

## **Proposal for a Guidance Program Based on John Holland's Theory for Building the Future Personal Professional Project of Vocational Trainees**

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### **Abstract:**

The current study aims to propose a guidance program that involves designing multimedia guidance steps to build the professional life project for trainees in vocational training. This program aims to assist trainees in choosing the appropriate vocational specialization by constructing a personal professional project that helps them make informed decisions about their training in a career that aligns with their professional qualifications for future employment. Therefore, they are in dire need of guidance in their career choices through the provision of a guidance program based on Holland's theory that helps them build their personal professional project. In this regard, the proposed guidance program based on Holland's theory is presented, consisting of several steps (to be mentioned later), in order to achieve the set objectives and assist vocational trainees in choosing their professional project.

**Keywords:** Career guidance; Guidance program; Project construction; Vocational interests.

### **Introduction**

Numerous studies and research have been conducted in the field of education regarding what is known as the student's personal project, due to its profound significance in relation to the individual's future in their academic path and their professional world in determining their future career. Guidance counselors and education specialists emphasize the necessity for the student to develop in a balanced environment that encompasses all psychological, physical, social, and behavioral aspects. This is in order to achieve the highest level of compatibility with oneself and within their community, enabling them to have an impact on their surroundings and be influenced by them. All of this can be attributed to their proper upbringing and not being subjected to negative pressures during their continuous stages of growth from childhood to adolescence. Usually, they find themselves in a state of confusion and deterioration in their academic situation, particularly in the case of students in final years. If a student fails and does not obtain the Certificate of Intermediate Education or the Baccalaureate Certificate, they are left with one last option, which is to join vocational training centers in order to secure a profession that qualifies them for entry into the world of work and rectify what can be remedied in planning their academic and professional future.

Vocational training is considered one of the important sectors that work towards providing the workforce for society, in addition to meeting the needs of the labor market. This is achieved by imparting vocational and technical skills to students, equipping them with competencies that develop their talents and experiences, enabling them to integrate into the labor market and achieve professional compatibility. This is done by considering their inclinations and interests, guiding and directing them towards the appropriate specialization that matches their abilities. However, it is noteworthy that graduates face a different reality, either due to a lack of employment opportunities or an excess of employment with a shortage of competence in their training. They may also end up working in a field unrelated to their studied specialization, which can be attributed to the poor construction of their personal project. Therefore, it has become of utmost importance for students to understand the foundations of their academic and professional projects. This enables them to make rational decisions, striving to achieve successful academic paths and minimizing trial-and-error behaviors in shaping their future decisions (Amrouni, 2008). A study by Zekawa (2012) also emphasized that the project occupies a central position in the thinking of young individuals. It shapes their physical and intellectual characteristics, allowing teenagers to question themselves: "Who am I?" and "Which direction do I want to steer my life?" Consequently, teenagers develop a vision that stimulates their thinking, enabling them to set precise goals, establish a timeline for their achievement, and plan accordingly (Zekawa, 2012, p. 236).

However, this is not an easy task, as most of the time we find students who lack the ability to make decisions. They often have no idea about what they can plan for their professional future or how to build their personal project. They are unsure about what is suitable for them, what aligns with their personal inclinations, qualifications, and general abilities. This can be attributed to several reasons, including a lack of information and a lack of a clear understanding of themselves and the world of professions. Therefore, they are in need of guidance programs to enable them to make appropriate decisions, starting from choosing their specialization and ultimately reaching their future career.

This is what many previous studies have concluded. One of these studies conducted by Al-Sawat (2008) aimed to identify the effectiveness of a cognitive-behavioral counseling program in improving the vocational maturity process and developing the skill of career decision-making among first-year secondary school students in Taif Province. The researcher employed the vocational maturity scale and the decision-making scale, which were developed by the researcher. The study sample consisted of 28 individuals. The study showed statistically significant differences between the scores of the experimental group and the control group on the vocational maturity level scale, favoring the experimental group. The results of the study also showed that there were no statistically significant differences between the experimental group members on the pre- and post-vocational maturity scales. However, there were statistically significant differences between the experimental group and the control group on the career decision-making scale, favoring the experimental group. Additionally, there were no statistically significant differences in the scores of the experimental group members on the pre- and post-career decision-making scales.

Previous studies have demonstrated researchers' interest in the development of vocational choice and the ability to make correct career decisions through guidance programs. These programs have contributed to helping individuals discover themselves and achieve vocational maturity by acquainting them with the world of work and its related aspects. The aim is to enable individuals to plan a strategy for developing and evaluating their options, which will qualify them for future success.

This study differs from previous studies in that it is based on John Holland's theory of vocational choice. It also differs in terms of the study population, as the previous study targeted students, while the current study focuses on trainees in vocational training. Additionally, the current study addresses the building of the personal vocational project, which was not previously explored.

The current study benefited from previous research in constructing a counseling program, designing its sessions, formulating study questions, and incorporating necessary theoretical information.

Therefore, through this study, we aim to develop a counseling program based on John Holland's theory of vocational choice, specifically targeting vocational training trainees to help them build their personal projects. Hence, the main research question can be posed as follows:

Does the proposed counseling program contribute to assisting vocational training trainees in building their future personal projects?

#### **Significance of the Study:**

This study gains significance from its exploration of a scientific perspective on the issue faced by some students after completing vocational training. It addresses the problem where graduates find that their chosen profession does not align with their abilities and potentials. This is often due to poor selection of a suitable vocational specialization, resulting from their limited knowledge about the world of professions and themselves. They lack awareness of their vocational interests or fail to study a particular specialization while developing a plan or constructing a personal vocational project that would assist them in making informed decisions regarding their chosen profession. Hence, they are in dire need of guidance to direct their choices toward a suitable vocational field. Providing them with a counseling program based on Holland's theory aims to help trainees build their personal vocational projects.

#### **Study Objectives:**

- Identify the needs of the target group by researching their interests and desires.
- Assist trainees in setting vocational goals that can be achieved through the personal project.
- Propose a counseling program aimed at helping the study sample build their personal projects.
- Help trainees recognize the importance of planning the personal project in their professional lives.

**Limitations of the Study:** The study's scope is as follows:

**Human Limitations:** It includes the target group, which consists of a sample of vocational training trainees.

**Spatial Limitations:** Vocational training centers.

**Procedural definition of study concepts:**

- **Personal project:** The development of an action plan to select an educational and vocational path that aligns with the abilities and interests of the student (trainee) with the aim of achieving future professional prospects and success.
- **Counseling program:** It is an organized set of methods, techniques, and activities derived from John Holland's theory. Its objective is to enhance the acquisition of skills in building the future vocational project, composed of 11 counseling sessions, with each session lasting between 60-45 minutes.

#### **Personal Project Definition:**

The French anthropologist Jean-Pierre Boutinet defines the personal project as a "procedural expectation of a desired future." It represents the future that an individual aspires to. He emphasizes that the concept of the personal project cannot be understood unless it is based on a logic of understanding and analyzing experiences and relying on them to engage with the future.

According to Boutinet, the project is a space for managing and reconciling multiple paradoxes: vision/execution, simplicity/complexity, individual/collective, success/failure, determinism/freedom, doubt/certainty, dream/reality, disappointment/hopes, and more. All of this, according to Boutinet, stems from the fact that individuals' paths are unstable and do not develop in a linear and regular manner. Instead, they adapt to the individual's situation and circumstances, experiencing progress and setbacks, periods of maturity and immaturity, influenced by technological advancements and the new times they impose on humanity.

This necessitates a rational management of these paradoxes through the ability to choose, awareness of multiple opportunities and renewed choices, potentials, and engaging with a multidimensional perspective. Specifically, it includes three dimensions.

**Adaptive Dimension:** Through the personal project, the learner can continuously adapt to the changes occurring in their environment.

**Pragmatic Dimension:** The project cannot be isolated as a mere procedural expectation separate from the practical process through which it is realized in reality.

**Predictive Dimension:** The "project" as a process is, at the same time, an intention, motivation, and program.

Researcher Kishar emphasizes that working with the personal project does not mean dealing with mere wishes and dreams. What distinguishes the project is that it encompasses foresight on three levels: the current situation, the desired future envisioned by the learner, and the available means to achieve it. According to this perspective, the project is a perceptive and coherent interpretation of the present, built upon the accumulated experiences of the past, supported by future aspirations, and involves studying and evaluating the qualified means to achieve goals and overcome difficulties.

According to Decision 062\*19 dated October 7, 2019, regarding academic, vocational, and career guidance, the concept of the personal project for the learner in the field of academic, vocational, and career guidance is based on a positive interaction between the self and the environment. It is therefore an internal and intrinsic process for the learner, encompassing cognitive, emotional, psychological, and social dimensions, with future projections of their academic and professional trajectory that they continuously contemplate. This ongoing and time-extensive process manifests in external expressions, primarily through the learner's initiative to benefit from academic, vocational, and career guidance services, their engagement in various educational activities stemming from it or related to their project, their efforts to document their thought process in their project, and their sincere interaction with the frameworks in place for academic, vocational, and career guidance.

The learner's personal project is the process in which they engage to define a professional goal they aspire to achieve, determine the educational and training paths leading to it, devise their personal plan to reach it, and explore alternative options in case of obstacles. All of this is within the framework of a logical integration between academic and past and present performance, as well as future academic, training, and professional aspirations and goals. Implementing the learner's personal project requires guidance services and support for projects within an educational environment that nurtures and accompanies these projects, employing suitable monitoring and investment mechanisms.

The implementation of the learner's personal project occurs in two phases: the first phase focuses on empowering the learner to acquire the necessary knowledge and skills required for the construction process. The second phase emphasizes support leading to facilitating their educational, social, and professional integration. (Source: <https://www.watiqa24.com/2021/10/Projet-%20personnel-%20-eleve.html#2>)

## **2-Object of the Personal Project:**

The objectives of the personal project can be summarized as follows:

- Assisting the student in navigating a competitive economic environment.
- Empowering the student to discover their hidden potential, capabilities, and aptitudes, whether known or unknown, and enabling them to make decisions and take responsibility for the consequences of their choices.
- Making the student aware that their personal project is fundamentally a matter of choice and that making choices is an ability. This helps the student formulate realistic and specific goals.
- Creating motivation in the student towards learning, studying, and ultimately achieving their goals.
- Enabling the student to establish a connection between the academic path they wish to pursue, envisioning their future profession, and anticipating potential obstacles and challenges that may arise.
- Facilitating an ongoing negotiation between capabilities, preparedness, inclinations, tests, desires, aspirations, and future ambitions (Kaisi, 2017, p. 54).

## **3- Stages of Personal Project Development:**

**1. Exploration Stage:** The initial phase of the personal project where the individual engages in self-discovery, exploring their potential, interests, and capabilities.

**2. Crystalization Stage:** The phase of project development where ideas and goals become more defined and clarified, leading to the formulation of specific objectives.

**3. Implementation Stage:** The final stage where the individual takes action and executes their personal project, working towards achieving their set goals (Hamo, 2012, p. 99).

## **Theoretical Approach of John Holland for Career Choice:**

Holland's theory assumes that an individual's career choice is influenced by a combination of genetic factors and environmental, cultural, and personal forces, including peers, parents, social class, cultural background, and natural environment. According to Holland, individuals can be classified into several personality types based on the degree of similarity in their personal characteristics. Similarly, environments can also be classified into different categories based on their similarity. The theory suggests that when there is a match between an individual's personality type and the environment that resembles it, it leads to professional stability, achievement, and creativity. Typically, individuals tend to choose careers that align with their personal characteristics, interests, and abilities, leading to a sense of happiness and psychological satisfaction.

Holland proposed six professional environments that correspond to six personality types. The first is the professional environments, and the second is the hierarchical development of personal traits. This hierarchical development represents the individual's adaptation to the six professional environments. The professional environments have the same names as the personality types, and these personality types and environments are as follows:

**A - Realistic Environment:** It is matched with the Mechanical or Technical Professional Environment.

**B - Intellectual Environment:** It is matched with individuals with an Intellectual orientation.

**C - Social Environment:** It represents individuals with a Social orientation.

**D - Conventional Environment:** It is matched with the Committed Professional Environment.

**E - Enterprising Environment:** It is matched with the Economic Environment.

**F - Artistic Environment:** It is matched with individuals with an Artistic orientation.

One of the key ideas in Holland's theory is the notion that individuals are attracted to professions that fulfill their personal needs, provide them with a sense of satisfaction, and allow them to utilize their skills, abilities, and express their interests and values (Abdulhadi & Al-Azza, 2014, pp. 62-67).

## **Vocational Training Definition:**

Vocational training is defined as "the set of pedagogical activities, situations, and didactic means aimed at facilitating the acquisition or development of knowledge (information, skills, attitudes) for the purpose of performing a task or job. It encompasses the totality of knowledge (concepts, principles), skills, and attitudes that enable individuals to engage in a profession, trade, or specific work" (Samaei, 2011, p. 19).

Ghiath Bouflja also defines vocational training as "the organized development and improvement of attitudes, knowledge, skills, and behavioral models required in simulated work situations in order for individuals to perform their professional tasks effectively and efficiently in the shortest possible time" (Saidi & Salami, 2013, p. 165).

Based on the above definitions, vocational training can be understood as an educational institution that aims to train individuals in various specialties by providing theoretical and practical information about existing professions, enabling individuals to engage in a specific occupation, trade, or work.

**Objectives of Vocational Training:** Experience Formation - Skills Development - Attitude Change (Maysoun, 2011, 99).

Guidance Program based on John Holland's Theory:

1- Program Name: Proposal for a guidance program based on John Holland's theory to assist vocational trainees in building their personal career project.

**2- Program Objectives:**

- General Objective: The current program aims to assist trainees in building a personal career project that aligns with their abilities and personal interests.

**- Specific Objectives:**

- Developing the vocational trainees' ability to make appropriate decisions regarding their future career by constructing their own career project. This is achieved by providing them with information about their personality traits, the world of professions, and the available opportunities in the local job market.

- Assisting vocational trainees in selecting the appropriate specialization and profession based on their interests, abilities, readiness, and career preferences.

- The theoretical basis of the guidance program: The design and construction of the applied guidance program for the experimental group are based on John Holland's theory, which assumes:

- Individuals can be classified into several types based on the degree of similarity in their personality traits. Similarly, the environments in which they live can be classified into different categories based on the similarity of these environments and the matching between personality types and similar environmental types. This leads to professional and psychological stability, achievement, academic success, and creativity.

- The personality types proposed by Holland are: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These correspond to six occupational environments: Realistic Environment, Investigative Environment, Artistic Environment, Social Environment, Enterprising Environment, and Conventional Environment. Individuals adapt to and are inclined towards these environments.

**Vocational Training Methods:**

**- Interactive Dialogue:**

- Group discussions: This involves a cooperative group selecting a specific problem, identifying its dimensions, analyzing its aspects, and proposing solutions through oral communication. It takes place under the guidance of a discussion leader to reach a collaborative solution. (At-Tuwaybi, 1984, 14)

**- Lecture:**

- Continuous oral presentation of experiences, knowledge, opinions, and ideas delivered by the teacher to the students without interruption or inquiry, except after its completion if permitted by the teacher. The role of learners in lectures is to receive, listen, understand, and take notes. (Atiya, 2013, 294)

**- Reinforcement:**

- It is the process of strengthening appropriate behavior or increasing the likelihood of its repetition in the future by adding positive stimuli or removing negative stimuli after its occurrence. Reinforcement leads to enhancing and improving self-concept and also stimulates motivation and provides constructive feedback. (Al-Qabli, 2004, 12-11)

**- Homework:**

- It refers to the various tasks assigned to trainees to be performed outside the classroom.

Tools used in the guidance program: Computer, projector, whiteboard, white papers, and pens.

**Steps for building the guidance program:**

1. Familiarization with Holland's theory.
2. Reviewing similar studies related to the study topic.
3. Reviewing studies that are based on Holland's theory in building guidance programs to gain a general understanding of the subject.
4. Identifying the desired objectives of the guidance program and formulating them.
5. Determining the content of the guidance program by outlining the counseling sessions according to John Holland's theory and specifying the expected objectives of each session, as well as identifying the tools and techniques used in the program.
6. Determining the duration of each session and the program's implementation days.

**Guidance Program after Arbitration:**

<b>What are the obstacles you faced during the implementation of the program? Any notes you want to add?</b>	<b>nce and Building a Mentorship Title: Acquainta Relationship</b>
Goals	Identify the mentors and build the mentoring - relationship - .Introducing the program and presenting its content - - Conclude an agreement with the mentors on the place - and time of application of the sessions while - .respecting their dates
Content	.Welcome members participating in the program - - Give an idea of the program, its purpose and the - - .raineesconcepts it contains for t - .Agreement on the method of work - - Remind them of the need to adhere to appointments - - .and attendance
Means	Blackboard, pens, papers
Methods	Lecture, Dialogue, Discussion
<b>Second Session</b>	<b>Knowledge (Tendencies, Abilities, -Title: Self (Aptitudes, Values</b>
Goals	identification of the mentor-Self- - .Identify terms related to self -
Content	Welcoming the trainees and thanking them for - - .attending - concept and discuss the concepts -ain the selfExpl - - related to the self, represented in inclination, abilities, - aptitudes, and values and their importance in choosing for the - .appropriate specialization and profession
Means	,ComputerPowerPoint ojector, projector, pr - .blackboard, pens, papers
Methods	Lecture, discussion and dialogue, reinforcement, - .homework
Evaluation	Define the concepts: inclination, abilities, aptitudes, - .values according to your own concept
Homework	following Identify the difference between the - .concepts, inclination, abilities, aptitudes, values
<b>Third Session</b>	<b>Title: Knowing the Personality Traits of the Trainee</b>
Goals	.Aspects and areas of his personality -Recognize: - .His representations of himself- - and principles, and the Expression of: his ideals - - .professional fields in which he demonstrates competence
Content	Welcoming the trainees and thanking them for - - .attending - Summarizing what was stated in the previous -

	.session .Answer homework- ics and what Explain the personal characterist - .distinguishes each individual from the other
Means	,Computer PowerPoint projector, blackboard, pens, papers.
Methods	Lecture, discussion and dialogue, reinforcement, .homework
Evaluation	What is meant by personality traits? What are the ?st important characteristics that distinguish it from othersmo
Homework	In your opinion, what professional fields are closest ?to your personality
<b>Fourth Session</b>	<b>Title: Exploring Professions and the Labor Market          .in the Local Community</b>
Goals	roducing members to the professions surrounding Intr them and distinguishing between professions that are required .and not required in the labor market
Content	.Welcome members participating in the program - Summarize the previous session and link it to the - .t sessioncurren Solve and discuss homework - Explain and clarify the importance of awareness of - professions in choosing the appropriate specialization by collecting information about them to determine their suitability with the abilities, tendencies and ests of the trainee, and knowing the pros and cons inter .of each profession
Means	,Computer PowerPoint projector, blackboard, pens, papers.
Methods	Lecture, discussion and dialogue, reinforcement, .homework
Evaluation	at motivated What is your favorite profession? And wh ?you to choose it
Homework	What activities do you like to do in your spare time? ?What is your hobby
<b>Fifth Session</b>	<b>Title: Personality Patterns (Holland's Theory)</b>
Goals	Identify the mentors with personal patterns according - .theory to Holland's
Content	.Welcome participants to the program - Recall the most important points that were presented - .in the previous session by the trainees .Answer homework - Presenting a lecture on John Holland's theory and - ified and introducing the personal patterns he ident identifying the characteristic of each of these patterns, :which are realistic style, mental style, adventurous style, social -

	.style, traditional style, artistic style
ansMe	,ComputerPowerPoint projector, blackboard, pens, papers.
Methods	Lecture, discussion and dialogue, reinforcement, .homework
Evaluation	After you know the personality styles, determine the .style closest to your personality
Homework	Determine the difference between these patterns? ?Illustrate the convergent patterns
<b>Session Six</b>	<b>Title: Professional Patterns (Holland's Theory)</b>
Goals	Introduce mentees to professional environments - according to Hollande's theory to determine the environment that suits each mentee according to his personality
Content	mentors Welcoming the - summarizing the most important things that - were presented in the previous two sessions and .solving the homework Presenting a lecture by continuing to explain the professional patterns of John Holland and vironment, mentioning the characteristic of each en :which are as follows -The real environment, the mental environment, the artistic environment, the social environment, the adventurous environment, the traditional environment Explain and clarify the characteristics of people in - onment, the appropriate professions for them and each enviro the fields of study that enable them to choose the appropriate .profession
Means	,ComputerPowerPoint projector, blackboard, pens, paper.
Methods	Lecture, discussion and dialogue, reinforcement, .homework
Evaluation	After you know all the career styles, determine the .style closest to your personality
Homework	What is the difference between these patterns? What ?are the converging patterns
<b>Seventh Session</b>	<b>Title: Aligning Personal Styles with Professional Styles</b>
Goals	Identify the concept of alignment and how to link .between personal and professional styles
Content	.Welcome trainees and discuss homework - Review the points of previous sessions - he related to personal and professional styles so that t trainee can marry between personal styles (traits) and the professional environments to which he belongs and achieve coherence and harmony between each personality and what suits it in reality by explaining .the concept of harmonization land developed 6 personality Accordingly, Hol



	<p>traits corresponding to 6 professional environments in which the individual adapts and even innovates in them, and this session will address two environments</p> <p>out of six environments</p> <p>The real environment and its mechanical and .mechanical counterpart</p> <p>The explored environment (mental) and is - matched by those with mental orientation and .scientific thinking and those busy with research</p> <p>he owners of The artistic environment is offset by t - .the artistic inclination</p> <p>The social environment is matched by people of - social orientation, who prefer the professions of teaching and social services, by virtue of their high social skills, where their .basic values are human values</p> <p>nturous environment and offset by the Adve - economic environment: The owners of this environment are characterized by being individuals with a high ability to communicate and communicate their ideas and opinions and .convince them also have the ability to influence others and</p> <p>The traditional environment is matched by the - committed professional environment: The owners of this environment are characterized by the fact that they spend at the limits of laws, rules and regulations and prefer to work .werwith those in po</p>
Means	.Blackboard, pens
Methods	.Dialogue, group discussion and reinforcement
Evaluation	Can multiple professional environments share the ?same profession
Homework	When you gain the ability to relate personality style t, what do you think is the most and professional environmen ?suitable profession for you
<b>Session Eight</b>	<b>Title: Knowing the personal project and how to .build it to make future career decisions</b>
Objectives	<p>Trainees' awareness of the concept of personal - project</p> <p>ce of the personal project in Clarify the importan - .reaching future professional horizons</p> <p>Take the decision and identify its steps to choose the - .specialization, then the profession that suits it</p>
Session Content	<p>.Welcome trainees and discuss homework - ssed in previous sessions Summarize what was discu - .and discuss homework</p> <p>Introducing the personal project, presenting its - objectives, clarifying the importance of identifying it throughout the academic career of the trainee, and mentioning :retwo stages of its construction, which a</p> <p>Exploration: Collecting as many information as .possible about oneself and the professional environment</p> <p>.Crystallization: Organizing the information collected</p> <p>Privatization: Making a decision in the career path f abilities and taking into account the reconciliation o</p>

	<p>.ambitions                  making, anticipation of -Achievement: decision                  .difficulties, protection of decision                  Finally, provide a realistic model for someone who has drawn up their personal project to get to where they are                  .now</p>
Means	.pens, papers, projector ,Blackboard
Methods	Dialogue, group discussion, reinforcement, and .modeling
<b>Evaluation</b>	<p>Identify the most important idea you drew from this -                  ?session                  Can you get an idea of what you aspire to in the                  ?future</p>
Homework	<p>about the importance of a Talk in a few lines -                  ?personal project                  List the obstacles you face in building your personal -                  .professional project                  Gather information about professions in your -                  ?surroundings</p>
<b>:Session Nine</b>	<b>Title: How to Make a Future Career Decision</b>
Goals	<p>he trainee gains experience that makes him able to T -                  make a decision that will change his career for the better and                  achieve psychological comfort that makes him innovate in his                  .field</p>
Content	<p>.Welcome trainees and discuss homework-                  portant points of the Summarizing the most im -                  .previous session                  Collecting information about the world of work in its -                  surroundings and the advantages and disadvantages of each                  profession, and this is done through the activity dedicated to                  :the session, which is                  lurk in the document of his strengths Identify each -                  .and weaknesses                  The influence of his family environment -                  His ambition and motivations -                  The values of his society -                  His intellectual and physical abilities -                  sHis skills, tendencies, interests and personal trait -                  His health condition -                  and then they are discussed and come up with a                  correct opinion in order to identify the true self of each                  individual                  After this step, a document is distributed with the                  e types of professions available to determine each trainee th                  profession he desires, and then investigates the professions                  :that have been chosen                  ?What does this profession represent                  ?How many hours does it have per day                  ?Where are these constituent activities practiced                  ?What qualities are necessary to practice it                  ?Which level of education suits her                  ?What are its advantages and disadvantages</p>
Means	.Blackboard, pens and paper

Methods	.playing-Discussion, dialogue, reinforcement, role
Evaluation	Can you specify steps that qualify you for a career wn desire? Can you select the according to your o ?specialization you want without resorting to help
<b>Tenth Session</b>	<b>Title: Choosing the right specialization and from it the right profession</b>
Goals	Choose the appropriate specialization for this - .profession he desires The ability to choose what corresponds to his - convictions without resorting to the group of comrades and .parents
Content	.Welcome trainees - Summarizing the most important points of the - .previous session ich Explain and clarify the foundations through wh - the appropriate specialization is chosen, which are: choosing to study a dual specialization, so that you find more jobs in the future, and so that one field does not restrict you in choosing .your future profession rable and in Choose a specialization that is desi .demand in the labor market
Means	,A computera PowerPoint projectora projector, a , .blackboard, pens, and papers
Methods	Discussion and dialogue
Evaluation	Are you fully convinced of your decisions? Are you ?your choices ready to bear the consequences of
<b>Eleventh Session</b>	<b>Title: Termination and Appraisal</b>
Goals	.Close the program and calendar the sessions
Content	Evaluate the sessions and identify the strengths and - .weaknesses Knowing the extent to which trainees improve in - .g skills that qualify them to build a personal projectacquirin -Encourage them to continue to be bold in decision - .making Discover the obstacles faced by the participants in - .the program and try to eliminate them Applying the scale - he participants in the and in the end thanking t .program and their contribution to the success of this work
Means	.Blackboard, pens, papers
Methods	.Discussion and dialogue
Evaluation	What are the obstacles you faced during the ?o addimplementation of the program? Any notes you want t

7. Presenting the program to the evaluators.

8. Preparing the program for future implementation with the trainees and monitoring their progress. Then, evaluating the guidance program to determine its success or failure.

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