

# Tutorial Letter 201/2/2015

## Career Psychology

### IOP3703

Department of Industrial and Organisational  
Psychology

**IMPORTANT INFORMATION:**

This tutorial letter contains important information about your  
module.

BARCODE

**CONTENTS**

- 1 FEEDBACK ON COMPULSORY ASSIGNMENT 01
- 2 FEEDBACK ON COMPULSORY ASSIGNMENT 02
- 3 PREPARATION FOR THE EXAMINATION
- 4 EXAMPLE OF A PREVIOUS EXAMINATION PAPER
- 5 GENERAL GUIDELINES FOR EXAMINATION PREPARATION

Dear Student

We trust that you have made excellent progress with your study programme. Please do not hesitate to contact us if you experience any difficulties.

This tutorial letter contains feedback on the assignments and important information on the format of the examination. Please study it thoroughly and keep it close at hand.

Good luck with your examination preparation!

Your lecturers for this module are as follows:

<b>Name</b>	<b>Telephone</b>	<b>Office/E-mail</b>
Mr KP Moalusi	(012) 429-8064	AJH 3-116 moalukp@unisa.ac.za
Mrs C Mensele	(012) 429-8809	AJH 3-075 Tebelc@unisa.ac.za

The contact numbers for the helpdesk(s) of the Department of Industrial and Organisational Psychology are (012) 429-8033 and (012) 429-8054 and the e-mail address is [DeptIOP@unisa.ac.za](mailto:DeptIOP@unisa.ac.za).

# 1 FEEDBACK ON COMPULSORY ASSIGNMENT 01

## QUESTION 1

What is the meaning of career success in the changing world of work? How does the concept of career success relate to career motivation and career maturity? (15)

**Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 3, pp. 68 - 70).**

You should have started off your answer by defining career success, specifically in the changing world of work. The meaning of career success is provided on pages 68 to 69 in the prescribed book. Essentially career success is no longer based on objective Eurocentric characteristics but on an individual's perception of their internal career (psychological success). In discussing the individual's perception of career success your answer should have focussed on the link between career motivation (defined on pages 69-70) and Career maturity (defined on page 70).

## QUESTION 2

Define and discuss career contracts in the 21<sup>st</sup> century world of work. (10)

**Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 2, pp 52-54).**

To answer and elaborate on the question about career contracts of the 21st century, use the information about the new psychological contract. Also, remember that the discussed 21st century contract is an unwritten, dynamic and mutual contract between employer and employee. The contract is about the expectations of both parties. Unlike the contract of the old world of work, this contract is more of a partnership between employer and employee. It is captured by the new psychological contract.

## QUESTION 3

What are the activities involved in career management? How does career management relate to career planning and career development? (15)

**Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 3, pp 63 - 64).**

Career management refers to the ongoing process whereby the individual takes action to (1) obtain self-knowledge; (2) obtain knowledge of employment opportunities; (3) develop career goals; (4) develop a strategy; (5) implement and experiment; and (6) obtain feedback on the effectiveness of the strategy and the relevance of the goals.

Career management is a continuous process of work life that involves making realistic choices which includes greater attention to one's own skills and the demand for those skills in the labour market. This implies moving away from an exclusive focus on interests to examine realistic choices within a zone of preferred and possible choices (Armstrong & Crombie, 2000). Career management support should therefore include guidance and counselling regarding not only interest assessment but also facilitating decision-making, enhancing the fit between the individual's ability and the demand for those skills, and how the individual could acquire the required skills.

### **Career planning**

Career planning can be described as an initiative where an individual exerts personal control and agency (initiative) over his or her career, and engages in informed choices as to his or her occupation, organisation, job assignment and self-development by conducting self-assessment, formulating goals and developing plans for reaching those goals (Puah & Ananthram, 2006).

Career planning is important because the consequences of career success or failure are linked closely to each individual's self-concept, identity and satisfaction with career and life. Self-knowledge is a prerequisite for successful career planning. This involves knowledge of one's interests, skills, values, strengths and weaknesses. People who know themselves well can make more rational decisions.

### **Career development**

From an individual perspective, career development can be defined as an ongoing process by which individuals progress through a series of stages, and which consists of four phases, namely developing appropriate work-related behaviours; developing a vocational identity; engaging in effective career decision-making; and developing one's ability to effectively find a job (Strauser, Lustig & Çiftçi, 2008). Effective career management requires knowledge of the distinctive physical and psychological needs of the individual.

## **QUESTION 4**

Describe the contribution of Savickas's career construction theory and logotherapy to career development counselling in the modern workplace. (15)

**Suggested framework for answer** (Schreuder & Coetzee, 2011, Chapter 4, pages 134-137).

### **Savickas's career construction theory**

Career construction theory asserts that individuals construct their careers by imposing meaning on their vocational behaviour and occupational experiences. Career denotes a subjective construction that imposes personal meaning on past memories, present experiences and future aspirations by weaving them into a life theme that patterns the individual's work life. Thus, the subjective career guides, regulates and sustains vocational behaviour by the patterning of work experiences into a cohesive whole that produces a meaningful story. In telling career stories about their work experiences (usually by means of early recollections or childhood memories), individuals selectively highlight particular experiences to produce a narrative truth by which they live (Hartung, 2007).

Counsellors who use career construction theory listen to clients' narratives for the story lines of life structure issues (the assemblage of work and other roles that constitute a person's life), vocational personality style (personality traits such as abilities, needs, values, interests and other traits that typify a person's self-concept), career adaptability (the coping mechanisms used by individuals to negotiate developmental tasks and environmental changes that accumulate in the course of a lifetime), and thematic life stories or life themes (the motivations and driving forces that pattern lives) (Hartung, 2007; Savickas, 2005).

### **Life structure**

Career construction theory reinterprets career choice and development to mean work as situated within a web of social roles that individuals enact and that form the basis of the human life structure (Hartung, 2007). According to career construction theory, individuals seek career counselling at times of role change and when they want to reconfigure their life structures into a different pattern of life roles (Savickas, 2005). Individual behaviour in social roles differ as a function of the range of behavioural role options that a given culture makes available to its members based on variables such as gender, age, race and social class.

Career construction theory attends to the relative importance that individuals ascribe to roles in family, play, leisure, school, work, community and other domains over the life-span, rather than the work role. Prevailing cultural value orientations, the changing nature of work, the growing diversity of society, a global economy and marketplace, and occupational and other barriers influence individuals' levels of role salience and role viability. Personal, structural and cultural factors, such as gender expectations, social class, discrimination, personal choice and family expectations influence role commitment and role participation (Hartung, 2007).

### **Career adaptability**

Career construction builds on Super's view of the career as a series of attempts to implement a self-concept. Developmental career stages and tasks constitute societal expectations that individuals experience as career concerns about growing self-awareness, exploring occupations and making decisions, establishing stable commitments, managing roles and disengaging from roles (Savickas, 2005).

According to Hartung (2007), career construction theory incorporates and advances Super's (1990) developmental career stages using the rubrics of growth, exploration, establishment, management (maintenance in life-span, life-space theory) and disengagement (see chapter 5). Each career stage with its concomitant developmental tasks entails a primary adaptive goal. Completing all tasks associated with each stage builds a foundation for success and future adaptability and reduces the likelihood of difficulties in later stages.

Career adaptability shows how an individual can deal with current developmental tasks and job crises. It entails distinct attitudes, beliefs and competencies that influence the strategies used to solve problems and behaviours employed to align one's vocational self-concept with work roles over the life course. (Savickas, 2005). These include career concern (orienting oneself to the future and feeling optimistic about it); career control (increasing self-regulation through career decision-making and taking responsibility for ownership of the future); career curiosity (engaging in productive career

exploration and approaching the future realistically); and career confidence (acquiring problem-solving ability and self-efficacy beliefs). Career adaptability helps individuals implement their self-concept as they deal with current work and other demands (Sharf, 2010).

Super's (1990) concept of recycling is closely related to Savickas's (2005) notion of career adaptability in career construction theory. In dealing with career adaptability there are several developmental tasks that individuals must face during the various career stages of growth, exploration, establishment, management and disengagement. During the growth phase (before age 15) children's stories reflect their growth in relationship to issues that concern dealing with teachers, peers, parents and siblings. In the exploration phase (from about 15 to 25 years of age), young people's stories are made up with talk about their first full-time job and the type of encounters they have with superiors and co-workers. In the establishment phase (ages 25 to 45) stories reflect promotion and pay increases. Stories in the management (maintenance) phase (ages 45 to 65) include holding on to one's job, while at the same time learning more about what is required in the job dealing with technological advancements. In the disengagement phase (around the age of 65), thoughts of planning for their retirement and actually retiring are tasks that individuals may discuss with a counsellor (Sharf, 2010).

### **Personality style**

Career construction theory attends to individual differences in values, abilities, needs and interests by considering the principles of the trait-and-factor theories in the career counselling process. Vocational personality traits (such as those described in Holland's theory) represent adaptive coping strategies. From Holland's perspective, his concepts should be measured and should be related to each other using statistical analysis. Career construction theory concentrates on using Holland's types to understand the client's narratives about how they have constructed themselves and built their careers (Sharf, 2010).

Personality traits and interests are therefore viewed as dynamic, fluid and subjectively experienced possibilities for adaptation to the social world rather than stable, static and objectively tangible entities. Empirically-derived trait categories, such as those in Holland's (1997) RIASEC model, are perceived as socially constructed by people living within a distinct and particular temporal, situational and cultural context that sustains their use and meaning. Vocational personality types and occupational interests constitute resemblances to socially-constructed clusters of attitudes and skills appropriate only to the extent that they indicate similarities among types of people. Individuals can retain or discontinue using particular adaptive coping strategies depending on situational demands (Hartung, 2007).

### **Life theme stories**

The life theme component of career construction theory emerged from Super's (1990) view that people, in entering an occupation, seek to implement a concept of themselves; and after stabilising in an occupation, they seek to realise their potential and preserve self-esteem. As previously discussed, occupational choice is seen by Super (1990) as implementing a self-concept, work as a manifestation of selfhood, and vocational development as a continuing process of improving the match between the self and situation. Work provides thus the context for human development and an important location in each individual's life (Savickas, 2005). In constructing a career, individuals engage in an ongoing process of adaptation to enhance the match between self and situation and better realise their self-concept in work (Hartung, 2007).

Career counselling gives emphasis to identifying the client's life themes by using Savickas's (2005) Career Life Story Index in the career interview. The life themes component of the theory deals with the reason or why people move in the particular direction that they do; it represents the private meaning people attach to their particular career life stories. Life themes explain an individual's life structure, vocational personality style and career adaptability strategies. Personality styles indicate what a person has achieved and career adaptability strategies reflect how the person has achieved it. Self-defining stories about vocational development tasks, career transitions, triumphs and traumas indicate life themes that play out between self and society and that give shape to the role of work in a person's life (Hartung, 2007). According to Savickas (2005), counselling for career construction encourages individuals to use work and other life roles to become who they are and live the lives they have imagined.

Savickas (2009) argues that people draw on autobiographical reasoning when they make a change in their lives. Their personal life stories (based on early recollections or childhood memories that clients recall) are used as a carrier of meaning (or holding space) during times of transition to facilitate continuity in a chaotic and fragmented world. The counsellor's main aim is to help clients narrate and listen to their own stories. The counsellor tries to help clients give meaning and purpose to what they do in life by guiding them to reflect on their dominant life themes or life style. Early memories of events that occurred at the age of 4 or 5 are often the most helpful, because they occurred when the lifestyle was being crystallised. The concept of mattering (turning the client's thoughts or preoccupations into a life interest or an occupation that they will do, or participate in, within society) is an important component of an individual's life story and a core focus of the career counselling process (Sharf, 2010). (15)

**TOTAL: [50]**

## **2 FEEDBACK ON COMPULSORY ASSIGNMENT 02**

### **QUESTION 1**

Some people experience a crisis during their early or middle 40s. What factors are responsible for a midlife crisis? Does everybody experience midlife crisis? Give reasons for your answer (10)

**Suggested framework for answer** (Schreuder & Coetzee, 2011, chapter 5, pp. 177-179)

The mid-life crisis occurs during the late thirties or early forties. At this stage some individuals reflect on what they have achieved and where they are going. A critical issue in mid-life is the search for spiritual authenticity. Sheehy (1976) maintains that authenticity can be accomplished by disassembling the self to renew it. The self that is disassembled was constructed by the individual to satisfy society or other people.

In the work context, mid-life is generally a time of reappraisal of the past and appraisal of long-term career plans – an assessment of real progress measured in terms of ambitions. If a disparity exists between an individual's dream and the 'reality', individuals may resolve the problem by re-evaluating long-term goals and aspirations or by trying to modify the nature of their work as well as their view of work. Practical solutions may be found by viewing this as a period for growth and enrichment, rather than one of stagnation or decline. By setting new goals and acquiring new knowledge and skills individuals can optimally re-engage exploratory needs, and by acquiring emotional intelligence they can gain self-knowledge concerning their motivation (Kets de Vries, 1999).

## QUESTION 2

An organisational climate satisfaction survey revealed that employees who prefer the lifestyle career anchor had higher levels of dissatisfaction with working hours than employees who prefer the entrepreneurial career anchor. Explain the concept of a career anchor and discuss the career motives and values of the lifestyle and entrepreneurial anchors. (10)

**Suggested framework for answer** (Schreuder & Coetzee, 2011, chapter 6, pp. 193-194, 198, 199-201)

### Definition of career anchor

The concept of a career anchor refers to a pattern of self-perceived talents and abilities, basic values and the evolved sense of motives and needs (as they pertain to the career) that influences a person's career-related decisions (Schein, 1974, 1975, 1978, 1996, 2006). The conceptual model associated with Schein's (1978) career anchor theory is best understood in terms of a person's career self-concept, which develops as a person gains life experience. As individuals are required to make choices related to their self-development, family or career, they may become more aware of the values and motives that frame the choices they make. In other words, an individual's career self-concept acts as a stabilising force; when an important life (or career) choice needs to be made, there are certain concerns, needs or values that the individual will not give up (Schein, 1978). A career anchor can therefore be defined as 'a cluster of self-perceived talents, motives and values that forms the nucleus of a person's occupational self-concept' (Greenhaus et al., 2010: 68). Schein (2006: 65) describes a career anchor as 'the pattern of self-perceived areas of competence, motives and values that guide and constrain career choices'.

### Life-style

Employees who regard life-style as a career anchor will always want to harmonise personal life with career requirements. These employees are unlikely to aim for any promotion that would involve a geographical move, considering their career as a part of their personal lives and trying to integrate their lives as a whole. These people enjoy general growth and see their jobs as part of their personal developmental progress. As far as benefits are concerned, the lifestyle-anchored person wants to work flexible working hours, to travel at times which suit family commitments and regards sabbaticals, paternity and maternity leave, day-care options, etc. as important.

There is a noticeable shift towards the life-style and pure challenge career anchors since the original research of the 1960s and 1970s on career anchors was done. A cross-generational and cross-



cultural study of graduate management students conducted by Marshall and Bonner (2003) in Australia, the USA, Malaysia, South Africa and the UK indicates that the life-style career anchor, which is rooted in the overriding need for a balanced home and work life, strongly dominated the results of the study, with the exception of the UK and South Africa, where it was placed second and third respectively in order of importance. Pure challenge attracted high scores across the regions, with South Africa placing this career anchor highest in importance. General managerial competence achieved low scores across all five regions, as did security/stability, with the exception of the Asian region.

### **Entrepreneurial creativity**

Employees who regard entrepreneurial creativity as a career anchor will always consider the possibility of creating their own business. These individuals may work hard in a company, considering this as a way to gain the necessary experience, and leave when they feel that they can manage on their own. Because of these individuals' strong need for creativity, they would prefer a type of work that is characterised by originality of thought and that continually requires risks and presents new challenges. In terms of payment and benefits, ownership is the most important issue. Power and freedom in key roles, where their creativity can be exercised, are important. Types of recognition that this individual prefers are sizeable enterprises, building fortunes, high personal visibility and public recognition.

Today's economy favours individuals with an entrepreneurial anchor. As people are encouraged to develop their own business, opportunities for the entrepreneur are increasing. As opportunities in the formal sector are decreasing, training should focus more on entrepreneurial skills and to prepare people for autonomous careers.

### **QUESTION 3**

Distinguish between subjective, psychological and eudaimonic well-being. (10)

#### **Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 7, pp. 238-241)**

Subjective well-being researchers assert that people react differently to the same circumstances and that they evaluate conditions based on their unique expectations, values, and previous experiences. Subjective well-being refers to subjective judgements of the quality of an individual's life with regard to both the presence and relative frequency of positive and negative moods and emotions over time, one's overall level of life satisfaction, and one's satisfaction with specific domains such as work, family, health, leisure, finances, the self and the group (Diener, Kesebir & Lucas, 2008). A person is as well as he or she perceives himself or herself to be (Diener, Suh, Lucas & Smith, 1999).

Psychological well-being is an objective approach to understanding well-being in terms of the presence of an array of psychological qualities indicative of mental health. Subjective well-being focuses on specific outcomes (e.g., positive affect and life satisfaction), while psychological well-being focuses on the contents of one's life and the processes involved in living well (Waterman, 2008). Psychological well-being consists of six dimensions, namely autonomy, environmental mastery,

personal growth, positive relations with others, purpose in life and self-acceptance (Ryff & Singer, 1998).

Eudaimonic well-being refers to quality of life derived from the development of a person's best potentials and their application in the fulfilment of personally expressive, self-concordant goals (Waterman, 2008). Central to this perspective on eudaimonia is living in a manner consistent with one's daimon (or 'true self'). To live in truth to one's daimon is an expression of personal integrity through identifying one's potential strengths and limitations and choosing those goals that provide personal meaning and purpose in life.

Eudaimonic well-being refers to well-being incorporating both subjective and objective elements. The subjective elements are experiences of feelings of personal expressiveness. The objective elements include behaviours involved in the pursuit of eudaimonic goals such as self-realisation, entailing the identification and development of personal potentials and their utilisation in ways that give purpose and meaning to life. The dimensions of eudaimonic well-being include self-discovery, perceived development of one's best potentials, a sense of purpose and meaning in life, investment of significant effort in pursuit of excellence, intense involvement in activities, and enjoyment of activities as personally expressive (Waterman et al., 2010).

#### **QUESTION 4**

Compare and discuss the life/career tasks and challenges of the early, mid and late life/career stage. (20)

**Suggested framework for answer** (Schreuder & Coetzee, 2011, chapter 5, pp. 168-182).

To answer and elaborate on this question, use the information about the life/career tasks and challenges associated with the various life/career stages. A summary of the life tasks and challenges associated with the early, mid and late life/career stage is provided in Table 5.2 on page 185 in the prescribed book. In your answer you were also expected to provide an elaborate discussion on: the age-thirty transition; the quarter-life quandary; career establishment and career achievement in the *early adulthood life stage*; the mid-life crisis and organisational career development support in the *middle adulthood life stage*; and preparing for retirement and organisational career development support in the *late adulthood life stage*.

**TOTAL: [50]**

### 3 PREPARATION FOR THE EXAMINATION: OCTOBER/NOVEMBER 2015

Details of examination paper are as follows:

Total marks: 75  
 Pass mark: 50%  
 Time: 2 hours

The paper consists of four questions which count 25 marks each. Each of the four questions consists of short paragraph questions (ranging from 5 marks to 15 marks). You may answer any three of the four questions.

Please remember that the prescribed book (Schreuder & Coetzee, 2011) should be the basis of your October/November 2015 examination preparation. Study **ALL** the content of the following chapters thoroughly and pay special attention to the indicated themes:

**Chapter 1:** The meaning of work (*study the various historical contexts proposed to explain the meanings of work and social values*).

**Chapter 2:** Changes in organisations: Implications for careers (*study all the changes and their implications for careers*).

**Chapter 3:** Career concepts and career models (different meanings of the concept of a career, traditional and contemporary definitions; *career success; career management; career motivation; career maturity; career planning; differences between plan-and-implement and test-and-learn models; Greenhaus, Callanan & Godshalk (2010) model*).

**Chapter 4:** Career choice and counselling (*Super's career developmental theory, the Diagnostic Framework for Career Services and ethical issues*).

**Chapter 5:** Life and Career stages (*No specific examination questions will be asked on the themes discussed in this chapter. Read only as background information*).

**Chapter 6:** Career issues (*No specific examination questions will be asked on the themes discussed in this chapter. Read only as background information*).

**Chapter 7:** Career well-being (*No specific examination questions will be asked on the themes discussed in this chapter. Read only as background information*).

**Chapter 8:** Organisational choice and career developmental support (*No specific examination questions will be asked on the themes discussed in this chapter. Read only as background information*).

Work through all the assignments, especially the topics that are listed above and the additional themes addressed by the assignments. Work through the self-assessment questions in the study guide.

Remember, the mark allocation for each question is an indication of the number of substantial facts that you have to discuss in your answer and the amount of time you may need to spend on the question.

**PLEASE NOTE: These guidelines are applicable only to the October/November 2015 examination.**

**4 EXAMPLE OF A PREVIOUS EXAMINATION PAPER**

# EXAMPLE

This paper consists of 4 pages.

This examination paper remains the property of the University of South Africa and may not be removed from the examination room.

**ANSWER ANY THREE (3) OF THE FOLLOWING FOUR QUESTIONS:****QUESTION 1**

- (a) Career competency is one of a number of variables that determine the meaning that work has for individuals. Explain the concept of “career competency” in the context of the 21st century world of work. Also, discuss the three modes of career growth and development that help individuals understand fluctuations in the utilisation of their competencies when changing jobs. (10)
- (b) The increasing job insecurity of the 21st century world of work requires of individuals to take control of their careers by focusing on their employability rather than their form of employment. Distinguish between the concepts of “employability” and “employment”. Also, explain how South Africa’s National Skills Development Strategy may facilitate individuals’ employability. (10)
- (c) Briefly explain the concept of “dual-career couple” and the general marital patterns of dual career families. (5)

# EXAMPLE

## QUESTION 2

- (a) Distinguish between the traditional plan-and-implement and the emerging test-and-learn career management models. Refer briefly to examples of these models. (10)
- (b) Define the concept of “career anchor” and explain why employees should be encouraged to become aware of their career anchors. Also, explain the role of career anchors in career planning. (10)
- (b) Briefly discuss learnership as an organisational career support technique. (5)

## QUESTION 3

- (a) Discuss the various types of work-family conflict. (10)
- (b) Explain the concepts of “career self-management” and “career exploration”. Also, use relevant examples to explain how individuals may engage in the process of career exploration when managing their careers. (10)
- (c) Meeting the mid-career needs of individuals in the 21<sup>st</sup> century may require organisations to assist older workers with a new career contract which is based on continuous learning rather than retraining. Distinguish between the concepts of “continuous learning” and “retraining” in the context of the 21<sup>st</sup> century world of work. (5)

**QUESTION 4**

- (a) Explain the career discussion as an organisational career support technique. Also, discuss the various steps to be followed in the career discussion process. (10)
- (b) Explain the various stages of job loss and the effects thereof. Suggest five actions that organisations can take to assist employees who have been affected by job loss. (15)
- [25]**

**TOTAL: [75]****5 GENERAL GUIDELINES ON EXAMINATION PREPARATION**

It is best to plan your revision well in advance when studying for an examination. One of the keys to good memory is revision. A structured revision process ensures that you learn effectively and efficiently. Butler and Hope (1997) provide the following excellent revision strategies for keeping your examination nerves under control.

**Overall strategy: the long-term view**

Answer these questions:

- Which topics do I know?
- What is essential and what is optional?
- Where are the gaps for me?

Make a detailed plan of what to do when. Write it down.

**Daily technique: the short-term view**

Do not think about the long term and

- take one topic at a time
- stop when your time is up and move on to the next topic
- take frequent, but brief, breaks (eg after every 1½ hours)
- do not stay up all night or overdose on coffee
- eat, sleep and take exercise regularly
- do not revise your plan daily but, for example, weekly
- take a whole day off each week for revision purposes
- rehearse your exam technique (writing to time, etc)
- condense your notes and ideas at each stage

### **On the day of the examination**

Prepare yourself in advance: your clothes, how you are going to get to the examination venue, etc.

- Look at your condensed notes (not at new material).
- Arrive in good time.
- Do not listen to scaremongering from other students.
- Give yourself time to settle down.
- Read the instructions on the paper first.
- Read the questions carefully.
- Plan your timing and write it down.
- Adapt what you know to the questions if they seem too difficult.
- If stuck, start to write notes. You will find that one thing leads to another and you will trigger your memory quite easily. You have not really “forgotten” as much as lost your way.
- Do not try to write everything you know. Answering the question is enough.
- Do not try to be a genius – just answer the questions.

Note: Given the brief time for each question, your answers may have to be superficial. They can, however, still be good and well-put-together.

Good luck with your examination preparation. Please contact us immediately should you need clarity on the study material.

It was a pleasure to have you as a student!



<b>Name</b>	<b>Telephone</b>	<b>Office/E-mail</b>
Mr KP Moalusi	(012) 429-8064	AJH 3-116 moalukp@unisa.ac.za
Mrs C Mensele	(012) 429-8809	AJH 3-075 Tebelc@unisa.ac.za

### **Reference**

Butler, G. & Hope, T. 1997. *The mental fitness guide: Manage your mind*. New York: Oxford University Press.

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