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ABSTRACT

If a program is to succeed, sufficient attention must be devoted to the personality characteristics, attitudes and interests of the persons for whom the program is being planned. The data from a study of the personality characteristics of 446 poor, black adolescents enrolled in a summer poverty work program were used to demonstrate how the knowledge of personality characteristics could be utilized in program planning. From the test results of the two personality inventories, it would appear that these adolescents perceived themselves as incompetent, inefficient and seeking recognition. Yet, as a group, all were attempting to become effective and competent people in accord with society's demands. Putting the results into program planning, the following should be provided for participants: detailed goals, concrete procedures for activities, interaction in small groups, clear instruction of expectations, concrete recognition and reward for accomplishments, allowance for partial participation in planning, experiences that develop interpersonal relation skills but that don't promote interpersonal confrontations, activities that initially deal with objects and then gradually focus on people and ideas, activities that do not rely on reading ability, group division by sex (if necessary), and a means for objectively evaluating the success of the program. (Author/KR)

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**PROGRAM PLANNING FOR CULTURALLY  
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## Program Planning for Culturally Different Minority Students

If programs for people are to succeed, sufficient attention must be devoted to appropriate planning. Many programs are based on perceived needs and are conceptualized theoretically rather well. However, many do not succeed or succeed only marginally because the planning and implementation neglected to take into consideration personality characteristics, attitudes and interests of the group for whom the program is planned.

Personality can be defined as a dynamic, interactive, system among characteristics that influence behavior. That is, all people possess the same personality characteristics, however, personality in toto is the individual interaction of these characteristics which change as a function of maturity, environment and health. While personality tests do not assess all facets or levels of personality, some may provide clues that will allow for more appropriate program planning.

To demonstrate how using personality characteristics in program planning could be utilized, the data from a study of the personality characteristics of poor, black adolescents enrolled in a summer poverty work program will be used (Brown, 1977).

From the results of the ACL and VPI, it would appear that these poor, black adolescents perceive themselves as incompetent, ineffective, seeking recognition and attempting to attain those characteristics deemed important in our society. Their backgrounds are such that they may have had few experiences or opportunities to be recognized as competent or effective. The very fact of their remaining in school when legally of age to dropout, and actively

seeking work in the summer, when most academic experiences have shown them to be performing below expected levels, would all tend to reinforce the conclusion that these adolescents, as a group, are seeking to become effective and competent in their everyday lives and in accord with society's demands.

Putting these results into program planning it would be best to:

1. Have detailed goals and objectives that are clearly spelled out to participants; don't take anything for granted. It's better to overexplain.
2. Have concrete procedures for activities that are strictly followed.
3. Interact with them in small groups where:
  - a) each one's achievement can be recognized,
  - b) each one can be known on a personal basis, and
  - c) misinformation and inadequate information can be clarified immediately.
4. Provide for teaching these adolescents what will be expected of them in the program.
5. Provide for concrete recognition and reward for accomplishments.
6. Allow program participants to aid in some aspects of planning.
7. Provide for experiences that don't promote interpersonal confrontations.
8. Provide experiences designed to develop interpersonal relations skills.

9. Design the program to be primarily dealing with objects at first and after the teaching of interpersonal skills has taken place, gradually move to focusing on people and ideas.

10. Focus on those activities and experiences that do not rely heavily on reading ability.

11. Be prepared for limited success and have some means for objectively evaluating success.

12. If there is a need to divide into groups, selection should be made on the basis of sex.

## Program Planning for Culturally Different Minority Students

If programs for people are to succeed, sufficient attention must be devoted to appropriate planning. Many programs are based on perceived needs and are conceptualized theoretically rather well. However, many do not succeed or succeed only marginally because the planning and implementation neglected to take into consideration personality characteristics, attitudes and interests of the group for whom the program is planned. In this instance, I am referring to accurate, objective, empirical evidence and documentation, not to non-objective perceptions of others. Although there are individual differences, group characteristics can provide a basis for program planning so as to raise the probability of success.

Personality can be defined as a dynamic, interactive, system among characteristics that influence behavior. That is, all people possess the same personality characteristics, however, personality in toto is the individual interaction of these characteristics which change as a function of maturity, environment and health. While personality tests do not assess all facets or levels of personality, some may provide clues that will allow for more appropriate program planning.

To demonstrate how using personality characteristics in program planning could be utilized, the data from a study of the personality characteristics of poor, black adolescents enrolled in a summer poverty work program will be used (Brown, 1977).

Four hundred and forty-six poor black adolescents enrolled in a summer work program ranging in age from 15-18 were administered Gough's Adjective Checklist (ACL) and Holland's Vocational Preference Inventory (VPI). Included in the group were; 80 rural males, 90 rural females, 80 urban males and 196 urban females.

The instruments used are both personality inventories that do not rely on high verbal skills. The ACL is a list of 300 adjectives from which one selects those descriptive of self and the VPI is a list of 300 occupations which one checks as liked and disliked.

The results were analyzed for group (urban and rural), and sex (male and female) differences. Figure 1 presents the means of the ACL, by group and sex. Since average indicates scores between 40 and 60, it can be seen that these poor, black adolescents tended to score average on most of the 24 scales, although many were on the low, average end. The standard deviations ranged from 4.6 for rural males on the scale-Self-confidence, to 11.2 for rural females on number of favorable adjectives checked. The relatively small standard deviations would indicate homogeneity of response style. Gough (1965) describes those selecting fewer adjectives as quiet, reserved, cautious and somewhat ineffective in getting things done.

The test of significance show that there are more sex differences than differences between urban and rural groups. The urban and rural females did not have any statistically significant differences while the males showed statistically significant differences on the scales; number checked, Favorable Adjectives, Self-Confidence, Self-Control, Dominance, Endurance, Intraception;

Autonomy, Change, Succorance, Abasement and Counseling Readiness. Females tended to score higher on all differing scales indicating better adjustment, better interpersonal relations and less ability to sustain subordinate roles.

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Insert Figure 1 here  
\_\_\_\_\_

For analyses, the scores on the VPI were converted to standard scores rather than percentile ranks as reported in the manual (see Figure 2). Using the range of 40-60 as average; rural females fell below average on the Social and Status scales, and urban males and females were above average on the Infrequency scale. When results were compared with Black college students for sex and group differences, most showed statistically significant differences. High scores on the Infrequency scale indicate "a typical vocational preference, self-depreciating attitudes about themselves, deviant attitudes about their culture and are indicative of incompetency" (Holland, 1970).

All scales are utilized in personality description, however, only the first six scales are utilized in vocational guidance. These adolescents would, as a group, prefer those vocations which do not call for interpersonal skills or relationships, their preference is for working with objects rather than ideas or people. Additionally, these adolescents are very unlike Black college students who are relatively more confident, competent, and skilled in interpersonal relations.

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Insert Figure 2 here  
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4.

From the results of the ACL and VPI, it would appear that these poor, black adolescents perceive themselves as incompetent, ineffective, seeking recognition and attempting to attain those characteristics deemed important in our society. Their backgrounds are such that they may have had few experiences or opportunities to be recognized as competent or effective. The very fact of their remaining in school when legally of age to dropout, and actively seeking work in the summer, when most academic experiences have shown them to be performing below expected levels, would all tend to reinforce the conclusion that these adolescents, as a group, are seeking to become effective and competent in their everyday lives and in accord with society's demands.

Putting these results into program planning it would be best to:

1. Have detailed goals and objectives that are clearly spelled out to participants; don't take anything for granted. It's better to overexplain.
2. Have concrete procedures for activities that are strictly followed.
3. Interact with them in small groups where:
  - a) each one's achievement can be recognized,
  - b) each one can be known on a personal basis, and
  - c) misinformation and inadequate information can be clarified immediately.
4. Provide for teaching these adolescents what will be expected of them in the program.

5. Provide for concrete recognition and reward for accomplishments: example: certificates for getting to work or class on time- no absences, picnics, parties or dances for the group that produces or achieves the most on a monthly basis, ceremonies for parents and friends to see recognition of accomplishments.

6. Allow program participants to aid in some aspects of planning.

7. Provide for experiences that don't promote interpersonal confrontations.

8. Provide experiences designed to develop interpersonal relations skills.

9. Design the program to be primarily dealing with objects at first and after the teaching of interpersonal skills has taken place, gradually move to focusing on people and ideas.

10. Focus on those activities and experiences that do not rely heavily on reading ability.

11. Be prepared for limited success and have some means for objectively evaluating success.

12. If there is a need to divide into groups, selection should be made on the basis of sex.

The preceding points could be utilized in many different kinds of programs ranging from improvement of academic skills to a summer work program. All program planning should be multi-dimensional and using the personality of the participants as a focal point, provides for incorporating those aspects that can lead to an effective and successful program.

### Adjective Checklist Scales Description

- NK** - Number checked - Total number of adjectives checked. Checking many adjectives appears to reflect surgency and drive and a relative absence of repressive tendencies.
- DF** - Defensiveness - Measures a bipolar dimension of test taking response which is interpretable at either extreme. Therefore, if standard scores on DF falls above 70 or below 30 an interpretation of dissimulation may be necessary.
- FAV** - Favorable - Number of favorable adjectives checked a self-description scale. Although the social desirability component is present on this scale it is not seen as a facade or an artifact but sincere concern with behaving appropriately and with doing one's duty.
- UNFAV** - Unfavorable - Number of unfavorable adjectives checked. From working individually with subjects who scored high on this scale, the authors conclude the checking of unfavorable adjectives reflects a kind of impulsive lack of control over the hostile and unattractive aspects of one's personality rather than a sense of humility and self-effacement.
- S-CF** - Self confidence - This corresponds to the "poise and self-assurance" cluster of scales on the CPI.
- S-CN** - Self control - The self-control scale was developed empirically and is intended to parallel the responsibility-socialization cluster of scales on the CPI.
- LAB** - Liability - The scale was based on item analyses of subjects rated higher on characteristics indicating flexibility, need for change, individuality, etc.

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PER ADJ - Personal adjustment-Subjects rated high and low on personal adjustment and personal soundness were the validating group for the scale. The scale is seen as depicting an attitudinal set toward life rather than the present or of problems and concern.

ACH - Achievement-To strive to be outstanding in pursuits of socially recognized significance. (Need scales)

DOM - Dominance-To seek and sustain leadership roles in groups or to be influential and controlling in individual relationships.

END - Endurance-To persist in any task undertaken.

ORD - Order-To place special emphasis on neatness, organization, and planning in one's activities.

INT - Intrareception-To engage in attempts to understand one's own behavior or the behavior of others.

NUR - Nurture-To engage in behaviors which extend material or emotional benefits to others.

AFF - Affiliation-To seek and sustain numerous personal friendships.

HET - Heterosexuality-To seek the company of and derive emotional satisfactions from interactions with opposite-sexed peers.

EXH - Exhibition-To behave in such a way as to elicit the immediate attention of others.

AUT - Autonomy-To act independently of others or of social values and expectations.

- AGG - Aggression-To engage in behaviors which attack or hurt others.
- CHA - Change-To seek novelty of experience and avoid routine.
- SUC - Succorance-To solicit sympathy, affection or emotional support from others.
- ABA - Abasement-To express feelings of inferiority through self-criticism, guilt or social impulse.
- DEF - Deference-To seek and sustain subordinate roles in relationships with others.
- CR - Counseling Readiness-

## Holland's Vocational Preference Inventory

**Realistic:** High scorers view themselves as practical, and selecting many occupations traditionally perceived as masculine. They lack skill in interpersonal relationships, low social interests and a reluctance to approach problems requiring sensitivity to one's own feelings or those of others.

**Intellectual:** High scorers are concerned with science, math and theory. Prefer to "think through" problems rather than "act out" problems. Value science and aesthetic problems. Deprecate social, political and business activities. Tend to be bright, scholarly and persistent.

**Social:** Have social interests, prefer teaching or therapeutic roles. Are responsible, accepting of feminine impulses, and roles, i.e. gentleness and are facile and insightful in interpersonal relationships. Ability to relate to others or to form close relationships. Normals and depressed psychiatric patients often have low scores on this scale.

**Conventional:** Have introjected the culture with unusual completeness. Often appear controlled, defensiveness. Prefer structured role verbal and numerical activities and generally prefer subordinate roles. Appear to achieve their goals by conforming, living by the rules and ordering their lives.

**Enterprising:** Have strong needs to achieve and secure high status and prefer social interaction as a medium of personal expression but dislike well defined language or work situations. If this scale is the low point for the first six scales, it sometimes indicates depression.

**Artistic:** Have artistic, musical and literary interests. May be immature, anxious, sensitive and feminine. Tend to be original, imaginative, complex, unconventional and introverted.

**Self-Control:** High scores indicate overcontrol and are often described as inhibited, constricted, passive and responsible. Low scores indicate impulsiveness and a tendency to "act out."

**Masculinity:** High scores indicate frequent choice of masculine occupational roles.

**Status:** High scores indicate vocational choices with high prestige ranking. May also provide a measure of self-esteem and self-confidence.

**Infrequency:** High scorers have typical vocational preferences and, by implication, have self-deprecating attitudes about their culture. Low scorers perceive the occupational world in the popular way, have positive evaluations of their abilities and personality, and have high aspirations.

**Acquiescence:** Many preferences are associated with a sociable, cheerful, active, frank and conventional outlook about the vocational world whereas few choices are expressions of unsociability, depression, passiveness, defensiveness, and unconventionality in outlook.

Figure 1

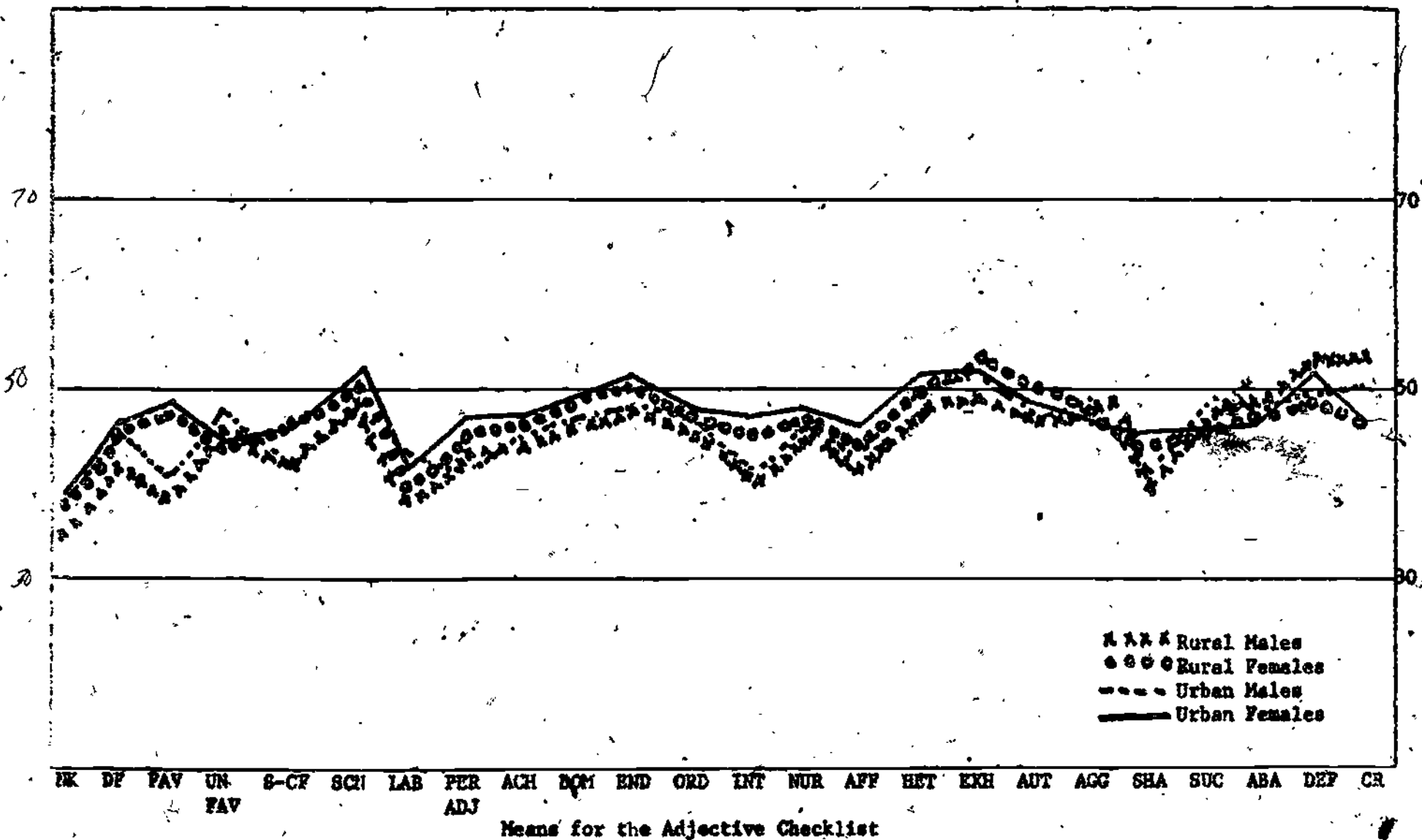
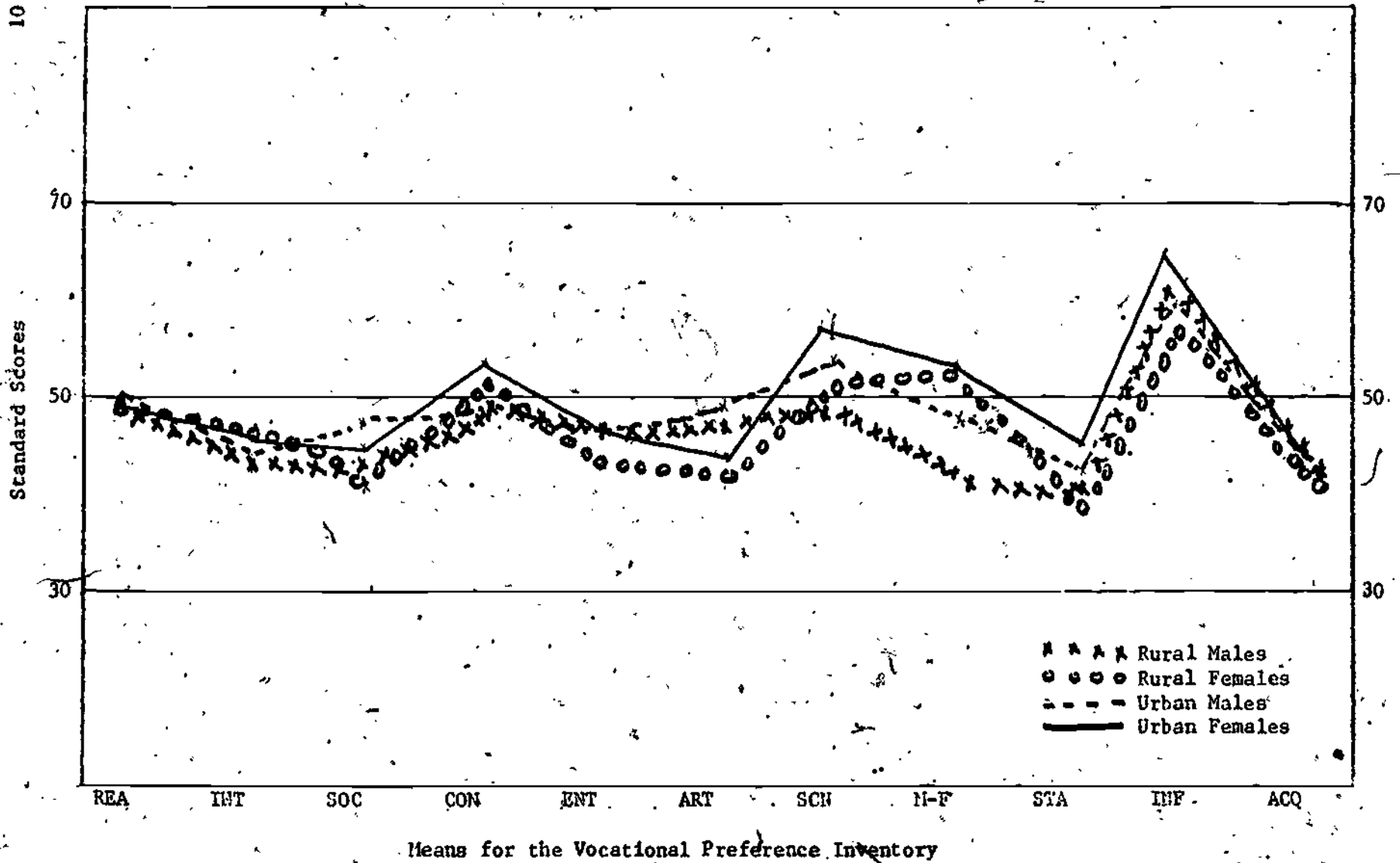


Figure 2





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