

DEVELOPMENT OF A CAREER COUNSELING CENTER MODEL FOR PREPARING STUDENTS FOR THE WORLD OF WORK USING ENNEAGRAM PERSONALITY THEORY

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Abstract The objectives of this study were: (1) to investigate career counseling provision and its pattern. (2) To develop a model of career counseling center for preparing students into the world of work by using Enneagram personality theory to observe the evaluation process of Thai students' characteristics. (3) To formulate the model of career counseling for students in Thai higher education institutes by integrating Thai value and Enneagram personality theory in order to establish research personality measures for individual student. Samples are four-year-university students from the universities that provided all nine educational groups categorized by UNESCO entitled International Standard Classification of Education (ISCED). Comprehensive universities selected for the study were Chulalongkorn University, Mahidol University, Kasetsart University, Naresuan University, Chiang Mai University, Khon Kaen University, and Prince of Songkla University. 527 respondents participated in the survey. Multivariate tools from SPSS for Windows were used for statistical analysis. The model of career counseling center was developed and confirmed by a committee of experts using the connoisseurship model. Four out of nine personality types -Epicure, Mediator, Trooper, and Giver- from Enneagram personality theory are mostly found among Thai students. The model of career counseling center was thus developed in accordance with the demands of current student personality as well as objectives in accordance to the university service provision policy under the operation of student affairs division. The preparations of location, facility, and structural design of management, service provision process, and student counseling procedure were developed in accordance to help support the student readiness in entering into the world of work. The recommendation for successful career counseling center was restricted its scope of work in programs of study and career counseling. Special emphasis was to be placed upon student personality types in tailored made counseling program oriented to future careers, following six procedures of one-stop counseling service: to investigate student personality type, test of student personality type, check the vacancy job position on database, study on the characteristic of the perspective job, attend the training program, and apply to the job. The counseling service should be based on each student personality type that influences his / her future profession and follow the six procedures of one-stop counseling service.

Background of the study

Theory and practice in career counseling in Thailand has become more important. A series of factors have combined to change the content, processes, and consumers of career interventions and services: maturing theoretical perspectives; transitions to transitional global economies; dramatic shifts in occupational structures; high unemployment rates in total population, demands for higher levels of literacy; numeracy, and flexibility in the labor forces of industrialized areas have been highly significant. Further, concerns about the quality of work life and worker productivity; and turnover rate in the organization of work among new graduated and in the composition of the labor force have played a role in this as well. These factors influenced to the university in order to do all activities and services in making students to be such the qualify worker in the world of work. Therefore, as compare students as an input; teaching, learning and extra curriculum as a process; and the quality of graduation as an output. In making the process to be successful, the university with a good input – enroll student with high capacity - is easier to do so. In contrast, the university with a bad input – student with low capacity – has to put more services for students who need advise to help them to meet the optimum qualification. The most important agenda of the university in students' service must put objective to bring out the competencies of students including an ideal syntheses of each student in order to make comprehensive on oneself via career counseling service.

The study focuses upon the development of students in the university; its objective is creating quality of life for students via career counseling. Enneagram was used as an instrument for accessing styles of each student's nature, which is based line for the researcher. Later, a model for counseling center was conduct in such a way that can lead students to optimum suitability career choice. The assumption of the study is that the suitability career of oneself is the prerequisite for the good life. Then, within the four-year undergraduate study, the student must have information and opportunity to make decision of his/her own career.

Hypothesis for constructing of the career-counseling center, the researcher studied state of the art concerning career counseling based on career choice as well as student development theory. A test was comprised of the practices on

Thai values which refer to Thai personality integrated with the nine types of Enneagram, was used for identifying nine styles of student types matching with career choices. The samples use the four-year university students categorized into nine ISCED majors of UNESCO. The benefit of the study can indicate individual student's personality as well as being the guideline to establish the career-counseling center. In sum, Enneagram can be used as a tool for revealing tacit knowledge within the characteristic of Thai students into explicit knowledge of particular ideal syntheses in order to be the basic data for counselors in guiding students to have the best career choices in which students can have a fulfilling life in the future.

Objectives

1. To investigate career counseling provision and its pattern.
2. To develop a model of career counseling center for preparing students into the world of work by using Enneagram personality theory to observe the evaluation process of Thai students' characteristics.
3. to formulate the model of career counseling for students in Thai higher education institutes by integrating Thai value and Enneagram personality theory in order to establish research personality measures for individual student.

An Enneagram perspective

Many kinds of personality theories and career development theories are explanations individual personalities. Along the same line, an Enneagram is also a personality theory of nine types: the perfectionist; the giver; the performer; the romantic; the observer; the trooper; the epicure; the boss and the mediator. Each type has specific characteristics nature in love, business, and work that leading to suitability career. (See figure 1) The study will help in exploring student characteristic, which based information for counselors in career counseling service. The most important in career counseling is to make student self-comprehension before making the decision to work in appropriate career. Furthermore, it is supported to student development program within four-year study on campus. Although, students in Thai education systems perceived career information via family and school since they were young. They have a ready facility to construct common social maps, illustrating "a remarkable skill for perceiving, remembering, accumulation, and organizing concrete social information. Their maps are primitive early in life, but with increasing cognitive maturity, they come to perceive the same occupational map of social order such as adults do. (Gottfredson, 2002). In Thai society, student spend most of their time with family, back and forth between home and school, the perception of family occupational and parent's ordering influenced to the decision making for career before going into the real world of work. Without testing the suitability career, they already decided to be the member of career as same as parents do. Some were successful to do so while some have found out later that they were not those kinds of career worker. To be confirmed to the personality theory that one has unique characteristic and people cannot be the same. The test of Enneagram were developed for Thai student to help explored the 9 types of personality in order to give service on career counseling in different way. The beneficial to identify student type can make comprehensive to both students and counselors. Therefore, students have a chance to review and make more self-understanding; in the same time, information would be benefit to counselor for preparing counseling service.

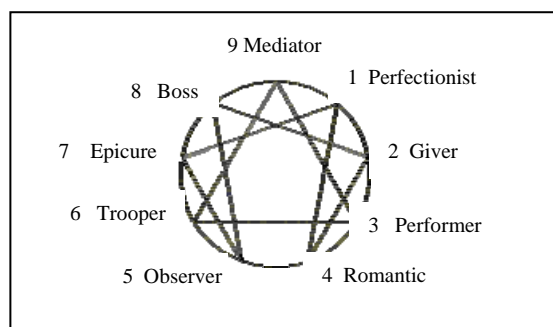


Figure 1: The Enneagram diagram (Palmer, 1995)

The structure of the Enneagram diagram illustrated the characteristics each personality type, in a nine-pointed star, each one represents a personality profile as follows. (Palmer, 1997).

Type 1 – Perfectionists are ethical and conscientious.

Type 2 – Givers are empathetic, sincere, and warm-hearted.

Type 3 – Performers are self-assured, attractive, and charming.

Type 4 – Romantics are self-aware, sensitive, reserved, and quiet.

- Type 5 – Observers are alert, insightful, and curious.
- Type 6 – Troopers are reliable, hardworking, and responsible, but they can also be defensive and highly anxious.
- Type 7 – Epicures are versatile, optimistic, and spontaneous.
- Type 8 – Bosses are self-confident strong and assertive.
- Type 9 – Mediators are easy going, trusting, and accepting.

Method

A survey research was conducted using a personality test developed by the researcher. Data were collected from 527 student samples from four-year universities categorized in nine disciplines according to UNESCO’s International Standard classification of Education (ISCED). Comprehensive universities selected comprised Chulalongkorn University, Mahidol University, Kasetsart University, Naresuan University, Chiang Mai University, Khon Kaen University, and Prince of Songkla University. Multivariate analysis was performed by SPSS for Windows. Finally, the proposed model of career counseling center was reviewed and validated by a committee of experts using connoisseurship model of educational evaluation.

Results

The outcomes of the inquiry are presented in the table 1 and 2, demonstrating ranking of percentage from the highest to the lowest personality type on overall composite scores and personality profiles in accordance with the ISCED disciplinary categories.

Table 1: Ranking of the overall student composite Enneagram personality scores

Ranking order	Enneagram personality	% of Respondents	Personality scores
1 st Rank	Type 7 – Epicure	14.7	3,170
2 nd Rank	Type 9 – Mediator	13.8	2,977
3 rd Rank	Type 6 –Trooper	12.6	2,718
4 th Rank	Type 2 – Giver	12.5	2,702
5 th Rank	Type 8 – Boss	10.8	2,335
6 th Rank	Type 5 – Observer	10.8	2,333
7 th Rank	Type 1 – Perfectionist	9.3	2,007
8 th Rank	Type 3 – Performer	8.1	1,741
9 th Rank	Type 4 – Romantic	7.4	1,594

Table 2 : Enneagram student personality profiles according to ISCED

ISCED Disciplines	Enneagram Personality	Two highest ranks
1 - General Program	Type 7 – Epicure	Type 9 – Mediator
		Type 6 –Trooper
2 – Education	Type 7 – Epicure	Type 9 – Mediator
		Type 6 –Trooper
3 – Humanities and Arts	Type 7 – Epicure	Type 9 – Mediator
		Type 6 –Trooper
4 – Social sciences, business and law	Type 7 – Epicure	Type 9 – Mediator
		Type 2 – Giver
5 – Sciences	Type 7 – Epicure	Type 9 – Mediator
		Type 6 –Trooper
6 – Engineering, manufacturing and construction	Type 6 –Trooper	Type 7 – Epicure
		Type 9 – Mediator
7 – Agriculture	Type 7 – Epicure	Type 9 – Mediator
		Type 6 –Trooper
8 – Health and welfare	Type 7 – Epicure	Type 9 – Mediator
		Type 6 –Trooper
9 – Service	Type 9 – Mediator	Type 7 – Epicure
		Type 2 – Giver

Table 1 and table 2 summarize the results of the survey. As can be seen clearly, the homogeneity among student groups of different universities and disciplines are striking. Most students are of the “Epicure”. Additionally, the four highest personalities are (1) Epicure (2) Mediator (3) Trooper and (4) Giver.

In terms of disciplines, seven out of nine disciplines are homogeneous in being mainly “Epicure”. Only two significant differences were found. The category of engineering, production, and construction are type 6: Trooper; whereas the fields of services and environmental studies are type 9: Mediator.

Discussion

As part of the discussion, six perspectives were posed as the core considerations as a results of the inquiry. They are (1) feasibility of the proposed model for career counseling center. (2) application of Enneagram in counseling. (3) the use of idiosyncrasies in career counseling. (4) student affairs. (5) environmental management for student development and (6) personality-driven competency.

Firstly, as per the feasibility of establishing the career counseling center, the study confirmed positively with regards to student needs in bringing about personal competency (Suwannavala, 1996) and the use of knowledge as tools in driving competency in alignment with national directions and benefits (Achava-Amrung, 2005). Philosophically, career- focus orientation in university programs nowadays ascertains the demands in career counseling center (Adler, 1951; Kuparat, 1996; Prasansapa, 1989). Additionally, readiness is prevalent in institutions of higher learning, pertaining to available personnel and staff, budget, space as well as management in the collegial way.

Secondly, Enneagram is a useful tool in assessing personalities, thus, enabling students’ self-awareness in career decision-making. This idea is supported by Holland (1959), who states that best satisfaction in career choice derives from the reflections of motivation, knowledge, personality, and individual competence. Moreover, Enneagram offers techniques in adapting on daily basis towards career and personal success. (Palmer, 1997; Lapid-Bogda, 2004). In particular, adaptive process elaborated by Miller and Prince (1976) for bringing about desirable change by goal setting, assessment, and change strategies is in accordance with the application of the Enneagram with students.

Thirdly, categorization of students as inputs into the career counseling centers is to focus on age, class level, and personality. (Herr, 2004). Therefore, participative approach involving student uniqueness and personality specifics is called for as in Astin’s theory of involvement. (Pascarella and Terenzini, 1991). Career counseling process also serves as a preventive measure in substandard workforce, (Herr, 2003) and if conducted appropriately assists in implementing national policies as well. (Brown and Brook, 1991)

Fourthly, holistic approach is the mainstay in student development indicators of “Epicure” point to characteristic of innovative, futuristic and happiness-orientedness, which are desirable. However, a caution is to be noted in short-attention span and non-committal attitudes because of over-focusing on accomplishing sought-after outcomes. One the interests are lost, attrition occurs, thus, unfinished business. (Palmer,1997). Consequently, responsibility is to be emphasized in career development to assure future sustainable success in students. (Lapid-Bogda, 2004).

Fifthly, environmental management is a prerequisite to nurturing student appropriate personalities. Holistically, the total development include academic, social, cultural and ethical. Greenery and relaxing atmosphere on campus bring about openness towards creativity and innovations in students. (Miller and Prince, 1976) Hence, space management with all necessary facilities is the objective of the career-counseling center. Ratios of service providers are to be parsimonious with clients. (Achava-Amrung, 2003) Moreover, universities should also set up centers conveniently accessible by students in residence halls, complete with information of all types, VDO, microfilms and make it a one-stop, self-contained service. (Brown and Brown, 1990; Zunker, 1986).

Finally, regarding development of personality-driven competency, works accomplished by internal competencies, such as perception, expectations, coupled with thorough understanding of individuals and organizations concerned proved to deliver better outcomes both quantitative and qualitatively. (Achava-Amrung, 2005; Raven, 1984) It is conjectured that the proposed career-counseling center may serve as a mirror reflecting internal sources of personalities and associated competencies using Enneagram in their search for the apex of their self-actualization.

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