guidance interviews. Hence the scope

of SGIs covered all aspects of the Seven Point Plan by Rodger (1968). SGIs also covered majority of Guidelines for Career Profiles by Weinrach (1979), except standing on aptitude and interest tests. Therefore, research findings portray that SGIs provided wider scope than psychometric tests. However, responses obtained from participants were guided and checked by the interviewer not allowing an open-ended scope. Overall, tight structure of questions and interventions used portrayed SGIs scope confined to specific areas. A sample of interview profiles generated in phase one along with explanatory reports provides an understanding of the scope of assessment obtained by SGIs (see Appendix B).

RESEARCH CONCLUSION

Thus this research closely focuses on the scope offered by psychometric tests and SGIs. Findings throw light on the already acknowledged, extensive but the **limited nature of traditional assessment methods**. The researcher (as the assessors) limited her assessment process by using these methods. When goals and needs of participants were clear and defined, these assessment methods seemed appropriate. However, when aims of the psychological help required by participants were not defined, narrow scope of traditional assessment methods restricted and limited the process of counselling.

Findings of this research thus highlight the weakness of psychometric tests and SGIs in providing assessment for new and emerging perspectives of careers such as boundaryless careers. Arthur and Rousseau (1996, p 3-4) explain boundaryless careers as different from traditional, organizational careers, which *"saw people in orderly employment arrangements achieved through vertical coordination in mainly large,*

stable firms". These organizational careers were relevant in single employment settings of the past. Within these settings, individuals would remain within a limited range of their chosen career fields. Job switching within short time intervals or changing employers and organizations was uncommon. Thus individuals would only feel the need of assessment and career counselling/guidance generally at the beginning of their careers. Since they would remain within the organization, performing within their limited area of expertise, need for self-assessment, re-evaluation and career counselling was minimal. These traditional perspectives on careers have evolved and changed. The new careers perspectives are based on frequent change of jobs, employers and even working on varied fields and areas of chosen fields. There are no set patterns or career progress routes individuals would follow. This would be true even though individuals would tend to stay in careers where their skills are suited. In other words, new careers perspectives have no bounds and thus self-assessment and career counselling required within these may be different from traditional methods. These boundaryless careers are appropriate for the era and time of this research study. They are based on mobility of participants' careers across multiple employers, organizations and fields.

This research study provides evidence that organizational career perspectives of the past can be assessed through trait-factor theories of assessment. However the same may not hold true of current new and boundaryless career perspectives. Trait and factor theories overlooked two important aspects vital to new or boundaryless careers. This was evident from findings of this research. Firstly, psychometric tests and SGIs failed to assess subjective meaning of life and work to participants. Secondly, tests and SGIs overlooked assessment of dynamic interplay of life and career related

episodes. Exploration of psychometric tests and SGIs' scope provided by this theme clearly indicates lack of these two vital aspects of career assessment.

Thus the use of tests and SGIs in this research study strongly emphasizes their incapacity to provide boundaryless assessment for boundaryless careers. Thus results obtained through theme 1 provide a base for comparing assessment results and nature of scope obtained from narrative interviews.

THEME 2: PARTICIPANTS WITH NO KNOWLEDGE OF NARRATIVE INTERVIEWS PORTRAYED HIGH OVERALL ACCEPTABILITY AND SATISFACTION TOWARDS TRADITIONAL METHODS

Evidence for this theme was obtained from participant responses recorded in feedback questionnaires and focus group sessions. Percentages and figures were obtained through statistical analysis of questionnaires and focus group responses.

 EVIDENCE FOR THEME 2

Table 2

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FEEDBACK QUESTIONNAIRE RESULTS (TAM GROUP)		
100% of participants	Regarded test results as accurate.		
100% of participants	Portrayed satisfaction with SGI reports.		
92.3% of participants	Regarded test scores as compatible with their individual self-perception.		
97.4% of participants	Regarded SGI reports as compatible with individual self-perception.		
96.2% of participants	Believed phase one had included all the necessary aspects of assessment.		

SUPPORTING CONCLUSIONS DERIVED FROM FOCUS GROUP PERCENTAGE FEEDBACK RESULTS (TAM GROUP)

100% of participants	Regarded phase one assessment project as good and very helpful.
92.3% of participants	Regarded assessment profiles as 'resourceful'.
87.2% of participants	Regarded both assessment profiles as accurate.
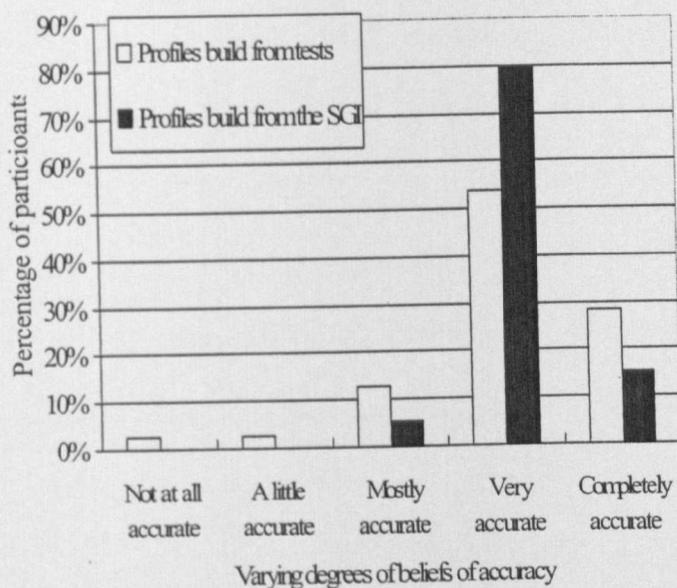
Figure 3: Participant beliefs of the scale of accuracy of assessment profiles build from traditional assessment methods.

Participants' levels of satisfaction towards assessment profiles were recorded through a scale used in questionnaires (portrayed in Figure 3). Thus through the analysis of these questionnaires and focus group sessions at the end of phase one, participants'

satisfaction with traditional assessment process was evident. Participants accepted and regarded assessment results and profiles as accurate. However, there was slight variance of acceptability between tests and SGIs.

DISCUSSION OF THEME 2

A participant expressed the following during a focus group session with reference to acceptability of assessment profiles, after experiencing the traditional assessment process.

"I think these profiles are like the truest, most honest picture of me because they actually show me the truth right in my face."
(Participant, Focus Group Session 2, Phase 1)

Acceptability refers to the level of approval the assessment methods were allotted from the assessor (researcher in this study), participants being assessed and third parties (school, academy authorities in this study).

Acceptability of tests for participants was evaluated from responses towards test results and their receptivity. The value participants placed in assessment methods and generated profiles, demonstrated their levels of satisfaction.

THE TESTS:

Analysis of feedback questionnaires portrayed that all participants regarded 'test results as accurate'; but to varying degrees. Only a very small percentage of participants rated test results as 'a little accurate'. This was mainly because most participants considered 'test scores as compatible with their self-perception' and believed 'no aspect of them was left out' by tests. Overall, a very high percentage of participants believed in the accuracy of test results. Findings thus portrayed that

before participants had experienced the narrative assessment process, they were satisfied with their test assessment results.

High levels of acceptability of test results also demonstrated possibility of a Barnum effect. However due to high reliability, validity and other quality checks on tests, Barnum effect may be minimized. This is because quality checks on tests provide evidence on what the tests purport to measure and how they may fulfill their purpose. The scope of tests being limited and structured, possibility of test results digressing was also minimal.

THE SGI:

A participant expressed the following during a focus group session after experiencing the traditional assessment process. This highlights acceptability of SGIs.

"The sessions with you were good because at least someone listens to us patiently."
(Participant, Focus Group Session 1, Phase 1)

Acceptability of SGIs from participants was evaluated from responses towards interview reports and their receptivity. The value participants placed in the assessment method and generated profiles, demonstrated their level of satisfaction.

Analysis of feedback questionnaires showed that all participants were satisfied with their SGI reports. This was evident because a high percentage of them considered SGI results as 'very accurate'. A very high percentage of participants also considered 'interview reports as compatible with their self-perception' and 'no aspects of

themselves were left out' by interviews. Overall a high percentage of participants believed in the accuracy of SGI results.

A possible Barnum effect in the case of SGIs is likely since they are not statistically verified for reliability or validity (unlike quantitative methods). The scope being vast and interview results merely generated on the basis of skills and experience, possibility of Barnum effect is more likely. However the overall acceptability of SGIs was high.

Thus, research findings portray that when participants had not experienced the narrative process in this study, they accepted their assessment profiles generated from traditional methods. There was general satisfaction with assessment profiles. Participants considered assessment profiles as valid sources of information about self. From these findings, it can be concluded that although traditional assessment profiles were based on expert interpretation and analysis, participants passively accepted profiles and owned them as an evaluation of themselves.

This research portrays that participants accepted and owned assessment profiles and reports until they were aware of the nature of narrative assessment profiles and reports. This was because acceptability levels of traditional methods were recorded twice. Firstly, when these participants had completed the traditional assessment process, and secondly when they completed the narrative assessment process. High levels of acceptability towards traditional methods were due to general tendency of acceptance of participants until something different was offered. Thus research findings provide evidence for why traditional methods have commonly been accepted by assessors,

individuals being assessed and third parties. Until new assessment methods are explored, traditional methods are accepted as assessment measures along with all their limitations.

However, a vital awareness of the static nature of traditional assessment profiles was expressed, even though it was from a relatively small number of participants (10.3%). Participants recognized that these profiles would remain valid only for a certain period of time due to possibility of change in their test scores, backgrounds, interests, etc. Thus this research throws light on the fact that traditional measures provided no flexibility, and participants were obliged to depend upon 'experts' again for assessment i.e. they would approach an expert to re-take the tests. For instance, interests of participants assessed through CII were vulnerable to change. This is because interests are developed from experiences and information obtained from interest inventories must be interpreted in the context of these experiences. However interests may change as new experiences are formed and gained. This made interest inventory results (CII results) valid only for a short time. This formed a major limitation of methods such as tests and SGIs.

RESEARCH CONCLUSION

Profiles developed from psychometric tests and SGIs were satisfactory to participants. However, they were recognized as remaining valid only for a certain period of time. The aspect of changing and developing human variables interfered with the validity of these profiles. Thus the temporary nature of these assessment methods makes participants dependant on experts for self-assessment and evaluation in the future. This is because traditional assessment methods did not equip participants with self-

assessment skills or techniques for future utilization. Even though traditional measures are not designed to counsel, but when used within the counselling setting, their inability to equip and instill individuals towards self-understanding goes against the principle goal of counselling:

"Help clients become better at helping themselves in their everyday lives."

(Egan, 2002, p 8).

Thus this research provides evidence that tests and SGIs did not endow participants with skills to help themselves, thereby failing to reduce dependency on professionals. Findings from theme 2 provide a base for comparison of acceptability and satisfaction between traditional and narrative measures of assessment.

THEME 3: PSYCHOMETRIC TESTS AND STRUCTURED GUIDANCE INTERVIEWS FACILITATE ONLY ASSESSMENT, LACK PRAGMATIC UTILITY AND FAIL TO MOTIVATE OR ENCOURAGE THE PSYCHOLOGICAL PROCESS.

Evidence for this theme was generated through evaluation of participants' level of motivation or encouragement experienced after the traditional assessment process. Their perception was recorded through feedback questionnaire and focus group responses.

EVIDENCE FOR THEME 3

Table 3

SUPPORTING PERCETAGE	CONCLUSIONS DERIVED FROM FEEDBACK QUESTIONNAIRE RESULTS (TAM GROUP)
87.2% of participants	Regarded psychometric tests as only helpful in assessment.
Only 7.7% of participants	Considered psychometric tests as motivating towards action and planning.
84.6% of participants	Regarded the SGI as only helpful in assessment.
Only 15.4% of participants	Considered the SGI as motivating towards action and planning.
Only 17.9% of participants	Considered overall phase one assessment project as motivating towards action and planning.

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS (TAM GROUP)
10.3% of participants	Expressed their awareness of the changing nature of human characteristics and traits, thereby recognizing static and non-flexible nature of traditional assessment profiles.
7.7% of participants	Believed their career issues remained unclear and unresolved, even though they considered assessment profiles as acceptable.

Participants' feedback on motivation experienced after the traditional assessment process provided vital information on extended abilities of traditional assessment methods. Results thus obtained throw light on and question the ability of traditional methods to provide pragmatic utility i.e.motivate participants towards achievement of aims and goals. Through questionnaire data it was evident that participants regarded traditional assessment methods as helpful. However through traditional assessment only a small percentage of them were motivated towards resolving their career issues. Thus this research portrays that although psychometric tests and guidance interviews are widely used and acceptable assessment measures, they lacked pragmatic utility.

DISCUSSION OF THEME 3

Participants expressed the following during focus group sessions after they experienced the traditional assessment process. These portray the level of resourcefulness of traditional assessment measures.

"Knowing all this is fine, but what do I do next is the main problem? I have all these profiles and papers but what do I do with them? I'm still as confused as I was before."

"This project was good, enlightening. Basically helped understand what we are capable of."

(Participants, Focus Group Session 1, Phase 1)

"Yes, basically that it has helped me get a closer picture of me. But I don't know yet, about how it has motivated me?"

(Participant, Focus Group Session 2, Phase 1)

"I don't know how it has helped me, but I know where my forte lies now."

(Participant, Focus Group Session 2, Phase 1)

An evaluation of reliability scores, validity scores, practicality and fairness of assessment methods was not a direct finding of this research study. However, their consideration aids other important findings. This is because these factors portrayed the quality of assessment measures which influences their acceptability and provides

evidence of their effectiveness as assessment tools. Aspects of quality of assessment methods stated by Bartram (1990) are discussed in turn.

Accuracy or reliability refers to the degree of precision of measurement for objective and quantitative measures (Bartram, 1990). Reliability scores for both psychometric tests were provided in test manuals to inform test users of their dependability. Reliability scores of DAT and CII indicated high overall reliability for both tests. Relevance or validity refers to the question 'whether assessment methods fulfill their purpose'. Like reliability, validity scores for both psychometric tests were also provided in test manuals to inform the researcher of the test quality. Since validity is a vast concept, various types of evidence provided different validity scores. Scores indicated moderate to high validity for DAT and high validity for CII.

Thus the chosen tests were appropriate for the purpose of career assessment. DAT and CII like most other tests were also easy and practical to use. Step by step and clear information and instructions were provided in manuals. However, all the material needed for DAT and CII was expensive (ranging from £300-£700). The researcher (as the assessor) also needed to be appropriately qualified. Level A Certificate of Competence in Occupational Testing was essential in order to purchase and use these tests. These disadvantages reduced the level of acceptability of tests from the researchers' and the third party's perspective.

Fairness of an assessment method signifies any bias, inequality or social issues attached to it. Although the underlying principle of tests is classification and categorization; measures are employed to standardize tests in order to reduce any

discrimination issues. For this research, test manuals for DAT and CII stated procedures undertaken for standardization. Norms for various groups of population were also provided in these test manuals.

DAT was standardized for various groups in the US and UK in order to show fair representation. Specific standardization procedures undertaken for CII were not provided due to the nature of the inventory. Yet a clear specification of occupational groups used in western countries was provided. Therefore DAT and CII were considered as reasonably fair. Thus the researcher and the third party perceived them as acceptable.

On the other hand, SGIs were structured, providing basic guidelines to conduct interviews. Basic counselling skills were used to make participants more comfortable and the interview process more person-centred. Dependability or reliability in consideration to SGIs referred to the extent to which their results were worth relying on. By applying traditional methods of analysing and evaluating dependability (reliability), the purpose and subjectivity of using qualitative measures is lost. For instance, a statistical correlation and use of numbers (used for psychometric tests) may fail to leave the essence of qualitative analysis intact. Dependability thus parallels reliability in qualitative research. It refers to the idea of developing merit of the research by adopting an 'auditing' approach (Bryman, 2001). Auditing requires maintaining complete records of all stages of the research study. Reviewing steps involved in interviews in turn helped to check their dependability.

⇒ Interviewing: Interview process began with building rapport and ensuring comfort of participants. Basic counselling skills such as empathizing, paraphrasing, restating, clarifying, probes and gentle challenges were used. Interventions and questions used were based on a pre-determined structure. Since SGIs were structured and specific questions were asked, negative effects of leading or irrelevant questions were cut down to minimum.

⇒ Transcribing: Audiotapes of SGIs were transcribed verbatim. Tapes were clear and the sound quality was high.

⇒ Analysing: Transcripts of SGIs were coded into QSR N6 NU*DIST content analysis software. Codes were then categorized into variables of assessment. These variables were based on themes arising from each structured question. Hence codes were based on Weinrach's Guideline (1997, p 332). Assessment profiles provided to each participant were then developed based on variables of assessment.

Thus, dependability of SGIs, may be evaluated after recording the stages of SGI process.

Validity or trustworthiness of qualitative assessment methods sets out to measure the extent to which results investigate variables or phenomena of interest to research.

Correspondence refers to checking for any sources of invalidity. Results of SGIs were checked for invalidities by theorizing or contemplating on the purpose of assessment. Main aim of this study was to formulate career assessment profiles. Thus correspondence of SGIs was checked by comparing these profiles with the Seven

Point Plan by Rodger (1968) and Weinrach's (1979) Guidelines for Career Profiling. This is because the Seven Point Plan and the Guidelines form the basis for any career-profiling project. Since the structure of SGIs was mainly based on the Seven Point Plan and Weinrach's Guidelines (1997, p 332), correspondence of SGIs was reasonable as an assessment method for career profiling.

Execution of SGIs provided evidence of their practicality. SGIs required no expense or material. Only following the structure and guidelines of interviewing was essential. However, SGIs also had their disadvantages. The researcher, as the interviewer, needed to be appropriately trained and possess basic counselling skills. This training and acquired skills may be time consuming and expensive. SGIs were long and tedious involving transcription, coding, analyzing and interpreting.

SGIs were conducted on a one-to-one, individual basis. Participants' individuality and uniqueness considering various factors such as race, gender, culture, social and financial background was kept in mind. Thus the nature of SGIs required context bound assessment and evaluation. Therefore SGIs were reasonably fair mainly because they considered each participant in an individual manner. This raised their acceptability levels from participants, the researcher and the third party's perspectives.

Thus through findings of this research, the quality of psychometric tests and SGIs was considered based on Bartram's (1990) essential factors. They provided career assessments for phase one of this research. Yet, findings from this research emphasized important weaknesses of these methods. Findings showed limited scope of tests. This is because they only aided in formulating participants' individual career

profiles in the assessment process. They did not motivate or encourage participants towards further career choice or decision-making. Only an extremely small percentage of participants expressed their motivation to act towards their career decisions at the end of the traditional assessment process. Hence although the quality of tests was high, it did not ensure their pragmatic utility as assessment tools.

Pragmatic utility or validity of SGIs was also checked. This served as their validity measure. Construct of pragmatic utility relies on the idea that truth is whatever which instigates action within participants to obtain results. In other words motivate participants. Thus all assessment methods ideally should not only enhance level of knowledge and understanding of participants, but also enhance their ability to take action. This was monitored by questionnaires, which participants completed in feedback sessions. Participants were asked to comment on their overall experience of SGIs. Findings indicated that most participants considered interview reports as accurate, providing them with knowledge and understanding of themselves. Interview reports also helped them to comprehend varied aspects of themselves such as their strengths, weaknesses, abilities, dreams and goals. However only 15.4% (a small number) of participants overtly expressed inspiration or motivation towards actions arising due to SGI results. Thus although theoretical correspondence of SGIs was fairly reasonable, pragmatic utility was limited to providing only assessment. Like psychometric tests, they did not aid towards motivating or encouraging participants towards actions.

In summary: Findings of this research portrayed that tests and SGIs were recorded as fairly sound measures of assessment after they were evaluated against Bartram's

(1990) factors. However, they did not ensure further effectiveness in facilitating the final goals of the relevant psychological process (career counselling in this research study). They terminated at the assessment level leaving participants with valid information about themselves, but a **lack of awareness of how to utilize and apply information gained through assessment to resolve their individual career issues or problems.**

Focus group sessions conducted in this research further supported this finding. It was recorded that a significantly small percentage of participants perceived the assessment process as aiding their future planning and action. This was because traditional assessment methods did not facilitate the implementation of assessment results towards final goals or resolution of problems. Thus participants' were not clear of the utility of their assessment. They also expressed an awareness of unresolved issues or problems related to career. Thus the assessment process failed to instill any motivation towards action or planning for career choice or decision-making.

RESEARCH CONCLUSION

Findings of this research study based on traditional assessment methods pose an important question towards psychological assessment:

> **Can good reliability, validity, practicality and fairness ensure effectiveness of an assessment method to aid the overall psychological process in question (career counselling within this research study)?**

Findings of this research reflect the answer. Good reliability and validity scores do not ensure the effectiveness of assessment methods to aid the psychological process. This is portrayed by psychometric tests and SGIs used in this research. These were recorded as appropriate when checked for reliability and validity standards. However, they failed to fulfill the final aim of the psychological process (counselling within this research study) in question, of which assessment was merely one stage. Traditional assessment methods undermined the importance of ignition and flow they could provide to the career counseling process within this research. Thus, although the main goal of psychological assessment measures was to provide assessment and evaluation, the ulterior goal of being a step towards completion of a psychological process was lost.

Findings from this theme provide a base for comparison of pragmatic utility provided by traditional and narrative measures of assessment.

THEME 4: PARTICIPANTS PORTRAYED NO PARTICULAR PREFERENCE FOR EITHER PSYCHOMETRIC TESTS OR THE STRUCTURED GUIDANCE INTERVIEW AFTER EXPERIENCING THE TRADITIONAL ASSESSMENT PROCESS.

Evidence for this theme was provided by responses obtained from participants after they experienced the traditional assessment process. Their preference towards tests and SGIs were recorded before they were administered narrative interviews.

EVIDENCE FOR THEME 4

Table 4

SUPPORTING PERCETAGE	CONCLUSIONS DERIVED FROM FEEDBACK QUESTIONNAIRE RESULTS (TAM GROUP)
76.9% of participants	Considered both traditional methods as helpful to form a complete picture of assessment profiles.
69.2% of participants	Considered both traditional methods together as helpful towards career assessment.
71.8% of participants	Considered both traditional methods together as providing a good understanding of 'self'.

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS (TAM GROUP)
100% of participants	Agreed upon the resourcefulness of both assessment methods together to provide career assessment.

100%   of   Considered both assessment methods together as providing a

participants   good understanding of 'self'.

☐ Tests considered as stressful and tedious, SGI considered as more relaxing
■ No problem with both assessment tasks

☐ 33.35%

■ 62.80%

Figure 4: Acceptability of traditional assessment tasks.

Feedback questionnaires and discussions arising in focus group sessions clearly portrayed preferences of participants. There was an overall lack of preference of psychometric tests over SGIs and vice versa. Through feedback obtained in focus groups sessions, a general consensus was recorded for a preference of both methods being used together in order to achieve assessment goals. However, participants considered psychometric tests as stressful and tedious in comparison with the relaxed manner of SGIs (as shown in Figure 4).

DISCUSSION OF THEME 4

Participants expressed the following during focus group sessions after the completion of the traditional assessment process. These statements reflect upon participants' overall preference of SGIs over tests due to anxiety provoking nature of tests.

"Tests were tiring and boring especially towards the end, but that chat with you was good."

"I'll tell you, that the tests we did were stressing, it was like giving normal school exams."

(Participants, Focus Group Session 1, Phase 1)

Results obtained from this research provided evidence of participants' acceptability of both assessment methods as fairly high. However participants showed no particular preferences between the two assessment measures used. A high percentage of them considered both methods when used together, as providing an accurate assessment picture. Participants also considered test and SGI profiles as helping their assessment and useful for a good understanding of self. This was because when used in conjunction, tests and SGIs provided a wide scope of assessment, covering holistic aspects of participants. Thus it was evident that participants accepted their profiles. They believed the profiles were helpful and fulfilled the purpose of assessment.

Findings also portrayed that although participants' accepted both assessment methods equally, they generally preferred SGIs to tests. Tests were time-limited and easy to administer, but factors such as anxiety due to the nature of tests reduced their

acceptability. Participants expressed being more relaxed and comfortable during SGIs. This was also because SGI's offered individual space and attention to them.

Focus group sessions further explored acceptability of assessment results. Feedback obtained from focus groups was consistent with findings from questionnaires. It was recorded that a high percentage of participants were comfortable with the tasks of assessment they engaged in. However a moderate number of participants expressed that tests were tedious and stressful and SGIs were more relaxed.

RESEARCH CONCLUSION

In conclusion, this research portrays participants' acceptability towards traditional assessment methods and tasks involved in phase one. However, even though participants accepted traditional measures (high acceptability levels), they did so because they were unaware of alternate measures for assessment. Thus findings re-emphasize general dislike for testing procedures amongst participants.

These research findings portray that participants were comfortable with overall assessment tasks and measures used. This acceptance levels were before these participants engaged in the process of narrative interviews. Thus these findings form a base for comparing preference patterns after narrative interview was administered to this group of participants. At a basic level these research findings portray lack of preference patterns of individuals and general acceptance towards assessment methods, until novel assessment measures are offered within applied settings.

THEME 5: DIFFERENCES BETWEEN TRADITIONAL METHODS AND NARRATIVE INTERVIEW (FEEDBACK FROM PARTICIPANTS EXPERIENCING TRADITIONAL AND NARRATIVE METHODS OF ASSESSMENT).

THEME 5a: STRENGTH OF NARRATIVE INTERVIEW LIES IN THE WIDE SCOPE AND IN HELPING DEEP-SEATED INDIVIDUAL VARIABLES TO SURFACE. THESE MAY NOT BE ACHIEVED THROUGH TRADITIONAL ASSESSMENT METHODS.

Process of narrative interview required participants to engage in self-focusing and self-monitoring. Questions and interventions used in the drawing task permitted these activities. Through self-focusing, participants directed attention inward toward themselves as opposed to outward towards the environment. Through self-monitoring participants regulated their behaviour on the basis of external situations and reactions of others (high self-monitoring) as well as on the basis of internal factors such as beliefs, attitudes and values (low self-monitoring).

EVIDENCE FOR THEME 5

Narrative interviews conducted with all participants showed consistent results. A sample of a coded transcript through N6 content analysis software provided below shows evidence of the final development of the basic structure of narrative interview assessment extracted by the researcher. Narrative interview transcripts of each participant were coded in a similar manner.

The researcher commenced the process of narrative interview analysis by transcribing each participant's narrative interview from the audiotapes. Each transcript thus produced was closely studied in order to record the main aspects of **participants' characteristics, personalities, situations, circumstances and lives in general.** The researcher discovered that certain similar sub-aspects based on the above basic aspects, of each individual participant emerged from all the transcripts. At the base, these aspects and sub-aspects were consistent for all narrative interview transcripts. The researcher thus grouped these aspects based on similarities into assessment variables emerging from narrative interviews. Links and relationships between each variable were then build. Thus the researcher formulated a comprehensive structure or chart of assessment variables. Finally, the researcher formally coded each narrative interview transcript within N6 content analysis software based on the comprehensive and structured chart of assessment variables. These provide evidence of the scope and range of narrative interview (see Figure 5). Thus **self-definition, self-actualization needs, self-efficacy, issues/problem areas and possible actions/plans** are five main assessment variables extracted by the researcher through narrative interviews. This structure also formed the base for developing assessment profiles for each participant. These assessment profiles further aided understanding and integration of participants' career issues during feedback sessions. Thus the narrative interview was elemental in providing comprehensive assessment profiles.
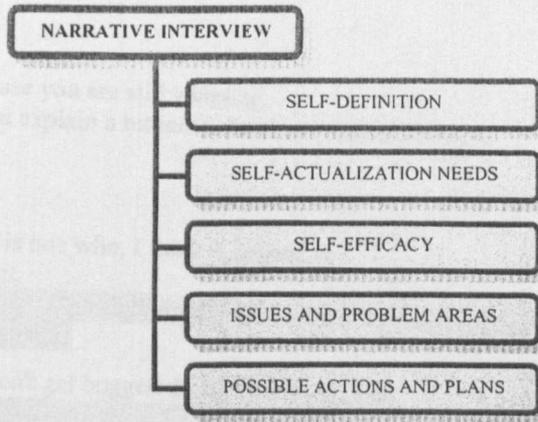
Figure 5: Assessment variables extracted from narrative interview

CASE STUDY P1 (CODED TRANSCRIPT - QSR N6 Full version, revision 6.0.
Licensee: Department of Psychology)

P1 was asked to draw four pictures or symbols entitled 'What I am, What I'd like to be,
What hinders me, and What will overcome the obstacle'. She was then asked to explain
the images drawn and the narrative interaction took place.

Researcher
So can you explain these pictures to me, now that you have put
them on paper.   5

Participant
The first picture talks about what I am; it's like three
parts of me.   6
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual
self/Working self-concept*
The first is a student.   7
*(1 1 1 1)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Interpersonal attributes*
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual
self/Working self-concept*

Researcher
Ok, so it's just you but three phases really.   8

Participant
Ya, just various aspects of me.   9
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual
self/Working self-concept*

One part is being a student, one part is a carefree person.   10
*(1 1 1 1)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Interpersonal attributes*
*(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Existential aspects*

215

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

Researcher
Right, student because you are still studying.   11
What about, can you explain a bit more about the carefree person.   12

Participant
The carefree person is one who, I think it defines my
personality quite a bit.   13
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

By that I say that I don't get bogged down by instabilities.   14
(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

I like being more free spirited and I don't like to an extent being
anxious.   15
(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

Researcher
Ok, so it's like the whole person that you are basically you
could sum it up by being carefree.   16
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

Participant
Yes.   17

Researcher
What about being a dreamer?   18

Participant
By a dreamer I mean I have several, a, I visualize myself as
being various things.   19
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

So like I would visualize myself as being more or less successful, and
the word successful would go very well with this image of a dreamer.   20
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(2)   /Self-actualization needs
Successful in whatever things I do.   21
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(2)   /Self-actualization needs
Like my personal life, my I mean the personal relationships, everything.   22
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(2)   /Self-actualization needs

Researcher

Ok, so you would say that you have that visual ability to see
yourself as whatever.   23
So did this come easily to you then?   24

Participant
It did, it came more or less easily.   25
Ya, but because of my skill of drawing may be I wasn't able to represent
it all.   26
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

But I get very vivid images.   27

Researcher
Ok, so when you say you can actually visualize yourself and
you mention your goal.   28
So you can actually see yourself as what you want to be then.   29
So basically what a situation or what the ideal would be.   30
So that's about the dreamer.   31

Participant
My second picture would define the question what I'd like to
be.   32
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

To start with I'd like to be a professional and I will work towards being
a counsellor so it would be professional in terms of ethics and my values
and I would be honest to myself and the profession.   33
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves
I also want to be a hard-working person.   34
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
I want to be known as somebody who wants to put in a lot of effort in her
work.   35
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self.
And lastly a good human being, I want to be honest and a person who is
friendly.   36
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
So this is what I visualize as a dreamer and this would be a perfect
vision.   37
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

Researcher
Ok, so this is actually how you link these two.   38

Participant
Ya.   39

Researcher
Tell me, is your definition of being a good human being honest

and friendly?   40

Participant
Ya, there are many other components to it but these two would
be the main ones.   41
So just to give an idea.   42

Researcher
Hmm.   43
Being professional, when you said ethics and morally true, abiding by the
rules and regulations of your profession, that fits in very well with
what you said about being a good human being.   44

Participant
Yes, it does.   45
Actually now that you are saying it.   46
Yes it does.   47

Researcher
Ya, because at the core what we want to be eventually will
always flow a bit in our professional or career decisions.   48

Participant
This is very interrelated and it works on the same principle.   49
(1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Self-awareness

Researcher
Ya, and hard work of course you would require for any
profession.   50

Participant
Ya, that's also a value that would come under being a good
human being.   51
(1 1 2 3)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ought*
self

Researcher
Ya, oh yes.   52
This picture or image is more; I mean it talks about your ingrained
values.   53

Participant
Ya, absolutely, I think so.   54
I think that is my value system and that is what defines me.   55
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Self-awareness
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual*
self/Working self-concept

Researcher
Ya, that's a very nice way of putting it.   56

Participant
This picture explains what hinders me.   57
(3)   /Issues and areas that need to be worked on
Then again we're talking about, in comparison to this, what keeps me
away.   58
(3)   /Issues and areas that need to be worked on
I would say one of the major components that hinders me is my
distractions like the telephone I've put there.   59
(3)   /Issues and areas that need to be worked on

Researcher
Ok, so that's one of those.   60

Participant
Ya, it a telephone and it's the most symbolic of distraction.   61
(3)   /Issues and areas that need to be worked on
And it's my get away.   62
(3)   /Issues and areas that need to be worked on
The phone is like a get away because if I'm, if you're talking on the
phone you don't have time to think about not doing what you have to.   63
(3)   /Issues and areas that need to be worked on

Researcher
Ya.   64

Participant
So this is something that, distractions is something that
keeps me away.   65
(3)   /Issues and areas that need to be worked on
Second thing is laziness.   66
(3)   /Issues and areas that need to be worked on
I want to be hard-working, think that's where the contrast comes in.   67
*(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-
discrepancies/Actual/Own vs Ideal/Own*

Researcher
Ok.   68

Participant
I think I want to be a hard working person, because that's a
virtue I respect.   69
*(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-
discrepancies/Actual/Own vs Ideal/Own*
But I don't myself, presently…

Researcher
Ya, that's a bed with a pillow
and you're lying down.   70

Participant

It's a bed with a pillow, I mean it shows laziness.   71
(1 1 3 1)   */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ideal/Own*

So I need to be more pro-active.   72
(1 1 2 3)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self*

That is something that keeps me away from focus, which is born out of these distractions.   73
(1 1 3 3)   */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Own*

Researcher

Ok, so lack of focus is like a product of these two.   74

Participant

Ya, a lack of focus.   75
(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs*

Unless you're focussed, you cannot achieve what you have to.   76
(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs*

I believe this definitely very, very strongly.   77
(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs*

Researcher

Right, but when you say distractions, besides say, one of it you described vividly as the telephone.   78
But other distractions what would you say that would hinder towards achieving these goals.   79

Participant

My other distractions will be first of all as I said that I'm a dreamer.   80
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(3)   */Issues and areas that need to be worked on*

I tend to escape into fairy land sometimes.   81
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(3)   */Issues and areas that need to be worked on*

Slipping into that kind of a world is also something that prevents.   82
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(3)   */Issues and areas that need to be worked on*

Then laziness, I need to rationalize in the sense that I say that may be I'll study later, and may be I should sleep a little more or may be I should go out with friends today and work tomorrow.   83
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(3)   */Issues and areas that need to be worked on*

So procrastination would be one, but I wouldn't say that I'm a big procrastinator.   84

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
(3)   /Issues and areas that need to be worked on
But time is a factor because I'm expecting goals that will occur at later
stages in my life.   85
I'm still working towards them.   86

Researcher
Ok, you said time would be a hindrance.   87
Why would it be a hindrance because if you're expecting to reach a goal,
time is…

Participant
Ya, that's true but…
Researcher
May be if you
could explain how it stops you?   88

Participant
No, no I'm talking in terms of the fact that it's kept me away
not just because its not yet time to be a professional, but yes, I should
be trying to work on a hard-working person.   89
(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ideal/Own

Researcher
When you mention lack of focus, and you said these two lead to
this, or rather this is a product of this.   90
Could you explain that a bit more?   91

Participant
Hmm, when you say focus, what you're meaning is that you have
a goal to achieve and you single-mindedly go to get that accomplished.   92
(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs
In the way, like while you're getting there, while you're trying to get
there, the digressions where you know we go into our trips and tours and
don't go just towards that goal directly.   93
(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs
That I have described.   94
So those distractions, the digressions are these distractions.   95
I mean I'm walking towards a focus but I'm somewhere getting lost because
of all these factors.   96
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

Researcher
Ok, so you're focus is there somewhere but the focus is
getting blurred because you know you have your distractions and your
laziness all on the way.   98
And it's kind of trying to divert you from reaching your focus, which is
why you need to come back.   99

Participant

Ya, and the last picture is what will overcome the obstacle
and that's very clear in front of me.   100

(1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

This is just a concentration problem.   101

(1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

The minute I have, like I tell my self that distractions will come but I
have to single-mindedly go on and keep my eye on this particular point
and focus.   102

(1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination

Then I think this shouldn't be too difficult to achieve like any aspect.   103

(4)   /Self-efficacy

Researcher

Ok, so it's basically pure, what you call…you know when the
horses have blinders and they look straight ahead, absolutely where the
target is or rather where their goal is.   104

Participant

Well, yes…That would be something, I know that it is exactly
possible but we need our own breaks.   105

(4)   /Self-efficacy

That's very true.   106

But at the same time our focus shouldn't shift.   107

(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

Researcher

Ya.   108

Participant

Right?   109

Researcher

Yes.   110

Participant

I mean you could, its not saying that you kill yourself to
achieve this because there are other things in life.   111

But the things is that the focus shouldn't change, you should know where
you; at the end of the day, want to reach.   112

(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

And don't go so far; detour so far that you can't come back in time.   113

Researcher

Ok, so you're not being so harsh or hard on yourself by saying
that you know I've got to only look at the direction.   114

You can have your time out and you know do your other bits.   115

Have pleasure as well.   116

As long as we know, what you're trying to tell me is that we should know
when to come back, and move on track again.   117

Participant
Yes, absolutely.   118
Yes.   119

Researcher
And not get carried away.   120
                                        121

Participant
You know the day the journey; I mean our entire life is based
on setting goals and meeting them.   122
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Internalized beliefs*

Researcher
Ya, definitely.   123

Participant
So, this concentration is which would, something that you
know you focus on the fun and then you have that.   124
But then you're concentrating.   125
And the second thing that will overcome the obstacle is the amount of
patience and perseverance.   126
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Internalized beliefs*

Researcher
Ok.   127

Participant
I think they are very important.   128
Today in this whole thing I have realised that basically as a person I am
too…I get very disheartened at small obstacles and basically what is
required is the patience.   129
*(1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Self-awareness*
And I think perseverance, does not say that you have to succeed the first
time.   130
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Internalized beliefs*
People who have been successful are the ones who have persevered.   131
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Internalized beliefs*
They have not necessarily been born with all the facilities in a certain
way.   132
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Internalized beliefs*
So I think perseverance and patience are my mantras to success.   133
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Internalized beliefs*

Researcher
Ok, so you basically, if we look at this, these four images,
ok.   134
I just need to check if I have understood you.   135
Let me just summarize in other words.   136
You basically see yourself in three different views.   137
One is what you really are, a student doing
your course of study.   138
The other two, is basically the kind of a person you basically believe
you are.   139
With being a very, I mean not live in the past person, you spring from
the past and move on.   140
And you have this visual ability to actually visualize a lot of things.   141
Not just your goals, but anything that would be visual, you'd so it.   142
You'd probably see it.   143
What stems up from it is that you actually visualize yourself as what you
want to be.   144
And one is that you want to be a professional counsellor, which is what
You want to work towards.   145

Participant
Ya, absolutely.   146

Researcher
And you'd also like to be these two things which are more like
value based attainments or achievements in life.   147
Like being a hard working person and a good human being.   148
Hard-working is the bit that I think everyone requires ideally.   149
And a good human being actually fits with the kind of you know...the
profession that you want to take up and the essence being honesty and
friendliness.   150

Participant
Ya.   151
                                        152

Researcher
Because I believe you need for counselling, like friendliness
you've got to be able to strike a rapport and relationship with your
client and you need to be honest to help someone else go through what
they are going through.   153

Participant
Ya.   154

Researcher
This picture is about what's stopping you from reaching your
goals.   155
And I more or less say, should we say as in professional goals more than
the values.   156
Because values you attain...

Participant

Intrinsically.   157

Researcher
Ya, whereas, this is like something you strive for.   158
It would be certain distractions like a…probably talking a lot on the
phone or some other things like going out too much.   159
Things like that.   160
So basically, the core distractions any one could have.   161
And you believe that you are a bit lazy and laid back like you know you
would indulge in short-term hedonism and pleasure.   162
It kind of blurs your focus.   163
And if all these distractions were removed, you would focus.   164

Participant
Ya.   165

Researcher
The thing to overcome these hindrances, what you need is
concentration, basically focus.   166
Not saying that you have to be harsh on yourself, but saying that you
know when to come back and focus and keep yourself on track.   167
Not digress too much and of course, you really value perseverance, like
not…

Participant
Ya.   168

Researcher
Like not believing that you have to be successful all the time
but believing that you know, bit by bit, you know your way towards, and
never get upset and sit back.   169
Walk towards your goal.   170
So how do you feel about this whole thing?   171

Participant
Ya, these are a lot of things, like these things are all in
your head but this brings out in a very lucid form.   172
And now I myself know what I actually want and this is very significant,
the fact that what keeps me away, the fact that I thought over it, and
also the fact that what will help me overcome them.   173
It has cleared the mist of sorts.   174
So I now know that this is what keeps me away and these are the factors I
have to work on, to achieve things.   175
(1 1 1 5)   */Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Self-determination*

Researcher
Ok, so now it's more like, it was there somewhere, but now
it's like out and may be because you're a more visual person so this may
have helped you in a way.   177

Participant
Oh, definitely.   178
I'm seeing it.   179

Researcher
Ya, on paper.   180

Participant
Ya, and this representation to me says a lot than any
descriptive essay which has many words.   181

Researcher
So has it helped you?   182

Participant
Oh, definitely.   183

Researcher
In that case, if you look at what you are, where you want to
go, where you want to reach and how you're going to overcome your
obstacles as well?   184
What would you say are...how would we see, your plans towards reaching
your, like an action planning stage.   185
Like what do you think you should do?   186
Your next steps?   187

Participant
Ya, I got it.   188
I have to visually tell you?   189

Researcher
Anyhow you prefer.   190
It's up to you.   191

Participant
Can you just repeat the question once for me so I can think
over it?   192

Researcher
In a simple way, what would be your actions and plans to reach
the goals?   193

Participant
Ya, ok, ok.   194
First of all, the goal would be, my next goal would be to do well and
take my studies seriously.   195
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Self-determination*
(5)   /Possible actions and plans
Because the better theoretical base I have, the better I use this; I

226

think it will reflect in my later career. 196

(1 1 6) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs*

So with honestly, like I said. 197

The end of my degree, having done well, I want to
work in a set up. 198

(5) */Possible actions and plans*

This will give me exposure of sorts to the client group I'm looking at,
setting up my own practice of sorts, and in different areas, not only
schools. 199

(5) */Possible actions and plans*

Researcher
Ok, so even voluntary work. 200

Participant
Ya, even there voluntary work. 201

(5) */Possible actions and plans*

And family therapy set up where through all this I have come up with my
own set of certain values of certain theoretical orientations that would
match. 202

(5) */Possible actions and plans*

Slowly and gradually setting up my own mode of practice. 203

(5) */Possible actions and plans*

So I think this is so to speak only on the professional side of being a
counsellor. 204

(5) */Possible actions and plans*

Ok, so then that is the professional part of it. 205

Then of course along with it what goes well is to me my interpersonal, my
different roles of a wide, a mother, a daughter-in-law. 206

(1 1 2 4) */Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves*

(2) */Self-actualization needs*

Researcher
All the roles life offers. 207

Participant
Ya, cause that is a very supreme factor towards not
compromising on my values. 208

(2) */Self-actualization needs*

I want to work towards coming across being a person whom everyone can
relate. 209

(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*

(2) */Self-actualization needs*

Researcher
Ok, what you've told me, I can absolutely see that you are
aware of what needs to be done, and its pretty clear and I think you have
visualized it. 210

Participant
Ya, but you know sometimes I think that this whole aspect of
being a dreamer comes in where I'm visualizing a whole ideal self. 211

227

(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

May be I do…

Researcher

May be not, because everyone, like we all have a
picture of this ideal future, it not self, then a situation.   212
Somewhere we try to work towards it.   213
We do achieve it to a certain amount.   214

Participant

Ya.   215

Researcher

So like everyone mostly has some ideal image.   216
Then again professionally as well, you are well aware of what needs to be
done.   217
And the other value base, that you spoke of…you are absolutely aware of
what you want.   218
Although those are not things that you actually take action or plan for,
but it happens in time.   219
But you're aware of what you want there and what you want to be.   220
How you'd like to be.   221
How does that make it, as in having this in front of you and having said
what you, or being aware rather and explicitly stating actions and plans?   222

Participant

It makes me happy, the fact that everything is there.   223
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
You know what you want to do, and only then you can achieve.   224
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
Because I didn't know what I wanted it would have been extremely
difficult to achieve.   225
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
It does give a pressure on you too, pressure because expectations are
that you think are for yourself.   226
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
They come out.   227
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
So it means that to achieve a goal I'm having, at each stage I have to
put in efforts and there is pressure.   228
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
So it feels different.   229
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

Researcher

Does it feel though that everything is clear and not blur or
hazy or that you're lost?   230

Participant

No, definitely no.   231

I'm past that stage luckily.   232

Everything seems very clear and honestly these representations also make,

I mean at least now I have a better foothold of and I know exactly what

I'm feeling and that.   233

So may be twenty years down the line ballistic I have this.   234

Researcher

You ok?   235

Coming to the last stage.   236

You know we need to build a career profile for you.   237

Would you be able to assess yourself?   238

Looking at what work we've done today, what would you say are you know

your strengths, weaknesses, dislikes, likes related to career choice?   239

Participant

A, advantage, would be I'm intuitive.   240

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

My second advantage is that I'm clear about my goals.   241

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

Researcher

Clarity of goals, should we say?   242

Participant

Ya, like I cant live without clarity.   243

(4)   /Self-efficacy

The other thing is an interest.   244

(1 1 1 3)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and activities

(4)   /Self-efficacy

So its like I've been doing things that help people.   245

(1 1 1 3)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and activities

(4)   /Self-efficacy

It's very congruent.   246

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

(4)   /Self-efficacy

My interests are very congruent with that.   247

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

(4)   /Self-efficacy

Researcher

Ok, so that's like the main interest you've had.   248

Participant

Ya, that is like a main interest.   249

(4)   /Self-efficacy

229

Then articulate, very important because you might know what you want to
say, especially in the counselling profession. 250
(1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Self-awareness
(4) */Self-efficacy*
Then I'm open to different people and different cultures. 251
(1 1 8) */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Social differentiation
(4) */Self-efficacy*
Like my value orientations, I'm not a rigid personality. 252
(1 1 4) */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Existential aspects
(4) */Self-efficacy*
I have open values and I don't critically assess them. 253
(1 1 4) */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Existential aspects
(4) */Self-efficacy*

Researcher
Hmm, important for the profession you choose. 254

Participant
Then having spoken of that, my weakness would be that I could
get too critical of myself and in the helping professions it's like a
hindrance, in fact for any profession. 255
(1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Self-awareness
(1 2) */Self-definition/Self-esteem*
Then high on anxiety. 256
(1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Self-awareness
That interferes with the carefree person, but this high anxiety is more
when, or more to do with pressure or stress and the fact that I am
critical, that aspect of me surfaces. 257
(1 1 3 3) */Self-definition/Self-concept/Self-schema/Self-*
discrepancies/Actual/Own vs Ought/Own
Specially in terms of my, like when I'm working, a concentrated period of
time. 258
(1 1 3 3) */Self-definition/Self-concept/Self-schema/Self-*
discrepancies/Actual/Own vs Ought/Own
All in all I wouldn't say so. 259

Researcher
I would have challenged that saying that if you are a carefree
person then, but then no. 260
You've said how it applies. 261

Participant
Ya, ya. 262
I'm clear. 263

Researcher
So the context is there. 264
Participant
Then, I think that the fact I have been well travelled and
well aware of the world. 265

Researcher

So it's a strength.   266

Participant

Yes, I'm well travelled and well aware of the world.   267

(1 1 1) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interpersonal attributes

So cultural awareness is high and I have interacted since childhood with various cultural people, so that really broadens your perspective as such.   268

(1 1 8) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social differentiation

Then I would be very true.   269

Researcher

Hmm.   270

A career profile would also be what a person thinks about him/herself.   271

Its more like a self-evaluation.   272

So how was the overall experience then?   273

Participant

Trying to kind of sit back and see.   274

We often in this rut of running around, we miss out on this part of sitting every now and then and looking yourself.   275

Researcher

Oh, yes we more or less do it for other people but not do it for ourselves.   276

Participant

Absolutely.   277

So I see this as a motivating factor if nothing else.   278

Each assessment variable is discussed in turn.

I SELF-DEFINITION

Self-definition includes how participants conceptualized and evaluated themselves. Evidence of narrative interviews ability to assess self-definition was clear through content analysis. The researcher recorded two main aspects of self-definition within narrative interview transcripts: self-concept/self-schema and self-esteem. These were

found in each narrative interview transcript. When combined, these two aspects formed complete understanding of participants' self-definitions. Thus narrative interviews successfully extracted self-definition of participants. These findings are consistent with earlier research conducted by Baron and Byrne (1998). Their research also suggested that individuals' complete self-definition comprised of self-concept/self-schema and self-esteem (as shown in Figure 6).
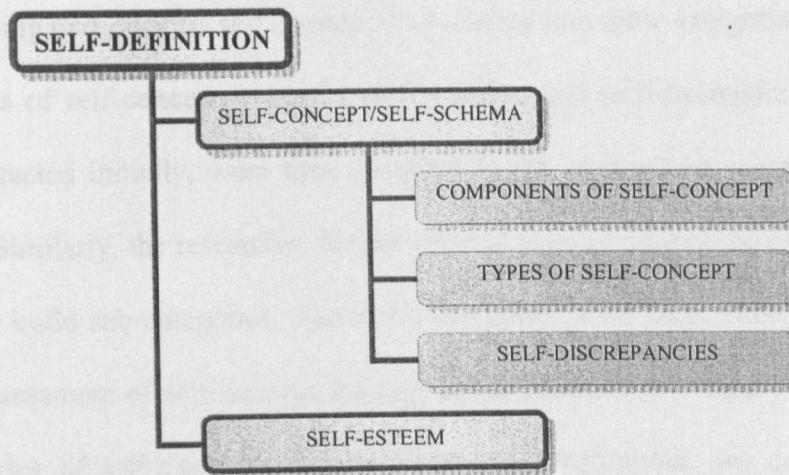
Figure 6: Aspects of Self-definition extracted through narrative interviews

1. Self-concept/Self-Schema:

Self-concept comprised of participants' self-identities which were based on schemas consisting of organized collection of beliefs and feeling about themselves (Baron and Byrne, 1998). These self-schemas were more complex than responses to 'Who am I?' would suggest. Beyond an overall framework of 'Who am I?' such schemas reflected all of participants' past experiences, memories about what happened in the past, their knowledge about what they were and their beliefs about what they would like to be in

the future. In other words, self-schemas were the sum of everything participants'
knew and could imagine about themselves.

Through content analysis of narrative interviews, the researcher recorded aspects of
participants' comprehensive perspectives of their self-concepts. At a basic level the
nature of these aspects were consistent for all participants, regardless of individual
differences. Links and relationships were built between these aspects. These links
aided grouping participants' self-concept/self-schema into three categorized variables:
Components of self-concept, types of self-concepts and self-discrepancies. Specific
aspects extracted initially, were then assigned to the appropriate category for each
transcript. Similarly, the researcher further divided specific aspects belonging to each
category to build sub-categories. These sub categories were built in order to portray
in-depth assessment of self-concept through narrative interview. Thus categories and
sub-categories of self-concept aided in formulating structured, yet comprehensive
assessment profiles for each participant. Therefore, narrative interview's ability to
assess self-concepts of participants is evident. These findings are also consistent with
earlier research conducted by Baron and Byrne (1998). Their research suggests that
individuals' complete self-concept/self-schema comprised of components, types and
discrepancies.

Each category and sub category is discussed in turn. The researcher extracted each
subcategory from the following categories of self-concept/self-schema through
narrative interviews. The following sub-categories were identified as recurrent within
all narrative interview transcripts. Examples of statements contributing towards
assessment of sub-categories of components of self-concept follow.

a. Components of self-concept

⇒ Interpersonal attributes - Examples of these attributes extracted through narrative interviews in this research are: *"I am a student, I am a sister, I socialize a lot, I am a tennis player."*

⇒ Ascribed characteristics - Examples of these characteristics extracted through narrative interviews in this research are: *"I am a girl, I am sixteen years old, I am an Indian."*

⇒ Interests and activities - Examples of these extracted through narrative interviews in this research are: *"I like psychology, I enjoy all kinds of music, I am a good cook, I am a voracious reader."*

⇒ Existential aspects – Examples of these aspects extracted through narrative interviews in this research are: *"I am a normal school girl, I am very sensitive. I am like a small seed, I am like a candle who burns itself but gives light to everyone."*

⇒ Self-determination: Examples of this extracted through narrative interviews in this research are: *"I will prove myself to others, I can attain my life's aspirations."*

⇒ Internalized beliefs: Examples of these extracted through narrative interviews in this research are: *"I believe the formula to success is hard-work and perseverance, I believe that I will only do well in a subject if I like it, I strongly feel that only if we all build our family resources then the need for external help will not arise."*

⇒ Self-awareness: Examples of these extracted through narrative interviews in this research are: *"I know I get distracted, My whole life depends upon my nation."*

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⇒ Social differentiation: Examples of these extracted through narrative interviews in this research are: *"I'm from a small village, I very culturally aware, I'm a small town girl."*

b. Types of self-concepts

⇒ Actual self/Working self-concept: Actual self comprised of participants' representation of themselves and beliefs about attributes they actually possessed. Working self-concept comprised of a set of self-conceptions, which were presently accessible in thought and memory. It was a continually active and shifting array of available self-knowledge. Not all knowledge was equally accessible for thinking about the self at any one time. The array changed depending on contents of the prior working self-concept and self-conceptions activated by narrative interviews. It also depended on self-conceptions willfully invoked by participants' responses to the narrative experience.

⇒ Ideal self: Ideal self consisted of participants' representation of who they would hope, wish or like to be. In other words, beliefs about attributes they would like to have ideally.

⇒ Ought self: Ought self consisted of participants' representation of who they should be or feel obligated to be. In other words, beliefs about obligatory attributes i.e. which were their duty to possess.

⇒ Possible selves: Possible selves represented participants' ideas of what they might become, what they would like to become and what they were afraid of becoming. Possible selves were conceptions of self in future states. Repertoires of possible selves contained within

participants' self-system were cognitive manifestations of enduring goals, aspirations, motives, fears and threats. Possible selves provided specific cognitive form, organization, direction and self-relevant meaning to these dynamics. Thus they provided a conceptual link between self-concept (identity) and motivation.

c. Self-discrepancies

Self-discrepancies extracted through narrative interviews suggested that participants' represented their self or self-states in terms of two parameters: domain of self and standpoint on self. This was consistent with the self-discrepancy theory suggested by Higgins (1984, cited in Higgins et al, 1986). This theory also distinguished among three domains of self: Actual self, Ideal self and Ought self. According to this theory a standpoint on self was a point of view or position from which participants could be judged. In this research, it reflected sets of attributes or values including participant's 'Own' standpoints as well as standpoints of significant 'Others' (e.g. mother, father, close sibling, close friend). Through narrative interviews domains of self as well as standpoints emerged. These two aspects from individual narrative interview transcripts were extracted. The researcher then combined the two aspects to develop four categories of self-discrepancies. These categories further aided comprehension of participants' issues and problems through deeper and divergent perspectives.

⇒ *Actual/Own vs. Ideal/Own*

⇒ *Actual/Own vs. Ideal/Other*

⇒ *Actual/Own vs. Ought/Own*

⇒ *Actual/Own vs. Ought/Other*

These categories are also consistent with types of self-discrepancies developed by Higgins (1987, cited in Mischel, 1993, p 424).

2. Self-esteem

Self-esteem represented self-evaluations made by each participant. These consisted of participants' attitudes toward themselves along a positive-negative dimension.

II SELF-ACTUALIZATION NEEDS

Self-actualization needs within participants were recognized as aspects which moved them toward greater autonomy and self-sufficiency. These explored how participants wished to expand or enrich their life experiences and enhance creativity. They also explored participants' readiness to promote wholeness, congruence, or integration within themselves and minimize disorganization or incongruence. Overall, self-actualization needs portrayed how participants' would promote greater congruence between actual and ideal self. Maslow (1959) used this term to describe tendency of individuals to become whatever they are capable of becoming and to extend themselves to the limits of their capacities. Self-actualization to Maslow (1959) forms the highest of human motives (Carver and Scheier, 2002). Thus the researcher extracted self-actualization needs of participants through their determination or willingness to extend themselves to their highest capacities.

III SELF-EFFICACY

Self-efficacy represented participants' evaluation of their ability or competency to perform or overcome obstacles. It portrayed participants' sense of their abilities and their capacity to deal with particular sets of conditions which life put before them.

IV ISSUES AND AREAS WHICH NEED TO BE WORKED ON

V POSSIBLE ACTIONS AND PLANS

Interventions used in the narrative interview clarified participants' issues as well as their tentative actions/plans. Thus the researcher extracted these two assessment variables with considerable ease.

The researcher extracted and organized these assessment variables as evidence for the range of assessment provided by narrative interviews. In order to check the strength of assessment of each variable, the researcher obtained frequency counts of each variable from all interview transcripts. Relevant statements from transcripts provided evidence for each variable. Frequency counts thus obtained provided evidence of the probability of assessment of each variable through narrative interview. These were extracted and recorded into statistical analysis software: SPSS Version 11 for Windows. Figure 7 is developed from these frequency counts converted into percentages of assessment variables. Therefore, this figure analyses particular strengths of narrative interview in aiding assessment of variables.
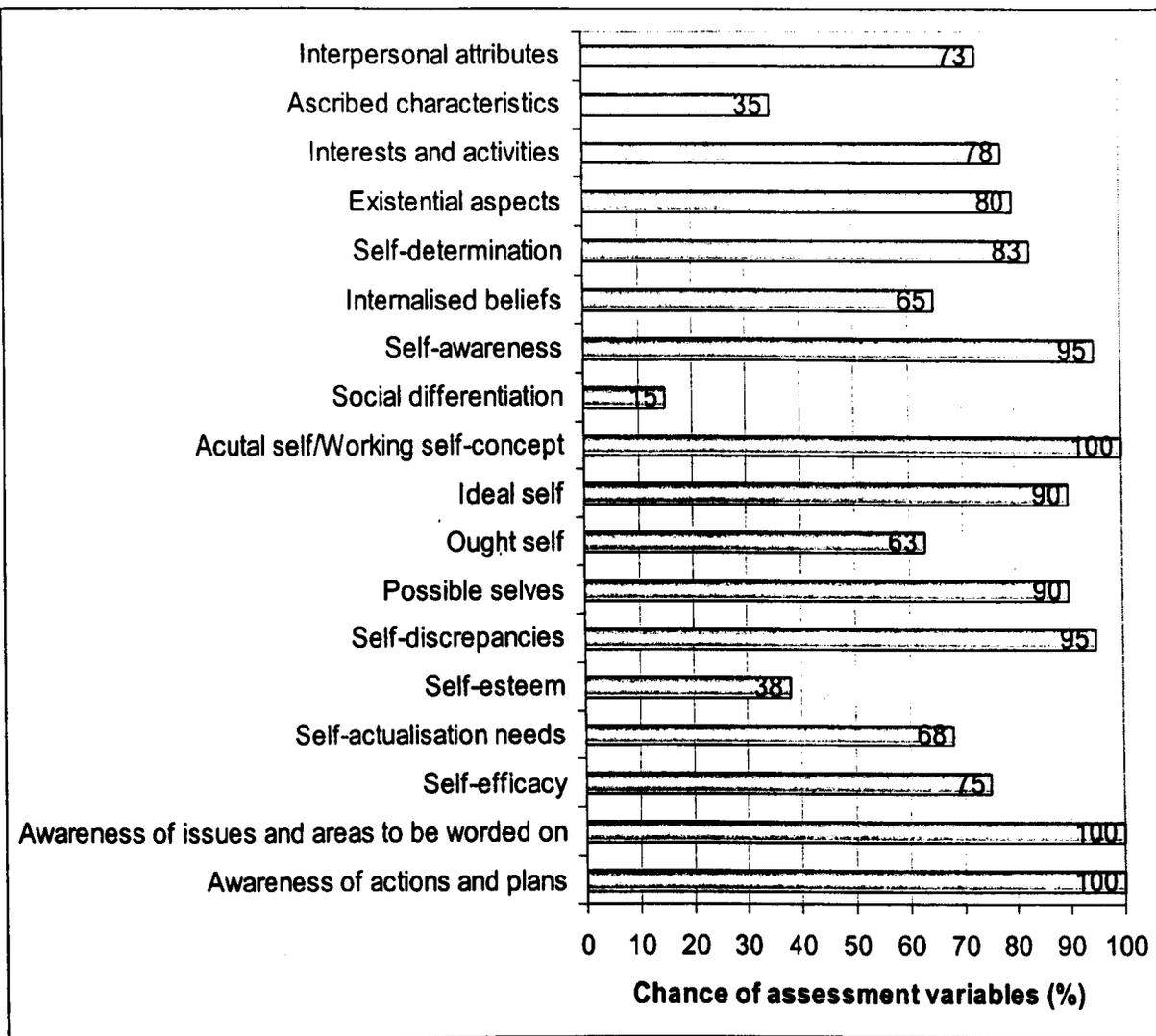
Figure 7: Percentage portraying the chance of assessment of variables through narrative interview.

Overall, these research findings provide evidence that narrative interviews conducted with all participants showed consistent results. Through narrative interviews the researcher extracted wide range of variables. The process of content analysis of all interviews helped extraction of these variables. These variables further aided understanding and integration of participants' career issues in feedback sessions.

THEME 5b: NARRATIVE INTERVIEW FACILITATES SELF-EVALUATION AND EXPLORATION (CONTEXT BOUND AND INSIGHTFUL UNDERSTANDING).

EVIDENCE FOT THEME 5b

Table 5

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM QUESTIONNAIRES AND FOCUS GROUP FEEDBACK RESULTS
97.5% of participants	Considered the narrative interview as permitting self-evaluation. The assessor did not merely interpret and produce profiles by herself.

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS
100% of participants	Considered the narrative profiles as providing different perspectives and insights.

Participants' responses obtained from feedback questionnaires and focus groups sessions provide insight into the strengths of narrative interview. Thus research findings throw light on marked differences between traditional assessment methods and subjective methods. Although all profiles were provided with feedback, yet, through this research it was recorded that traditional methods were based on expert judgement and evaluation. On the other hand, narrative interview allowed participants to evaluate and gain an understanding of themselves. All the participants expressed

engaging in self-evaluation through narrative interviews. They agreed that the assessor did not merely produce profiles by herself. All the participants also expressed that they obtained different perspectives and insights through narrative interviews. These research findings portrayed the strong comparison between traditional measures and narrative interviews. Traditional measures did not promote any level of self-evaluation within participants. Traditional profiles were based on limited assessment variables. Thus participants did not perceive them as insightful.

THEME 5c: NARRATIVE INTERVIEW RECOGNIZES INDIVIDUALS AS 'ACTIVE AGENTS', UNLIKE TRADITIONAL MEASURES WHICH CONSIDER ASSESSED INDIVIDUALS AS PASSIVE.

EVIDENCE FOR THEME 5d

1. Evidence from the nature of the drawing task (stated in detail in 'Methods').

   Nature of the drawing task: During the drawing task the researcher encouraged participants to concentrate and 'meditate' on four questions. The researcher clarified that their drawings were required to be within the context of career or vocational aspect of their lives. Thus, although the drawing task was open ended and not heavily structured, it facilitated participants to focus upon their career issues and hence avoid digressions. After participants completed their drawing task, they were encouraged to verbalize their drawings to the researcher. This facilitated detailed exploration of their assessment. Verbalization of the drawings proceeded on the basis of a counselling session, where in participants were allowed space to understand and comprehend themselves and their issues. Yet, they did so within the boundaries of empathy, congruence and gentle and positive challenges. Finally, the researcher directed the narrative session towards facilitating participants to explore and reflect upon perceived problems or issues and any possible actions and plans. Thus at a basic level the nature of the drawing task was based on a person-centered and existential level.

2. Evidence from the assessment profiles generated by the researcher. A sample of the narrative profile of Case Study P1 is provided below.

ASSESSMENT PROFILE P1

VARIABLE I: SELF-DEFINITION

1 SELF-CONCEPT/SELF-SCHEMA

a. COMPONENTS OF SELF-CONCEPT

- Interpersonal Attributes: A student.

- Interests and activities: Interest for helping people

- Existential Aspects: Carefree person, free-spirited, light hearted, a dreamer, intuitive, non-rigid, open value system and non-critical about others.

- Self-determination: Have to single-mindedly focus on goals even though distractions may come forth. Work on weaknesses: laziness and procrastination, to achieve goals. Perform well in academics.

- Internalised beliefs: Unless one if focused, one cannot achieve goals. Focus means single-mindedly attempt at achieving goals. Digressions may come along but not getting carried away helps. An individual's entire life is based on setting goals and meeting them. Success through perseverance and patience.

- Self-awareness: Can visualise vivid images due to being a dreamer. However often escapes into a land of fantasies due to these images. Generally focused, however a sense of being lost. Small obstacles cause upset. A strong need for attaining and maintaining ethical and moral values not only for the chosen profession, but also to be a good human being. Clear awareness of possible actions, plans, goals and interests, strengths and weaknesses.

- Social differentiation: Openness to different cultures due to high awareness of the various cultures.

b. TYPES OF SELF-CONCEPTS

- Actual self/working self concept: Student, carefree and free-spirited, non-anxious person. High ingrained value system of being a good human being.

- Ideal self: Professional counsellor operating with a high ethical and moral code. Honest to self and profession. A hard-working and focussed person, good human, friendly, approachable, and successful in all fields of life. A person who fulfills all life's roles.

- Ought self: Good human being because it is not only an essential value but also needed for the profession. More pro-active and non-lazy.

- Possible selves: Professional counsellor, playing various roles such as a wife, mother, daughter-in-law and a daughter.

c. SELF-DISCREPANCIES

- Actual/Own vs. Ideal/Own: Wish to be hard-working, but laziness is a characteristics trait. Hard work is a much respected virtue.

- Actual/Own vs. Ought/Own: Ought to be focused to achieve goals, but get easily carried away with distractions. Ought to be non-critical of self, but get critical and anxious in high stress and pressure situations.

2. SELF-ESTEEM

Although regard self in a positive light, being self-critical sometimes forms a hindrance.

VARIABLE II: SELF-ACTUALISATION NEEDS

- The need to attain success in every field: career and profession, as well as personal life.

- The need to stay high on values.

VARIABLE III: ISSUES AND AREAS THAT NEED TO BE WORKED ON

- Lack of focus

- Distractions

- Laziness

- Being a dreamer (especially getting lost in dreams and fantasies)

- Procrastination

VARIABLE IV: SELF-EFFICACY

- Ability to focus on achieving goals. However realization of the necessity of breaks.

- Clarity of goals, self-awareness of strengths, weaknesses, problems as well as advantages and disadvantages towards reaching the desired goals.

VARIABLE V: POSSIBLE ACTIONS AND PLANS

- Performing well in academic tasks.

- Attaining a good theoretical base in counselling.

- Going back to India to work

- Setting up own practice in varied fields.

- Specializing in family therapy.

- Playing various personal life roles.

EXPLANATORY NARRATIVE REPORT FOR P1

An individual's self-definition comprises of the self-concept, self-schema and the self-esteem s/he holds towards the him/herself. You are explicitly clear about your self-concept, which comprises of several components. First and foremost you recognize yourself as being a student. You consider yourself to be a 'carefree person' who does not take unnecessary worries or anxieties and hence you feel you are free-spirited and have a light temperament. Being a dreamer: someone who visualizes situations and own self is a big component of your self-concept. You get clear and graphic images. However you are well aware that being a dreamer has it's own disadvantaged too. You often tend to go into a fantasy land of your own which is a form of a digression or distraction for you. You also believe yourself to be intuitive, non-rigid as a person with open values and respect for other cultures, thus being non-critical towards cultural differences. Interaction with people and traveling to places

with different cultures since childhood has helped you towards high cultural awareness and tolerance.

You are determined to single-mindedly focus on your goals, even though you may face distractions or digressions. This includes your determination and motivation to do well in your academics and consider them seriously. This determination and motivation stems from the set of internalized beliefs that you hold that unless an individual is focused, s/he cannot achieve a goal. The focus must be such that it does not let the individual get carried away by the digressions that may come along. You also believe that an individual's entire life is based on setting goals and attempting to achieve them and that the formula to success lies in patience and perseverance. However, you are aware of your goals, plans, interests, strengths, weaknesses and are able to focus on your goals, you hold a sense of being lost in the distractions at times. These small obstacles upset you easily and you believe that more concentration and focus is required in order to achieve your goals.

You value being a good human being, honest to yourself and others, operating with high values and morals. This component of self-concept also extends to the profession of counselling for which you hold a strong interest. Being a good human with strong ethical and moral codes is an inevitable part of the profession. Thus your self-concept comprises of the attributes, existential aspects, interests, determinations, beliefs, awareness and social differentiation aspects that you hold. The self-concept hence contributes towards the idea of an individual's actual self (working self-concept) in comparison with types of perceptions the individual may hold for him/herself, like the ideal self or other possible future selves.

Your ideal self lies in being a professional counselor operating with a high moral and ethical code, being an honest person towards yourself and your profession, being recognized as a hard-working person, friendly, approachable person whom people can relate to with ease, and finally being successful at your profession and career as well as personal life and fulfilling all the roles life may offer to you. Thus, you may visualize your possible self as being a counsellor, and playing other vital roles such as a wife, mother, daughter, daughter-in-law, etc. However, since being a good

human being is required for your profession, you are obliged to keep up to this value and also obliged to be more pro-active and non-lazy as a person in order to achieve what you aim for.

Since your true or actual self comprises of certain components that may conflict with what you want to be ideally as well as what is required of you, discrepancies arise. For instance, your wish to be hard working conflicts with your awareness of laziness. Hard work stands as a respected virtue for you. You also require to be focused and concentrate towards your goals, however a discrepancy arises here when you tend to get affected by distractions. Similarly a discrepancy also arises due to your self-critical nature, which may seem inappropriate in the profession of counselling. You are aware of your tendency to be critical and anxious in situations with high stress and pressure. Thus although generally you view your self in a more positive light, your self-critical nature may contribute towards lowering your self-esteem.

Moving on from your self-definition, your self-actualization needs tend to lean towards gaining success in every field or your life: professional, career as well as personal. Maintaining your value system seems important while you attain this success.

After the assessment of your self-definition as well as what you goals you would like to attain, you showed a clear awareness of the issues and areas that may need to be worked on. A lack of focus due to distractions, laziness, tendency to get lost in dreams and fantasies and a procrastinating nature are the issues that need to be considered along with the discrepancies that arise due to conflicts between what you are and what wish and require to achieve.

However, you were able to evaluate your capacity and abilities towards overcoming obstacles and reaching goals. You mentioned that although maintaining focus may be difficult, you have the capacity to focus and take the necessary breaks. You showed a good clarity and awareness of goals, as well as of the strengths and weaknesses that you have to reach those goals. Your strong interest to help people, ability to articulate well, and cultural awareness and a positive attitude towards other cultures are your particular strengths towards being a professional counsellor. Your

tendency to be critical of yourself may seem to be one of the hindrances towards being a counsellor.

Finally, you also showed clarity towards any possible actions or plans that you may take towards overcoming the obstacles and hindrances. Your actions and plans include performing well in your academics, and attaining a good theoretical base in your field. You plan to go back to India and work and set up your own practice in different areas including schools, voluntary work. Your future plan is to specialize in family therapy and gradually develop your own mode of practice. Playing various life roles and not compromising on your personal life are an important future plan.
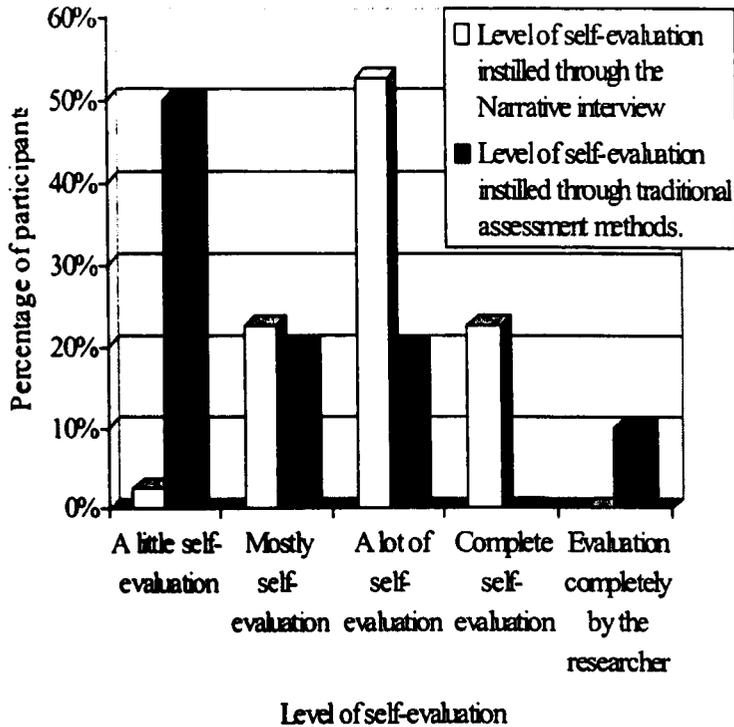
Figure 8: A comparison of the levels of self-evaluation instilled by assessment methods.

Questionnaires provided required all participants to reflect upon their experience of self-evaluation or expert evaluation through tests, SGIs and narrative interviews. These reponses were statistically analysed on the scale of 'Level of self-evaluation' portrayed in Figure 8. Thus the researcher developed Figure 8.

It was observed that narrative interviews executed in this research study were active assessment measures. The drawing task engaged participants within the process of assessment and evaluation. The process of narrative interview considered individuals as capable of interpreting, inferring and evaluating themselves, their experiences and their environment. This was different from the nature of assessment process through psychometric tests and structured guidance interviews. Participants remained passive

and did not engage in self-assessment while completing tests. They also remained passive during the process of SGIs. They only responded appropriately to the interventions and questions asked. Overall, they were not provided a chance to closely comprehend, analyse or interpret themselves.

Assessment profiles developed from narrative interviews provide evidence that the narrative interview assessed a wide range of aspects of participants' lives. Assessment was not segmented and a whole picture of participants and their worlds was considered. Thus assessment profiles consisted of various interconnected variables of participants. Traditional measures assessed participants in segments, failing to understand their context and world. This was evident through assessment profiles produced from traditional measures. Due to the nature of interaction and measures used, participants were passive within traditional assessment process.

THEME 5d: PSYCHOMETRIC TESTS ARE ACCEPTED AS USEFUL, YET TEDIOUS AND STRESSFULL. NARRATIVE INTERVIEW IS ACCEPTED AS CREATIVE, INTERESTING AND INSIGHTFUL.

EVIDENCE FOR THEME 5d

Table 6

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK SESSIONS (TAM GROUP)
70% of participants	Considered the drawing task as creative and interesting; whereas tests as tedious and stressful.
* It is important to note that, content analysis of focus group sessions followed by statistical analysis portrayed that a majority of participants who had completed tests as well as narrative interviews agreed on the above complex statement. Therefore, separating the perceived creativity of the drawing task on one hand, and perceived tediousness of tests on the other hand would not fully justify participants' experience.	

Comparison of acceptability of traditional assessment measures and narrative interviews was evident through the design of this research study. Responses from participants, who were administered both traditional and narrative assessments form the crux of this study. Results obtained from feedback of focus groups sessions with these participants portray low acceptability of psychometric tests in comparison with narrative interviews. Participants considered tests as tedious and anxiety provoking

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tasks. On the other hand, these participants accepted narrative interview as a creative

and engaging task.

THEME 5e: SPECIALITY OF NARRATIVE INTERVIEW IS RECOGNIZED AS PROVIDING A DYNAMIC ASSESSMENT AND EQUIPPING PARTICIPANTS WITH SELF-ASSESSMENT SKILLS.

EVIDENCE FOR THEME 5e

Table 7

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS (TAM GROUP)
90% of participants	Recognized the narrative process as permitting assessment of changing individual variables.

Research results obtained throw light on an important comparison between traditional and narrative measures. During focus group sessions with participants who were administered both assessment measures, participants expressed the resourcefulness of psychometric tests and SGIs. However, they also expressed concern over the static nature of traditional methods. They stated that traditional profiles would become invalid over time due to changing variables (e.g. participants' interests may change over time). On the other hand, after experiencing narrative interviews, these participants recognized an essential difference between the two assessment measures. They expressed that narrative interviews equipped them with strategies and skills to assess themselves in the future, unlike traditional measures. They believed they did not require depending upon an 'expert' for assessment. Thus narrative interviews' remained valid even with changing human variables.

DISCUSSION OF THEME 5(a, b, c, d, e)

Sub-themes of theme 5 are interlinked and overlap each other. Thus they are discussed collectively.

The essence of findings of this research lies in the strong comparisons between traditional assessment methods and contemporary methods such as narrative interviews. This research study required each participant to engage in the narrative assessment process. The nature of narrative interviews mainly required participants to attempt at focussing, monitoring and directing their attention towards themselves. Thus the narrative interview portrayed particular strength in extraction of variables, which were not extracted through traditional measures of assessment. This study portrays that these variables were consistent for all participants (in the Indian as well as British context). The role of these variables as providing strength and vitality to assessment profiles may be emphasized and explored further through findings of this research.

The researcher classified variables extracted through content analysis (discussed earlier) of narrative interviews as:

1. Self-definition

2. Self-actualisation needs

3. Self-efficacy

4. Issues and areas which need to be worked on

5. Possible actions and plans

It is important to note the overlapping nature of these variables and sub-variables. The assessed variables may be explored in-depth with the help of two case studies formulated through narrative interview transcripts from the research study (see Appendix D for narrative interview transcripts).

CASE STUDY 1

P1 was a female university student. She was tall, slender and attractive. She was relaxed and comfortable through out the narrative interview. She spoke responsively with enthusiasm and energy.

P1's self-definition comprised of self-concept, self-schema and self-esteem she held towards herself. P1 was explicitly clear about her self-concept, which comprised of several components. First and foremost she recognized herself as a student. She considered herself as a 'carefree person' who did not unnecessarily worry and hence she felt like a free-spirited person. P1 had a light temperament. P1 considered herself as a dreamer who visualized vivid situations and scenarios. P1 possessed the ability to visualize clear and graphic images. This formed a big component of her self-concept. However she was well aware that being a dreamer had disadvantages too. For instance, P1 often tended to go into a fantasy land of her own. This formed a digression or distraction for her. She believed she was intuitive. She was also non-rigid as a person with open values and respected other cultures. Interaction with people and traveling to places with different cultures since childhood helped P1 towards high cultural awareness and tolerance. Thus she was non-critical and accepted cultural differences.

Even though P1 faced distractions or digressions, she was determined to single-mindedly focus on her goals. This included her determination and motivation to do well in her academics and consider them seriously. This determination and motivation stemmed from a set of internalized beliefs which she held. P1 believed in focus as an essential factor to achieve goals. She believed this focus must not let individuals get carried away by digressions which come along. P1 also believed an individual's entire life was based on setting goals and attempting to achieve them. Her formula to success and achieving goals lied in patience and perseverance. Thus P1 was aware of her goals, plans, interests, strengths and weaknesses. Although P1 held a sense of being lost in distractions from time to time, she was able to focus on her goals. Small obstacles upset P1 easily and thus she believed she required more concentration and focus in order to achieve her goals.

P1 valued being a good human being. She was honest to herself and others. She believed in operating with high values and morals. This component of self-concept also extended to the profession of counselling for which P1 held a strong interest. Being a good human with strong ethical and moral codes formed an inevitable part of counselling. Thus P1's self-concept comprised of attributes, existential aspects, interests, determinations, beliefs, awareness and social differentiation aspects. Self-concept hence contributed towards P1's actual self (working self-concept) in comparison with types of perceptions P1 held for herself, like the ideal self or other possible future selves.

P1's ideal self lied in being a professional counsellor operating with a high moral and ethical code. She idealized herself as an honest person towards herself and her profession. She also idealized herself as a hard-working, friendly and approachable person whom people may relate to with ease. Finally being successful in her career as well as personal life and fulfilling all the roles life may have on offer formed a complete ideal picture for P1. Thus P1 visualized her possible selves as a counselor as well as playing other vital roles such as a wife, mother, daughter, sister and daughter-in-law.

However, as the virtue of a good human being was required for counselling, it not only formed an ideal self for P1, but she was obliged to maintain this virtue for her chosen career path. P1 was also obliged to be more pro-active and non-lazy in order to achieve what she aimed for.

Discrepancies arise for P1, since her true or actual self comprised of certain components which conflicted with her ideal and ought self. For instance, her wish to be hard working conflicted with her awareness of laziness. Hard work was also a respected virtue for P1. However she was aware of her lack of focus and concentration towards her goals. Thus a discrepancy arose when P1 was affected by distractions. Similarly a discrepancy also arose due to P1's self-critical nature, which she believed was inappropriate for the counseling profession. P1 was aware of her tendency to be critical and anxious in situations with high stress and pressure. Thus although she generally viewed herself in a more positive light, her self-critical nature contributed towards lowering her self-esteem.

P1's self-actualization needs leaned towards gaining success in every field of her life: professional as well as personal. Maintaining her value system was very important while she attained this success.

After the assessment of P1's self-definition as well as what goals she would like to attain, P1 showed a clear awareness of her main issues. Lack of focus due to distractions, laziness, her tendency to get lost in dreams and a procrastinating nature were issues which needed consideration. Along with these issues, discrepancies which arose due to conflicts between P1's actual self and ideal self also needed

exploration. However, P1 was able to evaluate her capacity and abilities towards overcoming obstacles and reaching goals. She was aware of her difficulty in maintaining focus, but she also expressed her capability to focus and engage only in necessary breaks. P1 showed good clarity and awareness of goals, as well as of strengths and weaknesses which she possessed to reach her goals. P1's strong interest to help people, ability to articulate well, cultural awareness and a positive attitude towards other cultures formed her particular strengths towards being a professional counsellor. P1's tendency to be critical of herself was a hindrance for counselling.

Finally, P1 also showed clarity towards any possible actions or plans in order to overcome obstacles and hindrances. Her actions and plans included performing well in academics and attaining a good theoretical base in her chosen field. P1 planned to set up her own counseling practice or work in different areas including schools and voluntary work. P1's future plan was to specialize in family therapy and gradually develop her own mode of practice. Playing various life roles and not compromising on her personal life also formed important future plans.

CASE STUDY 2

P2 was a male university student. He was well built and athletic. He was shy, yet spoke calmly throughout the interview. He showed seriousness and determination to do what he wished to.

P2's self-definition comprised of self-concept, self-schema and self-esteem he held towards himself. P2 was clear about his self-concept, which comprised of several components. P2 recognized himself as being an Indian. He held a strong sense of national identity. Although a national identity was an ascribed characteristic of an individual, he was extremely proud of it. He believed everything closely related to his self-concept was connected directly or indirectly towards his national identity. Hence he was aware of his pride, goals and interests as closely linked to his country. P2's love for India not only lied in his self-awareness, but also extended further to a strong determination to provide services to his country in any way he could. However, he was sensitive towards family duties and responsibilities. This awareness was due to an internalized belief. P2 strongly believed in building family resources and security before providing services to his nation. P2's motivation to fulfill family duties arose because he believed need of help in crisis would not arise if all individuals secured their family resources. P2 did not shy away from responsibilities, instead was determined to fulfill them. Hence P2 was clear of

his priorities which begin with his national identity, followed by his family and ended at helping his country and its people.

P2's self-concept hence contributed towards his actual self (working self-concept) in comparison with types of perceptions he held for himself, such as ideal self or possible future selves.

Overall, self-concept contributed towards P2's perceptions of his actual self as a proud and patriot Indian with a strong sense of national identity. His perceptions of ideal self were being an individual who helped his country and its people (especially common and underprivileged masses). Hence P2 wished to be a true Samaritan. However, he was well aware of his family obligations and duties which formed an obstacle towards goal fulfillment. P2 was obliged to look after his family's needs. To fulfill this, he needed to be employed which in turn would help him build his family resources. Thus P2 visualized himself as a crisis worker, social worker or a temporary relief aid worker in rural Indian settings. Discrepancies arose for P2, since his ideal self comprised of certain components which conflicted with what was required of him. For instance, his wish to provide services for the cause of his country conflicted with his strong internal belief. This belief did not allow him to be selfish and fulfill only his dreams and wishes. P2 strongly believed in fulfilling family duties first. P2 was also aware of the requirement of working in adverse environments and hostile conditions in order to provide services to India. But a discrepancy arose as certain allergies would hinder him from providing these services. Yet, P2 generally viewed himself in a more positive light. He was confident about himself, his capacity towards achieving goals and hence contributed towards a high self-esteem.

P2's self-actualization needs were attaining personal and internal satisfaction from helping people who were underprivileged. Hence this goal formed a very vital and important part of P2's life.

After the assessment of P2's self-definition and personal goals, he showed a clear awareness of issues. Fulfilling family duties and responsibilities as well as only being able to help India for a short or small term formed main issues which needed to be considered.

P2 was able to evaluate his capacity and abilities towards overcoming obstacles and reaching goals. He expressed the particular role of the drawing task in aiding an estimation of his position towards his goals. P2 showed a clear awareness of particular strengths which would help him, such as his ability to interact with people from different cultures and age groups. Flexibility, ability to live in rough environments, knowledge of various areas and interest in various outdoor tasks like sports, self-

defense, scouting and camping also formed his strengths. Finally he believed his career choices would lead to fulfillment of family duties providing more strength for final goal achievement.

Finally, P2 was able to anticipate any possible actions which he would take towards reaching his goals such as: helping in national emergencies, relief aid teams or other temporary small-scale social work.

An exploration of variables extracted through narrative interview in this research study follows:

SELF-DEFINITION

A participant expressed the following during a focus group session after having experienced traditional as well as the narrative assessment process. These statements reflect upon aspects of self-understanding participants gained through the narrative interview.

"I had no clue about self-concept aspects and now I can make clear links between how I think and feel and how that will affect my career. Basically, the earlier profiles were good because they gave me where my abilities lie and this profile links everything up so I can decide and choose."
(Participant, Focus Group Session 1, Phase 2)

Individuals begin to learn and identify who they are early in their lives. Thus identities of participants were recognized as unique aspects such as wife, mother, father, son and single or married. Self-definition also included aspects of vocation or avocation such as an athlete, musician, doctor, sales manager or university student. It includes aspects of religion or ethnicity such as being a Hindu, Muslim, Hispanic,

British African or British Asian. It also includes aspects relating to political or ideological beliefs such as being an environmentalist, a democrat, a feminist or a leftist. Finally, it included aspects, which participants liked or disliked such as being a drug user, a homosexual, being overweight or unpopular. These aspects of participants were closely linked with each other and influenced various areas of their lives such as career, relationships, family, etc. They ensured a holistic view of participants.

Thorough content and statistical analysis of narrative interview transcripts obtained in this research portrayed evidence of its particular strengths. Assessing participants as whole, comprising of various aspects of their self-definition was one such strength. Unlike traditional assessment methods, this assessment of whole and not just aspects of participants stems from cornerstones of Gestalt approach. Gestalt approach stresses on wholeness of individuals in any counselling or therapeutic relationship. The term 'Gestalt' itself signifies any being *"which is both different from and much more than the sum of its parts"* (Clarkson, 2002, p 1). In simpler words, participants were recognized as whole physical bodies full of emotions, thoughts, sensations and perceptions, which function in an interrelated manner. Participants were also considered as a part of their environment and were understood best when considered part of it (and not apart from it). In essence this research showed that narrative interview permitted assessment of participants as whole and within the context of their environment. This is evident from the exploration of the following variables which provided holistic assessment of participants.

SELF-CONCEPT/ SELF-SCHEMA

It was appropriate to understand participants' career and vocation within the context of other aspects of their lives. This is because each aspect and field of their lives affects the other directly or indirectly. Krumboltz (1993; cited in Sharf, 1997) wrote that personal issues of individuals pervade in career counselling because career and personal concerns are intertwined. Thus segregating participants' lives into parts would lead to inconsistencies between various aspects of their lives. Thus understanding participants' entire/whole self-definitions aided exploration of various aspects. Self-definition was thus divided into self-concept/self-schema and self-esteem participants held of themselves.

Self-concept and self-schemas of participants were a combination of beliefs, feelings, experiences, memories, knowledge, values and beliefs about future states, etc. They are primarily build through social interactions with family, friends, teachers, peers and all other participants interacted with in the course of their lives. Self-concept and self-schema were recognized as playing an important role for the aspect of career in life because they acted as a framework through which participants processed information about themselves, others and all varied aspects of life. For instance, participants' beliefs about their interests, goals and needs strongly influenced their career choice. Thus understanding participants' self-concepts and self-schemas was essential in the context of career.

Life-Span Theory of career development mainly focuses on how people deal with their career issues over their entire life span. Donald Super and his colleagues (1990) studied career development of people across the lifespan. Basic assumption of Super's

theory (1990, p 205; cited in Sharf, 1997) states physiological, genetic, geographic, psychological and social-economic factors of individuals as influencing career related aspects such as development of needs, values, interests, intelligence, ability and special aptitudes. For instance, psychological factors determine personality and accomplishments of individuals. Social-economic factors include community, school, family and peer groups. These influence employment settings, job structure etc. As individuals go through developmental stages they learn about themselves as well as their environment and develop a concept of themselves. Thus self-concept has been at the core of Super's developmental theory. According to Super (1953; cited in Sharf, 1997, p 148), vocational development is *"the process of developing and implementing a self-concept"*. He believes self-concept is a combination of biological characteristics, social roles and evaluations of others. For him self-concept basically refers to the manner in which individuals view themselves and their circumstances. Thus self-concept formed a reflection of participants' needs, values, interests, personality and may be constantly developing or changing. Since self-concept was subjective, its assessment through trait factor theories was not suitable (Sharf, 1997). Thus assessment of self-concept formed an imperative aspect towards developing participants' assessment profiles.

Profiles generated from the narrative process provide evidence that narrative interview was successful in assessing self-concept. Self-concept/self-schema was comprehended by separately exploring its components, types and discrepancies. Content and statistical analysis of narrative interview transcripts provided evidence that it fruitfully aided assessment of all components, types as well as discrepancies of participants' self-concepts.

COMPONENTS OF SELF-CONCEPT

Components of self-concept were extracted through narrative interview employed in this research. This provided further evidence towards the strengths of narrative interview. Narrative interview transcripts portrayed components of self-concept as unique along with specific aspects for each participant. However, their overall structure remained similar for all participants and thereby is described in eight categories developed by the researcher. These categories are also consistent with former research by Rentsch and Heffner (1994; cited in Baron and Byrne, 1998). These components may be described as the 'blueprint' of self (Baron and Byrne, 1998). The components are explored with the help of findings from this research.

The first component was **interpersonal attributes**. These were defined as characteristic qualities of participants linked to activities and relationships with external environments and other people. For instance, P1 was a student (line 7) showing good amounts of awareness of the world because she traveled significantly. P2 did not mention any such interpersonal attribute relevant to his career choices.

The second component was **ascribed characteristics**. These were generally qualities attributed to participants, without their voluntary choice. They are generally determined by birth or other social circumstances. P1 made no mention of any ascribed characteristics related to her career context. P2 stated his attributed quality of being an Indian (line 8). He also maintained a strong sense of national identity and pride arising from this ascribed characteristic. Assessment of this aided understanding P2's career needs and wishes. Helping his country in any manner available not only seemed his biggest career goal, but also a big life goal and aim.

The third component was **interests and activities** participants possessed or indulged themselves in. These were mainly aspects, which appealed or fascinated them. They were either inborn or acquired due to experiences. These are vulnerable to change as they may alter or even become stronger as experiences change. Assessment of interests played a crucial role in this research study. This is because they aided determination of participants' drive or motivation towards specific fields or career paths. Interests were assessed through traditional interest inventories more objectively. However, since interests were susceptible to change, interest inventory scores and reports may become invalid over a period of time. Findings of this research provided evidence that assessment of interests through narrative interview helped overcome this problem. This research emphasized that through narrative interview, participants were not required to rely on interest test reports, which may become invalid if their interests would change. Instead they experienced the ability to attempt self-focusing (directing their attention inwards towards activities which appealed to them), for self-assessment of interests. Participants of this study could thus rely on this ability to self-focus at any given point in their life in order to assess themselves. P1 communicated a clear interest for helping people (line 244) and mentioned engaging in activities involving some form of helping (line 245). She was also aware of her interest as consistent with the career path of counseling (line 246-247). P2 portrayed a clear awareness of his interest relating to his main career aim of contributing his services to India (line 12).

The fourth component was **existential aspects**. These were defined as subsistent or supporting qualities participants held about themselves. These qualities added to the entire self-concept of participants and were important factors towards issues arising in

relation to career. This research provided evidence that existential aspects could only be assessed through contemporary methods such as narrative interview. This was attributable to the existential and phenomenological nature of narrative interviews which focused on subjective meanings participants attached to themselves and their lives. For instance, P1 perceived herself as a carefree person (line 10), a 'dreamer' and visualized herself playing various roles (line 19). Dreaming facilitated her vision of being a counsellor. On the other hand dreaming also stopped her from attaining career goals (line 20). This was because dreaming became a distraction when she slipped into her own 'fantasy land' neglecting necessary actions needed to be fulfilled towards reaching goals (lines 80-82). P1 also mentioned other existential aspects, such as perceiving herself as intuitive (line 240) and a non-rigid personality (line 252), both serving as helpful aspects for counselling.

The fifth component was **self-determination**. This referred to free choices of participants' own actions or states without outside influence. It was noted that presence or absence of self-determination influenced participants' drive or motivation towards their career goals. For instance P1 portrayed aspects of self-determination through her will to focus on her goals and not get distracted (line 102). An important research finding emerged through the assessment of this component. It was noted that P1's self-determination to achieve desired goals was strengthened towards the end of narrative interview. Verbalizing what she experienced and believed about four images of the drawing task created a sense of strong awareness not only of goals, but also of problems, issues and possible ways to overcome them. This awareness in turn led to a deeper sense of self-determination. P2 portrayed clear self-determination towards reaching his main aim of providing services to India (line 44-46). His strong sense of

determination was explicit through his possible plans and actions in order to overcome any hindrances which would stop him from reaching his goals. For instance, P2 would take up temporary services such as relief aid (line 42-45) and ensure his family has enough resources (line 78-80) in order to fulfill his ambitions.

Thus this research portrayed that narrative interview not only helped to assess levels of self-determination in participants, but also **ignited or increased self-determination** by engaging them in activities of self-focusing, awareness and monitoring.

The sixth component was **internalized beliefs**. These were values, attitudes and beliefs participants held which provided meaning to concepts. They were acquired or learned implicitly or explicitly from family, friends, culture and society. It was noted that internalized beliefs determined participants' choices in all fields of life because they helped them make sense of alternatives and motivated decision-making processes. They also influenced behaviors and attitudes. Thus it was observed that internalized beliefs influenced career choices. Content analysis of narrative interview transcripts obtained from this research emphasized the importance of assessment of internalized beliefs. This kind of assessment was deep and aided the researcher to understand participants at a level which was not accessible through tests and SGIs. For instance, P1 believed in intensive focus in order to achieve desired goals (line 76-77, 92-96). Hence, she expressed a strong need to remain extremely focused as an explicit requirement and aim. P1 also believed an individual's life was based on setting goals and achieving them (line 122). This led to her goal setting attitude and behavior. P1 further believed in attaining patience and perseverance in order to overcome obstacles

(line 126, 131, 133). This drove her to attain these idealistic qualities in order to reach success: her final goal of life. P2 believed in the quote: *"Charity begins at home."* He applied it further to make sense of circumstances in which people needed external help. P2 believed each individual must begin at a personal level by contributing to build his/her family resources. In this manner the issue of helping underprivileged would not arise, since all individuals would secure themselves and their families.

Hence, this belief increased P2's self-determination to build a strong foundation for his family by choosing an appropriate career path. Once he would achieve this goal, he would fulfill other ambitions and desires (lines 76-80).

Thus this research study portrayed narrative interview's ability to aid assessment of **deeper and more implicit explanations of participants' choices, issues, ideologies, attitudes and behaviors.** Through such assessment, the researcher (assessor) was able to provide participants profiles based on in-depth assessment thus facilitating **understanding of their issues at the root level.**

The seventh component was **self-awareness**. Participants either possessed this prior to the narrative process, or acquired it through narrative interview. Self-awareness can be defined as *"the condition of being aware of or conscious of oneself- in the sense of having a relatively objective but open and accepting appraisal of one's true personal nature"* (2001, The Penguin Dictionary of Psychology). Assessment of self-awareness provided participants to check their resources, interests, attitudes, behaviors, problems, issues, obstacles, actions and plans. Content analyses of transcripts portrayed assessment of self-awareness levels. This was gained through

narrative interview's explorative and subjective nature. The phenomenon of gaining self-awareness for participants through the narrative process may be referred to as the "Aha" experience. This phenomenon emphasized the process of self-assessment as an essential forte of narrative interview in this research study. Thus it was evident that narrative interview not only formed an effective assessment tool for counselling, but also maintained itself as a dynamic process allowing participants to assess themselves. For instance, it was noted that P1 was aware of her ability to visualize 'vivid images', but was made aware of her inability to draw through the drawing task (line 25-27). P1 experienced the "Aha" phenomenon through narrative interview. This was when her desires to be good, honest, high on morals, ethics and values as ideal self were pinpointed as essential qualities for a good counsellor. Through narrative exploration, P1 realized her implicit desires were based on similar principles of her career goals (lines 43-53). P1 also portrayed a clear awareness of hindrances and problems she needed to overcome (line 80-84), as well as her strengths which would aid her career aims (lines 241,246,250,255,256). Finally, P1 expressed that through narrative interview she gained more conscious and explicit awareness of future goals, desires and efforts needed to achieve goals (line 223-229).

On the other hand P2 stated an awareness of all aspects of his identity as related to his country (line 11). P2 was thus robustly aware of his national pride. P2 also stated an awareness of hierarchy of priorities he attributed to aspects of his life. For him, being an Indian was of utmost importance, followed by his family and providing services to his country (line 49, 50). Images produced in the drawing task aided P2 to prioritize vital aspects of his life. P2, like P1 also stated the narrative interview as aiding different forms of awareness. He was made aware of the ability of images to help him

express as well as consider aspects which he did not acknowledged earlier (line 64-66). The narrative interview made P2 aware of the importance of career in any individual's life. He also gained an awareness of how various aspects of life could be compartmentalized (line 84-86).

Thus research findings provided evidence that the narrative interview not only assessed participants' awareness of various aspects of self, but also brought into consciousness aspects otherwise vaguely apparent or not within conscious awareness. The narrative interview also possessed the ability to aid stronger awareness of certain conscious aspects.

The final component of self-concept was **social differentiation**. This referred to societal and cultural aspects, which differentiated or linked participants to other members of society (1986, Roget's Thesaurus). Assessment of social differentiation aspects of participants reflected their choices and opportunities. P1 stated high cultural awareness through her interactions with people from different cultures from early childhood (line 268). P1 believed cultural awareness and tolerance would serve as her strength for the counseling profession. P2's national identity and pride contributed to his aspects of social differentiation. He portrayed a strong sense of belonging towards his country (line 8-11). This aspect of P2's self-concept contributed towards his main life goals and aims of helping India as a good Samaritan.

In summary: It can be noted that this research emphasized narrative interview as an effective tool for vital, yet underlying aspects of participants to surface. These influenced their career choices directly or indirectly, strongly or meekly. **These**

aspects were overlooked or remained insignificant by traditional methods of assessment used in phase one.

TYPES OF SELF-CONCEPT AND SELF-DISCREPANCIES

Content analysis of interview transcripts further provided evidence that the narrative interview also aided assessment of various types of self-concepts. It allowed participants to obtain a thorough understanding of self. 'Self' through the narrative interview was recognized as *"the totality of personal experience and expression"* as an organized whole (2001, The Penguin Dictionary of Psychology). Participants' present sense of self, past concept, idealized self, obligatory sense of self and the future possibilities of self formed the whole personalized 'self'. The researcher comprehended this unified self by dividing it into: actual or working self, ideal self, ought self and finally possible selves.

Assessment of types of selves helped participants and the researcher understand participants in their current state, their wishes, needs, duties as well as understand their future conceptions. This understanding was within the context of career. Thus unlike phase one, various other aspects of participants' lives which influenced career choices or decisions were not neglected in phase two.

Actual self was beliefs participants' held about qualities they actually possesed. Working self-concept went further to clarify conceptions, which were accessible to participants at a particular time. Working self-concept was continually active. It was not possible for participants to access all their self-knowledge at one time. Markus and Nurius (1986; cited in Markus and Nurius, 1987) recorded that arrays of self-

knowledge change depending on immediate circumstances or those self-conceptions activated by any ongoing experience. Since assessment in this research study was within the context of career, participants' relevant self-knowledge was activated. Content analysis showed that actual self and working self-concept of participants' overlapped with eight components of self-concept. Thus P1 and P2's actual self/working self-concept comprised of all eight components discussed earlier.

The ideal self of participants' was all attributes and qualities, which they wanted to posses ideally. These were generally attributes they wished or desired to possess (Higgins, 1984; cited in Higgins et al, 1987). Assessment of ideal self was important within the career context in order to consider links between ideal visions of participants and their career goals and wishes. This was emphasized by the findings of this research study. For instance, for P1 success in all fields she engaged in (line 20-22), honesty to herself and her profession (line 32, 33) and possessing the virtue of hard work (line 34-37) formed her ideal self-concept. Her ideal self-concept attributes were closely linked to attributes vital to her career choice. For P2, fulfilling the role of a good Indian citizen by helping underprivileged (line 17, 52) formed the ideal concept as well as an important goal of life, thus motivated relevant career choice.

The ought self of participants consisted of all attributes and qualities they were obliged to possess in order to fulfill their duties and responsibilities. Assessment of ought self was important in this study because links between obligations participants must fulfill and their career goals and aims were focused upon. This was emphasized strongly by the findings of this research study. For P1, realization of honesty and morality were vital parts of her ideal self. These attributes were also obligatory, as

ought self-concept because they formed pre-requisites of counselling. However, in order to achieve her career goals, P1 was also obliged to possess attributes such as pro-activeness, non-laziness and focus. For P2, building his family resources, keeping his family secure and providing quality time to his family formed his concept of ought self. This mainly stemmed from P2's internalized beliefs that if every individual fulfilled family duties, need to help the underprivileged would not arise.

Finally, possible selves were conceptions of the self in any future circumstances. Participants portrayed ideas of what they may become, would wish to become or even wished not to become. Possible selves therefore portrayed participants' inner goals, aspirations, threats, motives, drives and even fears. Since an essential aspect of career counselling was helping participants determine their future career goals, assessment of possible future selves became particularly useful. This was emphasized by the findings of this research study. For instance, P1 stated visualizing herself as a professional counsellor (line 33), and playing various roles in her interpersonal life such as a wife, mother or daughter (line 206). Whereas for P2, his possible selves were working in rural Indian settings as relief worker, aid worker or temporary social worker.

An important research finding emerged through the assessment of types of self-concepts. Narrative interview employed as an assessment method aided the researcher to assess as well as provide participants with conscious awareness of self-discrepancies. This was because different self conceptions aided discrepancies to surface. Statistical analysis of variables extracted from narrative transcripts portrayed evidence that 95% of times narrative interviews extracted self-discrepancies. Thus

this research emphasized narrative interview as a vital tool for evaluation of deep-seated dilemmas and differences. This kind of assessment mainly aided understanding explicit and implicit issues, problems, conflicts, hindrances and obstacles participants' faced. These were due to different aspects of self, expectations towards self and expectation from others while striving towards career goals. Research clarified that through the assessment of self-discrepancies narrative interview provided deeper levels of understanding, unlike traditional assessment methods. This permitted the researcher and participants to understand the nature and level of help to be obtained further.

For instance, for P1 hard work was an idealistic value, but laziness and easy distractions formed part of her actual self. Thus an actual/own versus ideal/own self-discrepancy arose for her. Whereas for P2, providing services to his country was an idealistic value, but obligatory duties to be fulfilled for family formed a part of ought self. Thus an ideal/own versus ought/own self-discrepancy arose for him (line 31-33). Narrative interview thereby made problem areas and issues clear for the researcher as well as participants. P1 required help towards behavioral issues such as overcoming laziness and P2 required help towards practical issues such as choosing an appropriate career path to build family resources. Thus the dynamic nature of narrative interview elemental in providing movement to psychological processes was recognized through this research study.

SELF-ESTEEM

The self-definition of participants finally included levels of self-esteem. This mainly focused on whether participants' evaluated themselves in a positive or negative light.

Participants with high self-esteem considered themselves as more able, worthy and better than participants with low self-esteem. Assessment of self-esteem in the career context was important because firstly it helped discrepancies to surface. This was because self-esteem was essentially the link between participants' actual and ideal self conceptions. Secondly because levels of self-esteem participants held, influenced their attitude, behavior and feelings towards reaching career goals and aims. Content analysis of interview transcripts portrayed that the nature of narrative interview indirectly assessed self-esteem in participants. It allowed them to evaluate themselves and also experience the concept of evaluating themselves.

It was noted that P1 stated attributes of over criticizing herself (line 255). This portrayed her awareness of evaluating herself more on negative dimensions (low self-esteem). Whereas P2 expressed confidence in order to fulfill main life and career goals (line 36). This portrayed an overall positive attitude towards himself and his goals (high self-esteem).

Overall, research findings from analysis of narrative interviews portrayed that assessment of self-definition helped participants to:

1. **Develop an understanding of self and social relations**
2. **Examine various roles and concepts**
3. **Work through frustrations and concerns**

SELF-ACTUALIZATION NEEDS

Content and statistical analysis of interview transcripts provided evidence of the strengths of narrative interview in extracting self-actualization needs of participants effectively. Self-actualization needs described how participants expressed fulfilling their potential by learning, knowing, accepting their true self, forming deep relationships, being sensitive towards others and their needs. Self-actualization needs of participants assessed the level to which they wished to move towards achieving more autonomy and self-sufficiency. These needs helped participants to promote wholeness and congruence, reduce inconsistencies and discrepancies. According to Maslow (1959) it is the highest human motive (Carver and Scheir, 2002). Thus assessment of self-actualization needs was essential. This is because it was observed that participants' career aims and goals were closely linked with their highest motives. Narrative interviews permitted an evaluation of participants as a whole and at deeper levels. Thus its ease in assessing self-actualization needs became evident.

For P1, success in whatever she did professionally as well as in personal life fulfilled her self-actualizing needs (lines 20-22). Maintaining important family values by fulfilling various roles as daughter, wife and mother formed an important aspect of her needs (lines 206-208). For P2, providing services to underprivileged of India, for its welfare and benefit formed an important aim of life and a self-actualizing need (line 19-20). P2 expressed that narrative interview aided him to consciously realize his main life goal (self-actualization need) (line 56-59). This research highlighted an important potential of narrative interview in aiding deep needs and aspects of participants such as self-actualization to surface.

Therefore research findings suggest that narrative interview was elemental in helping participants assess their self-actualization needs. P1 and P2 further provided evidence of self-actualization as aiding congruence between their actual self and ideal self (P1 and P2's self-actualization needs overlapped their concept of ideal self).

SELF-EFFICACY

The third variable extracted through narrative interview was self-efficacy. Concepts of self-esteem, self-actualization and self-efficacy were closely linked and related to participants' self-concept. Concept of self-efficacy theory is based on Bandura's (1986; cited in Sharf, 1997) social learning theory. Career self-efficacy theory portrayed in this research focused on participants' belief systems, which would affect their behaviors and decisions. Bandura (1986; cited in Sharf, 1997) described self-efficacy, as judgments of capabilities to act and achieve desired performances by individuals themselves. Thus, how participants viewed their own capabilities affected their career as well as other choices was observed through narrative interviews. For instance, participants who were low on self-efficacy expressed inability to persevere through difficult tasks. They also expressed experiencing disappointment and stress due to such tasks. However, it is noted that self-efficacy is not static. It changes depending upon context and situation. Content analysis of interview transcripts provided evidence that narrative interview allowed assessment of self-efficacy within the career and related aspects of participants' lives. For instance, P1 stated her awareness of focus as an important attribute for her in order to achieve goals. She further mentioned focusing intensively would not be a difficult task for her (line 103, 105). P1 also portrayed high self-awareness of strengths and interests. This would aid accomplishment of her goals as well as awareness of her weaknesses (line 243-259).

P2 mentioned that narrative interview aided him to evaluate his present position and state, in relation to his goals (lines 56058, 106-108). P2 also portrayed high awareness of strengths as well as weaknesses, which would affect his goal accomplishment (lines 89-102).

Research findings thus highlighted complex interactions between self-efficacy, outcome expectations, goals, choices and other factors emphasized by career self-efficacy theory. These complex interactions were assessed and comprehended only through the help of narrative interview.

ISSUES AND AREAS, WHICH NEED TO BE WORKED ON, AND POSSIBLE ACTIONS AND PLANS

Finally, fourth and fifth variables extracted through narrative interview were issues, which need to be worked on, and possible actions or plans. These two variables were based on basic tenets of counselling or therapy. Assessment of problem areas and possible actions was essential in order to provide direction to the psychological process as well as set aims and goals for counselling. It permitted the researcher (as the assessor) to evaluate and understand the nature of problems and decide upon appropriate interventions to be used. Assessment of these two variables was drawn from the Skilled Helper Problem Solving Model (Egan, 2000). Assessment of these variables pushed the psychological process forward. Content analysis of interview transcripts clearly portrayed narrative interview's ability to assess these two variables. Assessment of these variables made the narrative interview a distinctively valuable tool for psychological processes. Research findings thus clearly differentiated narrative interview as more facilitative than traditional assessment methods. The latter

merely terminated at the assessment level. It was noted that narrative interview not only provided an assessment of various aspects of participants, but also moved the psychological process ahead. This was gained by providing an evaluation of issues, which brought participants into the psychological setting (career assessment project in this research study).

Due to the nature of the drawing task employed in this research, P1 and P2 were able to clearly depict problem areas as well as possible actions. However, since all assessed variables were interlinked and overlapped each other, assessment of issues and actions could not be separated or segmented from other variables. For instance, a participant's main issue was differences between his current state and ideal state. This formed a self-discrepancy, which also formed the main issue. Thus issues and their possible actions could not be separated from the self-discrepancy that arose.

Assessment variables such as issues and actions also emphasized the dynamic nature of narrative interview. It was noted that during the execution of narrative interviews, participants experienced a process of self-understanding and exploration. On the other hand, the researcher experienced a process of assessment at an in-depth level. Thus research findings were successful in emphasizing that narrative interview formed an assessment measure providing aspects and levels of assessment which were not accessible through traditional objective methods.

Statistical analysis of frequency counts of assessment variables showed the potential of narrative interview as facilitating assessment of particular components of self-concept on a high scale. These variables were interpersonal attributes, interests and

activities, existential characteristics, self-determination, internalized beliefs and self-awareness.

Thus this research provides evidence that the narrative interview helps assessment of most components (except ascribed characteristics and social differentiation) of self-concept with ease. Results also showed high frequency rates for assessment of various types of selves leading to assessment of self-discrepancies. This portrayed the strength of narrative interview in helping participants rule out discrepancies. High frequency rates of assessment of awareness of issues and concerns, awareness of actions and plans, self-efficacy and self-actualization provide evidence that narrative interview is a good tool for these variables. However it was noted that although narrative interview assessed self-esteem, it was explicit only when closely interlinked with participants' career issues.

ROOT LEVEL ASSESSMENT PROVIDED BY NARRATIVE INTERVIEW

Participants who had experienced both traditional and narrative assessment processes, expressed the following statements during focus group sessions. These statements portrayed in-depth understanding of implicit aspects experienced by participants through narrative interviews.

"Both assessment projects together helped a lot. But there was something I discovered this time in this project about me."

"I guess both phases really helped. Both were different in their own way, but both helped. So it was good. But ya, I found out certain things about myself that were there, but I wasn't probably, I mean I hadn't realized them."

(Participants, Focus Group Session 1, Phase 2).

Through the discussion of the nature of assessment narrative interview provided, certain important research findings were emphasized. Root level assessment obtained through narrative interview is one such finding. This is because narrative interviews allowed participants to experience the assessment process in a holistic manner by combining four ways of experiencing suggested by Jung (1875-1961; cited in Mischel, 1993, p 68):

1. *Sensing- knowing through sensory systems*

2. *Intuition- quick guessing about what underlies sensory inputs*

3. *Feeling- Focus on the emotional aspects of experience*

4. *Thinking- abstract thought, reasoning*

Thus it was noted that narrative interview was based on existential and phenomenological principles which ensured interpretations of participants' concepts were subjective, *"as he or she perceives it"* (Mischel, 1993, p 231). Assessment did not heavily depend upon expert value judgments, bias or knowledge. Narrative interview's existential nature further ensured that participants considered all aspects of themselves. This was essential because each aspect held interlinked meanings. NAM group participants expressed the following statements during focus group

sessions. These statements reflect the experience of self-understanding participants engaged through narrative interviews.

"I have a feeling that I've got to learn about myself more not only through the reports but also through the drawings. Like while I was doing them, I was, in a way learning about me."

(Participant, Focus Group Session 2, Phase 2)

"I was only thinking about me in this task. It was like do I even know myself or how much do I know me?"

(Participant, Focus Group Session 3, Phase 2)

The important tasks of the narrative interview included self-focusing and monitoring which are central to Gestalt theory. For the gestalt approach, main human activity is considered to be people's need and desire to give meaning to their perceptions, their experience and their existence (Clarkson, 1989). Thus the paradigm of 'figure and background' also fit in with the basis of narrative interview. This paradigm aimed at helping participants combine all their experiences into a whole for more meaning. According to this paradigm if there are two figures to be perceived, both cannot be perceived at the same moment. When one is figure, the other is background or vice versa. Thus when participants attended to one concept with intense awareness and concentration, other irrelevant concepts become less evident. Figure then became sharp, clear and gained more awareness and understanding. Research findings confirmed that narrative interview aided participants to focus on themselves, bringing out deeper awareness and understanding of the 'self'. This awareness in turn helped

participants to gain richer insights, deeper self-assessment and evaluation than obtained from traditional assessment methods.

Tasks of self-focusing and monitoring also touched upon the concept of *"here and now"* from Gestalt Therapy. *"Here and now"* concept stressed on focusing on current experiences, emotional feelings and thoughts. This helped participants to focus on their own behavior, inner feelings and thoughts, rather than focusing on past behaviors, or on the behavior of others over which they had no control (Geldard, 1998, p 165). A participant who had experienced the narrative assessment process expressed the following statement during a focus group session. This statement reflects upon the insightful nature of assessment provided by narrative interviews.

"I'd say that the place where you have mentioned the discrepancy was good. I knew it was a problem but I didn't know why it was troubling me so badly. I now understand that I want something different and my parents want something different."
(Participant, Focus Group Session 2, Phase 2)

Thus this research study aids distinguished understanding between assessment obtained through traditional and contemporary methods through the following diagrams developed by the researcher. Segmented understanding was obtained through traditional methods portrayed in Figure 9. On the other hand narrative interview provided root level and interlinked understanding portrayed in Figure 10.
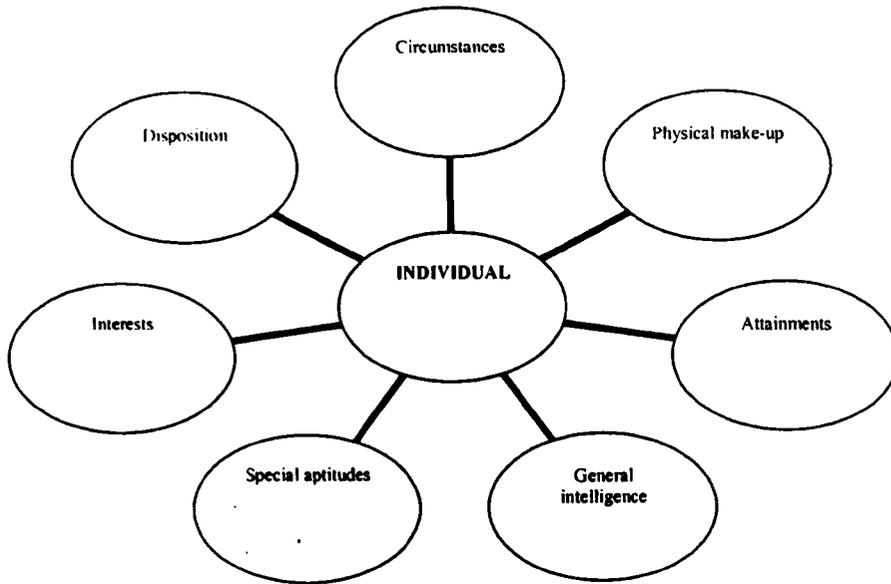
Figure 9: Segmented assessment of individual characteristics through traditional assessment methods.

PARTICIPANTS' PERSPECTIVES OF SELF AND CAREER THROUGH NARRATIVE INTERVIEW

EXPLORATION OF TRAITS, INTERESTS, BELIEFS, VALUES, ATTITUDES, PERSONAL CONTRUCTS, CHOICES, NEEDS AND VARIOUS OTHER VARIABLES

CONSCIOUS AWARENESS, EXPLICIT EXPLANATION AND UNDERSTANDING OF ABOVE

DEEP EXPLORATION OF UNDERLYING VARIABLES

THUS CONSCIOUS AWARENESS OF IMPLICIT AND TACIT VARIABLES

THEREFORE ROOT LEVEL AND DEEP SEATED VARIABLES SURFACE

Figure 10: Assessment of deep-seated, interlinked variables through narrative interview.

Through this research study it was noted that psychometric tests and SGIs aimed at assessing various aspects of participants separately. For instance, different psychometric tests were used to measure interests and abilities and SGIs were used to

assess background information. Hence they provided little knowledge of links, relationships, co-existence or interrelation between various aspects. On the other hand, as participants engaged in the narrative interview process, they assessed various aspects of themselves in conjunction with one another. Participants along with the researcher explored links and relationships between these aspects. Narrative interview also helped participants' gain causal or explanatory understanding of various aspects. These deep explorations reached roots and brought implicit aspects into conscious awareness. For instance, internalized beliefs (component of self-concept) were traced with the help of narrative interview. These in turn explained various other links and aspects of participants. Thus, with the help of underlying causes and explanations narrative interview then helped self-discrepancies surface. These further helped understanding and resolution of issues and problems. Overall, it was observed that narrative interview aided deeper understanding not only considering various aspects of participants, but also within the context of their unique environment and experiences.

Thus deep understanding was obtained through stages. Through this research study, participants were encouraged to explore their perspectives of themselves and their careers. Nature of the narrative interview aided this exploration in a holistic manner, considering all aspects of self and participants' lives. This was different from traditional assessment methods, which only focused upon aptitudes, interests and other limited areas. Through explicit expression and sense-making involved within the narrative interviews, participants not only gained awareness of obvious explanations, but also explored deeper more implicit variables. Basic counselling interventions used by the researcher facilitated this process. Thus participants as well

as the researcher obtained root level assessment, not accessible with traditional assessment methods.

"AHA" PHENOMENON IGNITED BY NARRATIVE INTERVIEW

A participant expressed the following statement reflecting upon narrative interview's ability to elicit the "AHA" phenomenon.

"I was racking my brains for the images and then suddenly it all came into my mind. And then I was like 'I didn't think of this before, I didn't even think this is what my problem would be."

(Participants, Focus Group Session 4, Phase 2)

Research findings showed evidence that "Aha" phenomenon was experienced by participants. This stemmed from narrative interview's characteristic trait of providing root level understanding. It was noted that participants verbalized their inner beliefs, feelings and thoughts. Thus they formed links to explore relationships between various aspects of their lives. Therefore narrative interview provided further movement and dynamics to the assessment process. Not only did the researcher understand participants' contexts, but participants also experienced a process of comprehension, insight and sense-making by engaging in narrative interviews.

Understanding of self promoted by narrative interview can be explained in terms of the 'Johari Window' (1955). Johari window has four panes (as shown in Figure 11). Each pane contained information about participants represented by the window. Two panes on the left hand consist of information which was known to participants. Where

as two panes on the right hand consisted of information, which was unknown to participants. Two panes at the top contained information which was known to others and two panes at the bottom consisted of information which was unknown to others.

(KNOWN TO SELF & KNOWN TO OTHERS) I AREA OF FREE ACTIVITY	**(NOT KNOWN TO OTHERS) II BLIND AREA**
(NOT KNOWN TO OTHERS) III AVOIDED OR HIDDEN AREA	**IV AREA OF UNKNOWN ACTIVITY**
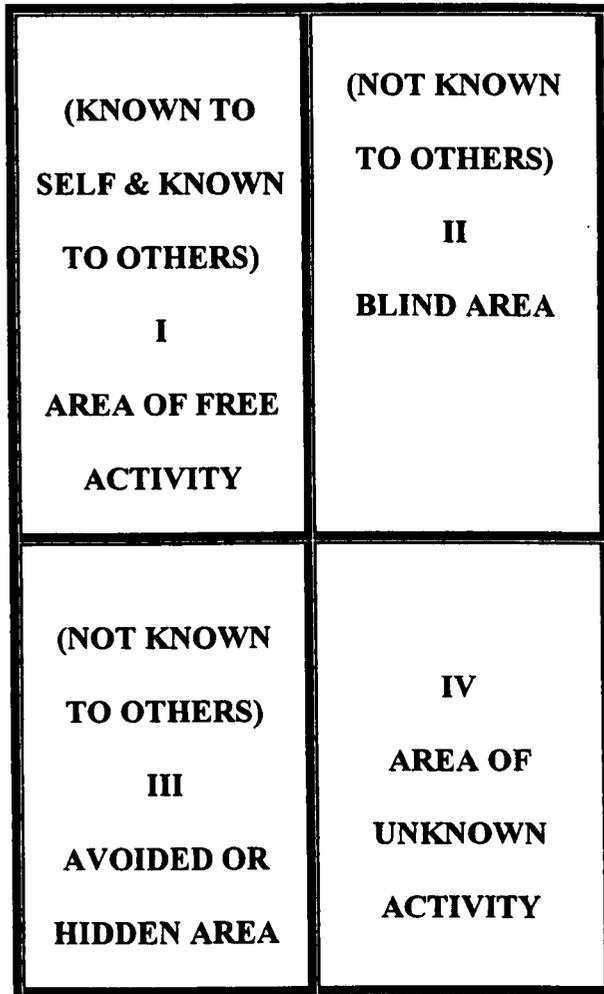
Figure 11: The Johari Window

At the beginning of the narrative interview participants explored and shared information in pane 'I'. However the nature of the task involved in the narrative interview enabled expression of information from pane 'II' thereby enlarging pane 'I'. As the narrative process proceeded further, engagement in root level exploration as well as feedback from the researcher provided information concerning 'III' and 'IV'

panes for participants. This again enlarged pane 'I'. Thus as a result of the narrative process, participants' gained insight and awareness. This increased self-knowledge was vital as it allowed greater chance of personal growth and change to occur (Geldard, 1998, p 34-35).

The parallel drawn from the Johari Window was supported by findings from focus group data where all participants believed '**Narrative profiles provided different perspective and insights**'.

Finally, through this research the narrative interview surfaced as a dynamic method of assessment i.e. it recognized the concept of change within participants as they would have new experiences. This was supported by focus group data where 90% of participants expressed their awareness that '**Narrative process permitted assessment of changing variables**'. This was possible because it equipped participants with skills to self-focus and monitor in order to fulfill the need of self-assessment in future. Participants do not have to rely on static and invalid assessment reports or on experts. Instead self-evaluation may be obtained by reflecting on and exploring four questions of the drawing technique. Thus the narrative interview fulfilled an essential goal of counselling i.e. **to equip individuals with problem solving and decision making skills**. Narrative interview equipped participants of this research with skills of self-evaluation in order to resolve their concerns and problems.

RESEARCH CONCLUSION

A participant who had experienced traditional and narrative assessment processes expressed the following statements after gaining awareness of learning self-assessment skills through narrative interviews.

"These questions, now that I know them, I can ask myself every time I am in trouble or when I can't decide. So it can be for my further choices after 12th. Or I can even use these kinds of questions to choose like a man or life partner (laughs). So this is long term."

(Participant, Focus Group Session 4, Phase 2)

Profiles generated from DAT and CII were from the expert (researcher in this study). Therefore participants did not evaluate themselves. They merely accepted profiles, which were provided by the researcher. Although SGIs had a wider scope, profiles generated were by the expert again (researcher). Hence there was no possibility of self-evaluation and awareness from participants. Participants were passive during formulation of their career profiles in the traditional assessment process. Thus it was noted that traditional assessment measures provided essential and resourceful assessments to participants. However, they did not make participants aware of their ability to assess themselves. Participants would need to return to an expert or psychological settings for any future assessment or evaluation need. On the other hand, the forte of narrative interviews lay in their ability to equip participants with skills for assessment of self as well as any problem or issue.

Overall, findings of this research study portray that narrative interviews formed a valuable tool for assessment. It provided assessment of variables, which were not accessible through traditional methods of assessment. This was gained through facilitating context bound and insightful understanding. Findings also provide evidence that narrative interview abided by contemporary schools of psychology by considering participants as active agents, capable of self-evaluation and assessment. Finally, narrative interview adhered to an essential principle of counseling:

"If you feed them fish, they will be fed for a day,

If you teach them to fish, they will be fed for life."

THEME 6: ALL RESEARCH PARTICIPANTS PORTRAYED OVERALL SATISFACTION AND ACCEPTANCE TOWARDS THE ASSESSMENT PROCESS AND PROFILES.

EVIDENCE FOR THEME 6

Table 8

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FEEDBACK QUESTIONNAIRE RESULTS
100% of participants	Expressed satisfaction with phase two-assessment process.
92.5% of participants	Were satisfied with profiles built in phase two.
100% of participants	Considered profiles as compatible with their self-perception.
90% of participants	Believed narrative profiles included all necessary aspects relevant to career choice.

PERCENTAGE		SUPPORTING CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS
100%	of	Considered the narrative interview as "different and interesting".
participants	of	
the NAM group		
100%	of	Considered the drawing task as interesting and creative, thereby
participants	of	facilitating interest in the overall assessment process.
the NAM group		
100%	of	Expressed their belief in accuracy of the narrative interview
participants		assessment.
80%	of	Considered the narrative interview as "different and interesting".
participants	of	
the TAM group		
70%	of	Considered the drawing task as interesting and tests as tedious
participants	of	and stressful.
the TAM group		
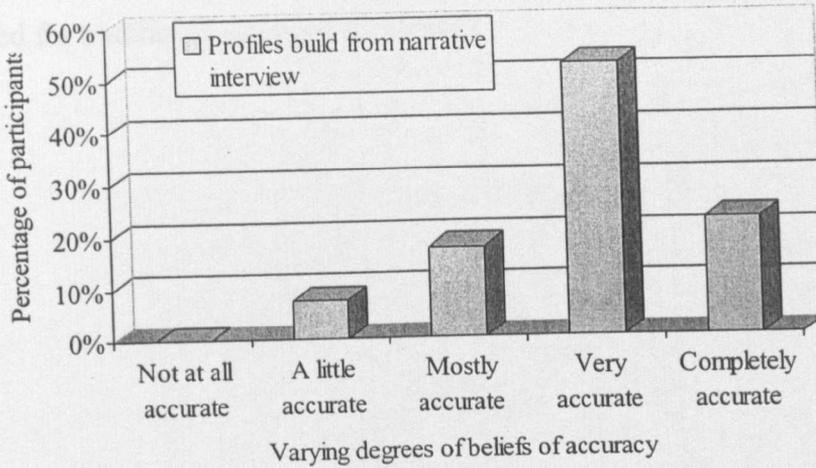
Figure 12: **Participants beliefs of the scale of accuracy of assessment profiles build by narrative interview.**

Results of this research provide evidence of general acceptability and satisfaction of participants towards assessment methods (as shown in Figure 12). Through analysis of feedback questionnaires and focus group data, it was recorded that all research participants portrayed general satisfaction towards narrative assessment process and profiles. Same high levels of acceptance were recorded towards traditional assessment process and profiles. Thus participants' satisfaction was evident with both assessment measures. However, it is essential to note considerable comparison of the two assessment measures. Participants who only experienced the narrative process expressed that creativity of narrative interviews instilled interest towards the entire assessment process. On the other hand, participants who had experienced tests, SGIs as well as narrative interviews, expressed that narrative interviews were more interesting in comparison with tests, which were perceived as *"tedious and stressful"*. Figure 12 was obtained through statistical analysis of participants' responses in questionnaires towards accuracy of narrative profiles. This figure further portrays

high acceptability levels of narrative interview. These high levels were similar to those recorded for traditional assessment methods.

DISCUSSION OF THEME 6

Participants who had experienced traditional and narrative assessment process expressed the following statements. These reflect upon the acceptability of tests in comparison to the creative nature of narrative interviews.

"Ya, for me, I thought this was so interesting and it was great fun too. At least different from the boring and lengthy tests. Those were very tiring. But this was cool. I really think this has helped me."

"Actually, when we were given the tests I thought they were so boring. I didn't even want to do them at first. But when you gave me this drawing thing to do, it got me interested right at the beginning and I was more enthusiastic and encouraged for the whole task."

(Participants, Focus Group Session 1, Phase 2)

Content analysis of interview transcripts provided evidence of the ability of narrative interviews to provide in-depth and holistic understanding of participants, their environment, issues as well as tentative actions and plans. Important comparisons between traditional assessment methods and narrative interview surfaced during phase two. These highlighted the strengths of narrative interview as an assessment method. Thus holistic assessment which was not offered by traditional assessment methods as well as the simplicity of administering narrative interview made it highly acceptable to the assessor (researcher) and the third parties involved in the research.

Analysis of data from questionnaires provided further evidence of high acceptability of the narrative interview process as well as tasks involved within the process, on behalf of participants. This was also emphasized from findings of focus group sessions. High percentage of participants who had experienced both assessment processes, and all participants who had only experienced the narrative assessment process expressed that *"Narrative assessment project was different and interesting"*. High percentage of participants also expressed that *"Drawing task was creative and facilitated interest in the overall process"*. Participants believed narrative profiles *"Were compatible with their self-perception"*. Research findings suggested that although participants accepted and believed in test and SGI results used during phase two, they also highly accepted and believed in narrative interview results. Participants who had experienced only the narrative assessment process also portrayed similar high acceptability levels towards the narrative interview. However, a high percentage of participants expressed that the anxiety provoking and stressful nature of tests made the SGI and narrative interview more acceptable. Low acceptability factor of tests is well-acknowledged. On the other extreme, narrative interview was more acceptable because it was viewed as an innovative measure which instilled more motivation to engage in the assessment process. The novelty and freshness of narrative interview also made it more acceptable for participants.

Research also throws light on high possibilities of Barnum Effect due to non-statistically verifiable nature of narrative interviews (unlike quantitative methods). Like several believability reports of results and profiles produced while evaluating various assessment measures, participants within this research also believed in both, familiar and common assessment measures as well as novel ones. Thus although

believability levels towards results and profiles of participants did not change or vary with test, SGI or narrative interview results; Barnum Effect for narrative interview may be attributed to its subjective and novel nature.

RESEARCH CONCLUSION

Overall, this research study highlights the **creative nature** of the drawing task, which instilled interest in participants. This in turn increased levels of commitment towards the entire assessment project. Furthermore, level of communication involved in narrative interviews, their non-threatening and non-anxiety provoking nature also increased their acceptability.

THEME 7: ESSENCE OF NARRATIVE INTERVIEW LIES IN ITS ABILITY TO EXTEND THE SCOPE BEYOND PLAIN ASSESSMENT AND PROVIDE HIGH PRAGMATIC UTILITY.

EVIDENCE FOR THEME 7

Table 9

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS
100% of participants	Considered the narrative interview as encouraging and motivating towards actions or plans for future goals and career choices.
100% of participants of the TAM group	Considered assessment profiles as facilitating a good understanding of self.
100% of participants of the NAM group	Considered narrative profiles as facilitating a good, yet different form of self understanding.
60% of participants of the TAM group	Considered the narrative process as helping towards more self-evaluation.
100% of participants of the NAM group	Considered the narrative process as helping towards more self-evaluation.

(Also see Table 5)
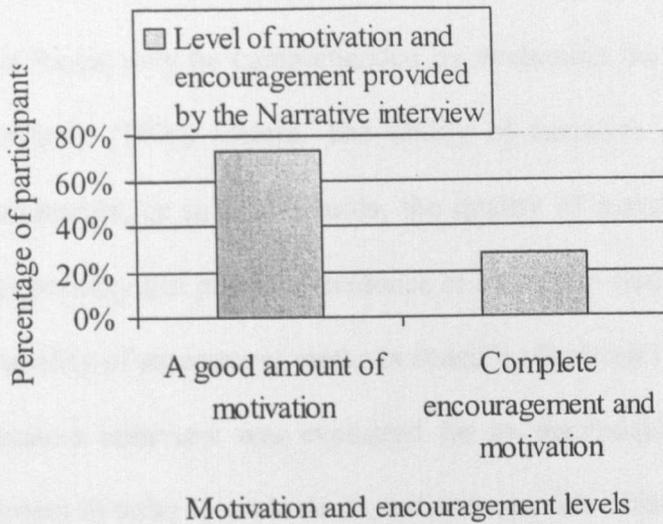
Figure 13: Pragmatic utility of narrative interviews.

An essential difference between traditional and narrative assessment measures was recorded by analysing the level of motivation and encouragement produced by these measures. Participants' levels of motivation were recorded through a scale ranging from 1 to 5 (where 1 was no encouragement or motivation at all, 2 was little encouragement and motivation, 3 was quite a bit of encouragement and motivation, 4 was a good amount of motivation and encouragement and 5 was complete encouragement and motivation). Thus participants' motivation levels were recorded through the scale employed in questionnaires. This is portrayed in Figure 13. It was recorded that a high percentage of participants were motivated towards actions and plans by narrative interviews in comparison to percentage of participants encouraged by traditional measures. Narrative interviews motivated and encouraged participants towards actions, plans and achieving their goals thereby fulfilling the purpose of psychological interaction (career counselling in this research study). Thus a comparison of pragmatic utility obtained through traditional methods and narrative interview was portrayed through these research findings.

DISCUSSION OF THEME 7

This theme may be comprehended by evaluating the narrative interview in terms of Bartram's (1990) factors. The ability of narrative interviews to provide effective assessments, or in other words, the quality of narrative interviews influenced their acceptability and provided evidence of its effectiveness as an assessment tool. Aspects of quality of assessment methods stated by Bartram (1990) are discussed in turn. The narrative interview was evaluated for its dependability, relevance, practicality and fairness in order to evaluate its ability to provide effective assessments.

Like SGIs, dependability of narrative interview could not be computed statistically because of its qualitative nature. Thus reviewing steps involved during the interview process aid in checking its dependability.

> Interviewing: The drawing task was the first stage of narrative interview, followed by exploration of images drawn. The entire process was based on the person-centered approach. Skills needed for in-depth exploration such as paraphrasing, restatements, clarifying, probing, immediacy, gentle challenging and empathy were used. The use of leading and irrelevant questions was minimal. This was because the narrative interview provided participants an opportunity to verbalize, explore, understand and assess themselves and their concerns. The researcher, as the assessor, merely played the part of a catalyst to facilitate the process. **Dependability** could also be checked by the extent of satisfaction provided by narrative interview to participants. Analysis of data obtained from questionnaires provided evidence that all participants were

satisfied with the assessment process. Discussion of theme 6 provides further evidence of high acceptability levels of narrative interviews.

- ➤ Transcribing: Audiotapes of interviews were transcribed verbatim. Tapes were clear and sound quality was high.

- ➤ Analysing: Transcripts of interviews were coded into QSR N6 NU*DIST content analysis software. Codes were then categorized into variables of assessment. Assessment profiles for each participant were developed based on variables of assessment and were provided to participants. Since there was minimal interpretation by the assessor (participants interpreted and evaluated themselves), dependability of profiles was checked through the extent of satisfaction career profiles provided to participants. Analysis of data obtained from questionnaires portrayed that a very high percentage of participants were satisfied with their profiles.

Thus dependability of narrative interview can be claimed to be reasonably high.

The validity or relevance of narrative interviews, like SGIs, could be evaluated by checking its correspondence and pragmatic utility.

Correspondence:

Participants expressed the following statements during a focus group session, reflecting upon their experience during the narrative interview. These statements reflect upon narrative interviews ability to provide insights into different perspectives, thus facilitating pragmatic resourcefulness of assessment.

"I feel that I looked into my problems when I was drawing the symbols. Because in the tests I was just doing them like any other school exam in physics or math or whichever. And then the previous interview I was just answering what I was asked. But this task made me look into me."
(Participant, Focus Group Session 1, Phase 2)

"One of the questions was the how would I get over the problems. When I thought of that question, I was like, it's not so bad. I'm sure I can do it."
(Participant, Focus Group Session 2, Phase 2)

Sources of invalidity were checked in order to evaluate correspondence. Results obtained from narrative interview analysis were checked for invalidities by considering purpose of assessment i.e. to formulate career profiles. It was thus noted that the scope and results obtained from narrative interviews were important and essential not only to build profiles, but also to facilitate and provide direction to the career counselling process. For instance, assessment of issues/problems and actions/plans provided participants with a clear sense of areas they needed to work on, as well as provided them with clear self-assessment within the career context. Therefore correspondence of narrative interviews based on developmental career theories was appropriate.

Pragmatic utility/validity:

Pragmatic utility relies on the idea of an assessment method as effective if it instills motivation towards actions or obtaining goals and results. Thus narrative interview must not only enhance self-knowledge of participants, but also encourage them

towards actions in order to be pragmatic. Attribution theory of motivation[7] suggests: when humans gain causal understanding of things (an inherent human nature is, to attempt understanding) they are motivated towards achievement. Analysis of interview transcripts and data obtained from questionnaires portrayed that narrative interview motivated and encouraged achievement in participants by providing them with in-depth causal understanding (assessment) of self. This finding was also supported by focus group data. All participants believed the *"narrative interview encouraged and motivated towards actions or plans for future goals and career choices"*. In comparison to a small number of participants who experienced motivation through traditional assessment methods, the strength of narrative interviews in portraying pragmatic utility was highlighted. Findings showed high number of participants experienced *"a good amount of motivation"* through narrative interviews.

To explain the attribution theory further, understanding two other aspects of scope i.e. self-evaluation and ownership is essential. Through this research it was evident that the process of narrative interview, allowed participants to gain an understanding of their lives and self. The process, further involved generating career profiles along with the researcher. This was different from phase one where the researcher generated profiles by herself. and then handed them to participants. In the narrative interview

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[7]Several theories and principles on motivation have been developed over the years. Relevant to this particular study is the Attribution Theory of motivation. This theory was developed as early as the 18th century by Hume (1739). He argued that everything has causes, which would be an inherent part of observing. Causes made the world more meaningful, and curiosity to know the causes was an aspect of basic human nature. Thus the underlying assumption of the attribution theory is that humans are motivated to attain a causal understanding of the world. This understanding further pushes them forward towards achievement. Kelly (1967, p 193, cited in Beck, 1978, p 331) explained this relationship between causal understanding and motivation. He stated that attribution theory, *"...describes the process that operate as is the individual were motivated to obtain a cognitive mastery of the causal structures of his environment."*

process, the researcher along with participants formulated profiles through discussion, interpretation and mutual agreement. Through this approach of assessment participants not only engaged in self evaluation, but also experienced a sense of ownership of their assessment profiles. Therefore self-evaluation and ownership on the part of interviewees led to causal understanding. This in turn led to high levels of motivation.

Evidence of high pragmatic utility of narrative interviews was obtained from questionnaire data. High percentage of participants believed they engaged in *"self-evaluation"* through narrative interviews; in comparison with low percentage of participants who believed traditional methods permitted self-evaluation. Findings from focus group sessions supported these figures. Although participants who were administered both traditional and narrative assessment measures believed traditional assessment methods provided *"A good understanding of self"*, yet they expressed that *"Narrative process aided more self-evaluation"*. This feedback from these participants portrayed the important difference between traditional and narrative assessment measures. While traditional assessment measures were capable of fulfilling essential assessment goals, i.e. providing participants a comprehension of their aptitudes, interests, background, educational and career choices, they did not engage participants within self-assessement. Participants remained passive and distant from evaluation of their own selves. On the other hand, narrative interviews engaged participants in the process of assessing themselves from the first stage of the process. Participants probed deeper into themselves and their career choices. The researcher facilitated this self-evaluation process by providing basic counseling interventions. Once an in-depth understanding was gained through the drawing task, the researcher

along with each participant build individual assessment profiles. Once again participants actively evaluated themselves. This kind of pro-active involvement within the assessment process was instrumental in instigating commitment and motivation towards actions and plans within all research participants. Thus feedback obtained from participants who experienced traditional and narrative assessment process established this important difference between tests, SGIs and narrative interviews.

Participants who were only administered narrative interviews, believed narrative interview facilitated *"a good yet different kind of understanding of self"*. Hence, overall narrative interviews facilitated high levels of self-evaluation, understanding and ownership. This in turn instilled motivation within participants. Therefore research findings suggest that utility of the narrative interview was not just limited to providing assessment, but also instilling a sense of motivation and drive towards actions and goals.

The employment of narrative interviews in this research study provided evidence that expense and material used for narrative interview was minimal. A Dictaphone, tapes and a noise and distraction free environment in a comfortable room were the pre-requisites. Thus narrative interviewing was a practical and easy method. However, it is essential to note that the narrative interview process as a whole was very time consuming. The researcher experienced that the process began with administering the narrative interview, which consumed 60 to 70 minutes. The interview recordings were then transcribed and analysed using N6 content analysis software. Formulating assessment profiles as well as narrative reports from coded transcripts for each participant followed. These stages were essesntially expensive in terms of time. Thus

the researcher experienced time-consumption and tediousness as drawbacks of the narrative interview.

Research findings also throw light on certain disadvantages of narrative interviews. The interviewer (researcher) needed to be trained appropriately with at least basic counselling skills and appropriate knowledge of the narrative approach. Operating from client-centered approach required the interviewer to abide by basic conditions, ethics and principles of counselling. Training and acquiring these skills can be time consuming and even expensive. Narrative interview process was long and tedious involving transcription, coding, analyzing and interpreting. These practicality issues may affect levels of acceptability from assessors' and third party's perspective. Thus narrative interview, like all other assessment tools has its set of advantages and disadvantages.

Yet, this research study portrays that narrative interview was based on subjective, unique experience of participants. It was on a one-to-one basis. Each participant was provided with an opportunity to express him/herself honestly. Thus the researcher (as the interviewer) was merely a facilitator in the process. Analysis of transcripts showed that content of interviews was ladled with rich self-interpretations made by participants. The researcher did not get any opportunity to provide expert judgment or evaluate participants on the basis of her values and beliefs. Thus narrative interview was **fair** in providing participants an opportunity to express and understand themselves while being treated as unique persons.

Since the research was conducted within two different cultural contexts, it was evident that narrative interview was relevant for various cultures or social contexts. This is mainly because each participant was treated uniquely. Results of narrative interviews were consistent within Indian and British contexts. The researcher recorded that narrative interviews enabled assessment of participants as unique individuals. Thus even though the same narrative interview process was applied to two different cultural groups, there were no difficulties or alterations. The findings for both cultural groups were similar, in the sense that the basic variables assessed were consistent. Yet, narrative interviews also facilitated the researcher to assess significant or interlinked cultural aspects for each participant. Hence it was recorded that findings from narrative interviews were not culture based or culture specific. They were unique and specific to each individual participant assessed. Hence narrative interview was a fair assessment method. This raised its acceptability levels from all perspectives.

RESEARCH CONCLUSION

The evaluation of narrative interview through this theme provides evidence of its evaluation as a good assessment tool. Research findings show the narrative interview as providing high levels of pragmatic utility by instilling motivation and encouragement within participants, thereby moving the psychological process further. The narrative interview not only provided resourceful assessment profiles, but also aided the flow of career counselling further. It did not just terminate at assessment. The following diagram developed by the researcher illustrates the psychological process and how assessment fits into this process.

UNDERSTANDING AND ASSESSMENT

DEFINITION OF GOALS AND AIMS

ACTION PLANNING

IMPLEMENTATION OF ACTIONS AND PLANS

REVIEW AND EVALUATION
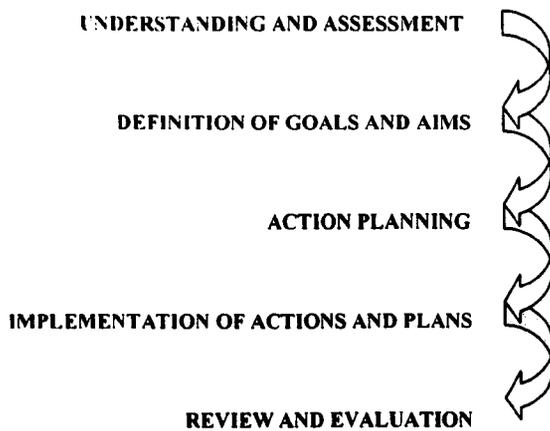
Figure 14: The stages of a psychological process.

Figure 14 portrays the place of assessment within a psychological process. Although assessment forms the initial stage of the process, it is elemental in igniting the overall process. Without an effective assessment, the process may not be complete or resourceful. Thus an important implicit goal of assessment is moving the psychological process further. **Hence the narrative interview fulfilled the ulterior goal of an assessment method: being a stage towards completion of a psychological process.**

8.6 EVALUATION OF RESEARCH AIM 1

Themes 1 to 7 have provided a comprehensive discussion and understanding of narrative interview as an assessment method. It was evaluated against Bartram's (1990) factors within this research study. Research findings thus fulfil research aim 1.

In summary: Narrative interviews provided a wide scope of assessment, which was not limited and pre-determined as with traditional assessment measures. The importance and emphasis given to each assessment variable depended upon the needs and aims of each individual participant. Thus scope was context bound and facilitated in-depth understanding of issues important to each participant. Accuracy and relevance of narrative interview was evaluated through qualitative measures. Content analysis of interview transcripts and assessment variables extracted by the researcher provided evidence of its high dependability (accuracy or reliability) based on development career theories. High correspondence or relevance (validity) of narrative interview was recorded through the high pragmatic utility it provided. Participants were motivated and encouraged to resolve their issues and concerns by moving further towards their actions and plans. Simplicity in administering narrative interview increased its practicality and thus acceptability for the assessor (researcher) and third parties involved. Narrative interview's creative nature actively involved participants through the entire interview process and facilitated in-depth and root level understanding. This further increased its acceptability levels for research participants. Finally, narrative interview's subjective and holistic nature based on core counselling conditions made it a fair assessment method. Thus research findings obtained were successful in fulfilling research aim 1.

8.7 SECTION II RESEARCH AIM 2

TO ASSESS THE EFFECTIVENESS OF NARRATIVE INTERVIEW AS AN ENABLING TOOL IN FACILITATING THE PSYCHOLOGICAL PROCESS.

Theme 8 discussed below aids to fulfil research aim 2.

THEME 8: THE NARRATIVE INTERVIEW ENABLES AND FACILITATES THE PSYCHOLOGICAL PROCESS.

EVIDENCE FOR THEME 8

Table 10

SUPPORTING PERCENTAGE	CONCLUSIONS DERIVED FROM FOCUS GROUP FEEDBACK RESULTS
60% of participants	Considered both phases as providing resourceful assessment profiles. However, the narrative interview aided resolving career issues through motivating and encouraging them to reflect upon actions and plans.

40%

60%
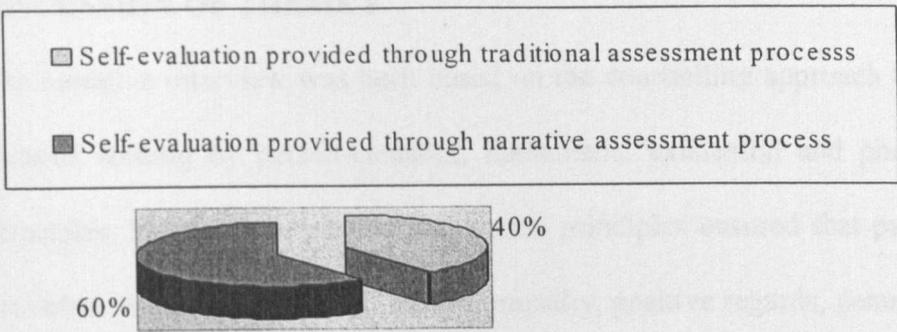
Figure 15: Comparison of self-evaluation provided by traditional and narrative assessment processes.

Overall research findings obtained from comparing traditional and narrative assessment measures throw light on how narrative interviews may enable and facilitate psychological processes (as shown in Figure 15). Results provide evidence of narrative assessment method as offering minimal expert judgement and interpretation, unlike traditional methods. Participants expressed narrative interview as instilling a sense of self-evaluation and understanding. Assessment of 'self' thus gained, motivated and encouraged them towards actions and plans. These findings throw light on the strength of narrative interview to go beyond assessment. This in turn helps the psychological process to proceed further. On the other hand, participants were aware that traditional assessment methods provided only plain assessment.

DISCUSSION OF THEME 8

The narrative interview was built based on the counselling approach to careers. This ensured abiding by person-centered, humanistic, existential and phenomenological principles. Person-centered and humanistic principles ensured that participants were provided with core conditions such as empathy, positive regards, genuineness (Roger, 1957) and treated as free and responsible in order to help them assess themselves.

Counselling model for careers, used in narrative interviews, suggests various stages: clarifying[8], exploring[9], evaluating[10] and action planning[11]. Within this research, participants moved through these stages gently as empathy developed, their stories were heard, an assessment of self and problems was made, issues were addressed, alternatives were explored and finally actions and plans were identified. Counselling model was based on modern approaches towards careers work. Through narrative interviews the researcher ensured that participants gained a deeper understanding of themselves and were encouraged to take full responsibility of their actions, plans and decisions. The researcher's main aim was to facilitate decisions and actions rather than solving problems for participants. This stage of research was different from impersonal techniques of matching traits and occupations, used within phase one of research. Instead it encouraged injecting personal identity into career development.

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[8] The Tasks of Clarifying stage: Setting the scene, developing empathy, hearing the client's story, making an initial assessment.
[9] The Tasks of Exploring Phase: Building the contract, exploring the issues within the contract, encouraging the client to explore other options, re-examining the contract.
[10] The Tasks of Evaluation Phase: Challenging inconsistencies, Enabling the client to weigh up the pros and cons for each option, prioritising options with the client, re-examining the contract.
[11] The Tasks of Action-Planning Phase: Helping the client to identify what needs to be done, encouraging the client to formulate an appropriate systematic plan of action, introducing the concept of referral, if necessary, reviewing the contract, ending the interview.

Narrative interview as an assessment method was mainly based on the clarifying stage of this counseling model. Assessment of participants, their problems and issues formed vital aspects of this process. Without this career counselling would not proceed.

On the other hand traditional approaches of career counselling such as the trait-factor approach used in phase one of the research were based on the stages below:

1. *Orient a client to career counseling as a rational process of gathering and weighing evidence to make a choice.*

2. *Gather evidence from diverse sources such as tests, school records, descriptions of achievements and hobbies, family background, parental opinion, and so on.*

3. *From evidence, seek convergence to develop a hypothetical portrait of the client (strengths and weaknesses) and relate that portrait to options.*

4. *In a clear, deliberate manner, present the portrait to the client and assess prospects for success and satisfaction in occupations under consideration.*

5. *Help the client choose and plan actions to carry out the choice.*

6. *Schedule a follow-up interview in which progress can be assessed and difficulties of implementation might be resolved.*

(Williamson, 1939, 1949).

Trait-factor approaches used in phase one therefore made use of assessment techniques such as psychometric tests and guidance interviews. Through findings of this research it was evident that these techniques helped career counselling to move

from stage one, to stage four by providing clear assessment profiles to participants. However, these techniques did not encourage, motivate or facilitate participants towards stage five i.e. the action-planning phase.

This was portrayed through the analysis of questionnaires and focus groups. Participants who experienced traditional and the narrative assessment process expressed *"The assessment project was good and very helpful"* stressing on their positive experience of tests and SGIs. However a small number of these participants were also concerned about *"static nature of the assessment"* which did not consider change in assessed variables. Although they considered their assessment profiles as accurate, they believed profiles would remain accurate only for a limited period of time (until there would be no change in assessed variables). Thus lack of dynamic characteristics was observed to be a predominant drawback of traditional assessment methods. Traditional methods did not equip participants to assess or help themselves in the future. Traditional methods failed to fulfil an essential goal of counselling i.e. equip participants for the long term. A participant expressed the following statements in relation to short-term validity of tests.

"I think as of now all of this is accurate, but what I feel is that my interests keep changing every now and then. So then this will not be true or accurate. I mean maybe I have a change of interests in like two months, then what? Then even the things that we spoke of in the interview, what about those things. I mean even those, some of them can change, and then this will not be accurate. So what I mean is that I feel these things are accurate at the present time but may not be in the future."
(Participant, Focus Group Session 1, Phase 1)

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On the other hand, through this research narrative interview emerged as a subjective means of helping participants relate their stories and career problems. It portrayed an ability to help the researcher develop assessment profiles as well as help participants engage in self-evaluation. Narrative interview used in this study focused on initial stages of career counselling i.e. clarifying and exploring phases of counselling model. It also focused on elaboration phase of career problem and composing life histories from the narrative approach. Due to its subjective nature, narrative interview not only provided assessment, but also provided interventions, which facilitated the process of career counselling further. Research findings show that this aspect of narrative interview made it different from trait-and-factor or matching approaches used in phase one wherein evidence was gathered from tests, interviews, school records, etc. to form assessment profiles. Evidence was then matched to related career options available. Instead through the narrative approach, the researcher used interventions, which clarified distortions, emphasized strengths, desires, character and causality. This enabled participants to form self assessments which in turn facilitated formation of future or ideal narratives. Participants expressed the following statements during focus group sessions. These statements provide evidence of deep level of self-assessment and understanding experienced by participants through narrative interviews.

"It was like I wasn't dissected into pieces like my teachers do. It's so frustrating. Because they only judge me by the marks I get and then even my mom does the same thing. They wont bother seeing my creativity and what I like or what I want. But this interview was like no marks or scores. Just something about the real me. I don't know but this matters."

"What I liked was that the profile didn't leave me just with the feeling that 'Ok, I have this, now what do I do? But it showed me where and what I could do to start solving my problems."

(Participant, Focus Group Session 3, Phase 2)

"This thing has helped me to plan things in more detail, like what to take up in the IB program, or what to do with my poor, poor handwriting. So it's like I'm looking into the future."

(Participant, Focus Group Session 1, Phase 2)

This research thus showed that narrative interview possessed the ability to facilitate movement from assessment stage to next stages of counselling without further interventions from the researcher. The nature of tasks involved compelled participants to gain an awareness of problems as well as any actions or plans. These assessment variables moved the psychological process ahead. Once assessment stage was completed, participants were ready to may move into the exploration stage. Since this research terminated at the assessment stage, further stages of counseling were not ventured into. However research findings provide evidence that awareness of issues or concerns facilitated through this research would have helped building contracts and engaging in further in-depth exploration of issues. Thus research findings provide evidence of narrative interview's ability to facilitate movement within the counselling process.

Narrative approach[12] to career counselling suggests four stages: elaborating a career problem, composing a life history, founding a future narrative and actualizing the narrative. Within this research, this process commenced by considering gaps between actual scenarios and preferred ones based on first two interventions of the drawing task. Hence, findings from content analysis of interview transcripts portrayed that narrative interview explored these gaps. By exploring these gaps, assessment of issues and concerns surfaced. Once again it was recorded that the narrative interview moved the process into stage two: exploring life history in depth. Thus it can be concluded that narrative interview in this research study facilitated the counselling process by adhering to seven proposals of career counselling suggested by Samler (1964):

1. Career exploration was not a separate part of the narrative process.

2. Participants' needs were identified and their strengths assessed.

3. Participants' potential for commitment to work was assessed.

4. Participants were helped to become aware of the nature of career development and progression.

5. Participants were helped to see the working world as a totality and within its totality, participants' views of self as psychological as well as economic entities.

6. Exploration of careers by participants was viewed as a psychological process because participants' perceptions were taken into account.

7. Career exploration provided a model for decision-making, not necessarily the decision itself.

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[12]According to the narrative approach, as Cochran (1997) states, the main aims of career counselling are to intensify *"spectatorship and participation"* in developing and living the program or regimen of life in work.

Finally through analysis of findings, the researcher recognized the narrative interview as an appropriate tool for **intake assessment or initial assessment** in a career counselling setting. When participants engaged through the process of narrative interview at the beginning of their counselling experience, not only an assessment of self was obtained, but the researcher also recognized nature of further interventions needed for counselling. Further assessment tools, specific intervention strategies or referrals were predicted. Thus important themes, which emerged through narrative interviews, could be explored in-depth further. For instance, through narrative assessment a participant's need to resolve personal developmental issues, rather than any other career issues became clear. Or, a participant's confusion about his abilities and strengths became clear through narrative assessment. Then administering specific aptitude and interest tests would have been appropriate to help him. Narrative interview also aided building rapport with research participants and facilitated initial exploration in a creative manner. Narrative interview thus performed as a guiding force to provide direction to the counselling process.

RESEARCH CONCLUSION

In summary: It was noted that although psychometric tests and guidance interviews were effective as assessment methods to formulate career profiles, they were unable to provide facilitation to the career counselling process. They were not resourceful beyond plain assessment. **Thus traditional methods emphasized role of assessment purely as classification and categorization only.** However, through this research it was evident that narrative interview facilitated and enabled the process of career choice. It was also a useful and important technique to carry out intake interviews (or initial assessment). The narrative interview was thus considered to be an effective

assessment method, **providing subjective perspectives and enabling further career choice.** Furthermore, nature of the process of narrative interviewing and the assessment facilitated by it, aided **re-conceptualization of the term 'assessment'. It changed from mere classification and categorization to understanding and exploration.** Therefore narrative interview provided a **new perspective to the field of psychological assessment.** Bias and prejudice against assessment as classification and discrimination may thus be minimised with the utilization of narrative interview as an assessment method.

8.8 EVALUATION OF RESEARCH AIM 2

Theme 8 has provided a comprehensive discussion and understanding of particular strengths of narrative interview as an assessment method.

In summary: The narrative interview did not terminate at the assessment stage of the psychological process within this research study. It moved the process further through rich and deep explorations of issues, concerns, actions and plans of each participant. If used within a counselling setting, narrative interview would facilitate the process further. Through this research study narrative interview's effectiveness as an intake assessment tool also emerged. As an initial assessment tool, narrative interview portrayed particular strength of providing direction towards focussing on individual participants' needs. Within the counselling setting, this strength would be resourceful to build individually tailored counselling aims and plans. Finally, narrative interview's subjectivity and holistic approach towards assessment, transformed the assessment process from a classification and categorization act through tests and SGI, to an explorative act. Thus research findings obtained were successful in providing evidence of narrative interview's effectiveness an enabling tool in facilitating the psychological process.

8.9 GENERAL RESEARCH CONCLUSION

SUITABILITY OF NARRATIVE INTERVIEW AS AN ASSESSMENT METHOD FOR THE NEW OR BOUNDARYLESS CAREERS

Thorough evaluation of narrative interviews through this research finally highlights their suitability in providing assessments for new and emerging perspectives of careers such as boundaryless careers. These are based on free mobility of participants' careers across multiple employers, organizations and fields.

It was evident from the findings of this research that narrative interviews were successful in assessing subjective meaning of life and work for participants. They were also successful in assessing dynamic interplay of life and career related episodes for participants. Exploration of scope provided by narrative interview (theme 5) clearly indicated the presence of these two vital aspects of career assessment.

Narrative interviews abide by basic concepts of such new career perspectives. Thereby their applicability is high for new career perspectives. Basic concepts of new/boundarlyess careers recognized by narrative interviews were:

- – Participants were recognized as mobile in their careers

- – Participants enacted their careers

- – Career concerns were recognized as varying and changing with time

These findings were consistent with the basic tenets of boundaryless careers stated by Arthur et al (1999, p 164- 166).

Narrative interviews recognized mobility of participants within their careers. This was evident through engaging in narrative interviews. They provided participants the opportunity to guide and explore through their own career paths and decisions beginning from the assessment stage. Participants did not have to base their self-assessments only on ability and interest scores. Several relevant factors and variables were considered through narrative interviews. Questions used in the drawing task compelled participants to visualize themselves, their issues as well as their actions and plans. This was within the context of career. Thus narrative interviews also aided the enactment of careers. Finally, narrative interviews acknowledged career concerns or issues as varying and changing. Thus assessment profiles generated through tests, SGIs and narrative interviews would become invalid. However, research findings portrayed that narrative interviews equipped participants with self-assessment skills for future needs. Thus participants would be able to assess themselves and their issues when career concerns would change.

8.10 CONCLUSION

The narrative interview had a different range of scope. It provided participants with self-evaluation and an understanding of self within the career context. Assessment of internalized beliefs and insights provided an in-depth, causal understanding. Through this participants made sense of their decisions, choices and life in general. The narrative interview was particularly good at assessing any self-discrepancies participants possessed, issues/problems and awareness of actions/plans. This aspect instilled and instigated motivation and drive towards achieving goals in participants. Thus scope of narrative interview went beyond traditional assessment methods.

Reliability (dependability) of narrative interview was particularly difficult to understand due to its qualitative nature. However, proper care in executing narrative interviews, transcribing and analyzing them ensured good levels of dependability. Pragmatic utility of narrative interviews was particularly high since they not only fulfilled the purpose of assessment but also motivated participants towards resolving their career issues.

Acceptability of narrative interviews and their results were high from all perspectives. Possibility of Barnum effect, however affected this. Practicality, non-biased and fair characteristics of narrative interview also increased its acceptability levels. Overall, evaluation of narrative interview suggested its strengths and appropriateness to qualify as an assessment method.

Particular strength of narrative interviews lay in providing initial or intake assessment. Intake assessment provided the researcher (assessor) with a general concept of

participants and their concerns. Further appropriate interventions could thus be planned. Assessment provided by narrative interview changed the concept of assessment from classification to understanding and exploration. Finally, narrative interview as a contemporary method of assessment is suitable for new boundaryless career perspectives.

CHAPTER 9: CONCLUSIONS

IMPLICATIONS OF RESEARCH FINDINGS

ROLE AND APPLICATION OF NARRATIVE INTERVIEWS

9.1 IMPLICATIONS OF RESEARCH FINDINGS: ROLE OF NARRATIVE INTERVIEWS

Findings of this research have been successful in evaluating the narrative interview as an assessment method. Implications of research findings are:

- Research findings show that narrative interviews were able to **extract deep-seated and implicit variables** of participants' 'selves'. Through tests and SGIs only certain aspects of participants' attributes were assessed.

- Root level variables extracted during the narrative process further facilitated **deep, causal explanations** of participants' choices, aspirations, personality, interests, decisions, beliefs, values, constructs and their selves and lives in general. Thus the method was successful in developing rich, holistic assessment profiles for participants.

- Through narrative assessment profiles, participants in this research study were able to **assess and understand their issues at the root level.**

- Through narrative interview assessments participants' implicit, explicit and tacit **dilemmas, differences and discrepancies surfaced.** Recognition of these self-discrepancies is shown as a strength of narrative interviews.

- Participants were not passive agents during the narrative assessment process. Engaging in narrative interviews impelled them to **evaluate and assess themselves thereby gaining self-understanding**.

- Narrative interviews **equipped participants with self-evaluation and self-assessment skills**.

- Participants' increased motivation towards their actions and plans provided evidence of **narrative interviews' high pragmatic utility**.

- The narrative interview is a **dynamic assessment measure**.

- Narrative interviews are **applicable** as effective assessment measures **from new and boundaryless career perspectives**.

- Narrative interviews provided **initial assessment and diagnosis in a focussed manner**. They also provided participants with a **conscious sense of their issues and problems**.

The aims and objectives of this research study were fulfilled. Narrative interview was evaluated through Bartram's (1990) factors. Thus through this research, it was demonstrated that the narrative interview is an effective and resourceful qualitative assessment method.

On a different level, comparison of traditional assessment and narrative assessment processes provided essential research findings at a more humanistic and person-centred level rather than based on scientific evaluation. These findings emerged from participants' feedback based on their experience of traditional and narrative assessment methods. A group of participants were administered traditional assessment methods first, followed by the narrative interview. This research design brought out

important differences between psychometric tests, SGIs and narrative interviews. Findings hence obtained portray that these participants expressed high satisfaction and acceptance of the assessment process and profiles of traditional assessment methods before they experienced narrative interviews. This may be attributed to typical acceptance trait of individuals until they are offered new or alternative options and choices. Thus these high satisfaction and acceptance levels towards traditional methods were lowered after individuals' experienced narrative interviews (novel and alternative method).

Once individuals had worked through the process of narrative interviews, they received and approved narrative interviews higher than tests and SGIs. Narrative interviews came across as more impressive than traditional assessment measures due to various factors. Aspect of creativity and novelty increased levels of engagement within the narrative interview process. The drawing task required them to look within themselves, focus fully towards their career issues and concerns. This in turn made narrative interviews more relevant and directive towards resolving career concerns than tests and SGIs. Tests were considered as stressful and anxiety producing and SGIs were experienced as a passive, mundane task of answering questions. This finding reflects upon the current scenario within the field of psychological assessment. Presently, traditional assessment measures such as tests, structured interviews and other measures are accepted and utilized. However, their limitations may only be highlighted when new a measure such as the narrative interview is introduced. Introduction of new measures may change perspectives of assessors as well as individuals being assessed on traditional measures. New measures of assessment may also provide a wider choice.

However, it is important to note that individuals who were administered both traditional and narrative methods, equally accepted assessment profiles produced through tests, SGIs and narrative interviews. This corresponding acceptance of profiles was evident even though they considered narrative profiles as more holistic, entailing assessment of wide range of attributes and aspects. Individuals believed that both traditional and narrative profiles were resourceful in their own way. This research finding may throw light on the strength of different assessment methods when used in conjunction with each other, rather than as stand alone devices. For instance, it was recorded that individuals who experienced both processes of assessment were able to obtain a clearer understanding of themselves with reference to their careers. They not only had holistic, interlinked and subjective assessments of themselves but also were aware of their aptitudes, strengths, weaknesses and interests through test profiles.

Overall, two different kinds of processes were experienced within this research study. Self-search and self-evaluation was experienced through narrative interviews. Thus narrative assessment was explorative and dynamic. This was different from the assessment process through tests and SGIs. Self-evaluation and engagement levels involved within narrative interviews became their essential winning quality.

Finally, individuals expressed that although tests and SGIs were resourceful in providing assessments, they did not help them to work on questions and issues which brought them into counselling initially. Narrative interviews on the other hand not

only aided understanding of issues and concerns, but also facilitated developing action plans in order to resolve them.

Thus individuals considered tests and SGIs as appropriate assessment tools. However, they were also delighted with narrative interview as an enabling tool, which not only aided assessment, but did so in a more interesting and engaging manner. It helped individuals to proceed further within the psychological process (career counselling within this research study).

On the other hand, individuals who only experienced the narrative process, accepted narrative interviews due to their creative and novel nature. Since they were not administered psychometric tests or SGIs, their experience of narrative interviews was not affected by traditional assessment methods. Yet their positive experience towards narrative interviews was similar to that of other participants. They were also delighted with the narrative interview process. They considered the narrative profiles as resourceful. They obtained explorative and dynamic assessment profiles. Finally, they also expressed that narrative interviews helped them to resolve their issues/questions and stimulated them towards action plans.

In summary: It is recorded that results obtained from this research study may be comprehended at two levels. One level is based on the scientific evaluation of narrative interview as an assessment method. Second level is based on personal experiences of research participants who engaged through the process of traditional as

well as narrative assessments. These two levels provide a comprehensive estimation of the strengths and weaknesses of narrative interviews.

9.2 IMPLICATIONS OF RESEARCH FINDINGS: APPLICATION OF NARRATIVE INTERVIEW

Since evaluation of narrative interviews in this research was only considered as an assessment method, it is vital to discuss aspects of assessment in various fields of psychology and the role narrative interviews may play in each of them. Thus utility and resourcefulness of narrative interviews is applied to various areas of psychology.

This part of the chapter begins with a discussion of implications of narrative interview within counselling psychology, followed by clinical psychology and industrial/occupational psychology.

ROLE OF NARRATIVE INTERVIEW AS AN ASSESSMENT METHOD IN COUNSELLING

Evidence gained through this research study implies that narrative interview can be an effective assessment tool for counselling. Counselling follows and maintains professional ethics and guidelines, which are based on certain overarching values such as integrity, impartiality, respect, justice, respect for autonomy and non-judgementalism (Bond, 1993; cited in Feltham, 2000). Through research findings narrative interview portrayed an ability to abide by these important values. For instance, unlike objective methods, which classify individuals into pre-determined groups, nature of the narrative interview can permit counsellors to respect each individual and understand his/her concerns uniquely. Narrative interview can also enforce values such as respect for autonomy by encouraging individuals to reflect and assess their issues as well as possible actions.

Narrative interview also portrayed an ability to abide by values of non-judgementalism. Through the exploration of images produced by a drawing task, individuals aided by assessors, can carry out self-assessment. Individuals and assessors can engage in understanding and making sense of individuals' worlds. Expert judgement, evaluation and interpretation can thus be kept to a minimum.

Process of counselling is goal driven. Main aim of counselling is to enable individuals' resourcefulness, problem-solving abilities, insight, happiness and general well being. Goals can differ and vary depending upon client needs and requirements. Narrative interview as an assessment method can offer a range of counselling goals such as:

- Support: Narrative interview can provide a warm environment for non-biased or non-judgemental listening, understanding and encouragement. Several individuals come into counselling to be understood and heard. Tests or other assessment tools may provide an understanding but can be intimidating or daunting. Narrative interview can provide support in the form of exploration and sense making of individuals' issues and concerns. A good listener is all individuals need sometimes.

- Psycho-educational guidance: Various practices form part of this goal such as mentoring, coaching, life skills training, social skills training, stress management, etc. Main aim of such practices is to enhance behavioural, cognitive and interpersonal functioning. They also assist and equip clients with coping and developmental strategies. Narrative interview can help individuals to understand themselves, their world, their personal aims, issues or concerns they need to

address and any possible actions or plans. This in-depth comprehension can aid achievement of particular psycho-educational goals which individuals need to attain. Strength of narrative interview can particularly lie in helping individuals to weigh their strengths, weaknesses, and charting their own actions. Thus it can equip individuals with self-assessment and coping skills.

- Problem solving and decision-making: Several individuals enter counselling to evaluate a dilemma or a situation, solve and overcome a problem or decision. Thus the aim of counselling is to enable exploration of issues, emotions, circumstances and facilitate problem solving. Narrative interview can be an appropriate tool to serve this purpose and aim. This is because narrative interview as an assessment tool can not only aid assessment and evaluation of individuals, but also assess their issues and concerns.

- Symptom amelioration: Several individuals enter counselling wanting their painful or uncomfortable symptoms to go away. Due to their painful circumstances their goals and aims may be unclear or implicit. In these cases individuals merely seek symptom elimination. On the other hand counsellors seek unmasking underlying conflicts. This is because presenting symptoms merely form the tip of the iceberg and deeper exploration can lead to long term welfare and benefit. Narrative interview can fulfil both aims. Through verbalisation of concerns in a subjective and phenomenological manner, individuals can attain certain levels of symptom relief. This is referred to as cathartic effects. On the other hand, in-depth exploration of self can permit counsellors to unmask and comprehend implicit and tacit aspects.

- Insight and understanding: For several individuals, attaining deeper insights and an in-depth understanding of self form main goals of counselling. Narrative

interview can particularly help individuals' attain such goals. Its phenomenological and existential base can aid insightful understanding.

– Self-actualization: Becoming a better person, attaining greater self-knowledge, awareness, maturation, discovering the real self and being honest to oneself fall under the umbrella of self-actualization. Obtaining self-actualization is a continuous process through the lifetime of individuals. Narrative interview can extract self-actualization needs of individuals. Once individuals are aware of such needs, working towards them is facilitated.

– Personality change: Change can be considered as a vital aspect of counselling for several individuals. Change can occur once an understanding of self is attained. Although narrative interviewing cannot bring about change directly, it can aid the process by providing an in-depth evaluation of self and aspects which need to be changed or worked upon.

– Discovery of meaning and transcendental experience: Exploration of meaning/sense-making and existential experiences can form main goals of counselling. Existential and phenomenological nature of narrative interviews can be appropriate for such aims.

Aims and goals of individuals may change over time. Change in personality and characteristics of clients are inevitable (Feltham, 2000). Narrative interview as an assessment method is dynamic and thus permits re-assessment and re-negotiating even when change occurs. Use of a drawing technique can equip individuals to assess themselves, their issues and their goals at any given time even after counselling is over. Thus narrative interview can be applied to counselling in order to attain various goals.

Counselling has varied arenas or modalities such as peer counselling, individual therapy, couple therapy, family therapy, group therapy, etc (Feltham, 2000). Narrative interview can be used in any arena as long as it is modified to suit the modality and is used appropriately. However it must abide by ethical, moral codes and conducts. Narrative interview can also be applicable and appropriate within socio-cultural perspectives (Feltham, 2000). Its subjective nature and value it places in unique individuality, makes narrative interview an appropriate and fair tool for assessing individuals from various social classes, orientations, age-groups, cultures, religions, ethnicities, races or disabilities.

Overall, narrative interview as an assessment method can be useful and appropriate in counselling. It can permit counsellors to attain knowledge of clients, their worlds and help clients to obtain insights about themselves. Although it is an explicit tool its existential-phenomenological nature facilitates a subjective and internal sense making for clients and their needs. Narrative interview can permit clients to express and explain various other areas of their lives such as occupation, family, background, work, personal relationships, medical/health issues, ethnicity, sexuality or other related problems such as drinking, smoking and phobias. This information can help counsellors *"to understand the world from the client's perspective"* and thereby understand clients' current situations (McMahon, 1997, p 36). Most essentially, narrative interview can help maintain a balance between therapeutic relationships and counsellors' needs to conceptualise aims and plan counselling. This is because narrative interview is a creative tool based on existential approaches and abides by conditions of person-centred counselling which are imperative for building a therapeutic relationship.

Narrative interview can also be a good intake assessment tool because it not only helps in 'breaking the ice' and fostering a good client-counsellor relationship, but also assesses goals, aims and purposes of counselling clearly. It can permit counsellors to ask 'What brings you here?' in structured and orderly manner. Assessment of problems can then be comprehended with a certain pattern. Once problems are understood, clients and counsellors can either engage in further need-based specific assessment or can plan counselling.

Narrative interview can go beyond simple assessment. It facilitates counselling. The nature of tasks involved by narrative interview is not just limited to assessment. Instead narrative interview can fulfil and enable important key elements of counselling. Narrative interview promotes:

– *Acceptance of the clients*

– *Getting on the inside of the client's perspective*

– *Helping the client to explore and clarify*

– *Helping the client to focus on the problem as s/he sees it*

– *Helping the client to see new perspectives*

– *Helping the client to formulate action*

– *Supporting the client through his/her action*

(Egan, 1998; cited in Cruse Bereavement Care Training Handouts, 2003).

Narrative interview can also be used in later stages of the counselling process to review or evaluate counselling and outcomes. Drawing task can help counsellors and

clients to judge their situations and issues after completion of counselling sessions. At this stage new assessment of clients and their goals can be accomplished.

Narrative interview as an assessment tool can be used for any approach, especially as an intake interview. It can be adapted and suited for particular approaches. As an intake interview it can help understanding presenting problems, clients' personality characteristics as well as backgrounds. Counsellors can then plan their therapeutic strategies based on their theoretical orientation. Assessment obtained through narrative interview can further be modified and reviewed according to the approach used. Strength of narrative interview lies in its ability to provide in-depth and deep explorations which are vital to any counselling approach or orientation used.

Since narrative interview is based on existential-humanistic and phenomenological approaches, it can be suited for counselling under approaches such as Gestalt counselling. Narrative interview emphasizes existentialism by stressing exploration of clients' existence as experienced by them (Ellis and Leary-Joyce, 2000). Research results provide evidence of narrative interview as based on basic principles of Gestalt therapy.

– Holism: Narrative interview confers with this principle by providing rounded and whole assessments. It takes the entire world as well as relevant experiences of individuals into account.

– Self-actualization: This principle expresses humans as possessing an internal tendency to realize their potential. Narrative interview helps self-actualization needs surface. Thus client's can explicitly recognize them.

- Awareness: Narrative interview compels individuals to engage in self-focusing and monitoring, thereby facilitating their awareness levels. Self-awareness obtained by individuals forms the essence of narrative interview. This factor differentiates narrative interview from other assessment tools. Through narrative interview, counsellors not only obtain an evaluation of clients, but clients' also obtain insights and in-depth awareness of themselves.

- The self: Within Gestalt therapy, self is understood as part of its environment, family, culture, class, society, etc. Narrative interview attempts to assess self in relation to its environment and experiences.

Once a base of understanding and exploration is strengthened with the help of narrative interview, further therapeutic interchange can take place.

Narrative interview is also particularly appropriate within the Skilled-helper model (Egan, 2000). Questions addressed by the drawing task correspond with three stages of this model:

Stage 1: "What's going on?" (What's the present state of affairs?)

Corresponds with

"Who I am" and "What hinders me".

Stage 2: "What solutions make sense for me?" (What do I need or want instead of what I have?)

Corresponds with

"What I want to be".

Stage 3: "How do I get what I need or want?"

Corresponds with

Narrative interview as an assessment tool thus forms a good base and starting point from where the skilled helper model can then pick up. Use of narrative interview in the skilled helper model further implies its particular utility as an assessment tool for brief counselling. Narrative interview can be incorporated into various stages of brief counselling. First stage of brief counselling aims to orient clients to counselling. Narrative interview aids to discover why clients come in for counselling. It checks motivation levels of clients and defines concerns as well as goals. At this point narrative interview can also check if counsellors can offer what clients' need. Second stage of brief counselling aims at assessing clients' concerns. Narrative interview can facilitate disclosure and help clients unburden their concerns. It also provides the exploration stage a certain structure, in order to minimise digressions. Narrative interview thus permits counsellors *"to enter and respond from the client's frame of reference"* (Dryden and Feltham, 1994, p 46). Prevalent themes can be picked out and problems identified. During this stage narrative interview can also help clients to prioritize issues and attain in-depth understanding of problems. Specific goals can then be set and checked. Narrative interview helps clients to recognize possible obstacles to change. These tasks move brief counselling process into further stages[13]. Thus narrative interview can be used as an enabling assessment tool in brief counselling.

Subjective, flexible and open-ended nature of narrative interview permits it's applicability to various modalities in counselling such as assertiveness training, co-counselling, couple counselling, feminist psychotherapy, stress management, student

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[13] Stage three of brief counselling aims at initiating change, stage four aims at encouraging change through homework, stage five forms middle phase of counselling and last stage is ending counselling.

counselling, workplace counselling, family and systematic counselling. Similarly, narrative interview can also be a useful assessment tool for a range of problems and areas which clients present such as alcohol problems, anxiety, panic, anger control, bereavement, grief, drug-related problems, HIV/AIDS and infertility.

Contemporary assessment tools such as narrative interview can help change the meaning and purpose of assessment and diagnosis. Unlike objective methods, narrative interview does not focus on pathology or deficits. Instead it focuses on strengths, resources and abilities clients may have. It helps clients to clarify their own goals and aims. Nature of narrative interview does not disregard individual uniqueness and subjectivity. It respects each client's experiences and aids understanding of issues within the context of each individual's world. Finally, narrative interview is a fair tool. It does not engage in any form of labelling or judgementalism. Clients and counsellors work together towards forming assessment profiles. Unlike objective assessment methods, assessment is thus based on mutual understanding and interpretation. Overall, narrative interview can help in eliminating bias towards assessment and diagnosis in counselling and provides a new perspective and meaning to these terms.

To summarize, narrative interview as a contemporary method of assessment can provide counsellors with a subjective insight which can not be attained through objective assessment tools. Narrative interview can also serve as a review and evaluation tool to check outcomes of counselling.

Thus the application of narrative interview in counselling can be considered with the help of case study IV9 extracted from research results (see Appendix).

CASE STUDY IV9

IV9 was a male, school student. He was tall, and well built. He was calm and patient through out the narrative interview. He spoke honestly and openly about issues concerning him. IV9 was asked to complete the drawing task. Narrative interaction followed.

IV9 was clear about his self-concept, which comprised of several components. He recognized himself as a college student who was not very competitive, but was friendly, sociable and outgoing. IV9 was interested in a number of extra-curricular activities such as acting and public speaking. IV9 portrayed this self-concept in a vivid metaphor. He believed he was a small plant, which has grown up from a seed and will eventually grow into a big tree. With the help of nourishment, sunshine and rain the tree will be fruitful and blossoming. This metaphor surfaced through the drawing technique. It provided a deeper insight into how IV9 perceived himself. IV9 believed he is still a small plant because he has much to learn and achieve.

His ideal self was to be bold, confident and successful. This equated with the big tree. He expressed achieving this ideal self through essential factors such as devotion, ambition and hard work. These factors equated with sunshine, rain and nourishment.

IV9 portrayed a strong determination to overcome his fear and inferiority complex. His fear mainly revolved around other's negative judgments about him. Until his first year at college, he lived a protected life in a small world of his own. Social interactions and basic college environment left him feeling exposed to the "big bad world". Although he was generally outgoing and friendly, he found making friends at college difficult. Thus he became constantly aware of differences between himself and other individuals as he faced the fear of being judged and evaluated.

However, IV9 was determined to work through his inferiority complex and fears. He believed he could overcome his issues because he had previously resolved his disappointments related to academic performance. IV9 was aware of his ability to learn from the outside world and other people. He believed his personality would be a sum of all he learned and integrated from his experiences. He

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showed clear awareness and recognition of his strengths, personal needs, aims and his potential to achieve them.

This self-concept contributed towards IV9's idea of actual self (working self-concept). IV9's ideal self lied in being successful, mature, confident and comfortable. He idealized with a big strong tree, which satisfied everyone around. However, IV9 was obliged to be like everyone else around him. Such obligations required him to be diplomatic, manipulative and even modify his appearance and style of dressing in order to be like his peers at college. This gave rise to self-discrepancy between what he actually was, what he wished to be and what was expected out of him due to social and peer pressure. Low self-esteem and inferiority complex arose out of this self-discrepancy. Low self-esteem thus formed the main issue to be worked upon.

Finally, IV9 showed inclination towards attempting to work on his issue. His tentative actions to resolve his problem would mainly be comfortable with himself and not paying attention to what others may say.

Case study IV9 provides evidence of the application of narrative interview in counselling. Narrative interview serves as the initial assessment. It is evident that although IV9 completed the narrative interview for the purpose of career profiling; an in-depth understanding of his problem portrayed his issue was not within the context of career counselling. Instead he needed further counselling for issues revolving around low self-esteem and confidence (Appendix, lines 29-89).

Thus narrative interview served as an intake interview in which actual problems were identified and understood. With the help of the drawing technique, inner and more implicit fears and complexes of IV9 surfaced. IV9 subjectively expressed his emotions, beliefs and thoughts surrounding his issue. Various links and relationships between different aspects of IV9's life were explored and connections were formed. This aided conceptualization of a rounded picture of IV9 rather than dividing him into

various aspects and parts. This provides evidence of narrative interview as following the basic principles of Gestalt approach.

Narrative interview enabled evaluation of 'self' through the help of a metaphor. This helped IV9 to gain a closer understanding of his problems and helped the assessor to recognize areas of help IV9 needed. Counselling strategies can thus be planned in order to help IV9.

Thus narrative interview forms an essential and resourceful tool in order to gain a rich, in-depth and insightful understanding of clients in counselling. Needs, aims and goals of counselling surface in a defined manner for counsellors as well as clients. Clients also get an opportunity to express perceptions of themselves in a creative and vivid manner. This in turn aids understanding of their problems in different or varied perspectives. Narrative interview gives clients a chance to be heard, listened to patiently as well as communicate honestly without any inhibitions. This helps them express their inner most desires and deepest fears.

Furthermore, narrative interview also helps counsellors decide strategies, approaches or models best suitable for clients. For instance, a client who may only express in terms of thoughts and beliefs would benefit from cognitive approaches. In IV9's case, any approach or model aiming at resolution of self-esteem issues would prove beneficial. Narrative interview encourages placing responsibility in the hands of clients by helping them focus on tentative plans or actions for their issue. For instance, IV9 believed being comfortable with who he is and ignoring others opinions would help him resolve his issue.

ROLE OF NARRATIVE INTERVIEW AS AN ASSESSMENT METHOD IN CLINICAL PSYCHOLOGY

Narrative interview as an assessment tool within clinical psychology can be suitable for only certain categories and specific disorders. Nature of narrative interview requires individuals to be in a state of mental functioning which permits them to subjectively express themselves and their experiences. Communication is a key aspect of this interview. Hence narrative interview may not be suitable for any disorder in which communication or cognitive functioning is impaired. Narrative interview can be suitable for:

- Mental and behavioural disorders due to psychoactive substance use

- Mood (affective) disorders

- Behavioural syndromes associated with physiological disturbances and physical factors

- Disorders of adult personality and behaviour

- Behavioural and emotional disorders with onset usually occurring in childhood or adolescence.

Narrative interview may serve a different function compared to other assessment tools used for assessment and diagnosis within clinical psychology. Unlike most clinical assessment tools, narrative interview is not based on the medical model. Narrative interview can mainly provide an understanding of the mental state of individuals. It can help mental health workers to comprehend psychological states, problems as well as distress of individuals. This is generally referred to as mental state examination. It is an important aspect while dealing with clinical assessments. This examination is

concerned with symptoms and behaviour of clients during interview sessions. It helps to detect abnormal features of clients' state of mind. Assessors observe various aspects which provide an understanding of clients' mental state such as appearance, behaviour, facial expressions, posture, movement, social behaviour, speech, mood, level of anxiety, orientation, memory and insight or *"how far the client is aware of the state of his/her health"* (McMahon, 1997, p 56). It also permits individuals to express their suffering, fear, emotions as well as any possible explanations. Aetiology of disorders or maladjustments can also surface. Clinical interviews and behavioural observation methods are generally used for mental state examinations in clinical psychology.

Narrative interview can facilitate assessment of all factors of mental state examinations. However its strength lies in enabling assessment of insight levels clients have towards their problems. Once assessors evaluate these levels of awareness, clients' motivation towards improving their condition can be evaluated and encouraged.

Overall, narrative interview as an assessment tool in clinical psychology can help assessors to:

1. *Gain information about the client and their emotional difficulties in the here and now as well as in the past.*

2. *Determine their suitability for treatment or for further referral to the appropriate agency when necessary.*

3. *Assess the client's current mental state and/or ongoing mental health problems.*

4. Identify significant risks.

5. Use the information gained to develop client-led treatment programmes

(Institute of Psychiatry, 1973; Appleby and Forshaw, 1990; cited in Curwen, 1997, p 56-57).

APPLICATION OF THE NARRATIVE INTERVIEW IN CLINICAL PSYCHOLOGY

Thus the application of narrative interview in clinical psychology may be considered with the help of case study CV5 extracted from research results (see Appendix).

CASE STUDY CV5

CV5 was a female school student. She was short and healthy. She was comfortable through out the narrative interview except when she was emotionally charged. She spoke with great intensity. CV5 was asked to complete the drawing task. Narrative interaction followed.

CV5 was clear about various aspects of her self-concept. She portrayed this with a descriptive metaphor of a free-spirited bird flying high in the skies with bright sunshine. There would be no place for sadness. Drawing a parallel to this metaphor, she considered herself as a "happy-go-lucky" person. She loved enjoying life, was generally relaxed and calm.

CV5's interests mainly lied in mathematics and science. This motivated her towards becoming a biogenetic engineer. CV5 expressed great determination or "burning desire" for biogenetics. She believed through this field she would pursue research aiming at curing fatal diseases. Thereby fulfilling her main goal of providing people with the "gift of life".

CV5's intense motivation towards this field portrayed her strong and intense fear of death. A thin line divided this fear into forming a full-blown phobia. Fear of death stopped CV5 from fulfilling her life's biggest dream of being a pilot. However she stated giving up this dream due to a strong internal belief. She believed being a pilot increased bringing untimely death to others through chances of plane crashes or accidents.

However, CV5 was aware of the intensity of her fear and also of the catalyst event, which made this fear stronger. This fear hence formed the main issue to be worked upon.

Case study CV5 provides evidence of the application of narrative interview in clinical psychology. Narrative interview serves as the initial assessment. It is evident that although CV5 completed the narrative interview for the purpose of career profiling; an in-depth understanding of her problem portrayed her issue was not within the context of career counselling. Instead she needed further help for issues revolving around a phobia for death (Appendix, lines 20-76).

Thus narrative interview served as an intake interview in which the actual problem was identified and understood. Narrative interview enabled evaluation of the problem in a rich manner. CV5 narrated her story and incident, which ignited her phobia of death more intensively. This helped the assessor, recognize areas of help CV5 needed. CV5 can thus seek appropriate help in order to deal with her phobia before it forms a full blown phobia adversely affecting her day to day living.

ROLE OF NARRATIVE INTERVIEW AS AN ASSESSMENT METHOD IN INDUSTRIAL/OCCUPATIONAL PSYCHOLOGY

Narrative interview as an assessment tool can be used in this field to assess general attitudes and feelings of individuals within the workplace. This can be done within contexts of development, motivation, leadership programs, career/vocational counselling and to check levels of job satisfaction.

This research mainly deals with evaluation of narrative interview as an assessment method in career and vocational counselling. However, narrative interview can also aid subjective evaluation of attitudes and job satisfaction levels in individuals. Through narrative interview individuals can get an opportunity to express how they feel about their work activities, tasks, general involvement, work place and colleagues. Employers can check any hindrances or obstacles directly or indirectly affecting their employees' performance or satisfaction. Narrative interview is particularly helpful to extract aspects such as stress, leadership qualities and motivation amongst individuals. Attribution theory of motivation can be applied to this field. This suggests narrative interview as motivating or encouraging individuals to overcome any hindrances and work towards actions or plans. This is fulfilled once individuals gain deeper understanding of their work related issues.

Applicability of narrative interview can be especially considered within the context of coaching. Coaching is considered as a significant activity within industrial psychology since 1998 (First-ever conference on coaching and mentoring in Europe, October, 1998; cited in Downey, 1999). Coaching is defined as *"the art of facilitating the performance, learning and development of another"* (Downey, 1999, p 15).

Coaches ensure employees perform, learn and develop within the workplace. This is essential for the mutual benefit of organizations and employees. Coaching, counselling and mentoring are similar activities because they require similar skills. Listening and non-directiveness form an important part of these skills. Various other skills required are basic counselling skills such as reflecting, paraphrasing, summarising and asking questions which raise awareness. A major difference between counselling and coaching is: counselling is concerned with individuals and the context in which they operate, such as family, society, culture and relationships. On the other hand, coaching is specifically concerned with individuals' functioning and relationship with their jobs or tasks (as shown in Figure 16).
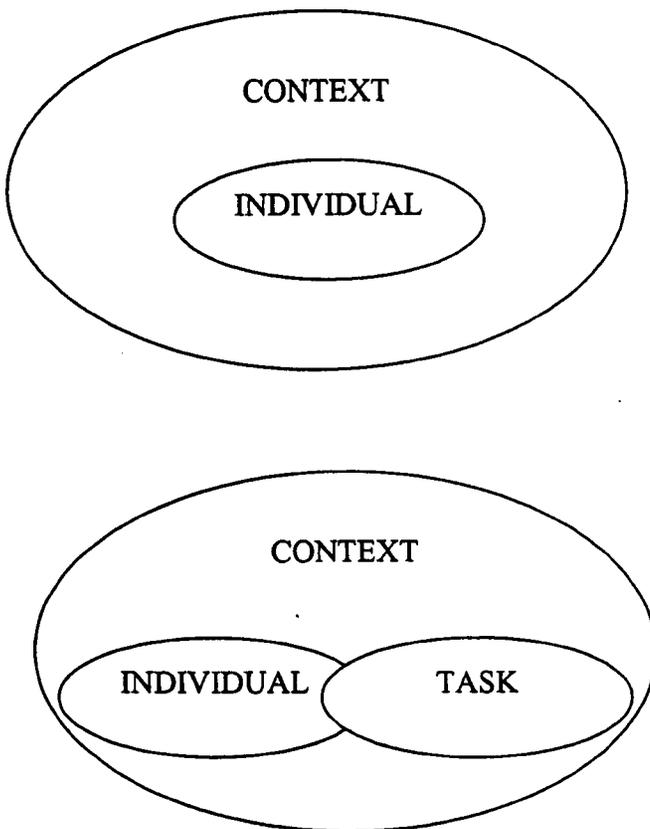
Figure 16: Counselling versus coaching

Coaching sessions are generally structured. GROW (Goals, Reality, Options, Wrap-up) model is widely used for coaching. Downey (1999, p 31) provides four questions which form an essence of the GROW model:

- *'What do you want to talk to me about?' (Topic)*

- *'What's actually happening?' (Reality)*

- *'What could you do about it?' (Options)*

- *'What are you definitely going to do about it?' (Wrap-up)*

Downey (1999, p 30) also provides a diagram for the model (as shown in Figure 17).
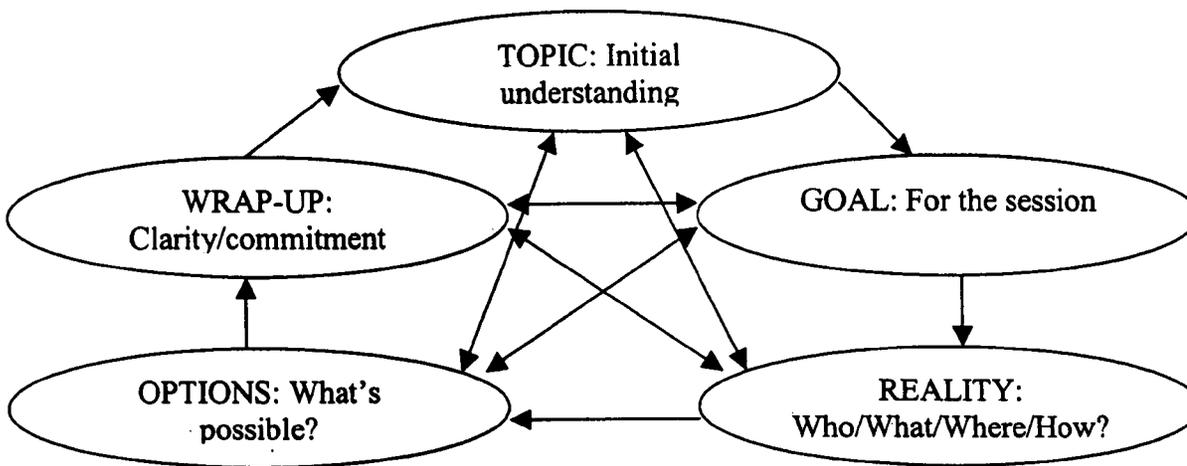
Figure 17: The GROW model.

GROW model seeks to expand on what narrative interview covers during assessment. Questions used in the drawing task of narrative interview, correspond with this model.

- Topic: First stage of GROW model deals with comprehension of issues presented. This corresponds with "What hinders me" from the drawing task.

- <u>Goal</u>: Second stage defines aims for coaching. This corresponds with "What/Where I want to be" from the drawing task.

- <u>Reality</u>: Third stage aims at gaining the real picture of situations or issues. This provides an in-depth understanding of problems. This corresponds with "Who I am/What the situation is" from the drawing task.

- <u>Options</u>: Fourth stage aims at considering what can be done about issues. This corresponds to "How will I overcome the obstacles" from the drawing task.

Narrative interview can thus serve as a helpful tool for coaching especially considering key counselling skills it provides. These are vital for coaching. Due to its flexibility, narrative interview can be modified and adapted for various applications within coaching such as coaching peers, coaching on projects, as part of leadership programs and within management processes. Narrative interview also abides by two important factors of coaching suggested by Downey (1999, p 7):

1. *Motivation is intrinsic to the process of coaching.*

2. *Responsibility stays with the coachee.*

Narrative interview motivates individuals to evaluate their situations, gain an in-depth knowledge of issues and attempts at action planning. Thus it places responsibility with coachees. Finally, good coaching relationships require trust, honesty, openness and transparency (Downey, 1999). Subjective-phenomenological nature of narrative interviews fosters these conditions, hence making it considerably suitable for coaching.

APPLICATION OF NARRATIVE INTERVIEW IN INDUSTRIAL/OCCUPATIONAL PSYCHOLOGY

This research study is primarily based on career counselling, which forms a part of industrial/occupational psychology. Thus application of narrative interview in industrial/occupational psychology is evident from research results and findings. Exploration of case studies in the 'Discussion' chapter provides evidence for this applicability. However utility of narrative interview as an assessment method can be applied to various other areas of industrial/occupational psychology in a similar manner.

9.3 STRENGTHS OF NARRATIVE INTERVIEW

The narrative interview is especially helpful in determining *"What type of help?"* should be made available to clients in all three fields of psychology (Ruddell and Curwen, 1997, p 73). The narrative interview can help to check clients' readiness and suitability for counselling or any other form of psychological support. Narrative interview can help assessors to check levels of client's recognition of their difficulties and insights towards these difficulties. When clients acknowledge a problem needing resolution, certain amounts of commitment towards counselling can be recognized. In absence or low levels of such insights, narrative interview can aid understanding of issues. Narrative interview can also check levels of motivation needed to engage in personal work. Understanding obtained through the narrative process, thereby increases commitment levels which in turn increase motivation levels.

Assessment obtained through narrative interview can also help assessors to judge suitability of clients, tentative duration of counselling and therapeutic plan or strategy most suitable. Assessment of the need of a referral can also be obtained through narrative interview. This is because narrative interview as an intake assessment helps assessors to rule out possibilities of referrals.

Narrative interview also determines *"What does the client want and need?"* (Aveline, 1997, p 93). This is because narrative interview provides a clear picture of clients' issues as well as whether issues are relevant to therapy. Narrative interview also helps in evaluating the level of problems or issues presented. Aveline (1997, p 96) states assessors can gain an understanding of various levels of problems through narrative interview. These are:

1. Complexity

2. Level

3. Interconnectedness

4. Degree of discomfort or disturbance that they create

5. Priority

Finally, the assessment process is not just confined to early stages of counselling; but can also be executed during review and evaluation stages. Stages of counselling can be conceptualised using the mnemonic ASPIRE.

    – *AS = Assessment*

    – *P = Planning*

    – *I = Implementation*

    – *RE = Review and evaluation*

Sutton (1997, p 169) provides a diagram in order to understand the ASPIRE cycle (as shown in Figure 18).

ASSESS	PLAN
After gathering relevant information and recognizing individual perceptions: - What do we together see as the problems/issues/needs? - Which are the priorities? - Who are the key people? - Why have the problems arisen?	- How are we together going to address the situation? - What are our shared, realistic objectives? - Negotiate a shared plan or agreement, written, with copies for everyone.

REVIEW AND EVALUATE	IMPLEMENT
- How far have the objectives been achieved? - List evidence of objectives achieved. - List anything relevant to a new cycle.	- Put the plan into action. - Monitor that it is actually being carried out. - Keep records.

Figure 18: ASPIRE process cycle

Initial stage of counselling deals with evaluation, definition and understanding of clients' selves and their worlds as well as their issues and problems. Narrative interview can aid the assessment process in this stage of counselling and facilitate next two stages i.e. planning and implementation of actions and plans. However, narrative interview can be executed again during final stages to review and evaluate counselling. Narrative interview thus helps clients and assessors to evaluate the resolution of issues and compare them with the assessment obtained during initial stages of counselling. This permits clients to evaluate themselves and their issues and

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re-negotiate aims of counselling. At this point if satisfaction from counselling is achieved the process may be ended, or else further goals may be set and counselling planned.

9.4 SHORTCOMINGS OF NARRATIVE INTERVIEW

Like all assessment methods, the narrative interview is faced with certain shortcomings and disadvantages. Narrative interview's disadvantages surface when it is evaluated on the basis of Bartram's (1990) 'Factors to consider when choosing an assessment method'. These disadvantages are similar to most qualitative and subjective methods of assessment.

This research shows evidence of the vast scope of narrative interview, which goes beyond simple assessment. Yet, establishing and evaluating its dependability (reliability) and trustworthiness (validity) is difficult. Process of checking its reliability i.e. ensuring appropriate techniques of interviewing, obtaining transcripts and interpretations from various experts are long and tedious tasks. Process of evaluating validity of narrative interview itself is a subjective task. Meaning of its credibility may vary from individual to individual, thereby making the concept of validity of narrative interview complex.

Unlike standardised, objective measures of assessment the quality of narrative interview depends to some degree upon skills of interviewers. Differences are found with respect to the pace used during interviews, conveyance of empathy, congruence and the level to which rapport is build with individuals. Practicality issues may also surface due to this factor. Although narrative interview is not expensive, training and obtaining appropriate skills for it can be time-consuming and expensive. Thus narrative interview may not be a standard process and results or assessment profiles obtained depends upon the overall conduction of the interview process. Practicality of

narrative interviews was also questioned due to their time-consuming characteristics. Narrative interviews were lengthy and tedious for the interviewer (researcher in this study). Thus their time-consuming trait qualifies as an essential drawback if they need to be utilized within a short time framework.

In relation to the role of assessment in career counselling and guidance, evidence from this research shows the utility of narrative interview, yet certain disadvantages are pinpointed:

Narrative interview provides subjective and in-depth insights into issues individuals face. However it cannot provide certain essential information, which is vital for the purpose of career counselling. For instance, narrative interview does not provide objective evidence regarding background, abilities, aptitudes, interests, personality, traits or other characteristics assessed through psychometric tests or traditional structured guidance interviews. If narrative interview is used in conjunction with relevant objective measures, a stronger base for assessment is obtained. For instance, participants of TAM group were provided with more detailed and explicit assessment profiles because they were administered psychometric tests, guidance interviews as well as narrative interviews.

The concept of individual differences is at the core of assessment. However not all assessment methods are be suitable for everyone. In this research study during the execution of narrative interviews participants who found expressing themselves difficult were hesitant and showed less enthusiasm towards narrative interview.

9.5 FINAL STATEMENT

In conclusion, the narrative interview is an effective assessment tool for identification and conceptualisation of clients' problems in an in-depth manner. It provides assessment and evaluation which objective methods may not be able to provide. Once problems are defined and an understanding is gained of clients' worlds, further help can be obtained and goals achieved.

The application of narrative interview is not confined to career and vocational counselling or any one field of psychology. Like other assessment tools, it can be modified and adapted for use in various assessment activities. Its flexible nature may emphasize its strengths over other objective measures of assessment.

The narrative interview also has drawbacks. Being aware of disadvantages and shortcomings of an assessment method is essential before it is used. However narrative interview portrays shortcomings, which are typical of any qualitative assessment method. Overall, if used within the moral and ethical framework of psychological assessment narrative interview forms an effective tool for assessment.

APPENDICES

APPENDIX A

- **Participants' Consent Form**

- **Voluntary Agreement Form**

CONSENT FORM

Before you agree to be a participant in this project, it is important for you to know the purpose of the study. There is also an attempt to answer some questions that you may have before you decide to be a part of this project.

What is the Purpose of the Study?
As people progress from the developmental and educational stages of their lives to the higher stages, the importance of career, work, job and related choices and aspects increases. People are most remembered for the profession they are in or for the job that they do. Career becomes not only a part of people's lives but also the way they are, the way their future shapes up and in a fascinating way their career becomes their identity.
Hence the choice of career we make is a crucial one. To help you with this choice, the researcher will build a career profile for you that will help you to choose the subjects that you need for higher education or even choose academic courses which will eventually lead to your final career choice.

Who is the Researcher?
The researcher is Miss Bijal Chheda (BA with Psychology majors; Mithibai College of Arts, MSc in Counselling Studies; University of Hull, UK.) Currently a PhD student from the University of Hull under the supervision of Dr. Dave Williams and Dr. Ian Coyne.

What Essential Qualifications does the Researcher have for Conducting the Research?
The researcher holds Level A Certificate of Competence for Occupational Testing (UK) and is a certified counselling post graduate equipped with appropriate counselling skills.

Does the Researcher have Ethical Approval to carry out the project?
The Ethics Committee of the Department of Psychology at the University of Hull were provided a detailed proposal of the project. They have accepted the proposal and have permitted the researcher to execute the project.
The Principal of your school has approved the project and permitted to carry out the project in the school. All other ethical demands have been considered and agreed upon by all parties.

What will the Procedure be like?
The career profiling project will be conducted in two stages. One stage involves Psychometric tests; the Differential Aptitude Tests for Schools (DAT) and Career Interest Inventory for schools (CII). You will take these tests and the results will be discussed with you. The other stage involves an individual interview. Finally, you will be given an opportunity to share your experience and comment on what you may have gained from the project, in a group discussion session.

What Happens Next?
Career profiling reports will be formed and handed over to the school authorities for your benefit. The results of the project will be used for research purposes by the researcher only.

Important Things You must keep in mind
The career profiling project is absolutely voluntary.

- The career profile is not a final decision or a verdict that cannot be changed. The final choice about your career choices is yours. It is also important to remember that the researcher will only facilitate the choice and in no case make the choice or decision for you.
- All the results of the project will only be shared with the school authorities for your benefit and will remain confidential otherwise.
- The data gathered from this project will be used by the researcher. However, it will be confidential and secure. There will be no mention of names or any other personal details in any report arising from this project.
- The individual interviews will be audio taped. However, these tapes will be confidential and will only be used by the researcher and will be destroyed once they are transcribed by the researcher. These tapes will not be given to the school authorities.
- It is very crucial and important to be honest to the project. This is to ensure that you are being honest and true to yourself and your choices.

Please feel free to clear any doubts or queries you may have with the researcher at any time.

AGREEMENT

1. I have read the consent form in detail and have understood the purpose of this study.
  ___ Yes   ___No

2. I am aware that participation for this project is voluntary.
  ___ Yes   ___No

3. I am willing to take two psychometric tests and take part in the audio taped discussion interview with the researcher.
  ___ Yes   ___ No

4. I am willing to allow the researcher to use the data from this project for research purposes.
  ___ Yes   ___ No

5. I am aware that the career profile reports will be provided to the school but remain confidential otherwise.
  ___ Yes   ___ No

Student's Signature: _____
Name of the Student: _____
STD: _____
Roll Number: _____

APPENDIX B

- **Basic Guidelines for Formulating SGI profiles**

BASIC GUIDELINES FOR FORMULATING SGI PROFILES

The following guidelines are build upon the basic 'Seven-Point Plan' (Rodger, A.). They are developed from 'Guidelines for a Case Study' (Weinrach, 1979, p 332) to form the essential criteria to formulate a career assessment profile.

1 INTRODUCTION
A - Alternative name (to avoid identification or revelation of identity)
B - Observations made
  i Physical Appearance
  ii Body Language

2 PHYSICAL, SOCIO-ECONOMIC, AND CULTURAL ENVIRONMENT
A - Description of previous communities and neighbourhoods in which participant has lived
B - Description of community, neighbourhood, and house in which subject now lives
C - Other pertinent environmental factors (identify and specify)

3 FAMILY AND SOCIAL HISTORY
A - Early childhood and current development
B - Constitution of family
C - Educational and occupational background of parents
D - Nature of relationship with parents
E - Parental aspirations for the participant
F - Nature of relationship with siblings
G - Identification with important figures in environment
H - Dominant values in the home (ideals, goals)
I - Other pertinent factors (identify and specify)

4 PERSONALITY VARIABLES
A - Self-concept
B - Dominant traits
C - Needs
D - Personality type
E - Values
F - Other pertinent variables (identify and specify)

5 EDUCATIONAL HISTORY
A - Schools attended
B - Social adjustment in school
C - Nature of relationship with teachers and peers
D - Academic performance
E - Major subjects or curricula
F - Changes in major field of study
G - Elective subject
H - Extracurricular activities
I - Vocational preferences expressed at various points in school
J - Standing on aptitude test and interest test (related to vocational choice)
K - Experience with counselling or guidance
L - Other pertinent factors (identify and specify)

6 VOCATIONAL HISTORY AND CURRENT STATUS
A - Early occupational fantasies
B - Early academic inclination, interests, hobbies, play activities

C - *Present occupational and career aspirations*
D - *Present inclination, interests, hobbies, leisure-time activities*
E - *Awareness of vocational and career plans*
F - *Parental influence or consent*
G - *Awareness of realistic and logical factors*
H - *Other pertinent factors (identify and specify)*

7 MISCELLENOUS
A - *Any further counselling or guidance asked for*
B - *Attitude throughout the narrative interview*
C - *Any particular concerns needed to be tackled in the feedback session*

- ▪ **Questionnaire 1 Group A (Phase 1)**

- ▪ **Questionnaire 2 Group A (Phase 1)**

- ▪ **Questionnaire 1 Group B (Phase 1)**

- ▪ **Questionnaire 2 Group B (Phase 1)**

QUESTIONNAIRE 1. GROUP A

Now that you have received feedback of your test results, I would like you to complete this short questionnaire.

Q1. Do you regard the test results as accurate?

      Yes ___   No ___

(If 'Yes' go to Q3)

Q2. What is the reason for this inaccuracy?

_____

_____

_____

_____

Q3. Are these test scores compatible with your self-perception?

      Yes ___   No ___

(If 'Yes' go to Q5)

Q4. What are the reasons for the incompatibility?

_____

_____

_____

_____

Q5. Are there any other aspects of you that can be added, but are not included in the test scores?

      Yes ___   No ___

(If 'No' go to Q7)

Q6. Briefly mention these aspects.

_____

_____

_____

_____

Q7. How much faith do you have in these test scores? Mention briefly.

_____

_____

_____

_____

Q8. On a scale of 1- 5, how would you rate the accuracy of your career profile from the test scores? (1 is no accurate at all, 5 is very accurate).

      1   2   3   4   5

(Circle your response)

Q9. What was your overall experience of taking the tests?
_____
_____
_____

Thank you for completing the questionnaire!

QUESTIONNAIRE 2. GROUP A
Now that you have received feedback of your test results and interview, I would like you to complete this short questionnaire.

Q1. Are you satisfied with your interview report?
      Yes ___   No ___
(If 'Yes' go to Q3)

Q2. What is the reason for your dissatisfaction?
_____
_____
_____
_____

Q3. Is the result compatible with your self-perception?
      Yes ___   No ___
(If 'Yes' go to Q5)

Q4. What are the reasons for the incompatibility?
_____
_____
_____
_____

Q5. Are there any other aspects of you that can be added, but are not included in the interview report?
      Yes ___   No ___
(If 'No' go to Q7)

Q6. Briefly mention these aspects.
_____
_____
_____
_____

Q7. How accurate/inaccurate do you think this interview report is? Mention briefly.
_____
_____
_____
_____

Q8. On a scale of 1- 5, how would you rate the accuracy of your career profile from this report? (1 is no accurate at all, 5 is very accurate).
      1   2   3   4   5
(Circle your response)

Q9. What was your overall experience of the interview?
_____
_____
_____
_____

Q10. Which of the following gave the most accurate picture of you?

a. Only psychometric tests
b. Only interview
c. Both together form a complete picture
d. EITHER Psychometric test OR Interview (Any of the two)

Q11. Which one of these has helped your self assessment the most?
a. Only psychometric tests
b. Only interview
c. Both together form a complete picture
d. EITHER Psychometric test OR Interview (Any of the two)

Q12. If you would have a choice to choose any one of the following, for a good understanding of yourself, which one would it be?
a. Only psychometric tests
b. Only interview
c. Both together form a complete picture
d. EITHER Psychometric test OR Interview (Any of the two)

Q13. If you had the choice to choose the order of the assessment techniques, which of the following would it be?
a. Psychometric tests followed by interview
b. Interview followed by Psychometric tests
c. Doesn't matter as long as both are used

Q14. How was your overall experience of this project?
_____
_____
_____
_____

Q15. Would you like to give feedback or share any other comments related to this project?
_____
_____
_____
_____

Thank you for completing the questionnaire!

QUESTIONNAIRE 1. GROUP B

Now that you have received feedback of your interview, I would like you to complete this short questionnaire.

Q1. Are you satisfied with your interview report?
     Yes ___   No ___
(If 'Yes' go to Q3)

Q2. What is the reason for your dissatisfaction?
_____
_____
_____

Q3. Is the result compatible with your self-perception?
     Yes ___   No ___
(If 'Yes' go to Q5)

Q4. What are the reasons for the incompatibility?

_____
_____
_____
_____

Q5. Are there any other aspects of you that can be added, but are not included in the interview report?
       Yes ___   No ___
(If 'No' go to Q7)

Q6. Briefly mention these aspects.
_____
_____
_____
_____

Q7. How accurate/inaccurate do you think this interview report is? Mention briefly.
_____
_____
_____
_____

Q8. On a scale of 1- 5, how would you rate the accuracy of your career profile from this report? (1 is no accurate at all, 5 is very accurate).
      1   2   3   4   5
(Circle your response)

Q9. What was your overall experience of the interview?
_____
_____
_____
_____

Thank you for completing the questionnaire!

QUESTIONNAIRE 2. GROUP B
Now that you have received feedback of your interview and test results, I would like you to complete this short questionnaire.
Q1. Do you regard the test results as accurate?
       Yes ___   No ___

(If 'Yes' go to Q3)

Q2. What is the reason for this inaccuracy?
_____
_____
_____
_____

Q3. Are these test scores compatible with your self-perception?
       Yes ___   No ___
(If 'Yes' go to Q5)

Q4. What are the reasons for the incompatibility?
_____
_____
_____
_____

Q5. Are there any other aspects of you that can be added, but are not included in the test scores?

      Yes ___   No ___

(If 'No' go to Q7)

Q6. Briefly mention these aspects.

_____

_____

_____

_____

Q7. How much faith do you have in these test scores? Mention briefly.

_____

_____

_____

Q8. On a scale of 1- 5, how would you rate the accuracy of your career profile from the test scores? (1 is no accurate at all, 5 is very accurate).

        1   2   3   4   5

(Circle your response)

Q9. What was your overall experience of taking the tests?

_____

_____

_____

Q10. Which of the following gave the most accurate picture of you?

e.   Only psychometric tests
f.   Only interview
g.   Both together form a complete picture
h.   EITHER Psychometric test OR Interview (Any of the two)

Q11. Which one of these has helped your self assessment the most?

a.   Only psychometric tests
b.   Only interview
c.   Both together form a complete picture
d.   EITHER Psychometric test OR Interview (Any of the two)

Q12. If you would have a choice to choose any one of the following, for a good understanding of yourself, which one would it be?

a.   Only psychometric tests
b.   Only interview
c.   Both together form a complete picture
e.   EITHER Psychometric test OR Interview (Any of the two)

Q13. If you had the choice to choose the order of the assessment techniques, which of the following would it be?

a.   Psychometric tests followed by interview
b.   Interview followed by Psychometric tests
c.   Doesn't matter as long as both are used

Q14. How was your overall experience of this project?

_____

_____

_____

Q15. Would you like to give feedback or share any other comments related to this project?

Thank you for completing the questionnaire!

APPENDIX D

- **Case Study P1- Coded Narrative Interview Transcript**

- **Case Study P2- Coded Narrative Interview Transcript**

- **Assessment Profile of P2**

CASE STUDY P1 (CODED TRANSCRIPT - QSR N6 Full version, revision 6.0. Licensee: Department of Psychology)

P1 was asked to draw four pictures or symbols entitled 'What I am, What I'd like to be, What hinders me, and What will overcome the obstacle'. She was then asked to explain the images drawn and the narrative interaction took place.

Researcher

So can you explain these pictures to me, now that you have put them on paper.   5

Participant

The first picture talks about what I am; it's like three
parts of me.   6
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
The first is a student.   7
*(1 1 1 1)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Interpersonal attributes*
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*

Researcher

Ok, so it's just you but three phases really.   8

Participant

Ya, just various aspects of me.   9
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
One part is being a student, one part is a carefree person.   10
*(1 1 1 1)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Interpersonal attributes*
*(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential
aspects*
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*

Researcher

Right, student because you are still studying.   11
What about, can you explain a bit more about the carefree person.   12

Participant

The carefree person is one who, I think it defines my
personality quite a bit.   13
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential
aspects

By that I say that I don't get bogged down by instabilities.   14
(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept

I like being more free spirited and I don't like to an extent being
anxious.   15
(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept

Researcher
Ok, so it's like the whole person that you are basically you
could sum it up by being carefree.   16
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential
aspects

Participant

Yes.   17

Researcher
What about being a dreamer?   18

Participant

By a dreamer I mean I have several, a, I visualize myself as
being various things.   19
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential
aspects

So like I would visualize myself as being more or less successful, and
the word successful would go very well with this image of a dreamer.   20
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(2)   /Self-actualization needs
Successful in whatever things I do.   21
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(2)   /Self-actualization needs
Like my personal life, my I mean the personal relationships, everything.   22
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(2)   /Self-actualization needs

Researcher

Ok, so you would say that you have that visual ability to see
yourself as whatever.   23
So did this come easily to you then?   24

Participant

It did, it came more or less easily.   25
Ya, but because of my skill of drawing may be I wasn't able to represent
it all.   26
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness

But I get very vivid images.   27

Researcher

Ok, so when you say you can actually visualize yourself and
you mention your goal.   28
So you can actually see yourself as what you want to be then.   29
So basically what a situation or what the ideal would be.   30
So that's about the dreamer.   31

Participant

My second picture would define the question what I'd like to
be.   32
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

To start with I'd like to be a professional and I will work towards being
a counsellor so it would be professional in terms of ethics and my values
and I would be honest to myself and the profession.   33
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves
I also want to be a hard-working person.   34
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
I want to be known as somebody who wants to put in a lot of effort in her
work.   35
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
And lastly a good human being, I want to be honest and a person who is
friendly.   36
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
So this is what I visualize as a dreamer and this would be a perfect
vision.   37
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

Researcher

Ok, so this is actually how you link these two.
          38
Participant

Ya.   39
Researcher
Tell me, is your definition of being a good human being honest
and friendly?   40

Participant
Ya, there are many other components to it but these two would
be the main ones.   41
So just to give an idea.   42

Researcher
Hmm.   43
Being professional, when you said ethics and morally true, abiding by the
rules and regulations of your profession, that fits in very well with
what you said about being a good human being.   44

Participant
Yes, it does.   45
Actually now that you are saying it.   46
Yes it does.   47
Researcher

371

Ya, because at the core what we want to be eventually will
always flow a bit in our professional or career decisions.   48

Participant
This is very interrelated and it works on the same principle.   49
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness

Researcher
Ya, and hard work of course you would require for any
profession.   50

Participant
Ya, that's also a value that would come under being a good
human being.   51
(1 1 2 3)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self

Researcher
Ya, oh yes.   52
This picture or image is more; I mean it talks about your ingrained
values.   53

Participant
Ya, absolutely, I think so.   54
I think that is my value system and that is what defines me.   55
(1 1 1.7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness
(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept

Researcher
Ya, that's a very nice way of putting it.   56

Participant
This picture explains what hinders me.   57
(3)   /Issues and areas that need to be worked on
Then again we're talking about, in comparison to this, what keeps me
away.   58
(3)   /Issues and areas that need to be worked on
I would say one of the major components that hinders me is my
distractions like the telephone I've put there.   59
(3)   /Issues and areas that need to be worked on

Researcher
Ok, so that's one of those.   60

Participant
Ya, it a telephone and it's the most symbolic of distraction.   61
(3)   /Issues and areas that need to be worked on
And it's my get away.   62
(3)   /Issues and areas that need to be worked on
The phone is like a get away because if I'm, if you're talking on the
phone you don't have time to think about not doing what you have to.   63
(3)   /Issues and areas that need to be worked on

Researcher
Ya.   64

Participant
So this is something that, distractions is something that

keeps me away. 65

(3)   /Issues and areas that need to be worked on
Second thing is laziness. 66

(3)   /Issues and areas that need to be worked on
I want to be hard-working, think that's where the contrast comes in. 67

(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ideal/Own

Researcher
Ok. 68

Participant
I think I want to be a hard working person, because that's a
virtue I respect. 69

(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ideal/Own
But I don't myself, presently…

Researcher
Ya, that's a bed with a pillow
and you're lying down. 70

Participant
It's a bed with a pillow, I mean it shows laziness. 71

(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ideal/Own
So I need to be more pro-active. 72

(1 1 2 3)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self
That is something that keeps me away from focus, which is born out of
these distractions. 73

(1 1 3 3)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Own

Researcher
Ok, so lack of focus is like a product of these two. 74

Participant
Ya, a lack of focus. 75

(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs
Unless you're focussed, you cannot achieve what you have to. 76

(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs
I believe this definitely very, very strongly. 77

(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs

Researcher
Right, but when you say distractions, besides say, one of it
you described vividly as the telephone. 78
But other distractions what would you say that would hinder towards
achieving these goals. 79

Participant
My other distractions will be first of all as I said that I'm
a dreamer. 80

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness
(3)   /Issues and areas that need to be worked on
I tend to escape into fairy land sometimes. 81

(1 1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*

(3) */Issues and areas that need to be worked on*

Slipping into that kind of a world is also something that prevents. 82

(1 1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*

(3) */Issues and areas that need to be worked on*

Then laziness, I need to rationalize in the sense that I say that may be
I'll study later, and may be I should sleep a little more or may be I
should go out with friends today and work tomorrow. 83

(1 1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*

(3) */Issues and areas that need to be worked on*

So procrastination would be one, but I wouldn't say that I'm a big
procrastinator. 84

(1 1 1 7) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*

(3) */Issues and areas that need to be worked on*

But time is a factor because I'm expecting goals that will occur at later
stages in my life. 85
I'm still working towards them. 86

Researcher

Ok, you said time would be a hindrance. 87
Why would it be a hindrance because if you're expecting to reach a goal,
time is...

Participant

Ya, that's true but...
Researcher
May be if you
could explain how it stops you? 88

Participant

No, no I'm talking in terms of the fact that it's kept me away
not just because its not yet time to be a professional, but yes, I should
be trying to work on a hard-working person. 89

(1 1 3 1) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ideal/Own*

Researcher

When you mention lack of focus, and you said these two lead to
this, or rather this is a product of this. 90
Could you explain that a bit more? 91

Participant

Hmm, when you say focus, what you're meaning is that you have
a goal to achieve and you single-mindedly go to get that accomplished. 92

(1 1 1 6) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs*

In the way, like while you're getting there, while you're trying to get
there, the digressions where you know we go into our trips and tours and
don't go just towards that goal directly. 93

(1 1 1 6) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs*

That I have described. 94
So those distractions, the digressions are these distractions. 95
I mean I'm walking towards a focus but I'm somewhere getting lost because
of all these factors. 96

(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*

Researcher
Ok, so you're focus is there somewhere but the focus is
getting blurred because you know you have your distractions and your
laziness all on the way.   98
And it's kind of trying to divert you from reaching your focus, which is
why you need to come back.   99

Participant
Ya, and the last picture is what will overcome the obstacle
and that's very clear in front of me.   100
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
This is just a concentration problem.   101
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
The minute I have, like I tell my self that distractions will come but I
have to single-mindedly go on and keep my eye on this particular point
and focus.   102
(1 1 1 5)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination*
Then I think this shouldn't be too difficult to achieve like any aspect.   103
(4)   */Self-efficacy*

Researcher
Ok, so it's basically pure, what you call…you know when the
horses have blinders and they look straight ahead, absolutely where the
target is or rather where their goal is.   104

Participant
Well, yes…That would be something, I know that it is exactly
possible but we need our own breaks.   105
(4)   */Self-efficacy*
That's very true.   106
But at the same time our focus shouldn't shift.   107
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*

Researcher
Ya.   108

Participant
Right?   109

Researcher
Yes.   110

Participant
I mean you could, its not saying that you kill yourself to
achieve this because there are other things in life.   111
But the things is that the focus shouldn't change, you should know where
you; at the end of the day, want to reach.   112
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
And don't go so far; detour so far that you can't come back in time.   113

Researcher
Ok, so you're not being so harsh or hard on yourself by saying
that you know I've got to only look at the direction.   114
You can have your time out and you know do your other bits.   115

Have pleasure as well.   116
As long as we know, what you're trying to tell me is that we should know
when to come back, and move on track again.   117

Participant
Yes, absolutely.   118
Yes.   119

Researcher
And not get carried away.   120
                                    121

Participant
You know the day the journey; I mean our entire life is based
on setting goals and meeting them.   122
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

Researcher
Ya, definitely.   123

Participant
So, this concentration is which would, something that you
know you focus on the fun and then you have that.   124
But then you're concentrating.   125
And the second thing that will overcome the obstacle is the amount of
patience and perseverance.   126
*(1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

Researcher
Ok.   127

Participant
I think they are very important.   128
Today in this whole thing I have realised that basically as a person I am
too...I get very disheartened at small obstacles and basically what is
required is the patience.   129
*(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness*
And I think perseverance, does not say that you have to succeed the first
time.   130
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
People who have been successful are the ones who have persevered.   131
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
They have not necessarily been born with all the facilities in a certain
way.   132
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
So I think perseverance and patience are my mantras to success.   133
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

Researcher
Ok, so you basically, if we look at this, these four images,
ok.   134
I just need to check if I have understood you.   135
Let me just summarize in other words.   136
You basically see yourself in three different views.   137

One is what you really are, a student doing
your course of study.   138
The other two, is basically the kind of a person you basically believe
you are.   139
With being a very, I mean not live in the past person, you spring from
the past and move on.   140
And you have this visual ability to actually visualize a lot of things.   141
Not just your goals, but anything that would be visual, you'd so it.   142
You'd probably see it.   143
What stems up from it is that you actually visualize yourself as what you
want to be.   144
And one is that you want to be a professional counsellor, which is what
You want to work towards.   145

Participant
Ya, absolutely.   146

Researcher
And you'd also like to be these two things which are more like
value based attainments or achievements in life.   147
Like being a hard working person and a good human being.   148
Hard-working is the bit that I think everyone requires ideally.   149
And a good human being actually fits with the kind of you know...the
profession that you want to take up and the essence being honesty and
friendliness.   150

Participant
Ya.   151
                                         152

Researcher
Because I believe you need for counselling, like friendliness
you've got to be able to strike a rapport and relationship with your
client and you need to be honest to help someone else go through what
they are going through.   153

Participant
Ya.   154

Researcher
This picture is about what's stopping you from reaching your
goals.   155
And I more or less say, should we say as in professional goals more than
the values.   156
Because values you attain...

Participant
Intrinsically.   157

Researcher
Ya, whereas, this is like something you strive for.   158
It would be certain distractions like a...probably talking a lot on the
phone or some other things like going out too much.   159
Things like that.   160
So basically, the core distractions any one could have.   161
And you believe that you are a bit lazy and laid back like you know you
would indulge in short-term hedonism and pleasure.   162
It kind of blurs your focus.   163
And if all these distractions were removed, you would focus.   164

Participant

Ya.   165

Researcher
The thing to overcome these hindrances, what you need is
concentration, basically focus.   166
Not saying that you have to be harsh on yourself, but saying that you
know when to come back and focus and keep yourself on track.   167
Not digress too much and of course, you really value perseverance, like
not…

Participant
Ya.   168

Researcher
Like not believing that you have to be successful all the time
but believing that you know, bit by bit, you know your way towards, and
never get upset and sit back.   169
Walk towards your goal.   170
So how do you feel about this whole thing?   171

Participant
Ya, these are a lot of things, like these things are all in
your head but this brings out in a very lucid form.   172
And now I myself know what I actually want and this is very significant,
the fact that what keeps me away, the fact that I thought over it, and
also the fact that what will help me overcome them.   173
It has cleared the mist of sorts.   174
So I now know that this is what keeps me away and these are the factors I
have to work on, to achieve things.   175
(1 1 1 5)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
determination

Researcher
Ok, so now it's more like, it was there somewhere, but now
it's like out and may be because you're a more visual person so this may
have helped you in a way.   177

Participant
Oh, definitely.   178
I'm seeing it.   179

Researcher
Ya, on paper.   180

Participant
Ya, and this representation to me says a lot than any
descriptive essay which has many words.   181

Researcher
So has it helped you?   182

Participant
Oh, definitely.   183

Researcher
In that case, if you look at what you are, where you want to
go, where you want to reach and how you're going to overcome your
obstacles as well?   184
What would you say are…how would we see, your plans towards reaching
your, like an action planning stage.   185
Like what do you think you should do?   186

Your next steps?   187

Participant
Ya, I got it.   188
I have to visually tell you?   189

Researcher
Anyhow you prefer.   190
It's up to you.   191
Participant
Can you just repeat the question once for me so I can think
over it?   192

Researcher
In a simple way, what would be your actions and plans to reach
the goals?   193

Participant
Ya, ok, ok.   194
First of all, the goal would be, my next goal would be to do well and
take my studies seriously.   195
(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination
(5)   /Possible actions and plans
Because the better theoretical base I have, the better I use this; I
think it will reflect in my later career.   196
(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs
So with honestly, like I said.   197
The end of my degree, having done well, I want to
work in a set up.   198
(5)   /Possible actions and plans
This will give me exposure of sorts to the client group I'm looking at,
setting up my own practice of sorts, and in different areas, not only
schools.   199
(5)   /Possible actions and plans

Researcher
Ok, so even voluntary work.   200

Participant
Ya, even there voluntary work.   201
(5)   /Possible actions and plans
And family therapy set up where through all this I have come up with my
own set of certain values of certain theoretical orientations that would
match.   202
(5)   /Possible actions and plans
Slowly and gradually setting up my own mode of practice.   203
(5)   /Possible actions and plans
So I think this is so to speak only on the professional side of being a
counsellor.   204
(5)   /Possible actions and plans
Ok, so then that is the professional part of it.   205
Then of course along with it what goes well is to me my interpersonal, my
different roles of a wide, a mother, a daughter-in-law.   206
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves
(2)   /Self-actualization needs

Researcher
All the roles life offers.   207

Participant

Ya, cause that is a very supreme factor towards not
compromising on my values.   208
(2)   */Self-actualization needs*
I want to work towards coming across being a person whom everyone can
relate.   209
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
(2)   */Self-actualization needs*

Researcher

Ok, what you've told me, I can absolutely see that you are
aware of what needs to be done, and its pretty clear and I think you have
visualized it.   210

Participant

Ya, but you know sometimes I think that this whole aspect of
being a dreamer comes in where I'm visualizing a whole ideal self.   211
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
May be I do…

Researcher

May be not, because everyone, like we all have a
picture of this ideal future, it not self, then a situation.   212
Somewhere we try to work towards it.   213
We do achieve it to a certain amount.   214

Participant

Ya.   215

Researcher

So like everyone mostly has some ideal image.   216
Then again professionally as well, you are well aware of what needs to be
done.   217
And the other value base, that you spoke of…you are absolutely aware of
what you want.   218
Although those are not things that you actually take action or plan for,
but it happens in time.   219
But you're aware of what you want there and what you want to be.   220
How you'd like to be.   221
How does that make it, as in having this in front of you and having said
what you, or being aware rather and explicitly stating actions and plans?   222

Participant

It makes me happy, the fact that everything is there.   223
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
You know what you want to do, and only then you can achieve.   224
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
Because I didn't know what I wanted it would have been extremely
difficult to achieve.   225
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
It does give a pressure on you too, pressure because expectations are
that you think are for yourself.   226
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
They come out.   227
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*

So it means that to achieve a goal I'm having, at each stage I have to
put in efforts and there is pressure.   228
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness
So it feels different.   229
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness

Researcher
Does it feel though that everything is clear and not blur or
hazy or that you're lost?   230

Participant
No, definitely no.   231
I'm past that stage luckily.   232
Everything seems very clear and honestly these representations also make,
I mean at least now I have a better foothold of and I know exactly what
I'm feeling and that.   233
So may be twenty years down the line ballistic I have this.   234

Researcher
You ok?   235
Coming to the last stage.   236
You know we need to build a career profile for you.   237
Would you be able to assess yourself?   238
Looking at what work we've done today, what would you say are you know
your strengths, weaknesses, dislikes, likes related to career choice?   239

Participant
A, advantage, would be I'm intuitive.   240
(1 1 1 4)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential*
aspects
My second advantage is that I'm clear about my goals.   241
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness

Researcher
Clarity of goals, should we say?   242

Participant
Ya, like I cant live without clarity.   243
(4)   */Self-efficacy*
The other thing is an interest.   244
(1 1 1 3)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and*
activities
(4)   */Self-efficacy*
So its like I've been doing things that help people.   245
(1 1 1 3)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and*
activities
(4)   */Self-efficacy*
It's very congruent.   246
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness
(4)   */Self-efficacy*
My interests are very congruent with that.   247
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness
(4)   */Self-efficacy*

Researcher

Ok, so that's like the main interest you've had.   248

Participant
Ya, that is like a main interest.   249
(4)   /Self-efficacy
Then articulate, very important because you might know what you want to
say, especially in the counselling profession.   250
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness
(4)   /Self-efficacy
Then I'm open to different people and different cultures.   251
(1 1 1 8)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social
differentiation
(4)   /Self-efficacy
Like my value orientations, I'm not a rigid personality.   252
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential
aspects
(4)   /Self-efficacy
I have open values and I don't critically assess them.   253
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential
aspects
(4)   /Self-efficacy

Researcher
Hmm, important for the profession you choose.   254

Participant
Then having spoken of that, my weakness would be that I could
get too critical of myself and in the helping professions it's like a
hindrance, in fact for any profession.   255
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness
(1 2)   /Self-definition/Self-esteem
Then high on anxiety.   256
(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness
That interferes with the carefree person, but this high anxiety is more
when, or more to do with pressure or stress and the fact that I am
critical, that aspect of me surfaces.   257
(1 1 3 3)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs
Ought/Own
Specially in terms of my, like when I'm working, a concentrated period of
time.   258
(1 1 3 3)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs
Ought/Own
All in all I wouldn't say so.   259

Researcher
I would have challenged that saying that if you are a carefree
person then, but then no.   260
You've said how it applies.   261

Participant
Ya, ya.   262
I'm clear.   263

Researcher
So the context is there.   264

Participant

Then, I think that the fact I have been well travelled and
well aware of the world.   265
(1 1 1 1)   */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Interpersonal attributes

Researcher
So it's a strength.   266

Participant
Yes, I'm well travelled and well aware of the world.   267
(1 1 1 1)   */Self-definition/Self-concept/Self-schema/Componentents of self-*
concept/Interpersonal attributes
So cultural awareness is high and I have interacted since childhood with
various cultural people, so that really broadens your perspective as
such.   268
(1 1 1 8)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social*
differentiation
Then I would be very true.   269

Researcher
Hmm.   270
A career profile would also be what a person thinks about him/herself.   271
Its more like a self-evaluation.   272
So how was the overall experience then?   273

Participant
Trying to kind of sit back and see.   274
We often in this rut of running around, we miss out on this part of
sitting every now and then and looking yourself.   275

Researcher
Oh, yes we more or less do it for other people but not do it
for ourselves.   276

Participant
Absolutely.   277
So I see this as a motivating factor if nothing else.   278

P2 was asked to draw four pictures or symbols entitled 'What I am, What I'd like to be, What hinders me, and What will overcome the obstacle'. He was then asked to explain the images drawn and the narrative interaction took place.

Researcher
Now, if you could just explain what images you have drawn here
and what they mean to you?   6

Participant
Ok.   7
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Ya, what I am basically I am an Indian.   8
(1 1 1 2)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Ascribed characteristics*
(1 1 1 8)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social differentiation*
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Very proud about, being an Indian.   9
(1 1 1 8)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social differentiation*
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Proud about belonging to my country.   10
(1 1 1 8)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social differentiation*
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Everything about me is related to my country.   11
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Like beginning from my intetests, my goals, my pride...everything is
related to my country.   12
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
So that is what I am.   13
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*

Researcher
Ok, so its being an Indian and you know, the basic fact that
your nationality means a lot to you.   14
Yourself identity and your national identity are totally together and
strong.   15
What else, can you explain a bit more?   16
Participant
Ya, what I'd like to be is to be something for my country,
more for the poor people, for the poor.   17
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*

Researcher
Ok, that's what you'd like to be.   18

384

Participant

Ya, then the next stage, I mean the next picture, this is
what its showing that I want to do more for the common people always do
more for the common masses in India.   19

(2)   /Self-actualization needs

Specially, the under-privileged.   20

(2)   /Self-actualization needs

Basically, anything to do with the country but since our country is
predominantly agricultural and rural, do most for them, directly and
indirectly.   21

(2)   /Self-actualization needs

Researcher

Right, so that's what you'd like to be.   22

So this is, I mean, you explained that this is more or less what you'd
like to do.   23

However, the question addressed is what I'd like to be so how do you
suppose this fits the question?   24

Participant

The question of what I'd like to be, is basically in a
setting which helps the rural people.   25

(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

Either through social work or through...

Researcher

Ok, so this is what
you mean by saying that directly or indirectly you'd like to help the
masses, and you'd like to be in a setting where you can do this.   26

Ok, that makes sense.   27

Go on...

Participant

What hinders me is my family.   28

(3)   /Issues and areas that need to be worked on

Present family, future family, so that's the main hindrance.   29

(3)   /Issues and areas that need to be worked on

Researcher

Can you explain that a bit more?   30

Participant

Ya, like I know I cannot fulfil this.   31

*(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs
Ideal/Own*

I can't be selfish about just my wishes because I'll have
responsibilities towards others and that will be a hindrance to what are
my, say, personal wishes and ambitions or motivations in life.   32

*(1 1 3 3)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs
Ought/Own*

Because of what I have to do for my family, my parents, my kids, my wife.   33

(1 1 2 3)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self

Researcher

Ok, so basically hindrances are not any personal qualities or
characteristics within you that are hindrances.   34

Its something beyond and outside that may hinder you towards or from
doing this.   35

Participant

Personally I'm confident.   36

(1 2)   /Self-definition/Self-esteem

But the only way I can overcome this obstacle is through an emergency
crisis for which my services will be the only option and there'll be no
other option available left for even where family is concerned, like a
war or a national disaster like a famine, or so.   37
(5)   /Possible actions and plans
Something like at that situation which creates the opportunity for me to
serve my country.   38
(5)   /Possible actions and plans

Researcher
Ok, this is why you have portrayed a red cross here in this
image.   39
So you're saying that the only way you think this obstacle or this
hindrance can be overcome, or how you can reach your goal is through
these emergency services.   40

Participant
Yes, any type of emergency.   41
(5)   /Possible actions and plans

Researcher
In that case, do you think war or natural calamities or
emergency situations are going to be, you're confident about the fact
that they are going to help you reach your goal…

Participant
No, not
this.   42
I mean not an organization, we're talking about a situation which the
normal life comes to a stand still, and you will have no other option but
to help the defence services or medical services or like the red cross or
the rescue services.   43
(5)   /Possible actions and plans

Researcher
Do you think that these kind of services are more temporary,
they don't last long.   44

Participant
Ya, but, I know, but that will at least give me the choice to
do something that I'd like to do.   45
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*

Researcher
Ya, something for your country, in whatever little way you can
help.   46
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*
Participant
It could be a permanent job for someone, but because my
family and my circumstances are restricting me to do that kind of a job,
this kind of a temporary thing will only be possible.   47
(3)   /Issues and areas that need to be worked on

Researcher
Ok, go on.   48

Participant

This is the hierarchy in my life, the four pictures are
linked.   49
Being an Indian comes first, then my family and then helping my country
and the people.   50
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working*
self-concept

Researcher
Ok, so if you say hierarchy, then being an Indian is the most
important thing to you, your family follows.   51
The biggest link here could be that the services that you can provide to
your nation and its people will make you a true, proud Indian.   52
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*

Participant
Ya, that's it.   53
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
There's nothing more to this.   54
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*

Researcher
Ok, now that you've done this, these images are in front of
you, how does it feel?   55

Participant
Its made me think, its made me.   56
There four questions have made me find something that which would not
occur naturally to me.   57
And also these images have made me evaluate where I stand to achieve my
goal.   58
(4)   /Self-efficacy
I mean, ya they have made me think of this thing in a different more
detailed manner, especially about what I am and what means the most to me
in my life.   59
(2)   /Self-actualization needs

Researcher
Ok, so they have made you reflect.   60

Participant
Absolutely, its helped me.   61
This has made me, like you know in the daily rat race we don't have the
time to reflect on things that mean a lot to us.   62
This has made me even if its for only this time, its made me think about
something which is a very important part of me.   63
(2)   /Self-actualization needs
And also to realise how different it is to explain what you feel through
images, even though I mean you don't have to be an artist or something.   64
But it can easily speak a thousand words.   65
And can explain people and people can, like a few things that you have
pointed out have also made me think more about this which I didn't think
in the first place.   66
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness

Researcher
Right, so it's made you think a lot and view things a bit from
different views.   67

Tell me, now that you have done this task, can you think of any actions
or plans knowing that this is in your mind and it's important to you.   68
What would be your next actions or plans?   69

Participant
I would do something small scale, so that I'm close to the
family as well.   70
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*
(5)   /Possible actions and plans
But still be able to do something like go to the near by villages or join
things like the Lion's club or something.   71
(5)   /Possible actions and plans
Like they do a lot of social services like teach children and adults how
to read or write.   72
(5)   /Possible actions and plans

Researcher
How near is that in the future?   73

Participant
I mean my kids should be grown up enough, so a long, long way.   74

Researcher
Ok, so you are thinking quite ahead in the future.   75

Participant
And basically, first of all I believe that charity begins at
home, so first you have to build your own family, your own foundation.   76
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
Unless you can't help yourself and close ones you can't help anyone.   77
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
I have to make sure that I have enough resources to make my family secure
and because if everyone was that in the first place then the need won't
arise for others to help them out.   78
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*
So, I think like that as well.   79
And then may be take a step outside, so whatever chances and
opportunities comes towards me, towards my chosen path, I'll first build
on that and then try to fill my other ambitions and wants.   80
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*

Researcher
You probably will focus first on your personal life, which is
important to you and you believe that you know that unless and until you
help yourself, the whole problem about under privileged doesn't arise.   81
Ok.   82
Great, now that we've discussed your actions as well, how does it feel
now?   83

Participant
It's just made me feel a bit clearer as to how to put
things into brackets and compartments.   84
*(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness*
And prioritise things, and also that the consent form says that career is

an identity of your life.   85
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness
So it's a part of your life so to recognize it and to take it as a vital
things and more seriously.   86
(1 1 1 5)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
determination

Researcher
Oh yes, career is a big part of an individual's life and
identity.   87
Besides that would you like to discuss anything else?   88

Participant
I mean there are strengths and dislikes, and problems in me.   89
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness
Strengths would be that I can gel with all types of people from different
backgrounds and age groups.   90
(1 1 1 8)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Social*
differentiation
(4)   */Self-efficacy*
Then I can rough it out easily.   91
(4)   */Self-efficacy*
Meaning that I can easily handle the grime, I don't have to have all
facilities.   92
(4)   */Self-efficacy*
The most uncomfortable hostile environments are ok with me.   93
(4)   */Self-efficacy*
So I can you know be helpful in times of disaster.   94
(4)   */Self-efficacy*

Research
Ok, so you're telling me that you can adapt to adverse
environments.   95

Participant
Ya, but the problem is that I have a lot of allergies and
things like that.   96
(1 1 3 3)   */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs*
Ought/Own
Like I'm allergic to dust and that can a hindrance too.   97
(1 1 3 3)   */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs*
Ought/Own
But the other strengths can be knowledge about a lot of areas and fields,
chosen fields of course and good at certain tasks like scouting, camping,
NCC, a lot of sports and self-defence.   98
(1 1 1 3)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and*
activities
(4)   */Self-efficacy*
So basic essential skills that would be required.   99
(4)   */Self-efficacy*
Then my career choices are also oriented towards how they would help my
family, like it should provide me with enough time and resources to spend
on them.   100
(1 1 1 5)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
determination
(4)   */Self-efficacy*
That is very important that I will not choose a job that pays me a lot
but doesn't give me enough time to spend with my family or a job at which

my family is at risk.

(1 1 2 3)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self*

So that's it.

Researcher
So basically, your career choices are going to be such that
they must allow you to have a good family life in every possible way,
security, time as well as attention.

Participant
Ya, that's it.

Researcher
That's great, how does it fell now that we have come to an end
of our session?

Participant
Feels good because now everything is like clear, evaluated
practically as well as in other ways.
I know what I want and also know if I can achieve it, and how far do I
have to go to achieve it.

(4)   */Self-efficacy*

Thanks for this.

Researcher
No problem.
Thank you.

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ASSESSMENT PROFILE (CASE STUDY P2)

An individual's self-definition comprises of the self-concept, self-schema and the self-esteem s/he holds towards him/herself. You are clear about your self-concept, which comprises of several components. First and foremost you recognize yourself as being an Indian. You hold a strong sense of national identity. Although a national identity is an ascribed characteristic of an individual, you are extremely proud about it and also aware that everything that is closely related to your self-concept is connected directly or indirectly towards your national identity of being an Indian. Hence you are aware that your pride, goals, interests rest with the country. Your love for the nation not only lies in your self-awareness and but also extends further to a strong determination to do something for your country in any little way you can. However, you are also aware about the duties and responsibilities that you have towards your family. This awareness is also due to your internalized belief that you need to first build your family's resources and security in order to effectively help your nation. You believe that if all individuals kept this belief in mind, the need of help in crisis would not arise. Thus you do not shy away from them, and instead are determined to fulfill these duties first, in order to fulfill your main goal of providing your services to your country. Hence you are clear of your life priorities which begin with your national identity, followed by your family, and end at helping your country and its people.

The self-concept hence contributes towards the idea of an individual's actual self (working self-concept) in comparison with types of perceptions the individual may hold for him/herself, like the ideal self or other possible future selves.

Overall the self-concept contributes towards your perceptions of the actual self which comprise of being a proud Indian, a patriot with a strong sense of national identity. Your perceptions of the ideal self tend to lean towards being an individual who helps his country and its people (especially the common and underprivileged masses). Hence you wish to be a true Indian once you have helped the country in whatever manner you can. However, you are well aware of your obligations, duties towards your family, which may come in the way of your goal. You are obliged to look after your family's needs first by getting a job that will help you to build your family resources and also a job that permits you to spend more time with your family. Thus you visualize yourself as a help worker in rural settings in India, probably as a social worker, temporary worker or a relief-aid worker.

Since your true or actual self comprises of certain components that may conflict with what you want to be ideally as well as what is required of you, discrepancies arise.

For instance, your wish to provide yourself to the cause of your country conflicts with your belief that you cannot be selfish to fulfill only your dreams and wishes. You strongly believe that if you fulfill your duties towards your family and all individuals followed this basic principle, the need to help others would not arise. You also are aware that although services to your country may require you to work in adverse environments and hostile conditions, you have certain allergies which may hinder you from providing your services. Although these discrepancies arise for you, you generally view yourself in a more positive light and you are confident about your self and your capacity towards achieving your goals and hence contribute towards a high self-esteem.
Moving on from your self-definition, your self-actualization needs tend to lean towards attaining personal and internal satisfaction from helping the people who are underprivileged. Hence this goal forms a very vital and important part of your life.

After the assessment of your self-definition as well as what you goals you would like to attain, you showed a clear awareness of the issues and areas that may need to be worked on. Fulfilling family duties and responsibilities as well as only being able to help the country for a short or small term formed the main issues.

However, you were able to evaluate your capacity and abilities towards overcoming obstacles and reaching goals. The drawing task in particular aided in estimating your position towards your goals. You showed a clear awareness of particular strengths that would help you in your goal such as your ability to gel with people from different cultures and age groups, flexibility, ability to live in rough and uncomfortable environments, knowledge of a lot of areas and fields, your interests in various outdoor tasks like sports, self-defense, scouting, camping and finally your career choices that will lead to the fulfillment of family duties.

Finally, you were able to anticipate any possible actions or plans that you may take towards reaching your goals such as: helping in national emergencies, relief aid teams, or other temporary small-scale social work.

VARIABLE I: SELF-DEFINITION

1. SELF-CONCEPT/SELF-SCHEMA

a. COMPONENTS OF SELF-CONCEPT
- Ascribed characteristics: An Indian
- Interests and activities: Scouting, camping, NCC, sports and self-defence.
- Self-determination: The motivation to do something for the country especially in times of crisis or national calamities. Determined to make family secure and fulfil family duties. Also motivated towards making career choice that orient family security.
- Internalized beliefs: Strong belief that until each individual builds his/her own family resources, the need of helping other people and the problem of underprivileged will not arise.
- Self-awareness: Very strong sense of patriotism. Priorities set in the nation first followed by the family. Drawing task helped to further place views, goals into compartments and brackets. Realised that career is a big part of self-identity. A clear sense of awareness of strengths and weaknesses.
- Social differentiation: Strong sense of national identity. Awareness of ability to interact with people from various backgrounds and age groups.

b. TYPES OF SELF-CONCEPTS
- Actual self/Working self-concept: An Indian with strong national pride. Responsible towards family duties.
- Ideal self: Helpful towards country and its people. Thus a true Indian, who does something for his country.
- Ought self: Responsible individual providing safety, love, attention and resources to the family (parents, wife, children). Engagement in a job or career that allows time for the family and does not put the family at any for of risk.
- Possible selves: Helping as a social worker. Temporary or permanent relief worker. Working to help the underprivileged in a rural setting.

c. SELF-DISCREPANCIES
- Actual/Own vs. Ideal/Own: Wish to help the country, but has to fulfil certain family responsibilities and duties. Thus cannot be selfish by only fulfilling his wishes and desires.
- Actual/Own vs. Ought/Own: Helping in times of crisis or emergencies may require coping with hostile, outdoor environments, but is allergic to certain things such as dust, pollution etc.

2. SELF-ESTEEM
Expressed personal confidence towards self hence views him in a positive light.

VARIABLE II: SELF-ACTUALIZATION NEEDS
- To help individuals who are underprivileged. Provide services to the society at large for its betterment.

VARIABLE III: ISSUES AND AREAS THAT NEED TO BE WORKED ON
Obligatory family duties and responsibilities, which will force him to take up a job not relating to his main patriotic ambition.

VARIABLE IV: SELF-EFFICACY
Drawing task helped evaluate the current position to reach goals.
- Ability to interact and work with people from varied backgrounds and age groups.
- Flexibility and ability to survive in rough, hostile environments.
- Knowledge of various fields and certain outdoor skills such as camping, sports, self-defense.
- Career choice targeted at fulfilling family duties towards building family resources.

VARIABLE V: POSSIBLE ACTIONS AND PLANS
- Possibility of helping the nation in an emergency or relief aid.
- A career related with current academic field.
- Temporary, small-scale social work.

- **Questionnaire for Phase 2**

QUESTIONNAIRE

Now that you have completed the career-counselling project, I would like you to complete this questionnaire.

Past career counselling experience

Q1 Have you participated in the career counselling project conducted by me in the past?

Yes ___   No ___

(If 'No' go to Q11)

Q2 Were you satisfied with the career profile that was generated through that process?

Yes ___   No ___

(If 'No' go to Q4)

Q3 What was the reasons for your dissatisfaction? (Mention briefly)

_____

_____

_____

Q4 Was the career profile compatible with your self-perception?

Yes ___   No ___

(If 'Yes' go to Q6)

Q5 What was the reason for the incompatibility? (Mention briefly)

_____

_____

_____

Q6 Were there any aspects of you (relevant to careers) that were not included in the career profile?

Yes ___   No ___

(If 'No' go to Q8)

Q7 Briefly mention these aspects that were not included.

_____

_____

_____

Q8 On a scale of 1- 5, how would you rate the accuracy of your career profile from that career counselling?

(1 is not accurate at all, 2 is a little accurate, 3 is mostly accurate, 4 is very accurate and 5 is completely accurate).

1   2   3   4   5

(Circle your response)

Q9 On a scale of 1- 5, how would you rate the assessment generated by that career counselling as a self-evaluation rather than produced and interpreted only by the researcher?

(1 is an evaluation completely by the interviewer, 2 is a little self-evaluation involved, 3 is mostly self-evaluation, 4 is a lot of self-evaluation involved, 5 is complete self-evaluation).

1   2   3   4   5

(Circle your response)

Q10 On a scale of 1- 5, to what extent did your past career counselling session encourage (motivate) you towards any actions or plans for your future goals or career choices?
(1 is no encouragement or motivation at all, 2 is a little encouragement and motivation, 3 is quite a bit of encouragement and motivation, 4 is a good amount of motivation and encouragement, 5 is complete encouragement and motivation).

     1   2   3   4   5
(Circle your response)

With reference to the career counselling conducted in this project, I would now like you to complete the following questions.

Q11 Were you comfortable with the career counselling process in this project?
        Yes___   No___
(If 'Yes' go to Q13)

Q12 What is the reason for this discomfort? (Mention Briefly)
_____
_____
_____
_____

Q13 Are you satisfied with the career counselling process?
        Yes___   No___
(If 'Yes' go to Q15)

Q14 What is the reason for the dissatisfaction? (Mention briefly)
_____
_____
_____
_____

Q15 Are you satisfied with your career profile build in this project?
        Yes___   No___
(If 'Yes' go to Q17)
Q16 What is the reason for you dissatisfaction? (Mention briefly)
_____
_____
_____
_____

Q17 Is the career profile compatible with your self-perception?
        Yes___   No___
(If 'Yes' go to Q19)

Q18 What is the reason for the incompatibility? (Mention briefly)
_____
_____
_____
_____

Q19 Are there any aspects (relevant to career choice) that are not included in the career profile?
        Yes___   No___
(If 'No' go to Q21)

Q20 Briefly mention these aspects that are not included.
_____
_____
_____
_____

Q21 On a scale of 1- 5, how would you rate the accuracy of your career profile generated from this project?
(1 is not accurate at all, 2 is a little accurate, 3 is mostly accurate, 4 is very accurate and 5 is completely accurate).

     1   2   3   4   5

(Circle your response)

Q22 On a scale of 1- 5, how would you rate this assessment (generated career profile) as a self-evaluation rather than produced and interpreted only by the researcher?
(1 is an evaluation completely by the interviewer, 2 is a little self-evaluation involved, 3 is mostly self-evaluation, 4 is a lot of self-evaluation involved, 5 is complete self-evaluation).

     1   2   3   4   5

(Circle your response)

Q23 On a scale of 1- 5, to what extent has this session encouraged (motivated) you towards any actions or plans for your future goals or career choices?
(1 is no encouragement or motivation at all, 2 is a little encouragement and motivation, 3 is quite a bit of encouragement and motivation, 4 is a good amount of motivation and encouragement, 5 is complete encouragement and motivation).

     1   2   3   4   5

(Circle your response)

Q24 What is your overall experience of the session? (Mention briefly)

_____
_____
_____
_____

Q25 Would you like to give feedback or share any other comments related to this project?

_____
_____
_____
_____

Thank you for completing the questionnaire!

- **Case Study IV9- Coded Narrative Interview Transcript**

- **Case Study CV5- Coded Narrative Interview Transcript**

CASE STUDY IV9 (CODED TRANSCRIPT - QSR N6 Full version, revision 6.0. Licensee: Department of Psychology)

IV9 was asked to draw four pictures or symbols entitled 'What I am, What I'd like to be, What hinders me, and What will overcome the obstacle'. He was then asked to explain the images drawn and the narrative interaction took place.

Researcher

Can you explain what you have done so far?   5

Participant

Ok, I'm a small plant who is still, who's ready to grow.   6
(I 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects
I'm like a small, pretty plant.   7
(I 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects
I want to grow into a big, big tree, which will give flowers and fruits.   8
(I 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
And then what the thing is that other plants, like you know maybe have
this inferiority complex.   9
(I 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized beliefs
But I'm not that competitive basically.   10
(I 1 1 1)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interpersonal attributes
I do realise my faults but I do want to work hard and with the help of
sunlight and rain I want to grow big into a tree.   11
(I 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

Researcher

Wow, that is a great depiction.   12
But can you explain to me a bit more about being this plant and how this
applies to you?   13

Participant

It's just that I was a tiny seed before this.   14
(I 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects
And then I've developed into a plant.   15
(I 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects
Who is gradually now is blossoming, has flowers, has leaves and then
gradually I'll be growing.   16
(I 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects
And then I'll be a big tree with fruits and flowers.   17
(I 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

Researcher

Ok, if you draw a parallel to your own life and the plant,
what would you say?   18
How would it be?   19

Participant

See, I'm in college right now, the world is different.   20
(1 1 1 2)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Ascribed characteristics*
It's changed practically; I've been exposed to a whole wide world right
now.   21
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Loads and loads of friends and basically they say the bad world outside.   22
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
So basically how the difference is that right now I'm still blossoming
and I'm exposed to a lot more things since I have come to college.   23
(1 1 2 1)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
What I grasp basically, what I absorb from those people, which will be in
totality me, the way I am and what I get from people, the good, bad, what
I take from them.   24
(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
Out of all that I'll be like this one day, and of course along with my
hard work, my devotion and my dedication, ambition.   25
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
(2)   */Self-actualization needs*

Researcher

Ok, so you basically are trying to gain from things around you
and imply them personally on yourself so that you bloom into a tree,
fruitful; in the sense successful in whatever you do.   26
What about the next two images?   27

Participant

Well, everyone is not like the way you are and you're not
like everyone too.   29
(1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(1 2)   */Self-definition/Self-esteem*
So its like you've not done everything that everybody else has.   30
(1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness*
(1 2)   */Self-definition/Self-esteem*
Basically, I've always had this fear kind of a thing, inferiority complex
also.   31
(1 2)   */Self-definition/Self-esteem*
(3)   */Issues and areas that need to be worked on*
Basically I guess I'll be successful if I overcome that and I'll be like
this one day.   32
(1 2)   */Self-definition/Self-esteem*
(3)   */Issues and areas that need to be worked on*
That's it.   33
(1 2)   */Self-definition/Self-esteem*

Researcher

Can you explain this inferiority complex a bit more and the

fear you said you have?   34

Participant

I've been living a very protective life till now.   35

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

(3)   /Issues and areas that need to be worked on

In college you're basically thrown out in the world.   36

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

(3)   /Issues and areas that need to be worked on

You know I was so paranoid about travelling by train.   37

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

(3)   /Issues and areas that need to be worked on

But now it's like my daily routine.   38

(3)   /Issues and areas that need to be worked on

And you meet worse of the people.   39

(3)   /Issues and areas that need to be worked on

In school your teachers know you, your friends know you.   40

(3)   /Issues and areas that need to be worked on

If you want to talk to a person, you just talk.   41

(3)   /Issues and areas that need to be worked on

But in college it's not like that.   42

(3)   /Issues and areas that need to be worked on

The way people glare at you, the way people talk to you.   43

(1 2)   /Self-definition/Self-esteem

(3)   /Issues and areas that need to be worked on

So like in my boards I was basically, I'm not trying to boast but I was a good student.   44

(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

My target was like best of five was 75% and my actual score was 74.3% and then I was a little, I wanted to take up arts, but I was a little disappointed.   45

(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

Everybody had many hopes from me.   46

(1 1 3 4)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other

(1 2)   /Self-definition/Self-esteem

It was a little disappointing.   47

(1 2)   /Self-definition/Self-esteem

But I am fine now.   48

(1 2)   /Self-definition/Self-esteem

But I always wanted to take up arts.   49

(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

Mamma was forcing me to take up science.   50

(1 1 3 4)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other

Like atleast first two years science definitely.   51

(1 1 3 4)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other

Both of my parents then supported me.   52

My father was the one who supported me through out.   53

He said so whatever you feel like.   54

Because he was like if you're not motivated then there's no point in doing anything.   55

And then I started doing well again.   56

Researcher

Ok, so you were like this small plant who was secure and
comfortable in school environment and college has exposed you to...

Participant

I'm not exposed to it totally.   57
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
But a little bit.   58
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
It's like a completely different world to you.   59
Like there is this fear of dealing with new people and not knowing how
they are.   60
(3)   /Issues and areas that need to be worked on
I mean I do get along with people very easily and I do make friends also
very easily.   61
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
It's very easy for me to make friends, but when it comes to like college
people, I don't know.   62
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
People are different; you can't get close to them so easily.   63
They may be different in front of you and otherwise different.   64
Two timing kind of a thing.   65
The way they show what they are is different from who they really are.   66
So I have these certain fears and disappointments like my board marks.   67
(1 2)   /Self-definition/Self-esteem
(3)   /Issues and areas that need to be worked on
I have moved on but.   68
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*
(1 2)   /Self-definition/Self-esteem
I want to become very ambitious, very confident and very bold.   69
(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self.
Also become a bit of a rebel when I came into college.   70
*(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working
self-concept*
It was like that.   71
I was, even in college whatever extra-curricular activity it be, acting,
public speaking, I'm always there.   72
*(1 1 1 3)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and
activities*
(1 2)   /Self-definition/Self-esteem
Just going out and getting along with people.   73
*(1 1 1 1)   /Self-definition/Self-concept/Self-schema/Componentents of self-
concept/Interpersonal attributes*
(1 2)   /Self-definition/Self-esteem
Even when we had the personality contest and farewell thing that we had,
I won there.   74
*(1 1 1 3)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and
activities*
(1 2)   /Self-definition/Self-esteem
So that's the thing, I'm also trying to get over my inferiority complex.   75
(1 2)   /Self-definition/Self-esteem
(3)   /Issues and areas that need to be worked on
But because you are in college, people look at you, but I think looks are
deceptive.   76

(1 1 1 7) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

(1 2) /Self-definition/Self-esteem

I really don't care the way I look in college.   77

(1 1 1 7) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

(1 2) /Self-definition/Self-esteem

I really don't care.   78

(1 2) /Self-definition/Self-esteem

I don't have to fashion parade kind of a thing in college.   79

(1 2) /Self-definition/Self-esteem

Ya, people say you're a very plain person.   80

(1 2) /Self-definition/Self-esteem

And the thing is that they you differently and you see you in a different light.   81

(1 2) /Self-definition/Self-esteem

That's it.   82

And the sunshine and water are basically good things that will help me reach maturity in life.   83

(1 1 2 2) /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

Like my hard-work, ambition, my devotion.   84

(1 1 1 5) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination

My support, my friends, altogether I want to become very successful.   85

(2) /Self-actualization needs

Everybody does.   86

But I want to prove it to people that I can.   87

(1 1 2 3) /Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self

I have to show it to them.   88

(1 1 2 3) /Self-definition/Self-concept/Self-schema/Types of self-concept/Ought self

Basically that makes me more determined, when people put me down, I'll show it to them.   89

(1 1 1 5) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination

(1 1 3 4) /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other

Researcher

In that case when you say successful, what exactly are talking about?   90
What does this term mean to you?

Participant

See in whichever field I go, I want to be successful.   92

(1 1 2 2) /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

As in I want to be good at my work and even satisfy others around me.   93

(1 1 2 2) /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

First I was very much into journalism, now it is psychology.   94

(1 1 2 4) /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

Actually, I'm basically, very outgoing.   95

(1 1 1 1) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interpersonal attributes

I love going out and enjoying.   96

(1 1 1 1) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interpersonal attributes

It doesn't show the way I look.   97

(1 1 1 7) /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-awareness

But I thought of it and I was like this is how I'd like to be if I was born in a different way.   98

A plant and big tree and serving people.   99
(2)   /Self-actualization needs
And now that I have done this task, I am aware of what is going on around
me.   100
And what I want its very difficult for people basically, the first year
of college.   101
All freaking out, bunking lectures.   102
Having a blast.   103
But that's not for me.   104
Basically, I've become more serious I can say, after I've come to
college.   105
(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept
That's a drastic change that people; that's what people say, like in
college you attend all lectures?   106
And for me its like if you like what you're doing then its fun.   107
And I'm not missing out lectures.   108
So you can get whatever you opt for.   109
(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination
So basically psychology definitely.   110
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves
I was very much into journalism, I wanted to because I write well.   111
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves
And may be even law.   112
(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

Researcher

Ok, so you have these fields in you mind.   113

Participant

Ya, but mostly psychology.   114
I really like the subject.   115
(1 1 1 3)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and activities
But before I get to the goal I want to reach, I mean success, in the
field I take up, I need to remove my inferiority complex before.   116
(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination
(1 2)   /Self-definition/Self-esteem
Or else I know I won't be able to reach where I want to go.   117

Researcher

How do you think you can remove you inferiority comple?   118

Participant

I am, I can do what I feel like.   119
(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination
I'm confident and so many people have told me your good.   120
(1 2)   /Self-definition/Self-esteem
But I'm not thinking too much about what they're thinking about me.   121
(1 2)   /Self-definition/Self-esteem
Its not being arrogant.   122
(1 2)   /Self-definition/Self-esteem
But the only thing is trying to prove to people and showing people that I
can do it.   123
(1 1 3 4)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other

People always think you're wrong. 124
(1 1 3 4) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other*

Researcher

Do have any particular actions or plans that you may have
thought of? 125

Participant

Well basically, I have stopped thinking about this thing
altogether. 126
Then work very hard and not pay attention to that kind of people who put
you down. 127
(5) */Possible actions and plans*
So just be yourself. 128
(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
(5) */Possible actions and plans*
You don't need to be artificial with people. 129
(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
So just be yourself. 130
(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
I don't think of being manipulative or diplomatic. 131
(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
I don't like to be that. 132
(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
They say that you know if I can use the person sometime, I should be
friendly with the person. 133
(1 1 3 4) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other*
I don't agree to the thought at all. 134
(1 1 3 4) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other*
I mean why should you do that? 135
(1 1 3 4) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other*
I know that people say I'm being philosophical. 136
(1 1 3 4) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs Ought/Other*
I'm being realistic and practical. 137
(1 1 2 1) */Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept*
Why do you have to be like that? 138
Just be yourself. 139
So basically what I'm trying to say is that the only way I think to get
over this complex is that I have to be myself and be confident. 140
(1 1 1 5) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination*
(5) */Possible actions and plans*

Researcher

Ok, so you are aware of what will help you

Participant

Yes, I know. 141
I'm trying to implement it. 142
My friends, my parents, and everyone, they too say that whatever you have
you can do it. 143
(1 1 1 5) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination*

403

They know I have the potential and I realise it.   144

(1 1 1 7)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-*
awareness

They say make the best use of the opportunities.   145

Researcher

Right, so you receive a lot of support from your close friends
and family.   146
How do you feel about knowing what your plans are to overcome your
obstacle?   147

Participant

It makes me feel good that I could share it with someone who
can understand and know what I am saying and even relate it.   148
It is making me feel more confident.   149
That I can do it.   150

Researcher

Is there anything besides that which you would like to share
relating to this?   151

Participant

No, I think I have spoken a lot to you today.   152

Researcher

Right, thank you very much.   153

CASE STUDY CV5 (CODED TRANSCRIPT - QSR N6 Full version, revision 6.0. Licensee: Department of Psychology)

CV5 was asked to draw four pictures or symbols entitled 'What I am, What I'd like to be, What hinders me, and What will overcome the obstacle'. She was then asked to explain the images drawn and the narrative interaction took place.

Researcher

Would you like to explain what you have drawn here?   4

Participant

Yes.   5

What I am, so I feel I'm like a bird flying in the skies.   6

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

Everyone, this is my mom, and dad.   7

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

They're all seeing me, watching me fly.   8

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

Everyone's really happy and the sun is shining.   9

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

There's no sadness and all.   10

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

So I'm a really happy-go-lucky person, enjoying my life.   11

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

There's lightness around.   12

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

It signifies that my future will be bright if I try to fly high in life.   13

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

I'm a very relaxed, easygoing person.   14

(1 1 1 4)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects

(1 1 2 1)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Actual self/Working self-concept

What I'd like to be is a biogenetic engineer and I don't know how to show
that so that's why I have made a chromosome and that's how it looks.   15

(1 1 2 4)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves

So that's it, that's one of my ambitions.   16

(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

My second, I mean not an ambition but like a dream is to become a pilot.   17

(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self

So I've tried to show a plane.   18
That's what I'd like to become, either a biogenetic engineer or a pilot.   19
(1 1 2 4)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves*
But then what hinders me?   20
I don't want to be a pilot because I'm scared of death, so I feel that
becoming a pilot can result in death directly or indirectly.   21
(3)   */Issues and areas that need to be worked on*
And that hinders me.   22
How I'll be able to overcome it is that this fire shows the intensity to
do something in life, so if I have the urge, then I feel that anything
you do, it can favour you or disfavour you, so you should just do it.   23
(1 1 1 5)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-determination*
And biogenetic engineer means seeing all the beauty in life.   24
(1 1 1 4)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects*
(2)   */Self-actualization needs*
Being optimistic and by being a biogenetic engineer I basically want to
focus on the gene through which you can cure diseases.   25
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
(2)   */Self-actualization needs*
So by that you can make the life of many happy, full of love and
laughter.   26
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
(2)   */Self-actualization needs*
Also flowers here signify me.   27
(1 1 1 4)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects*
(2)   */Self-actualization needs*
So its like giving a gift to someone.   28
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
(2)   */Self-actualization needs*

Researcher

That's a brilliant portrayal of these questions.   29
Right, let me see if I have understood you?   30
What you have shown me here is that although you want to be a pilot, your
fear of death does not permit you to do so.   31
Yet, the intensity and burning desire to do something and mo matter what,
to persevere you will gain your main aim of spreading love and life
through your field of biogenetics.   32
Tell me how does it feel to put these strong emotions and thoughts on
your career on paper?   33

Participant

I always feel nice.   34
And this shows me that I know what I want with life, so its like
discovering yourself and I'm happy.   35
(1 2)   */Self-definition/Self-esteem*
I always knew I wanted to be a biogenetic engineer or a pilot.   36
(1 1 2 4)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves*
When I was small I used to dream of being a pilot.   37
(1 1 2 2)   */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*
These both here have a connection, flying in the sky like bird and being
a pilot.   38
(1 1 1 4)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects*
Because that is also flying in a way in the sky.   39
(1 1 1 4)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Existential aspects*

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Researcher

Can you tell me a bit more on your fear of death that has
drifted you away from your dream of becoming a pilot?   41

Participant

See the thing is that I am just scared of death, especially
untimely death.   42
(3)   /Issues and areas that need to be worked on
I don't understand why god kills young people who have like so much
responsibility and who are needed in the world.   43
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
For instance take mothers who have children or family.   44
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
I think everyone should die when they have finished all their tasks in
the world.   45
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
Basically it all started with my mom's sisters daughter, so like my
cousin sister.   46
She was this extremely beautiful, and intelligent girl.   47
She was young, just 23 years of age.   48
She was so happy because she was getting married to the guy she was going
out for years and years.   49
This just happened two years ago and it still sticks in my brain.   50
*(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness*
I mean she was going to get married and one night she just told my aunt
that she was a bit tired and she wanted to sleep.   51
She went of to sleep and straight went into a comma.   52
I mean she had no health problems, nothing, she was so young.   53
She was in comma for at least two months and the doctors also gave up
hope.   54
Just imagine they had to switch off the life machine.   55
I mean my aunt still hasn't recovered.   56
I don't know know what to say or do, I mean everything seems so strange
and futile in front of death.   57
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*
I mean that girl had never harmed anyone or done anything to anybody.   58
She was just so young.   59
This is what I mean by an untimely death.   60
*(1 1 1 6)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

Researcher

I can sense what strong emotions and feelings you are going
through at this time.   61
I guess this episode has affected your views on death and dying a lot.   62

Participant

Yes, I mean I always had this fear of death and with this
thing happening to my cousin it has just made the fear stronger and
worse.   63
*(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness*
(3)   /Issues and areas that need to be worked on
I mean I don't want to become a pilot because I mean I may bring death by

doing that. 64

(1 1 2 4) */Self-definition/Self-concept/Self-schema/Types of self-concept/Possible selves*
(1 1 3 1) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs*
Ideal/Own

Researcher

Can you explain a bit more on how becoming a pilot may bring
death? 65

Participant

Like see, it is not very certain that flying planes is not
risky at all. 66
(1 1 1 6) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized*
beliefs
I'm not worried about me dying so much. 67
But I am extremely concerned about people dying. 68
(1 1 1 6) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized*
beliefs
(3) */Issues and areas that need to be worked on*
I mean because of me so many people can be put at risk. 69
(1 1 1 6) */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized*
beliefs
(3) */Issues and areas that need to be worked on*
I mean one small mistake by a pilot and it can cost so many lives. 70
(3) */Issues and areas that need to be worked on*
So its like if I do that, I will never be able to be happy ever again in
my life and I don't know what I would do. 71
(1 1 3 1) */Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs*
Ideal/Own
(3) */Issues and areas that need to be worked on*

Researcher

Ok, I see the connection between death and being a pilot that
you have drawn here. 72
But do you think that all pilot's put people's lives into danger? 73
I mean is flying that dangerous according to you? 74

Participant

No, I know what you are saying but the thing is that what if
I am the pilot who does this? 75
(3) */Issues and areas that need to be worked on*
I mean whatever small chance there is of crashing a plane, who knows that
I may be the one? I really want to be a pilot but I cannot for this very reason. 76

Researcher

Ok, so you don't even want to take the slightest chance. 77

Participant

No, not at all. 78
In fact, by becoming a biogenetic engineer I can give a better life and
be a cause for life and not death. 79
(1 1 2 2) */Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self*

Researcher

Could you explain that a bit more? 80

Participant

By being a biogenetic engineer, I will try and get into

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research of different diseases like cancer and things like that and see
where new discoveries can be made and see ways to cure or improve those
kind of things.   81
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
That way I will be spreading love, laughter and life around me.   82
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
I mean I can then contribute in whatever little way I may to life.   83
(1 1 2 2)   /Self-definition/Self-concept/Self-schema/Types of self-concept/Ideal self
So that's why even though my dream is to become a pilot, I will not and I
think biogenetics is a better option in any case.   84
*(1 1 3 1)   /Self-definition/Self-concept/Self-schema/Self-discrepancies/Actual/Own vs
Ideal/Own*

Researcher

Right, so basically your beliefs and attitudes towards life
and death make you choose biogenetics over becoming a pilot.   85
As far as your aptitude and interest scores are concerned, your interest
scores showed high for math, science, which is consistent with what you
are telling me.   86
*(1 1 1 3)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Interests and
activities*
And as far as your aptitude is concerned, I only recommend that you need
to look out for your mechanical reasoning aptitude.   87
(3)   /Issues and areas that need to be worked on
That is on the border but towards the below average band.   88
(3)   /Issues and areas that need to be worked on

Participant

Of course I can work on it, there's nothing a person cant do.   89
*(1 1 1 5)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
determination*
(4)   /Self-efficacy

Researcher

Overall, I wouldn't see a problem with your scores.   90
Tell me, how are you feeling now considering how emotionally sensitive
this topic has been for you?   91

Participant

I'm fine, its just that this is one big reason I have totally
changed my mind.   92
*(1 1 1 7)   /Self-definition/Self-concept/Self-schema/Componentents of self-concept/Self-
awareness*
Besides that, I think that both my interest in something as well as my
ability to do counts for me before I decide.   93
(4)   /Self-efficacy

Researcher

In that case, what would you say would be your actions and
plans towards your career choices and decisions?   94

Participant

Yes, two years, if I want to be a biogenetic engineer, which
I prefer to be that than a pilot.   95
(5)   /Possible actions and plans
Then two years of science and then I'll probably go abroad and study in
Europe and I'll do a specialization in biology.   96
(5)   /Possible actions and plans

Then after three years I will specialize in genetics.   97

(5)   */Possible actions and plans*

So these are the rough plans.   98

(5)   */Possible actions and plans*

First I didn't want to go abroad because I was thinking about my parents
and stuff.   99

(5)   */Possible actions and plans*

But now my parents will be there that's why.   100

(5)   */Possible actions and plans*

But of course after I finish my course abroad, I'll obviously be coming
back.   101

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

I don't want to work there.   102

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

I want to work in India.   103

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

So I cant work abroad.   104

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

No ways.   105

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

I feel its betraying your country.   106

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

I know it may not sound very practical but I feel you're betraying your
country.   107

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

(5)   */Possible actions and plans*

Researcher

Right, so these are tentative plans.   108
How do you feel about this?   109

Participant

Good, because my mom always says its just useful planning for
your future.   110
But anyway you may never know what your destiny holds for you. Like imagine I'm talking about all
this and then what if something happens and I die…I'm just so paranoid about this whole death thing.
Its not fair that people have to die. Sometimes I cant sleep at night thinking about the people who are
dying and don't deserve to die. And then sometimes even in school, I'm thinking about ways in which
death can be prevented and kept at bay, it gives me the creeps. I don't think I can bear the whole idea
of death. I can almost cry and make myself sick thinking about this whole thing. Sometimes I wish I
didn't think of death so much, then I would be able to fulfil my dream of becoming a pilot, I mean I
would be a bit more brave.   111

(1 1 1 6)   */Self-definition/Self-concept/Self-schema/Componentents of self-concept/Internalized
beliefs*

But you can always try.   112

That's what I have thought of now.   113

Researcher

Are you feeling ok to bring this session to an end?   114

Participant

Ya.   115

Researcher

Is there anything else you would like to share or discuss with
me relating to your career choices?   116

Participant

No.   117

Researcher

Ok, thank you.   118

APPENDIX G

- Tables of Statistical Analysis of Feedback Questionnaires (Phase 2 TAM Group)

- Tables of Statistical Analysis of Feedback Questionnaires (Phase 2 NAM Group)

- Table of Assessment of Variables Through Narrative Interview

TABLES OF STATISTICAL ANALYSIS OF FEEDBACK QUESTIONNAIRES (PHASE 2, TAM GROUP)

RESEARCH FINDINGS WITH REFERENCE TO TRADITIONAL ASSESSMENT MEASURES

Table 11: Were you satisfied with the profiles generated through the traditional assessment process?

		Frequency	Percent
Valid	Yes	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 12: Were these profiles compatible with your self-perception?

		Frequency	Percent
Valid	Yes	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 13: Were there any aspects of you which were not included in these profiles?

		Frequency	Percent
Valid	No	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 14: On a scale of 1- 5, how would you rate the accuracy of profiles obtained from traditional assessment measures?

		Frequency	Percent
Valid	Very accurate	9	75.0
	Completely accurate	1	8.3
	Total	10	83.3

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Missing	System	2	16.7
Total		12	100.0

Table 15: On a scale of 1- 5, how would you rate the assessment generated by traditional assessment measures as a self-evaluation rather than produced and interpreted only by the researcher?

		Frequency	Percent
Valid	An evaluation completely by the researcher	1	8.3
	Little self-evaluation involved	5	41.7
	Mostly self-evaluation	2	16.7
	A lot of self-evaluation involved	2	16.7
	Total	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 16: On a scale of 1- 5, to what extent did traditional assessment sessions encourage (motivate) you towards any actions and plans for your future goals or career choices?

		Frequency	Percent
Valid	A little encouragement and motivation	4	33.3
	Quite a bit of encouragement and motivation	3	25.0
	A good amount of motivation and encouragement	3	25.0
	Total	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 17: Were you comfortable with the assessment process in this project, using the narrative interview?

		Frequency	Percent
Valid	Yes	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 18: Are you satisfied with the narrative interview process?

		Frequency	Percent
Valid	Yes	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 19: Are you satisfied with your profile build through the narrative interview?

		Frequency	Percent
Valid	Yes	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 20: Is the narrative assessment profile compatible with your self-perception?

		Frequency	Percent
Valid	Yes	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 21: Are there any aspects (relevant to career choice) that are not included in the narrative assessment profile?

		Frequency	Percent
Valid	No	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 22: On a scale of 1- 5, how would you rate the accuracy of your profile generated from narrative interview?

		Frequency	Percent
Valid	Very accurate	6	50.0
	Completely accurate	4	33.3
	Total	10	83.3

Missing	System	2	16.7
Total		12	100.0

Table 23: On a scale of 1- 5, how would you rate narrative assessment (generated profile) as a self-evaluation rather than produced and interpreted only by the researcher?

		Frequency	Percent
Valid	A little self-evaluation involved	1	8.3
	Mostly self-evaluation	1	8.3
	A lot of self-evaluation involved	6	50.0
	Complete self-evaluation	2	16.7
	Total	10	83.3
Missing	System	2	16.7
Total		12	100.0

Table 24: On a scale of 1- 5, to what extent has narrative assessment session encouraged (motivated) you towards any actions or plans for your future goals or career choices?

		Frequency	Percent
Valid	A good amount of motivation	6	50.0
	Complete encouragement and motivation	4	33.3
	Total	10	83.3
Missing	System	2	16.7
Total		12	100.0

TABLES OF STATISTICAL ANALYSIS OF FEEDBACK QUESTIONNAIRES (PHASE 2, NAM GROUP)

Table 25: Were you comfortable with the narrative assessment process in this project?

		Frequency	Percent
Valid	Yes	12	100.0

Table 26: Are you satisfied with the narrative assessment process?

		Frequency	Percent
Valid	Yes	12	100.0

Table 27: Are you satisfied with your profile build through the narrative interview?

		Frequency	Percent
Valid	Yes	11	91.7
	No	1	8.3
	Total	12	100.0

Table 28: Is narrative assessment profile compatible with your self-perception?

		Frequency	Percent
Valid	Yes	12	100.0

Table 29: Are there any aspects (relevant to career choice), which are not included in the narrative assessment profile?

		Frequency	Percent
Valid	Yes	2	16.7
	No	10	83.3
	Total	12	100.0

Table 30: On a scale of 1- 5, how would you rate the accuracy of your assessment profile generated from narrative interviews?

		Frequency	Percent
Valid	A little accurate	1	8.3
	Mostly accurate	3	25.0
	Very accurate	6	50.0
	Completely accurate	2	16.7
	Total	12	100.0

Table 31: On a scale of 1- 5, how would you rate narrative assessment (generated profile) as a self-evaluation rather than produced and interpreted only by the researcher?

		Frequency	Percent
Valid	Mostly self-evaluation	3	25.0
	A lot of self-evaluation involved	6	50.0
	Complete self-evaluation	3	25.0
	Total	12	100.0

Table 32: On a scale of 1- 5, to what extent has narrative assessment session encouraged (motivated) you towards any actions or plans for your future goals or career choices?

		Frequency	Percent
Valid	A good amount of motivation	9	75.0
	Complete encouragem ent and motivation	3	25.0
	Total	12	100.0

TABLE OF ASSESSMENT OF VARIABLES THROUGH NARRATIVE INTERVIEW

Table 33

	Included		Excluded	
	N	Percent	N	Percent
Self-definition/Self-concept, Self-schema/Components of Self-concept/Interpersonal attributes	29	72.5%	11	27.5%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Ascribed characteristics	14	35.0%	26	65.0%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Interests and activities	31	77.5%	9	22.5%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Existential aspects	32	80.0%	8	20.0%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Self-determination	33	82.5%	7	17.5%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Internalized beliefs	26	65.0%	14	35.0%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Self-awareness	38	95.0%	2	5.0%
Self-definition/Self-concept, Self-schema/Components of Self-concept/Social differentiation	6	15.0%	34	85.0%
Self-definition/Self-concept, Self-schema/Types of Self-concept/Actual self, Working self-concept	40	100.0%	0	.0%

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Self-definition Self-concept. Self-schema Types of Self-concept Ideal self	36	90.0%	4	10.0%
Self-definition Self-concept. Self-schema Types of Self-concept/Ought self	25	62.5%	15	37.5%
Self-definition/Self-concept. Self-schema/Types of Self-concept/Possible selves	36	90.0%	4	10.0%
Self-definition/Self-concept. Self-schema/Self-discrepancies	38	95.0%	2	5.0%
Self-definition/Self-esteem	15	37.5%	25	62.5%
Self-actualization needs	27	67.5%	13	32.5%
Self-efficacy	30	75.0%	10	25.0%
Issues and areas that need to be worked on	40	100.0%	0	.0%
Possible actions and plans	40	100.0%	0	.0%

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- **Phase 1, Focus Group Session 1 (TAM Group) Coded Transcript**

- **Phase 2, Focus Group Session 1 (TAM Group) Coded Transcript**

PHASE 1- FOCUS GROUP SESSION 1 (TAM GROUP A) (CODED TRANSCRIPT - QSR N6
Full version, revision 6.0. Licensee: Department of Psychology)

Researcher
Morning girls, I just need to make a few things clear before
we start.   1
The aim of this session is to gain your feedback on the whole project
that we have completed together.   2
Each and every person's views and opinions are important and just so that
as listeners we all must respect the person who is talking. 3
It will be good if we all speak one at a time, loudly and clearly.   4
Ok.   5
To begin with, what was your overall experience or feeling towards this
project?   6

Participant
Good.   7
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Participant
Ya, it was good because we got to bunk classes.   8
(Laughs) (Most participants laugh).   9

Researcher
That's right, I would have thought that too, but no; besides
that?   10

Participant
I felt it was important for us because now at least we can
think clearly towards our strengths and weaknesses.   11
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Researcher
Umm, hmm.   12

Participant
Ya, basically for me the whole testing session was very long
and boring and so tiring.   13
Especially that mechanical reasoning was so tough.   14
(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing
But now that its over I realize its important and its going to help me
decide my subjects for my 11th and 12th.   15
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Researcher
Right, so its going to help you for your career choices.   16
What else?   17

Participant

I mean, it was good because I didn't know at all what I was
good at, and these reports show me that.   18
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*

Researcher

How did you feel when you were doing these tasks?   19

Participant

Tests were tiring and boring towards the end as she said, but
that chat with you was good.   20
*(3 1)   /Experience and feeling while doing the assessment tasks/Negative attitude towards
testing*
*(3 2)   /Experience and feeling while doing the assessment tasks/Positive attitude towards the
SGI*

Participant

Ya, the sessions with you were good because atleast someone
listens to us patiently.   21
*(3 2)   /Experience and feeling while doing the assessment tasks/Positive attitude towards the
SGI*

Participant

Ya, that's true.   22

Participant

I'll tell you, that the tests we did were stressing, it was
like giving normal examinations.   23
*(3 1)   /Experience and feeling while doing the assessment tasks/Negative attitude towards
testing*

Researcher

Ok, besides that how was it?   24

Participant

Ok, normal.   25

Researcher

Ok, what would you say about your experience and feelings
towards the assessment profiles that have been generated?   26
All the reports and profiles given to you all.   27

Participant

Like I said before that giving those tests was boring, but
now that the reports are here in my hands I feel they are very helpful.   28
*(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles*

Participant

Ya, they are very helpful.   29

Participant

I liked my test reports more, because the other profile was
something I already knew to a certain extent.   30
*(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles*

(2 3)   */Overall experience and feeling towards the assessment profiles/Preference for Test profiles*

It was nothing new.   31

(2 3)   */Overall experience and feeling towards the assessment profiles/Preference for Test profiles*

Participant

Oh, for me it was like I liked my interview profile more,

because I just think that the test profile can scare me.   32

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

Especially seeing low scores.   33

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

Its like 'Oh my, I'm not good at that or that.   34

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

So now what am I going to do?'   35

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

Its that kind of a feeling.   36

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

Researcher

Ok, so you say it confused you a little.   37

Participant

But for me, I think the opposite happened.   38

Like my test report, all my scores were like, these things that what I'm

good at and what I'm not good at are even evident from my school results

from tests and exams.   39

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

So its like I already know it and it doesn't help.   40

(2 2)   */Overall experience and feeling towards the assessment profiles/Prefernce for SGI profiles*

I always feel what do I do about them, what do I do next?   41

(2 4)   */Overall experience and feeling towards the assessment profiles/Static nature of assessment*

I know this bit.   42

Researcher

Right, it's a sense of knowing something you already feel you

know.   43

What else?   44

How did the others feel?   45

Participant

When I showed these reports to my mother, she was happy that

atleast we know what I can probably take up.   46

(2 1)   */Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles*

Participant

Ya, I showed it to my parents too.   47

(2 1)   */Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles*

My dad was like I always told you to take that up.   48

And now he believes in it even more strongly.   49

Researcher
Ok, in that case how accurate do you feel that these profiles
are?   50

Participant
I think very accurate.   51
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in*
accuracy of profiles
Because even my dad kept saying this to me all along.   52
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in*
accuracy of profiles

Participant
Ya, pretty accurate.   53
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in*
accuracy of profiles
I mean I score exactly in a similar way in school exams too (Laughs).   54
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in*
accuracy of profiles

Participant
I think as of now all of this is accurate, but what I feel is
that my interests keep changing every now and then.   55
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
So then this will not be true.   56
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
I mean maybe I have a change of interests in like two months, then what?   57
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
Then even like the things we spoke of in the interview, what about those
things?   58
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
I mean even those some of them can change, then this will not be
accurate.   59
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
So what I think is that these reports are accurate but only right now.   60
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
They may or may not be in the future.   61
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self

Participant
I never thought of that, because even I keep changing my
interests.   62
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of*
traditional methods to facilitate understanding due to changing self
I have such a fickle mind.   63

(4 2) */How accurate did the participants feel the profiles and results were?/Inability of traditional methods to facilitate understanding due to changing self*
I see someone doing something new, and I form an interest for that.   64
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of traditional methods to facilitate understanding due to changing self*
so may be she is right.   65
(4 2) */How accurate did the participants feel the profiles and results were?/Inability of traditional methods to facilitate understanding due to changing self*

Participant
No, ya, I think these are accurate.   66
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in accuracy of profiles*
Because your basic things wont change.   67
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in accuracy of profiles*
I mean your ability to do something cant change.   68
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in accuracy of profiles*
Participant
Ya, I feel its all so accurate and true.   69
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in accuracy of profiles*
I mean even the interview report because it just summed up what kind of a
girl I am.   70
(4 1) */How accurate did the participants feel the profiles and results were?/Belief in accuracy of profiles*

Researcher
What about aspects that you would have liked to be explored?   71
Any such aspect that was not touched and could have been explored in your
opinion?   72

Participant
No, not really.   73
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*

Participant
No, I don't think so.   74
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*

Participant
May be more on helping us decide and choose?   75
(9 2) */Were there any aspects that could have been explored but were not included?/Need for additional aspects expressed*

Participant
Ya, that would have been helpful.   76
(9 2) */Were there any aspects that could have been explored but were not included?/Need for additional aspects expressed*

Participant
Ya, because like I said before that knowing all this is fine,
but what do I do next is the main problem!   77
(9 2) */Were there any aspects that could have been explored but were not included?/Need for additional aspects expressed*

Researcher

Right, so you think that the profiles were good but needed
more help on what to do next regarding your career decision.   78

Participant

Ya.   79

Participant

I didn't think that, but ya, if it was provided then these
profiles would have been more helpful.   80
*(9 2)   /Were there any aspects that could have been explored but were not included?/Need
for additional aspects expressed*

Researcher

Besides that do you think there would be any other thing or
aspect that you would have liked?   81

Participant

No.   82
(The group responded negatively either verbally through a 'no' or a
negative non-verbal gesture).   83

Researcher

Ok, which did you think was more accurate; the test or the
interview profile?   84

Participant

Umm... I think, both.   85
*(4 1)   /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*
That too when used together were good.   86
*(4 1)   /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Participant

Ya, both.   87
*(4 1)   /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Participant

Ya both were accurate.   88
*(4 1)   /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Participant

I think it was the interview because with the test profile I
already knew that through exams.   89
*(4 4)   /How accurate did the participants feel the profiles and results were?/SGI profile as
more accurate*

Participant

No, for me it was both.   90
*(4 1)   /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Participant

Both, but interests can change, so accurate right now.   91
*(4 1)   /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

(4 2)   */How accurate did the participants feel the profiles and results were?/Inability of traditional methods to facilitate understanding due to changing self*
Later I'm not sure.   92
(4 2)   */How accurate did the participants feel the profiles and results were?/Inability of traditional methods to facilitate understanding due to changing self*

Participant
Hmm, both in a way, as of now.   93
(4 1)   */How accurate did the participants feel the profiles and results were?/Belief in accuracy of profiles*

Researcher
Which profile then would you say is more acceptable for you?   94

Participant
Both.   95
(5 1)   */To what extent did the participants accept the assessment?/Testing more acceptable*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*

Participant
Both.   96
(5 1)   */To what extent did the participants accept the assessment?/Testing more acceptable*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*

Participant
Ya.   97
(5 1)   */To what extent did the participants accept the assessment?/Testing more acceptable*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*
(Most participants in the group consented that both profiles were
acceptable).   98
(5 1)   */To what extent did the participants accept the assessment?/Testing more acceptable*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*

Participant
Both, were ok, although tests were scary and stressful
because they are tests.   99
(1 2)   */Overall experience and feeling towards assessment project/Negative attitude towards testing*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*
And the interview was more relaxed.   100
(1 1)   */Overall experience and feeling towards assessment project/Positive attitude towards assessment*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*

Researcher
Ok, so because they are tests they kind of were stressful.   101

Participant
Ya, like any other normal school tests or exam.   102
(1 2)   */Overall experience and feeling towards assessment project/Negative attitude towards testing*
(5 2)   */To what extent did the participants accept the assessment?/SGI more acceptable*

Researcher
Ok, in that case, which helped you evaluate yourself more?   103
The test or the interview?   104
And why would you believe that?   105

Participant
I don't think any specifically.   106

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(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Both were good for self-evaluation.   107

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Participant

Both were good.   108

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Participant

They both covered different things so it was good.   109

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

I mean you cant compare.   110

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Participant

Both I'd say.   111

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Participant

I would say the interview again, because I already knew what
the tests said.   112

(6 2)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/SGI facilitated self-evaluation more*

So that didn't matter much.   113

Researcher

What would you say?   114

Participant

Both.   115

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Participant

Ya both.   116

(6 3)   */To what extent did the participants feel the assessment process facilitated self-evaluation?/Both assessment methods facilitated self-evaluation*

Researcher

And which one gave you a good understanding of yourself?   117

Participant

Umm, both in a way, I mean, isn't it same that they provide
evaluation of me so both also give me an understanding as well.   118

(7 3)   */To what extent did the participant feel the assessment process facilitated a good understanding of self?/Both assessment methods facilitated understanding*

Participant

I would say that when you gave me that test report, I could
not understand it by all those scores, all and by myself.   119

(7 2)   */To what extent did the participant feel the assessment process facilitated a good understanding of self?/SGI facilitated understanding more*

Until you explained it, so what I feel is that unless someone explains
these scores, its difficult to understand.   120

(7 2) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/SGI facilitated understanding more*

Participant
No, ya.   121
I mean there is an explanation as well given.   122

Participant
Ya, but see, like the interview report there is no need of
explaining also.   123
(7 2) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/SGI facilitated understanding more*
Its all straightforward and simple.   124
(7 2) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/SGI facilitated understanding more*

Participant
No, no I think both help understanding.   125
(7 3) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/Both assessment methods facilitated understanding*

Researcher
What would the rest of you say?   126

Participant
See for me, the thing is that they both again tell me things
that I know, so there is no understanding of the problem I face.   127
(7 4) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/None facilitated any understanding*

Researcher
Which is?   128

Participant
The same thing that I have told you.   129
(7 4) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/None facilitated any understanding*
That I don't understand what to do next?   130
(7 4) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/None facilitated any understanding*
I have all these reports and papers but what do I do with all of them?   131
(7 4) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/None facilitated any understanding*
I am still as confused as I was before.   132
(7 4) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/None facilitated any understanding*

Researcher
Right so you thing that these haven't helped your
understanding of the decision-problem you face.   133

Participant
Yes.   134
That's what.   135

Participant
Ya, but atleast they tell you what you are capable of.   136
(7 3) */To what extent did the participant feel the assessment process facilitated a good understanding of self?/Both assessment methods facilitated understanding*
Don't they?   137

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Participant

Ya, but what is the use?   138

Participant

Well these can help you decide.   139

(7 3)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Both assessment methods facilitated understanding

Participant

Ok, whatever.   140

Researcher

Right, in that case, would you be able to tell me how this
project has helped you overall or can be helpful in the future or even
planning for the future?   141

Participant

Basically, understand what we are capable of.   142

(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Project helped assessment only

Participant

I agree.   143

Participant

Know strengths and weaknesses.   144

(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Project helped assessment only

So at least we don't take up wrong subjects.   145

(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Project helped assessment only

Participant

Its just left me where I am, with the same confusion.   146

(8 2)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Project did not facilitate any actions towards career problem

Participant

You know, you should try to think differently.   147
At least try.   148

Researcher

What about the rest of you?   149

Participant

It was basically very enjoyable and it was fun.   150

Participant

Good because now with all this I can start planning what
subjects I want to take.   151

(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Project helped assessment only

Participant

I have basically made my decision stronger because this

supports what I always wanted to do.   152

*(8 1)   /To what extent did the participants feel the assessment profiles helped them for future
planning or action/ to what extent were any motivational aspects facilitated due to the
assessment?/Project helped assessment only*

I'm more sure now.   153

*(8 1)   /To what extent did the participants feel the assessment profiles helped them for future
planning or action/ to what extent were any motivational aspects facilitated due to the
assessment?/Project helped assessment only*

Participant
Yes, it was basically good, enlightening.   154

*(8 1)   /To what extent did the participants feel the assessment profiles helped them for future
planning or action/ to what extent were any motivational aspects facilitated due to the
assessment?/Project helped assessment only*

Researcher
Ok, so overall it appears that you have had an experience and
know yourselves better.
                                      155
(Consent from most participants).   156
                                  157
Researcher
Is there anything else that anyone would like to share or
discuss?   158

(Participants agree that they did not have anything else to discuss).   159

Researcher
Alright, then, I would like to thank all of you for
co-operating and being a part of this project.   160
It was a pleasure working with all of you.   161
Thank you very much.   162

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Researcher

Good morning everybody, before we begin just need to make a
few things clear.   1
The aim of this session is to gain your feedback on the whole project
that we have completed this time as well as last time.   2
We must all keep in mind that the person who speaks needs to be
respected.   3
Each and every person's views and opinions are respected and valued.   4
So it will be best if we all try to speak one at a time, loudly and
clearly.   5
Right.   6
Is everyone ready to begin?
                            7

(Consent from participants.)   8

Researcher

Ok, how was your overall experience and feeling towards this
project?   9
Also if you could compare it with how you felt during the first project?   10

Participant

I felt that what we did this time was so different.   11
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
I have never done this before, not even in my old school.   12
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
It was fun and frankly speaking I never have thought about, I mean even
in my old school we did aptitude tests and spoke of career choices, but
we never did something like this before.   13
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
So this was great and different.   14
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
And it was like, I mean it wasn't boring because it was all creative and
fun.   15
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*

Participant

Ya, very creative.   16
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
I never can explain or express things to people by talking.   17
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
But you know these drawings made it so much clearer and easier.   18
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
Like I really found it hard to tell you things in the previous interview.   19
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*
But the drawing made it easier this time.   20
*(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment*

So it was cool. 21

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Participant

Ya, me too. 22

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

I thought this was so interesting and it was great fun too. 23

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Atleast different from the boring and lengthy tests. 24

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing

Those were very annoying. 25

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing

But this was so cool. 26

I think I'm glad I participated for this because now I really think this
has helped me more. 27

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Participant

This was more creative and interesting, although I'm not
great at drawing but the first project was just regular. 28

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Nothing new. 29

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

This got me interested in the task. 30

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Participant

That's true actually, because when we were given the tests I
thought they were so boring. 31

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing

I didn't even want to do them at first. 32

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing

And I was like 'Oh God' we have to actually go through this. 33

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing

But when you gave me this drawing thing to do, it got me interested right
at the beginning and I was more enthusiastic and encouraged for the whole
task. 34

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Participant

I thought it was difficult to draw but once I did it, it was
like I know that nothing is impossible. 35

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

If you want to do something you can. 36

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

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And the first project in that way was easier.   37

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

Participant

It was good.   38

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

Both projects together helped a lot.   39

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

There was something I discovered this time in this project about me.   40

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

Participant

Yes, I guess both really helped.   41

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

Both were different in their own way, but both helped.   42

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

So it was good.   43

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

But ya, I found out certain things about myself that were there, but I
wasn't probably, I hadn't realised them.   44

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

Participant

I think the results given in this project were like something
I hadn't seen before.   45

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards testing

So different.   46

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards testing

I mean I had no clue about the self-concept things and now I can make
clear links between how I think and feel and how that will affect my
career decisions.   47

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards testing

So basically the earlier profiles were good because they gave me where my
abilities lie, and this one links everything up so I can decide and
choose.   48

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

Participant

I liked the profile generated in this research.   49

(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards assessment

(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards testing

it was more like, you know it showed me where I stand and what the real

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problem with me is and the previous profiles were good.   50
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment
(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing
But I didn't like those, they made me feel a bit negative.   51
(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing
Imagine having very low scores.   52
(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing
I just felt like I wasn't good at anything and I didn't know what I'd do.   53
(1 2)   /Overall experience and feeling towards assessment project/Negative attitude towards
testing
But atleast this result sheet isn't bad or negative in that sense.   54
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment
It kind of encourages me.   55
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment
Like since the problems were there as well as what I could do about them,
it was not discouraging for me.   56
(1 1)   /Overall experience and feeling towards assessment project/Positive attitude towards
assessment

Researcher
Right, so you felt that the scores weren't helping you.   57
But in this profile you got the problems as well as where you could work
on it.   58
What about the rest?   59
How did you find it?   60

Participant
Good profile.   61
Ya, good.   62
It describes me well.   63

Participant
Ya, I think that all three of the profiles were very good.   64
(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles
The three together help me more than just any one of them.   65
(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles
It's like, all three are different and one is strengths, one is
interests, one is like actual facts about me and this latest one is like
it tells me things I have never thought about.   66
(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles
But what I liked was that the profile didn't leave me just with the
feeling that 'Ok, I have this, now what do I do?'.   67
(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles
But it showed me where and what I could do to start solving my problems.   68
(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude
towards assessment profiles

Researcher
Right, more like it tool you further.   69

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Participant

This profile was good.   70

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

For me all three were good in their own way.   71

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

I have given them to my parents and even they will be able to help me based on this.   72

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

                                                                    73

Researcher

What would you say?   74

Participant

I don't know.   75

I mean I liked the profile but what do I say?   76

It was interesting to know all those things about me.   77

Participant

I'd say, like her that the place where you have mentioned the discrepancy was good.   78

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

I knew it was a problem but I didn't know why it was troubling me so badly.   79

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

I just understand now that I want something different.   80

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

Participant

Ya, the profile was good.   81

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

Different from the scores and numbers.   82

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

It was more human I don't know if you understand.   83

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

Researcher

Can you explain it to me?   84

Participant

It was like I wasn't dissected into pieces like my teachers do.   85

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

It's so frustrating.   86

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

Because they only judge me by the marks I get and then even my mom does the same thing.   87

(2 1)   /Overall experience and feeling towards the assessment profiles/Positive attitude towards assessment profiles

They won't even bother seeing my creativity and what I like and what I want.   88

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But this profile was like no marks or scores.   89

Just something about the real me.   90

I didn't even understand, like previously how that other interview
mattered.   91

I don't know.   92

But this matters.   93

Participant
No, I think for me it was different.   94

Even this profile helped but the previous one helped even more.   95

Like if I don't know what I'm good at, how will I choose?   96

Participant
But what if you know what you are good at but you can't take
that up for some reason that you are getting confused about.   97

And I think by this profile the other issues and reasons were made
clearer.   98

Researcher
Well in that case, how did you feel when you were doing these
tasks?   99
The drawing task, and if you could tell me how you felt when you did your
tests and the other interview.   100

Participant
Oh god.   101

I really am bad at drawing or any form of creative thing.   102

So first I thought I just couldn't do this.   103

But once I started I managed.   104

Then I just thought that as long as it made sense was important.   105

(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
So basically, although drawing is difficult for me, I could express what
I wanted to.   106
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
The tests and the interview were easy that way.   107

Participant
The drawings we had to do this time, I have never thought
about myself that way.   108
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
I mean those questions are still in my head.   109
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
It's such a different way of thinking.   110
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*

Participant
For me the tests were very boring and long like they had no
end.   111
(3 1) */Experience and feeling while doing the assessment tasks/Negative attitude towards testing*
But I really enjoyed myself while I was doing the drawings.   112
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
It didn't bore me and made me want to do it.   113
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
I got very interested and I enjoyed it, I really like art.   114
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*

Participant
I agree.   115
(3 1) */Experience and feeling while doing the assessment tasks/Negative attitude towards testing*
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
This was definitely more interesting than the tests.   116
(3 1) */Experience and feeling while doing the assessment tasks/Negative attitude towards testing*
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
The tests were like going through school exams again.   117
(3 1) */Experience and feeling while doing the assessment tasks/Negative attitude towards testing*
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*

Participant
I didn't mind any.   118
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*
But I felt good doing this and the previous other tasks.   119
(3 3) */Experience and feeling while doing the assessment tasks/Positive experience of narrative interview*

Obviously because it was all for me, my good.   120
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview

Participant
Ya, I enjoyed doing this drawing bit, it was fun and I have a
feeling that I've got to learn about myself more not only through the
profiles but also through the drawings.   121
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview
Like while I was doing them, I was, in a way learning about me.   122
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview
So it was a good experience.   123
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview
The tests and the interview, I learnt things about me through the
profiles and not when I was doing them.   124
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview

Participant
I learned about myself too.   125
(3 4)   /Experience and feeling while doing the assessment tasks/Difficulty with narrative
interview task
But I just found expressing what I had drawn difficult.   126
(3 4)   /Experience and feeling while doing the assessment tasks/Difficulty with narrative interview task
Like I did the drawing but I didn't know how to explain it, if you know.   127
(3 4)   /Experience and feeling while doing the assessment tasks/Difficulty with narrative interview task
Ya I couldn't really explain.   128
(3 4)   /Experience and feeling while doing the assessment tasks/Difficulty with narrative interview task
That way, the tests and the interview was cool because there were
straightforward questions to answer.   129
(3 4)   /Experience and feeling while doing the assessment tasks/Difficulty with narrative interview task

Participant
I felt that I quite liked doing the drawing task.   130
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview
It was like as if I was doing a real, you know, psychology related game
or something and it was fun.   131
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview
It's like knowing yourself and fun both included.   132
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview
The tests and interview were also good for knowing my strengths and bad
points but that was not as much fun.   133
(3 3)   /Experience and feeling while doing the assessment tasks/Positive experience of narrative interview

Researcher
How accurate do you think these profiles are?   134
And also if you could compare and tell me how accurate did you think the
profiles were from the first project?   135

Participant

I think this profile is very accurate just like the first two
profiles. 136
*(4 1) /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Participant

Ya, me too. 137
*(4 1) /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*
I think the same. 138
*(4 1) /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Participant

Yes, all are accurate. 139
*(4 1) /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

(Most participants agreed that the profiles generated in both projects
were accurate). 140

Participant

I think they are all accurate especially because they have
this whole explanation or notes or whatever it is. 141
*(4 1) /How accurate did the participants feel the profiles and results were?/Belief in
accuracy of profiles*

Researcher

What would you say if I were to ask you that how much
self-evaluation was involved with this task in this project, and of
course compare it and tell me how much of self-evaluation was involved in
the tasks in the previous project? 142

Participant

I feel that both the projects had a lot of self-evaluation
involved. 143
*(6 5) /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Traditional and narrative measures, both facilitated self-evaluation*

Participant

No, how would you think that because I feel that I only
evaluated or rather I looked into my problems when I was drawing the
symbols. 144
*(6 4) /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*
Because in the tests I was just doing them like any other school exam in
physics or math or whichever. 145
*(6 4) /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*
And then the interview, previously, I was just answering what I was
asked. 146
*(6 4) /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*
But this task made me look into me. 147
*(6 4) /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*
So I think that self-evaluation was in the drawings. 148
*(6 4) /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

Participant

Actually, even, now that you are saying it I realise that I
was only thinking of me in this project, this time.   149

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

It was like do I even know myself or how much do I know me?   150

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

Participant

I feel that it was in all three but the most and best in the
drawings.   151

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

Because when I was asked to do it I was like thinking by myself and about
myself and not about grammatical language or spellings or math or how
machine parts work.   152

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

Participant

I'd say all three had it.   153

*(6 5)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Traditional and narrative measures, both facilitated self-evaluation*

But the interviews both of them, the first and the drawing one, both of
them.   154

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

Participant

You know what happened to me in the drawing thing?   155

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

I was racking my brains for the images and pictures and then suddenly it
all came into my mind.   156

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

And then I was like "I didn't think of this before, I didn't even think
this is what my problem would be".   157

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

All these kind of thoughts kept coming into my mind.   158

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

I was actually quite, like I was happy that one of the questions was that
'how would I get over the problems'.   159

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

When I did that I was it's not so bad, I'm sure I can do it.   160

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

So I think this task was good.   161

*(6 4)   /To what extent did the participants feel the assessment process facilitated self-
evaluation?/Narrative interview facilitated maximum levels of self-evaluation*

Participant

I feel all had included evaluating, but this probably had the
most by me.   162

(6 4)   /To what extent did the participants feel the assessment process facilitated self-evaluation?/Narrative interview facilitated maximum levels of self-evaluation
It's because we had to even think of problems and whether I have that
kind of, I don't know, thing in me to solve and get over it.   163
(6 4)   /To what extent did the participants feel the assessment process facilitated self-evaluation?/Narrative interview facilitated maximum levels of self-evaluation

Researcher
Ok, and how much did this project overall help you all to
understand yourself?   164
And also compare it with the tests and previous interview?   165

Participant
All of them helped understanding in different ways like I
said to you before.   166
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self

Participant
Ya, all three.   167
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self
I wasn't sure why we had to do all the things you asked us to like the
tests and the drawing thing at first.   168
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self
But when you gave us the results and the reports and explained it all to
us, I was fine that ok, it's all to help me choose my subjects and focus
on my career.   169
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self
I actually understood all about myself.   170
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self

Participant
Ya, all three helped understanding except that the last one
didn't only give a clear picture of our strengths and what I am like, but
you know, all my misconceptions about what I wanted to be, like my idea
that I needed to know a lot of languages to be an air-hostess was so
wrong.   171
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self
So it's like this time even a good idea about problems and how to tackle
them were there.   172
(7 5)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Narrative interview facilitated maximum understanding of self
So this time was cool.   173
(7 5)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Narrative interview facilitated maximum understanding of self

Participant
I feel all three make me understand myself.   174
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self
I can't compare one with the other because one was purely on what
subjects I'm good at, one was like my family and my interests and
hobbies.   175
(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self

The third one was again different because it was, I mean it was totally
different.   176
*(7 6)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Traditional and narrative assessments, both facilitated understanding of self*
But now when I see all, I feel they all helped me understand.   177
*(7 6)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Traditional and narrative assessments, both facilitated understanding of self*

Participant
I think the tests helped me understand myself best because I
think it's only this that is relevant to career.   178
*(7 1)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Testing facilitated understanding more*
Ya, and also the second question 'what I want to be?'   179
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
That helped me get a clue of what I want to do with my life and whether I
can do it.   180
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
Means whether I can take up the subject what I want to pursue.   181
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*

Participant
I feel that even though all of the three reports helped me
understand myself better, but the tests were exactly what my father wants
me to do.   182
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
He thinks I'm good at math so I must do accounting.   183
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
Then when I did the drawing and colouring, I showed it to him, he even
asked me that I wasn't serious about what he tells me.   184
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
He now says he's thinking about my choices.   185
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
Basically, when he saw the part about 'what I want to be' he notices how
strongly I want to take up what I like.   186
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*
So pictures actually made my father also understand.   187
*(7 5)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Narrative interview facilitated maximum understanding of self*

Participant
I feel all three equally or even together help me understand
what I am made up of.   188
*(7 6)   /To what extent did the participant feel the assessment process facilitated a good
understanding of self?/Traditional and narrative assessments, both facilitated understanding of self*
(Laughs).   189

Researcher
What about the rest of you?   190

Participant
All three for me.   191

(7 6)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Traditional and narrative assessments, both facilitated understanding of self

Participant
I think the two interviews.   192
(7 2)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/SGI facilitated understanding more
(7 5)   /To what extent did the participant feel the assessment process facilitated a good understanding of self?/Narrative interview facilitated maximum understanding of self
Because the tests told me actually what my school report shows me.   193
And I already know all that.   194

Participant
Umm, all three, I suppose.   195

Researcher
Ok, then, how has this project helped you overall, especially
considering how much it has encouraged you?   196
Compare it with the previous project.   197

Participant
Aa…it has helped me to understand myself better and also
understand my problems better.   198
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
It's like almost like telling me that I should start acting upon my plans
or I'll never get there.   199
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
And the previous project with you actually helped me know what I could do
and could not.   200
(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Traditional measures helped assessment only
So basically they have helped me a lot overall.   201

Participant
I guess, it's the same for me.   202
It's like these drawing things are a second version of my mum, always
nagging me that 'do this, do that, solve this obstacle, and work on it'.   203
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
So I guess it encourages me but in a way it makes me full of guilt inside
if I'm not very ambitious by nature and this thing really pushes me.   204
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
The tests helped me by making it clear that I am 'so' not capable of
certain tings.   205
(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Traditional measures helped assessment only

Participant
This project has helped me to plan things in more detail,
like what to take up in the IB program, or what to do with my poor, poor
handwriting.   206

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
So it's like, I'm looking into the future.   207
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
The tests and previous interview were also helpful to get all my facts
about myself right.   208
(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Traditional measures helped assessment only
So all of them have helped me in my career planning.   209
(8 1)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Traditional measures helped assessment only

Participant
I also think that all three have helped me in my manner of
thinking about myself.   210
Like the tests I thought were a bit negative, but the drawings made me
feel that after all I'm not so bad.   211

Participant
For me you know the questions when we had to think of our
problems and how to solve them was cool.   212
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
Because since the beginning of the year I have been almost like banging
my head in the wall thinking of the solution to my problem.   213
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
But when I was drawing the problem, I was like a sudden solution was in
my head because of the drawing and I was like so thrilled.   214
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
So I think that now I will try to work on the solution.   215
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
The tests, I don't think I really needed them.   216
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
My main problem was something else.   217
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

Participant
Oh, I think all three are helping me to do things for my
studies and future studies.   218
(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans
I have no problem as such with any.   219

Participant

Ya, the drawings have helped to think whether I really want
to do bio-genetics or catering.   220

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

I mean the confusion is slowly going when I think of this.   221

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

The tests and interview had confused me because I have the ability and
interest for both.   222

My hobby is also cooking.   223

So I think I really need to do this task as well.   224

Participant

I feel that this drawing questions were very, very helpful.   225

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

More than the tests.   226

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

You know why?   227

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

Remember I told you last time that I could even change my interests or
even work on my language skills and improve my English.   228

(2 4)   /Overall experience and feeling towards the assessment profiles/Static nature of assessment

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

So this is all true temporarily.   229

(2 4)   /Overall experience and feeling towards the assessment profiles/Static nature of assessment

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

And I will, I may have to come back to you to get another report of my
aptitude and interest.   230

(2 4)   /Overall experience and feeling towards the assessment profiles/Static nature of assessment

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

But these questions, now that I know them, I can ask myself every time I
am in trouble or I can't decide in a problem.   231

(2 4)   /Overall experience and feeling towards the assessment profiles/Static nature of assessment

(8 3)   /To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans

So it can be for my further choices after the 12th grade, or I can even
use these kind of questions to choose like a man or life partner
(laughs).   232

(2 4)   /Overall experience and feeling towards the assessment profiles/Static nature of assessment

So I feel that this project has helped me most for long term. 233

(8 3) */To what extent did the participants feel the assessment profiles helped them for future planning or action/ to what extent were any motivational aspects facilitated due to the assessment?/Narrative interview encouraged and motivated towards action plans*

Researcher
Right, finally were there any aspects that could have been
included, but haven't been touched? 234
Firstly by this current project, and by the previous project? 235

Participant
No, not at all. 236
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*
I think this much was more than enough. 237
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*

Participant
No, I agree. 238
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*

Participant
Ya, I also feel the same. 239
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*

Participant
Oh, remember after the first project I told you that I felt
something was missing. 240
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*
Now it's all complete. 241
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*

Researcher
Can you explain that to me? 242

Participant
See, remember I told you that the first two reports told me
what I could do and all that but I didn't know what to do with all that
information. 243
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*
I said I wanted you to help me more. 244
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*
Now, I think it's all complete because we even covered what I can do,
what problems there are and what solutions I have. 245
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*
So it's I feel like I know what I am capable and how to go about things. 246
(9 1) */Were there any aspects that could have been explored but were not included?/Satisfaction with aspects covered by assessment*
I'm not left in the middle. 247

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(9 1)   /Were there any aspects that could have been explored but were not
included?/Satisfaction with aspects covered by assessment
This time I feel ok.   248
(9 1)   /Were there any aspects that could have been explored but were not
included?/Satisfaction with aspects covered by assessment

Researcher
That's great news.   249
Thank you.   250
What about anyone else?   251
What do you think?   252

Participant
I don't think there's anything that is missing.   253
(9 1)   /Were there any aspects that could have been explored but were not
included?/Satisfaction with aspects covered by assessment

Participant
Ya, I think all is fine.   254
(9 1)   /Were there any aspects that could have been explored but were not
included?/Satisfaction with aspects covered by assessment
Especially when all three reports are combined into one.   255
(9 1)   /Were there any aspects that could have been explored but were not
included?/Satisfaction with aspects covered by assessment

Researcher
What about the rest?   256

Participant
No, nothing more.   257
(The other participants consent).   258
Researcher
Right, then is there anything else that anyone would like to
share or discuss with me?   259

(Participants agree that there is nothing anyone would want to discuss).   260

Researcher
Ok, I'd like to end by thanking everyone for co-operating with
me and being a part of this.   261
Your participant has been extremely helpful.   262
It was a pleasure working with all of you.   263
Thank you so much.   264

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