

## CASE STUDY ON VOCATIONAL GUIDANCE

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**Abstract:** *The aim of this article was the career orientation of a female pupil in the final year of high school, specifically the choice of a bachelor program related to the cognitive and personality profiles we conducted. The motivation for this study had as guidelines the interests for vocational counseling and the adolescence age stage. Respecting the ethical aspects involved, the following instruments were used: anamnesis sheet, educational task inventory, CEI, V21, FFPI, CP5F, AP, CAS++. Good cognitive abilities, a personality profile oriented towards agreeableness and social relationships, dominant social and artistic interests were revealed. The subject fits vocationally into the two professions of interest, psychology and pedagogy of primary and pre-school education. The conclusions highlighted an approach that the subject can take regarding her vocational choice, necessary updates of occupational profiles, but especially the need Romanian students have for more career guidance activities.*

**Keywords:** Vocational guidance, personality traits, autonomy, cognitive abilities, education.

### 1. Introduction

The theoretical thread guiding the presented case study is grounded in John Holland's theory of vocational personality (Holland, 1997; Holland, 1992). This theory, with continuing application in vocational counseling, is described by the author as structuralist and interactional. In this regard, Holland proposes a structure of predominant occupational interests of people, also suggesting that career development and related behaviors are determined by communication between people and the external environment. The six categories of occupational interests, work environments and vocational personalities respectively are: realistic, investigative, conventional, artistic, social, enterprising/entrepreneurial.

In addition, people actively seek living environments that allows them to manifest their personality, attitudes, values and, of course, interests. Accordingly, vocational behavior is determined by a person's personality as well as the environment of which he or she is a part of (Niles, Harris-Bowlsbey, 2015). It is within this synthetic theoretical framework that our case study is situated, with a focus on the two primary dimensions of being human, the inner and outer worlds, that we set out to uncover.

The six categories of interests are found among all people to varying degrees and at least one of them stands out in their vocational identity. The advantage when they are all assessed for a single person is the possibility to compare them with each other and to capture links between two or more types of interests, even non-adjacent ones, taking also into account the person's life context. In this way, it is possible to have a greater certainty about the person's genuine interests and, as a result, to orient him or her towards actions in line with the interests highlighted.

One of the key elements in Holland's theory relates to vocational congruence. This involves the degree to which personality and present or future work environment match with each other (Niles, Harris-Bowlsbey, 2015). Incongruence occurs when an individual's personality (towards instance a social one) is manifested in a non-adjacent occupational environment (a realistic one). These congruencies can be observed in the hexagonal model proposed by Holland (Holland et. al, 1973) which captures all the links between the six categories and those that can be combined to achieve the highest congruency. In this sense, any career counseling/guidance activity is fundamentally aimed at finding the most congruent fit between the person and the environments.

The development of vocational identity, another key concept in this theory, is dependent on all the aspects brought together in an individual's life, and any counseling activity or research proposal must take into account as much information as possible about the person involved and their preferences and abilities. It is in this direction that the need for case studies that could contribute, theoretically and applicatively, to the existing paradigms in vocational counseling is emerging.

## 2. Objectives

The general objective of the paper is to explore the psychological characteristics of the subject in order for her to choose a university bachelor program. In pursuit of this objective, we have outlined the following specific objectives: to identify the cognitive skills developed at the time of the study, the dominant personality traits at this age, the interests and values that guides the person and to establish correlations between these variables to identify the professional vocation.

## 3. Hypothesis

The working hypothesis of this paper is concerned with matching cognitive and personality profiles with the aptitudes required for the subject's professions of interest.

## 4. Demographic data

The case study involved a pupil, A.S., aged 19, who at the time of the study was in grade XII, in an urban environment. She is of Romanian ethnicity and followed a science profile.

## 5. Methodological design

The study was carried out over a period of 10 weeks from March to May, with meetings set according to a joint work schedule, but with at least 2 days between them. During the first meeting we communicated to the subject the proposed general objective, identified the subject's needs and established the working schedule (number of meetings and their frequency, the appropriate workload for a meeting and the methods for analyzing and communicating the results). We also obtained the subject's informed consent before starting the process of gathering baseline information. Following the data collection through the tools used, scoring and reporting of the results to the standard was performed. In consonance with these, cognitive and personality profiles were made, as well as analyzing the correlations between them and the values and interests' profiles.

The methods used to assess the target constructs are the following: anamnesis interview, psychological questionnaire survey and psychological testing. The instruments used are the following: the Job Task Inventory (Popa, 2008); the Interest Appraisal Questionnaire (CEI); the Values Appraisal Questionnaire V21 (Miclea et al., 2013); the Five-Factor Personality Inventory (FFPI) (Hendriks, Hofstee, Raad, 1999); the CP5F Personality Questionnaire (Albu, 2009); the Personal Autonomy Questionnaire (PA); CAS++ - Cognitrom Assessment System (Cognitrom SRL, 2009). The grid used for the anamnesis interview can be found in Annex 1.

## 6. Ethical aspects

During the entire period of the study and after its completion, the ethical conditions of research with human subjects were respected: the person was informed about the purpose and duration of the research, she has given informed consent to the processing of data and her confidentiality has been maintained. She was also informed that she could withdraw from the study participation at any time. The subject also consented to the audio-recording of her answers during the first meeting, relating to the anamnesis interview. She was also informed of her right to request the results that were recorded and to ask for any clarifications in relation to them.

## 7. Results and discussions

### 7.1. Anamnesis

Ψ **Presentation of family background:** The subject is part of a nuclear family, being the only child. Also specific to the family is that the subject was adopted. The parents' financial income provides for her primary and secondary needs. Her mother is 56 years old, a kindergarten caretaker and has completed 10 grades. Her father is 59 years old, a driver and has 12 years of school finished with the Baccalaureat exam.

A.S. states that being adopted does not define her and it is easy for her to talk about this characteristic of her family. She feels that what her parents have done is very important, that they had courage and she is proud of that, she feels wanted in the family. She admires her mother a lot because she overcame the difficulty of not being able to have children of her own.

Ψ **Current family atmosphere:** A very good relationship with the mother (being her life model) and an ambivalent relationship with the father are reported, because there are times when they do not get along very well (lack of active communication with him).

The subject reports that her role in the family is to unite, being the youngest member of the family, including the extended one. The other members already had families of their own when she was adopted, so the subject states that she always brings something new, contemporary.

Family activities are rarely carried out at the moment, those happening more often being holidays. In the evening, they watch the news together. The subject explains the causality of this lack of spending time together in the present through the busyness of all the family members. She admits she misses them, wanting to devote more time to her family.

Ψ **Social-emotional history of the family:** The subject states that throughout her life she had a good relationship with her parents, except for the preadolescence period and the debut of adolescence, when the discrepancies between her wishes and those of her parents began to appear (especially with her mother). A traumatic history of the father is reported, as he had an abusive father figure and divorced parents. The subject states that her father did not learn domestic violence as a result of these events, but he has difficulty communicating with others when there is a problematic situation and does not communicate his thoughts and emotions.

Ψ **Parental projects** about the future of the subject: The subject states that she has always been supported regarding what she wants to do (choice of hobbies, high school profile, college). Concerning the choice of the bachelor program, the father wanted her to choose a faculty related to professions which offers a short work schedule and high salary, but now he only wants her to follow her wishes. Both parents want her to overcome their socio-economic condition, not work as much as they do, without being recognized for their merits.

Ψ **Medical history:** The subject reports that at the time of the study, during the final year of high-school, she takes medication for peaceful sleep. The sources of stress she identified in her life are school, Baccalaureate exam, family (sometimes), friends. In the past, she has experienced frequent episodes of insomnia. Also, the subject wears glasses because of strabismus.

Ψ **Social relationships:** A. S. states that she is a sociable person and avoids conflicts. In addition, she has two close friends, besides family, and believes that she can go to them when she needs. She had short romantic experiences, typical for her age. Among the difficulties she encounters in relationships, the following were highlighted: she quickly attaches to others and gives them complete trust; she is jealous and ruminates about relational contexts and she is also jealous, although does not show it; she does not always manage to show her affection towards others (aspect she attributed to the ambivalent relationship with the parents).

The relationship with her classmates is typical, having a few good friends. As for relationships outside of school, she believes that she has a secondary role in her friendships (affirms that she does not have a group, but only dyadic relationships), because she does not have a romantic partner. She states that this fact does not bother her and is trying to be the person who makes others laugh and reliable.

Ψ **Educational context:** The subject states that she is a pupil who respects the rules and status of the teacher, yet there are teachers with whom she professionally disregards, but maintains her respect nonetheless. She believes that school is important, but is disappointed of the educational system in Romania, wanting more vocational counseling in the school structure. The subject also states that she would like to have more artistic extracurriculars.

She has average results (as she states) and focuses on the disciplines that arouse interest (mathematics, Romanian, psychology). The discipline that causes difficulties is chemistry.

Her plans for the future involve completing university studies and to profess as a psychologist, but also as a teacher. She would want a work environment that allows her to have time for family and to travel as much as possible.

Ψ **Motivational sphere:** The hobbies A.S. has are playing the guitar and photo editing. As for the musical instrument practiced, the subject states that she reached a high level of performance, since she began at an early age and participated in many competitions and shows. At the moment she spends her free time, which is limited, reading. She spent several years doing animation for children and young people, being proud of her manifestation at that time. She has also performed guitar teaching activities for children, which she claims have been a success in her life, showing her that she is good at something. Animation meant a lot to her, dedicating a lot of her time in her high school years to these projects. What prompted her to give up were the divergences she had with certain people, but also the start of the XII<sup>th</sup> class. The professions she is interested in are psychology and teaching. The passion for psychology is determined by the subject's desire to discover how people think, being attracted by the idiographic approach of their personality. In addition, she is also interested in teaching, because she noticed the beneficial impact she had on the children who participated at her guitar activities, considering that she

would do a good thing to society, while doing something that she likes. However, it is worth noting that until the guitar activities the subject did not consider the profession of teaching. She prefers to work alone, although she works well in a team.

## 7.2. Cognitive profile

**Table 1. Tests results CAS++**

ABILITY/APTITUDE	TEST	RAW SCORE/INDEX	TEST LEVEL	GENERAL LEVEL
General learning ability	Analytical reasoning	19	Very good	Good
	Cognitive inhibition	0,18	Average	
	Analog transfer	19	Good	
Verbal ability	Understanding of the texts	15	Good	Good
Numerical ability	Mathematical reasoning	15	Good	Good
	Mathematical calculation	10	Average	
The ability to perceive form	Perceiving details	4	Very weak	Very weak
Decision-making capacity	-	7	Good	Good

The **analytical reasoning** test suggests that the evaluated person performs better than 93.3% of the population, with a very good score. The score indicates an increased ability to find logical rules and put them into practice in solving problems. It also highlights the ease of merging the initial information to draw valid conclusions. The test indicates the increased ability of formal reasoning, independent of the knowledge the subject holds.

At the Inductive Rational A sub-scale A.S. has a score of 11/12 points, suggesting the increased ability to selectively compare (choosing relevant information for problem solving). Subscala Rational B, deductive type, with a score of 8/12 points, it shows that the person has developed the ability to identify ways in which information can be grouped into a single mental model.

Being at the age stage where complex reasoning prevails thinking (Sălceanu, 2015), it can be said that the subject is in the normal graph of cognitive development according to her age.

The **cognitive inhibition** index (0.18) places the person in class/level 3, an average level, better than 30.9% of the population. The test measures the ability to inhibit a prepotent response, attentional executive control, through a Stroop-type load. In this context, A.S. obtained an average score, which suggests an average ability to ignore irrelevant stimuli in order to solve a problem. However, A.S. had no errors during the test, giving all the correct answers and in a cursively way, without breaks and the need to repeat a word. This indicates that, in reality, her ability to inhibit a prepotent response is good, but does not have the speed necessary for a high score.

The **analog transfer** test indicates a good level of performance (4 = IV-a class), higher than 69.1% of the population, at a score of 19 points. In essence, A.S. has enhanced the ability to identify criteria relevant to relational structuring in new situations, following the common points between the present situation and the past situations (ability necessary to solve heuristic problems). Analog transfer is considered a general skill, necessary for learning, and extremely useful in professions such as: programmer analyst, teacher, doctor, psychologist, architect, management functions of various trades (Cognitrom SRL, Cognitrom SRL, 2009).

Analog transfer has two parts: verbal and figurative analog transfer. At the first the subject scored 11 points (out of 12 possible), and at the second one 8 points. Although the test manual indicates that the scores on the figurative section are usually higher (because they are not dependent on the level of instruction), A.S. has recorded a visibly higher score on the verbal section.

The application of the **text comprehension** test revealed a score located on a good level (class 4), the subject having a better performance than 69.1% of the population. Therefore, she has a good ability to derive the meanings of the isolated phrases found in the texts read, to associate logical phrases, to advance hypotheses about the text by following cause and effect relationships and to merge information to generate conscious or unconscious inferences.

The **mathematical reasoning** test indicates a good level (class 4), a better performance than 69.1% of the population. Thus, she performs mathematical reasoning, numerical data analysis and identifying relationships between them at an average level. Being a pupil with a science profile, she has the potential to activate in professions such as: engineering, architecture, statistics, mathematics. These areas require mathematical reasoning ability. However, the subject is not attracted to these areas of interest, despite the fact that she resonates positively with the field of mathematics.

The **mathematical calculation** test indicates an average level (class 3), the person having a better performance than 30.9 % of the population. The subject has an average level of numerical aptitude characterized by rapidity and correctness of simple mathematical calculations. Errors can be due to both the lack of numerical acquisition and the lack of concentration on certain calculations. It can be seen that the subject failed to perform the calculations quickly and correctly, but this indicates the possibility that in the absence of limited time she will correctly perform several calculations. Considering this ability is trained at the moment for the Bacalaureate exam, having good results at the national simulations, the time limit imposed may distort her real ability to solve simple calculations.

The **detail perception** test indicates a raw score of 4 points, the subject being placed in class 1 with a very low level, suggesting that there are difficulties in identifying the details found in various graphic materials or images. Considering the psychology and teaching professions, which require an average-medium level of this skill, A.S.is below the minimum required level.

In this context, an analysis of this ability is required. First of all, it involves: concentration and mobility of attention; abstaining from certain details to identify relevant others; perceptual analysis, synthesis and comparison. Selective attention (the ability to ignore certain stimuli and identify others) matures in the early years of adolescence (Hobbiss, Lavie, 2024). The subject, passed this subperiod of adolescence, therefore she would benefit from training it now, being able to assimilate a large volume of new information and skills. The phases of the perceptual act that may be undeveloped are identification and interpretation, detection and discrimination being unlikely to be affected, because she has a normal intellect.

Secondly, the subject responded predominantly correctly in the first part of the test, being consonant with the specificity of the structure of the items, being on an axis from easy to difficult. There is also the possibility that the limited time to solve the items determines this low level, as well as the existing vision problems (in this latter case, the subject wearing the glasses at the time of the test, a specific medical evaluation of the perception of details is required in order to provide this argument with certainty).

The **decisional capacity** test illustrates a raw score of 7 points, the subject having a good level (class 4) of decision rationality and a low sensitivity to decision biases and heuristics. The person is characterized by the reduced use of general decision heuristics, choosing to analyze decision situations in detail. People who have a high level performance can reach high levels in professions that mainly involve decision making (administrators, managers, economists, judges, lawyers, investigators, detectives, etc).

The test suggests that A.S.is not in a hurry to make inferences in a situation until after carefully analyzing it. The result also suggest that she likes to get involved in the analysis of problematic situation. This aspect is relevant for a psychologist, because meeting/managing such situations is an active task of it. In addition, the teacher also requires a higher average level of this skill, being often put in a position to make decisions according to the specifics of the situation and in a relatively short time.

### 7.3. Personality profile

**Table 2. FFPI, CP5F, IEC and V21 results**

TEST	SCALE	RAW SCORE	T SCORE/ PERCENTILES	LEVEL
FFPI	Extraversion	72	50	Average
	Agreeableness	98	72	High
	Conscientiousness	77	53	Average
	Emotional stability	64	48	Average
	Autonomy	71	49	Average
CP5F	Social desirability	71	67	High
	Extraversion	67	43	Average
	Agreeableness	117	75	High
	Conscientiousness	109	64	High
	Emotional stability	71	51	Average
	Autonomy	65	38	Low
Interests Questionnaire	Artistic interests	16	-	High
	Conventional interests	1	-	Low
	Entrepreneurial interests	2	-	Low

	Social interests	18	-	High - dominant
	Realistic interests	5	-	Low
	Investigative interests	7	-	Average
Values Questionnaire	Professional recognition	9	C9	Low
	Authority	5	C6	Low
	Social relationships	12	C42	Average - dominant
	Autonomy	11	C20	Average
	Safety	8	C14	Average
	Respecting rules	11	C40	Average
	Challenge	11	C39	Average

### 7.3.1. FFPI and CP5F questionnaires

Firstly, A.S. may have presented distorted aspects of her personality in a positive sense, as the score on the Social Desirability scale indicates is high. Thus, it is recommended that the interpretations of the other scales be placed under the sign of uncertainty for a correct approach of the case.

The two personality questionnaires show equivalent levels on the Extraversion (average), Kindness (high) and Emotional Stability (average) scales. These results are consistent with the claims of the subject. The subject is characterized by paying attention and care to/for others, an average ability to manage situations with emotional impact and an ambivert temperament, at least at a first assessment of these dimensions. Thus, A.S. shows interest in people around her, respecting their opinions and rights. She also tries to maintain good relationships with others. She is generally thoughtful, generous, confident, helpful, concerned about social harmony (Rothmann, Coetzer, 2003), has an optimistic view of human nature, being trustworthy. She also tends to prioritize the well-being of others and can often compromise to maintain harmony in interpersonal relationships.

The literature supports the linear character of agreeableness throughout life, with late adolescence being a stage where the person scores high scores, unlike puberty and the early years of adolescence (Donnellan, Lucas, 2008).

Again, the professions of interest of the subject are emphasized. In addition to this argument, it has been shown that there is a positive correlation between agreeableness as a personality trait related to the BIG5 model and the social interest related to Holland's theory (Larson, Rottinghaus, Borgen, 2002).

Regarding the differences between the two questionnaires, the FFPI Conscientiousness scale shows an average level and the CP5F a high level, the scores being obviously discrepant. Explanation can be based on the high level on the Social Desirability scale. The subject often stated that she spends most of her time completing school duties and preparing for the Baccalaureate exam. Differences between scales would require additional assessments to be able to determine the actual level of the person.

The level of autonomy is average on the FFPI scale and low on the CP5F, which outlines a weak development of this feature, which is usually a great need in adolescence. This may be caused by the lack of training of daily activities, the subject being accustomed to other people (for example, parents) making decisions for her in this regard. A.S. affirms that she needs more independence, therefore autonomy development comes first (understanding both of the psychological terms), because she had conflicts with her parents on the basis of this need. Thus, there is awareness of this personality peculiarity, as well as her desire to develop it.

In addition, not only does the autonomy related to daily activism seem to be medium to low, but also social and emotional autonomy, relying on high agreeableness. Being a person who is more concerned about the well-being and validation of others, the subject often tends to give up her own initiatives, although the decisional capacity shows us that she is good at analyzing problematic situations and making cautious and effective decisions. However, the hypothesis of conformism is highlighted, in the absence of a stable group of friends, being a feature that manifests itself globally. It is thus emphasized the possibility that the subject has the necessary resources to be autonomous in thinking, but also in personality aspects, choosing to adhere to the choices of others for social reasons.

### 7.3.2. Questionnaire assessing personal autonomy

In order to achieve a deeper look at the manifestation of autonomy in the psychological reality of the subject, the AP questionnaire was also applied.

**Table 3. AP scores**

SCALE	RAW SCORE	T SCORE	LEVEL
Value autonomy	32	58	Average
Behavioral autonomy	41	56	Average
Cognitive autonomy	39	61	High
Emotional autonomy	33	62	High
Total	145	62	High

Cognitive autonomy is high, which can also be supported by her results on decision-making capacity (6.2). Emotional autonomy is also on a high level, suggesting a high capacity for emotional independence from the opinions of others.

The subject achieved different levels on this trait globally between applied tests (medium-low on FFPI and CP5F) and high on AP. The AP manual notes that there is often a link between the high level of autonomy and the social desirability scale on the CP5F. In this regard, it is possible for the subject to present herself more autonomously than she really is. Although it seems that A.S. has the necessary resources from the point of view of thinking and personality to be autonomous, which is evidenced by her scores, it is possible that reality is a little distorted. Being a kind person who does not want to disturb others, behavioural autonomy (average on AP) suggests that the subject chooses not to show off her opinions and even some of the solutions she might reach.

Value autonomy is also average, which can support the argument of a medium-low autonomy, not always being important for her to manifest it.

### 7.3.3. Interests Questionnaire

Following the application of the occupational interests questionnaire, the subject's preferences for the following areas of activity are illustrated:

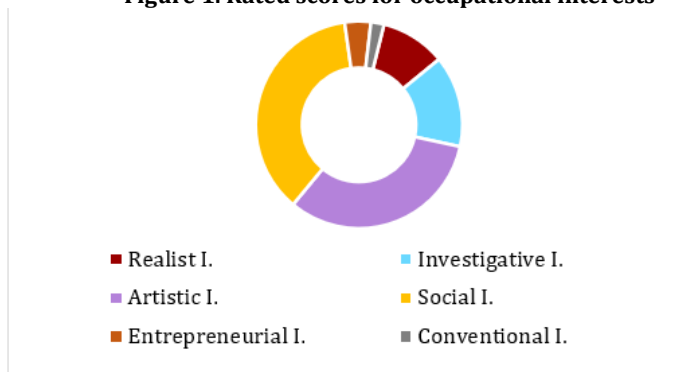
1) Scale: Social Interests (S); Raw score: 18; Rated score: 90%

Interpretation: Is interested in activities involving interpersonal relationships. She prefers to help people solve their problems or teach them things, rather than doing activities that require the manipulation of tools or machines. The suggested professions are: teacher, counselor, therapist, doctor, nurse, policeman, speech therapist, etc.

2) Scale: Artistic Interests (A); Raw score: 16; Rated score: 80%

Interpretation: Manifests attraction to less structured activities, which involves creative solutions and offers the possibility of self-expression. The suggested professions are: musician, poet, sculptor, writer, actor, architect, designer, editor, journalist, etc.

**Figure 1. Rated scores for occupational interests**



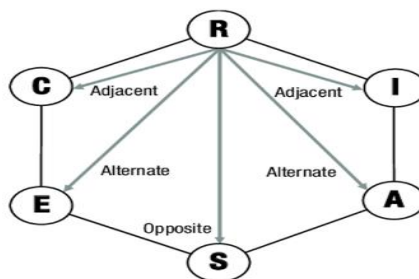
The analysis of the questionnaire follows diadic patterns, therefore, the first two types of interests with the highest scores (dominant-social and the first secondary artistic type are taken into account for the achievement of a picture of relevant interests). Jigău (2006) presents the environment, the personality and behavior characteristics of a person with each category of interests, those concerned being described as follows:

The social environment offers opportunities to talk, to listen to others, to show an understanding and friendly attitude in interpersonal relationships, to help people. Therefore, the areas that focus on this issue are education, social assistance, health. The type of social personality is exemplified by a person who

enjoys working with people in order to inform, guide, instruct, educate, care for them. She also has skills in using language in a creative and comprehensive way. The behavior of a social person is oriented towards social interactions, prefers collective activities that involve cooperation.

The artistic environment involves an unstructured, free work program that actively calls for initiative and puts maximum emphasis on the individual way of artistic and emotional expression. The artistic personality type includes artistic skills, abilities and intuition, affective-emotional approaches of the surrounding world. In addition, she enjoys using her imaginative processes and expressing herself original and unsystematized. The behavior of an artistic person is manifested by the use of visual/auditory materials to exemplify and behave, preference for individual activities and decision making by resorting to the emotional component.

**Figure 2. Congruence relations between the types of interests**



In reality, it is rare for an individual to have a single personality type or belong to a single work environment. Combinations are often found, which is why Holland's Code uses three letters to illustrate each personality type or work environment (for instance: EIA, ISE, etc). The first letter in the combination represents the dominant style and the other two are the adjacent styles. The more similar the types of interests that make up the personal pattern, the higher the coherence and the possibility of conflicts between internal preferential structures decreases, which facilitates decision making towards a profession (Băban, 2001). The code of A.S. is SAI (social-artistic-investigative). According to the six-interest model it is coherent with adjacent interest categories that can be easily combined over the course of the career. In consonance with these interests, A.S. has presented throughout the study interests towards the field of psychology and pedagogy, orienting herself at the moment (march, 2024) to the Faculty of Psychology and Education Sciences of Ovidius University. She also follows training classes within the Psychology discipline, being curious about this field and suggesting that she would love to discover it within the faculty. Once more, she carried out volunteering and animation activities for children and young people at an ONG in Constanta, her social orientations being highlighted again.

Addressing the subject's claims about her motivation, we can consider, in particular for further evaluations, the type of motivation underlying the interests for the two professions. Affirming that the option of teaching appeared only when she received positive feedback from the beneficiaries (children) of the sustained guitar activity, we hypothesize an initial extrinsic motivation for this profession, according to the reward motivation theory (Lemeni, Miclea, 2004) that is specific to the age of adolescence. Affirming that now she wants to be able to give children a qualitative education, the motivation type seems to be altruistic, therefore the need for a thorough analysis is enhanced.

For a more detailed perspective, some reference points in the occupational profiles for psychologist and teacher of the platform CAS++ are described. Although the subject is interested in the elementary teacher profile, not the professor one, the occupational profiles do not approach the first one, so the profile chosen was the closest conceptually to it. For a future analysis with a higher validity is recommended to evaluate her with an updated profile. Beneath are the profiles used in this evaluation.



**Table 4. Occupational profiles of areas of interest**

Occupational profile of a psychologist						Occupational profile of a professor																																																																																																																											
<p>- <b>General tasks:</b> studying human mental processes and behaviours, developing assessment techniques, applying and interpreting psychological tests, facilitating individual, group or organizational development and change, supporting and conducting research;</p> <p>- <b>Physical environment:</b> offices, cabinets, offices or laboratories;</p> <p>- <b>Socio-organizational environment:</b> many unstructured activities, many important decisions, very frequent interpersonal interactions;</p> <p>- <b>Skills:</b> used in learning, problem solving, social, resource management;</p> <p>- <b>Aptitudes</b>  <b>Cognitive</b></p> <table border="1"> <thead> <tr> <th rowspan="2">ABILITY</th> <th colspan="5">Level of development</th> </tr> <tr> <th>1 (minimum)</th> <th>2 (lower middle)</th> <th>3 (medium)</th> <th>4 (upper middle)</th> <th>5 (maxim)</th> </tr> </thead> <tbody> <tr> <td>1. General learning ability</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>2. Verbal ability</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>3. Numerical aptitude</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>4. Spatial aptitude</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Shape perception ability</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Functional skills</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>7. Speed in reactions</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>8. Decision-making capacity</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table> <p><b>Psychomotor:</b> auditory acuity, clarity of speech.</p> <p>- <b>Holland Code:</b> ISA (investigative, social, entrepreneurial);</p> <p>- <b>Sources of job satisfaction:</b> autonomy, use of individual skills, service to others, creativity in work, responsibility, personal fulfillment, variety of tasks;</p> <p>- <b>Labor market search:</b> increased.</p>						ABILITY	Level of development					1 (minimum)	2 (lower middle)	3 (medium)	4 (upper middle)	5 (maxim)	1. General learning ability					X	2. Verbal ability				X		3. Numerical aptitude			X			4. Spatial aptitude		X				5. Shape perception ability		X				6. Functional skills			X			7. Speed in reactions				X		8. Decision-making capacity				X		<p>- <b>General tasks:</b> plans, evaluates and revises the components of the educational structure, transmits information with an instructional-educational nature, adapts the content according to the needs of the students, monitors and evaluates their progress, organizes extra-curricular activities, pursues the potential for excellence;</p> <p>- <b>Physical environment:</b> in the classroom, office, laboratory, school workshops, sports hall (depending on the subject taught);</p> <p>- <b>Socio-organizational environment:</b> teaching time is 16/18 hours/week, freedom to decide on the particularities of the lessons, continuous interaction with students, parents, other teachers;</p> <p>- <b>Skills:</b> problem-solving, social;</p> <p>- <b>Aptitudes</b>  <b>Cognitive</b></p> <table border="1"> <thead> <tr> <th rowspan="2">ABILITY</th> <th colspan="5">Level of development</th> </tr> <tr> <th>1 (minimum)</th> <th>2 (lower middle)</th> <th>3 (medium)</th> <th>4 (upper middle)</th> <th>5 (maxim)</th> </tr> </thead> <tbody> <tr> <td>1. General learning ability</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>2. Verbal ability</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>3. Numerical aptitude</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>4. Spatial aptitude</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>5. Shape perception ability</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>6. Functional skills</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>7. Speed in reactions</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>8. Decision-making capacity</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> </tr> </tbody> </table> <p><b>Psychomotor:</b> manual dexterity, physical stamina, visual acuity, clarity of speech.</p> <p>- <b>Holland Code:</b> SAI (social, entrepreneurial, investigative);</p> <p>- <b>Sources of job satisfaction:</b> use of individual skills, service to others, social status, teamwork, institutional practices and policies, recognition;</p> <p>- <b>Labor market search:</b> low.</p>						ABILITY	Level of development					1 (minimum)	2 (lower middle)	3 (medium)	4 (upper middle)	5 (maxim)	1. General learning ability					x	2. Verbal ability					x	3. Numerical aptitude			x			4. Spatial aptitude			x			5. Shape perception ability			x			6. Functional skills				x		7. Speed in reactions					x	8. Decision-making capacity				x	
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Occupational profiles suggest that the necessary dominant type, the social one, is present in the code of A.S., the investigative one being its second secondary type, also found in the codes in the table. Although the entrepreneurial one is not in the person's code, it's score is close to the investigative one. Despite the fact that type A (artistic) is not found in the profile codes, creativity is an essential element, both in psychology and pedagogy.

People have certain traits that are relatively stabilized after adolescence, therefore, entrepreneurial interests can crystallize during university studies, and the artistic ones that A.S. already possesses are an indicator of her cognitive flexibility that is necessary in solving unexpected situations and to generate social situations (for example, original teaching activities with pupils or differential approaches in therapy). As far as the professional environment is concerned, both professions provide interactions, which is a need of the social type. Also, the malleable structure of professional tasks is supported by the artistic type, and the sources of job satisfaction are in consonance with the needs of a social and artistic person. According to the cognitive aptitude tests, the subject meets some of the standards of the occupational profiles (Figure 4), with numerical aptitude and decisional ability being met on both profiles. The psychologist profile has the required levels met/exceeded on three of the five dimensions tracked. Also, the greater closeness between the minimum and lower-median levels on the shape perception skill on the psychologist profile, as opposed to the teacher profile, supports a higher fit on the latter. It is noteworthy that not all tests were applied on certain skills, thus not having a complete and certain picture of the cognitive sphere. Notable about occupational profiles is that their applicability today is questionable, as they were developed about 10 years ago. Within this framework, certain aspects might differ nowadays, towards instance looking at the labor market.

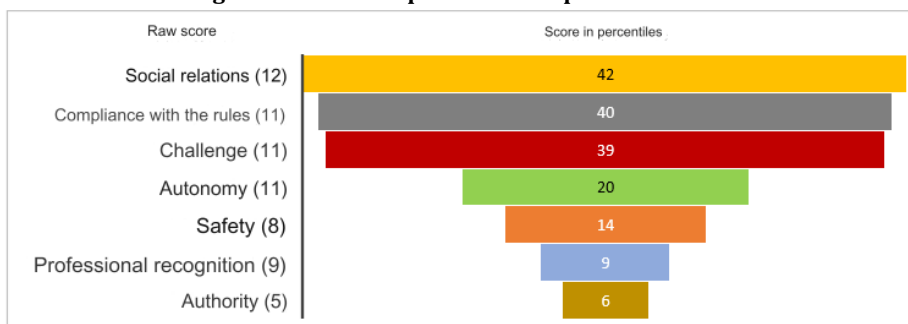
Another aspect to consider is the limitations of the Holland test, as it does not analyze other factors that may influence the choice of vocation: environmental, economic, cultural. The test pursues a

psychological theory of personality, which reveals information correctly related to the statements and results of the subject A.S., but it is necessary to have an overall perspective with an objective point of view over this paper.

### 7.3.4. Values questionnaire

The results of the values questionnaire indicate the levels of the seven targeted values as follows:

**Figure 3. Results in percentiles of personal values**



The values that emerge most strongly are: social relationships, compliance with the rules and challenge.

Ψ Social Relationships: Is a person for whom it is significant to focus on forming and maintaining pleasant, non-competitive and non-coercive interpersonal relationships with those with whom they come into contact in any type of environment;

Ψ Rule-following: This is a person for whom it is important to organize and start his/her activities following rules that are well established by others (family, organizations, society);

Ψ Challenge: This is a person for whom the pursuit of risky, strategically complex activities for planning, carrying out and monitoring is important.

According to the results, the value of social relationships, at the highest level, is complementary with the type of social interest and the subject's statements about his social needs and willingness to help others, as well as to the strongly characterized trait of agreeableness. Following rules and pursuing challenges, although seemingly at odds, may reflect that the subject is a conformist, obeys people in positions of authority and, when referring to activities, is a person who pursues difficult situations that cognitively challenge him. In other words, the subject compensates the lack of social autonomy with the need for stimulating tasks. A.S. has a moral profile characterized by socialization, collaboration, conformity, respect, risk and curiosity.

Being in the socialization period (13-21 years) of values appropriation, A.S. has the value of social relations developed at a high level, at the same time obeying people in authority, which suggests a person with respect from a value point of view. The value of challenge, of exploration of the unknown is specific to the adolescent age, pushing the subject towards self-discovery and discovery of the surrounding world. Following the analysis of the anamnesis data, following the rules as a value is reinforced by the subject's statement that her most important life principle is justice. In addition, the relatively low level of autonomy as a value is also illustrated by the low level of the trait with the same name in CP5F questionnaire.

### 7.4. Inventory of educational tasks

For the personal development of the inventory, the educational tasks of terminal year pupils were identified. The next step was to determine the relevant information to be known for each task, time allocated and perceived difficulty (difficulty is rated on a five-step Likert scale). Therefore, the inventory was conducted for the educational tasks, according to the work task inventory model (Popa, 2008: 49, apud Sandu, Sălceanu, 2018):

**Table 5. Inventory for educational tasks. Subject's answers**

Task list	Time allocated	Difficulty
1. Attendance of classes	5/7 days	4
2. Realization of projects/portfolios/essays	A lot	2
3. Preparation for school assessments	A lot	4
4. Preparing for the baccalaureat exam	Most of the time	4

5. Tutoring for the baccalaureat exam	3/7 days	3
6. Doing homeworks	A lot	4
7. Reading books with subjects of interest	A little	1
8. Participating in school competitions/olympics/artistic and/or sports activities at school	Never	-
9. Interacting with classmates	A lot	2
10. Relations with teachers	A little	2
11. Preparing for an oral presentation	A little	4
12. Preparing for national simulations	A little	3
13. Preparing for college enrollment	A lot	2

After processing the results, the activities carried out by the subject can be categorized according to the two elements observed as follows:

Ψ By **time allocated**: The allocation of time to fulfill the main school assignments as well as to enroll in college is emphasized, with the subject showing seriousness about her professional future. The subject is also concerned about socializing with peers, which is also supported by her social interests.

Little time is allocated to reading books of interest, which may cause the subject's ambivalence between two centers of interest for her future profession. In the context of pupils' limited time in 12th grade and compulsory reading for the baccalaureate, the need for reading to learn more about the subjects relevant in the decision of the bachelor program is emphasized.

Ψ By **perceived difficulty**: The subject states that school tasks come with a high degree of difficulty (4), along with preparing for an oral presentation. Relating with peers and teachers ranks in the lower-medium range (2), illustrating the subject's ease of communicating with those in the school environment.

### 8. Conclusions and recommendations

In summary, the results and interpretations related to the assessment of the subject A.S., the cognitive and personality profiles were outlined as follows: The cognitive profile illustrates good levels on the targeted skills, except the shape perception aptitude with a very poor level. The personality profile shows equivalences on the two instruments used, with average levels on two scales (Extraversion, Emotional Stability) and high levels on Agreeableness. Having also high social desirability, conscientiousness and autonomy on different levels, it is recommended to analyze these data cautiously. The Values Questionnaire shows an emphasis on social relationships, following rules and challenge.

In order to verify the working hypothesis, the compatibility between the subject's desirable occupational profiles and her cognitive (knowledge, skills, abilities, competences) and personality (interests, aspirations and ideals, value system) profiles, the subject A.S. has social and artistic interests, which are both shown in the questionnaires and the anamnesis. According to the occupational profiles, she is closer to the one of psychologist. The subject also seems to be more passionate about this field, an aspect observed throughout the study.

Given that the cognitive (aptitudinal) profile has a higher informational value than each of its individual elements, subject A.S. has a good cognitive development, the only exception being the shape perception aptitude. It is recommended to test the individual in the future with the other tools related to this skill in order to confirm whether she really has a very poor level of this skill. Addressing only detail perception, the subject could try the following activities to improve it: visual memory and detail identification games, number paintings. Short-term, visual memory and observation are key elements to be pursued in this direction, and can also be trained through other activities (other games, activities in nature etc).

Given the low level of autonomy on one of the scales, it is recommended that A.S. takes on more tasks related to the home environment and personal schedule. Stating that she does not have enough time to read in the areas of interest (psychology and pedagogy of primary and pre-school education), it is recommended that she restructures her program to allow her to study books, movies with related topics and attend thematic seminars.

Educational recommendations for the education system, which arise from an important need in the lives of high school pupils, are to conduct more visits to public institutions, open days ("Zilele porților deschise"), career days, which also provides diversity for the wide range of interests of students. These activities, often found in vocational guidance literature, are incompletely carried out and some are not

even implemented. This case study, typical by its nature, thus tries to illustrate a fundamental need of Romanian pupils. An update of the occupational profiles could also be considered for the validity of their use in the context of case studies/psychological assessments/career guidance and counseling. It is essential for the subject to become aware of the type of motivation that underlies her socio-human interests. If ambivalence persists, it is advisable to seek vocational counseling, as this case study provides only a direction in the orientation towards university studies.

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Annexes

Annex 1. Grid used for the anamnesis interview

English version

Anamnesis Interview

DEMOGRAPHIC DATA

- 1. Name:
- 2. Age:
- 3. Sex:
- 4. Birth date:
- 5. Race:
- 6. Occupation:
- 7. Family type:
- 8. Education:
- 9. Civil status:

FAMILY PRESENTATION

- 1. How many members are in your family?
- 2. What's your mother's name?
- 3. How old is your mother?
- 4. What's your mom doing for a living?
- 5. What level of training does your mother have?
- 6. What's the father's name?
- 7. How old is your dad?
- 8. What's Dad doing?
- 9. What level of training does your father have?
- 10. Details of brothers/sisters (if any)
- 11. Who do you live with? What type of housing is it?
- 12. How was it for you to grow up in this family?
- 13. Are there emotional and/or psychological difficulties in family history?
- 14. Are you closer to one of the parents? If yes, by whom?
- 15. What activities do you do with your family? How often?
- 16. Is there anything important about your family that you haven't communicated so far?
- 17. Were there any traumas of any kind in your family?
- 18. Did you feel wanted in the family?
- 19. What conditions are offered to you in the family?
- 20. Does your family support you in your own choices?
- 21. What do your parents expect from you?
- 22. What role do you think you have in the family?
- 23. What are you missing in your family environment?

MEDICAL HISTORY

- 1. Are you suffering from a disease?
- 2. Have you had surgery?
- 3. Take medication?
- 4. Have allergies?
- 5. Do you have any dependence?
- 6. Sources of stress?
- ψ Another:

Physical deficiencies	
Craniocebral trauma	
Crisis of loss of consciousness	
Fébrile or afebrile seizures	
Premenstrual syndrome	
Disturbance of sleep	
Food disorders	
Problems with hearing	

SOCIAL RELATIONSHIPS

- 1. Do you consider yourself a sociable person?
- 2. Do you have people you can go to when you have a problem?
- 3. How do you relate to the adult generation?
- 4. Have you had romantic experiences?
- 5. What difficulties do you have in relationships?
- 6. How do you get along with your classmates?
- 7. What role do you have in your current friendships?
- 8. How important are social relationships to you?
- 9. Who do you spend the most of your free time with?
- 10. What groups are you part of?
- 11. What do you lack from the social environment?

EDUCATIONAL HISTORY

- 1. Have you had any behavioral issues so far?
- 2. Did you had problems learning?
- 3. How do you get along with your teachers?
- 4. What school results do you have?
- 5. What attitude do you have towards school?
- 6. What future projects do you have?
- 7. What successes have you had so far?
- 8. How do you manifest yourself during the class hours?
- 9. Do you prefer a particular subject? If you do, why?
- 10. Do you avoid a certain subject? If you do, why?
- 11. What are you missing in the educational environment?

MOTIVATIONAL SPHERE

- 1. What hobbies do you have?
- 2. Do you practice them often?
- 3. Have you reached a high level of performance of an activity of interest?
- 4. What do you like to do in your free time?
- 5. What professions attract you? Why?
- 6. For what conviction are you willing to fight the most?
- 7. What role models do you have? What do you appreciate about them?
- 8. How do you see yourself in 5 years?
- 9. What do you think of the society you live in?
- 10. Do you prefer working with someone or alone?