

Roth, R., Lowenstein, L. & Trent, D.
(Eds.)

Catching the Future:
Women and Men in Global Psychology

*Proceedings of the 59th Annual Convention
International Council of Psychologists
July 8-12, 2001
Winchester, England*



PABST SCIENCE PUBLISHERS
Lengerich, Berlin, Bremen, Riga,
Rom, Viernheim, Wien, Zagreb

Bibliographic information published by Die Deutsche Bibliothek
Die Deutsche Bibliothek lists this publication in the Deutsche Nationalbibliografie; detailed
bibliographic data is available in the Internet at <<http://dnb.ddb.de>>.

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Printing: Digital-Druck AG, 96158 Frensdorf, Germany

ISBN 3-89967-106-6

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PREFACE

The 59th Annual Conference of the International Council of Psychologists took place in Winchester, England from 8-12 July, 2001. Following on from the European Congress of Psychology in London in celebration of one hundred years of the British Psychological Society and concurrent with the IACCP Regional Conference in Winchester, members were provided an opportunity to meet colleagues and make new friends both within and outside of ICP. Winchester is the ancient capital of England and was used by William the Conqueror and King Henry VIII. From Winchester Cathedral to the Round Table reported to have been used by King Arthur, from the home of Jane Austen to the facilities of the conference site, Winchester was a perfect combination of medieval and modern in one city with easy access to the historical ports like Southport and Portsmouth and to archaeological sites as Stonehenge. We had a very successful conference – additionally we watched the sun set over Stonehenge as did the Druids of old. We stand in the presence of the Round Table as did the Knights of King Arthur and we heard the sounds and saw the sights of Britain and enjoyed the dinner in the beautiful Winchester Guild Hall. The papers of the conference build a bow from the invited paper by Esther Halpern "A Historic Perspective of the "Spirit" of ICP", the keynote by Dietrich Albert about new emerging useful tools as "E-Learning" and the role of psychology in this field, the scientific contributions dealing with economic and career challenges of the presence and the future up to threatening and supportive social themes as are the psychology of terrorism as well as the contributions of psychology to rehabilitation, psychotherapy and ethical issues. We included also the papers of an invited symposium of ICP held at the XXVII International Congress of Psychology in Stockholm, Sweden in July 2000 about "Retaining Vital Involvement in the Life Cycle" dealing with ageing and death. The bridge between this symposium and the ICP convention was thrown by the Presidential Address of Matti Gershenfeld with the title "A Society for All Ages" dealing with the results of the International Year of Older Persons 1999. We thank all delegates who came to Winchester and all contributors to the proceedings making ICP well known in the international scientific community.

Roswith Roth, Ludwig Lowenstein and Dennis Trent
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IMPROVING CAREER SERVICES IN BOTSWANA THROUGH CAREER RESOURCE CENTRES

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INTRODUCTION

The beginnings of formal Guidance and Counselling in Botswana could be traced to the 1963 workshop in Gaborone for selected teachers, following which Career Masters were identified to provide career information to schools (Dittenhafer & Lewis, 1973).

Position papers were issued by the Regional Testing Centre in June and December of 1974, titled "Career Guidance, An Introduction" and "Vocational Guidance in Botswana", respectively. The two position papers in 1974 prompted at least yearly guidance workshops.

In 1983, a National Training Workshop on Occupational/Career Guidance was sponsored by the Ministry of Education and the United Nations Economic Commission for Africa, in Gaborone. The workshop was attended by representatives from governmental Ministries and Departments (Guidance and Counselling Division, Ministry of Education, 1990).

Another Career Masters Workshop was held at Bridet in May 1984, which among other things reassessed the duties of Career Masters and the Guidance Programme so that it could be incorporated in a syllabus in the Botswana school curriculum.

The 1985 Seminar on Policy Direction in Guidance and Counselling held in April, in Molepolole, evaluated the scope of career guidance programme as it is presently provided. Some Consultancies undertaken for the Ministry of Education which affected the direction of career guidance in Botswana consultancy undertaken by Navin (1985), Mapp-Robinson (1987), Maes (1995), Mkandawire (1990) and Alao (1998).

The Guidance and Counselling Unit since its inception has also been involved in a number of activities and the production of career materials such as:

- Build Botswana – A Guide to Careers in the Civil and Building Construction Sector, in 1997.
- A Teachers' Guide to Build Botswana, in 1996.
- Policy Guidelines on the Implementation of Guidance and Counselling in Botswana's Education System, in 1966.
- Work with Water – A Guide to Careers, in 1994.
- Career Manual for Botswana Schools, in 1993.
- A Resource Book for Guidance Practitioners in the Schools of Botswana, in 1990.
- Different issues of Register of Opportunities for Further Education and Employment (ROFEE).

METHODOLOGY AND PROCEDURE

Purpose of the study

The purpose of the study among other things were to:

- 1) Determine the present situation in Botswana with regards to the nature of career activities and services provided by institutions.
- 2) Assess the career activities and services utilized by students and the level of satisfaction by youths in schools and out of school.
- 3) Assess the adequacy of career facilities in schools.
- 4) Determine if the findings support the establishment of career resource centres.

Subjects

The subjects in this study included students in Institutions under study, staff who responded on behalf of Institutions as to the nature of career activities/services available in their institutions and other issues raised in the Questionnaires. Subjects also included respondents from Employment Agencies, Education Centres, Libraries, Government Departments, Employers, Non-Governmental Organizations and other groups within the community.

Sampling

The selection of Institutions to be visited in the study was done taking into consideration the representation of Institutions from urban, peri-urban and rural

locations. Consequently, a stratified random sampling approach was utilized in the selection of Institutions to be visited. For the Institutions where questionnaires were sent, the list of Institutions in the telephone directory was used and the names of institutions at various levels were picked randomly also taking into consideration representation from the northern, central and southern regions of the country. Consideration was given to location in the selection of Education Centres to be visited. However, in the selection of employers that received the questionnaires, the size of employees was a factor in selection. Employment agencies with at least 100 employees were targeted and the selection covered the private, parastatal, central and local employment settings.

Instrument

Structured interviews and Questionnaires were used to collect relevant information in the study. The questionnaires used in the study include:

- (a) Career Services Questionnaire (Institution),
- (b) Career Services,
- (c) Questionnaire (Associations/Societies etc),
- (d) Career Services Questionnaire (Education Centres),
- (e) Career Services Questionnaire (Employment Agencies),
- (f) Assessment of Career Facility,
- (g) Random Sample Questionnaire,
- (h) Career Activities/Services Evaluation Form (Students),
- (i) and Career Activities/Services Evaluation Form (Tirelo Setshaba Participants)

RESULTS

Data from the survey of institutions were analyzed by academic level of the institution. Questionnaires were returned from 126 institutions, comprising 79 primary schools, 25 community junior secondary schools (CJSS), 12 senior secondary schools (SSS), and 10 tertiary institutions. The questionnaires were completed by either the Head (13.4%), Acting head (3.2%), Guidance teacher (71.4%) or other staff (11.9%).

Table 1: Number and percentage of institutions which provide each type of career services/activity.

Career Services/Activities	Percentage of Schools				Number of Schools			
	Primary	CJSS	SSS	Tertiary	Primary	CJSS	SSS	Tertiary
How to write Job Application or Cover Letter	78.5	84.0	100.0	60.0	62	21	12	6
How to write Curriculum Vitae (Resume)	17.7	44.0	100.0	60.0	14	11	12	6
Mock Job Interview/Interview Training	17.7	44.0	58.3	60.0	14	11	7	6
Vocational Testing	10.1	8.0	8.3	60.0	8	2	1	6
Skill in Self Knowledge for students	63.3	88.0	100	70.0	50	22	12	7
Career Talk	72.2	92.0	91.7	60.0	57	23	11	6
Career Fair	43.0	88.0	100.0	50.0	34	22	12	5
Field Trip/Site Visit or career tour	29.1	20.0	41.7	40.0	23	5	5	4
Career Class	34.2	56.0	100.0	20.0	27	14	12	2
Career Video Tapes	7.6	28.0	100.0	40.0	6	7	12	4
Job shadowing/On the job learning experience	12.7	12.0	41.7	30.0	10	3	5	3
Peer Career Guidance	44.3	56.0	66.7	10.0	35	14	8	1
Individual Career Counselling	54.4	68.0	100.0	60.0	43	17	12	6
Group Career Counselling	65.8	76.0	83.3	20.0	52	19	10	2
Job Placement	10.1	4.0	25.0	30.0	8	1	3	3
Using Computer in career guidance/services	3.8	0.0	0.0	20.0	3	0	0	2
Others (please specify)	5.1	0.0	16.7	20.0	4	0	2	2

The data in Table 1 seems to suggest that career activities/services in institutions in Botswana in general, appear adequate in areas such as skills in writing job application/cover letter, self knowledge, career talk and individual career counselling and group counselling (except at tertiary level which recorded 20%). It could be reasonably assumed that the "skill in self

knowledge" provided to students was not usually based on a psychological inventory, as this was poorly utilized in most institutions. It would be interesting to explore the kind of job applications written by students in Primary Schools and how computers were used as indicated by 3 primary schools, given the use of computers in career guidance and counselling in general was lacking in both CJSS and SSS involved in the study.

There is apparent inadequate career activities/services in areas such as vocational testing, field trip/site visit or career tour, job shadowing/on the job learning experience, job placement and the use of computers in career guidance/services. The primary schools recorded very low provision of activities/services in about 70 percent of the activities listed, while CJSS recorded low provision of services in about 50% of the activities/services listed. The Senior Secondary Schools recorded low services in about 30% of the activities listed, while tertiary institutions recorded low provision of services in about 50% of the activities/services listed.

In Primary and Community junior Secondary schools, most students (over 50%) at each level indicated that they were satisfied with how to write job applications or cover letters (see Table 2). In primary schools, 87% of the pupils said they were very satisfied with this activity/service, and only 6.4% were dissatisfied. In CJSS, 85.7% of the students said that they were satisfied with how to write job applications/cover letters, and only 8.0% were dissatisfied. The situation was not so encouraging at the higher levels where about half of the students at the SSS and tertiary levels indicated satisfaction with this service.

Among the Senior Secondary school students, 37.8% were satisfied with how to write curriculum vitae. Low level of satisfaction were noticed at all levels in activities such as using computer in career services, job placement, job shadowing, use of career video tapes, vocational testing mock job interview training and field trip. Some subjects even indicated (not included in Table 2) that some services were even lacking.

Level of satisfaction with career activities/services by youths out of School: Tirelo Setshaba Participants (TSP) - The summary of the responses indicated the following:

The subjects were satisfied with the services provided in the following order; career fair, (67.8%), career talk, (64.4%) peer career guidance, (57.6%), and how to write curriculum vitae, (55.9%). These were the services where more

than 50% of the subjects expressed satisfaction. The subjects were dissatisfied with the career services/activities in this order; how to write job application/cover letter, (25.4%), mock job interview training, (18.6%), how to write curriculum vitae, (15.3%) and career class, (15.3%).

Table 2: Students' Level of Satisfaction with various Career Activities and Services in their Schools.

Career Services/Activities	Percentage of Students Satisfied				Percentage of Students Dissatisfied			
	Primary	CJSS	SSS	Tertiary	Primary	CJSS	SSS	Tertiary
1 How to write Job application/Cover letter	87.0	85.7	57.9	50.9	6.4	8.0	26.4	22.8
2 How to write Curriculum Vitae (Resume)	11.5	30.3	37.8	43.9	13.9	14.3	16.9	22.9
3 Mock Job Interview Training	13.2	17.9	13.7	21.1	13.9	17.9	22.1	26.3
4 Vocational Testing	14.0	23.2	2.2	24.6	11.2	18.7	10.5	17.5
5 Skill in Self Knowledge for students	43.5	52.7	37.9	36.8	9.3	13.4	10.6	14.1
6 Career Talk	39.6	59.8	53.7	38.6	13.5	16.0	22.1	21.1
7 Career Fair	20.4	28.6	32.6	22.8	14.2	13.4	30.5	29.8
8 Field Trip/Site Visit or Career tour	28.5	28.6	11.6	35.0	11.4	24.1	15.8	35.1
9 Career Class	36.5	45.5	40.0	26.3	12.1	23.2	16.9	19.3
10 Career Video Tapes	12.4	23.2	16.9	14.0	16.3	15.2	16.8	28.1
11 Job Shadowing/On the job Learning experience	18.8	22.3	17.9	29.9	8.9	18.8	15.8	21.0
12 Peer Career Guidance	35.9	52.7	31.6	15.8	15.0	19.6	21.0	33.3
13 Individual Career Counselling	31.1	35.7	20.0	17.5	8.7	18.7	16.9	31.6
14 Group Career Counselling	28.5	35.7	33.6	19.3	13.2	13.4	21.1	28.1
15 Job Placement	4.5	8.9	6.3	15.8	11.7	21.5	20.0	31.6
16 Using Computer in Career guidance/services	4.4	17.8	14.7	22.8	13.2	15.2	21.0	31.6

These were the services where more than 15% of the subjects had expressed dissatisfaction.

The subjects had not utilized the following career services and activities in this order; vocational testing, (86.4%), job placement, (81.4%), using computer in career guidance/services, (78%), career video tapes, (78%), job shadowing/on the job learning experience, (78%). More than three quarters of the subjects had also not utilized mock job interview training, (76.3%) and skill in self knowledge, (76.3%).

ADEQUACY OF CAREER FACILITY IN SCHOOLS

The areas evaluated for each facility in each school in terms of adequacy include:

- the physical facility for career services, (the room office or space used).
- materials available (career materials required to provide career services).
- space allocated (for materials).
- seating arrangements (in terms of convenience for clients)
- filing system (the sequence utilized in the arrangement of career resources available in the Institution).

Table 3: Assessment of Career Facilities by Level of Institution

Level of Institution	Adequate	Inadequate	Not Available	Total Number
Primary	2.2	24.4	73.3	45
CJSS	55.6	44.4	0.0	9
SSS	66.7	22.2	11.1	9
Tertiary	42.9	14.3	42.9	7
Group Total	21.4	25.7	52.9	70

Career facility was evaluated in 70 institutions. At the Senior Secondary level, 66.7% of these institutions had adequate career facilities, while 55.6% of CJSS had adequate career facilities. At the tertiary level, 42.9% had adequate career facilities (See Table 3).

In all the institutions sampled as shown in Figure 1, career facilities were found to be adequate in only 15 (21.4%) of these institutions. Over half (52.9) of the institutions did not have career facilities at all. The worst affected institutions were the primary schools, where only 1 (2.2%) had adequate facilities and 33 (73.3%) had no facilities at all.

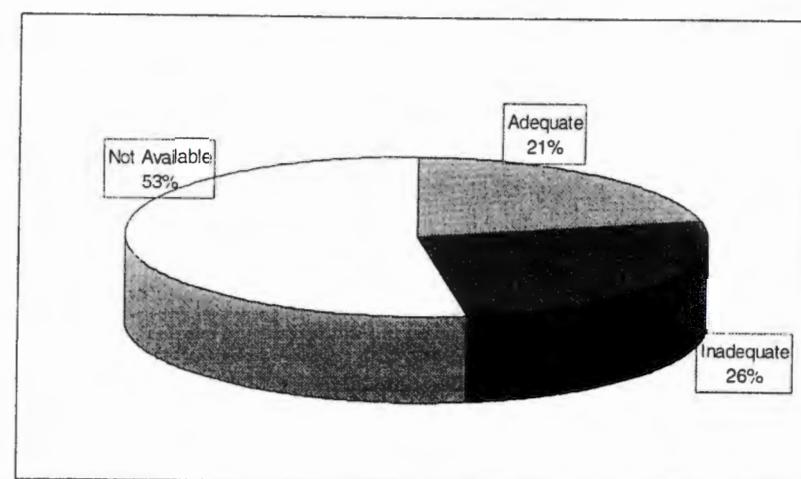


Figure 1: Adequacy of Career Facilities in all Schools

DISCUSSION AND SUMMARY

From the findings of the study it can be argued that establishment of Career Resource Centres in Botswana will:

1. Complement the weaknesses in the current career services and activities in the country. The services not presently provided, will be available from the Career Resource Centres.
2. Serve as source for relevant services such as vocational testing, job placement and computerized career guidance which are evidently lacking in most schools.
3. Provide comprehensive career facilities in the country, given that 53% of the institutions surveyed lacked career facilities.
4. Increase the level of satisfaction of users of career services because of the resources and personnel that will be available in such Centres. The study also revealed that less than 40% of the students in the schools surveyed were satisfied with the career services and activities currently provided.

In addition, the study has revealed that the availability of career referral resources, like Career Resource Centres will contribute positively in the provision of career services in the country. Associations, Societies and other

Organizations involved in the study indicated the availability of Career Resource Centres as the most favoured option that could improve career services in the country. Similarly, the target group sampled also favoured the availability of Career Resource Centres as the best way to improve career services in the country.

The Career Services of the future will rely more on life-long education or career development. Career Resource Centres are emerging as Centres, that can provide career services in this dimension, hence their establishment would be a positive development in the provision of career services in Botswana.

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MACHIAVELLIANISM AND SALES PERFORMANCE OF AUTOMOBILE SALESPERSONS

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INTRODUCTION

Machiavellianism as a personality orientation was found to be positively related to two self-reported measures of performance including the number of vehicles sold and income in two samples of car salespersons. Machiavellianism was measured through Mach IV and a relatively new scale called Mach-B scale. The new scale Mach-B showed higher internal consistency and significant relationship with sales performance, while Mach IV used in one the two samples showed low internal consistency and non-significant relationship with the measures of performance.

Considerable amount of research has been done on Machiavellianism since Christie and Geis (1970) conceptualized it as a personality orientation based on the writings of Niccolo Machiavelli *The Prince* originally published in 1532 (Machiavelli, 1940). Machiavellian orientation is characterized by a lack of affect in interpersonal relations, a lack of concern with conventional morality, and a view of people as being weak and cowardly (Christie and Geis, 1970). Christie and Geis (1970) also developed scales to measure Machiavellianism. In the current research literature, those who score high on a Machiavellianism scale and agree with Machiavellian philosophy have been called as "Machiavellians" or "High Mach". According to popular belief, Machiavellians are unethical, may engage in cheating and lying, and believe that 'ends justify means'. They may manipulate other people and information in order to achieve their personal goal and may be more effective in interaction with others.

The empirical research that followed conceptualization of Machiavellianism as a personality characteristic explored correlates of interpersonal and social behavior of those who score high on Machiavellianism. Several of these characteristics may have a direct or an indirect influence on behavior in the