*Summary of Pre- and Post-Intervention Themes and Sub-Themes*

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| **Theme: Vocational Personality** | |
| Pre-intervention status | Post-intervention status |
| Hope had conflicting ideas regarding the career he wants to pursue. His subject choices are not in line with the career he is truly interested in. | A confirmation of his career choice and confidence in his ability to pursue his choice despite the disadvantages that he currently faces. |
| Sub-theme: Career-related interests | |
| Interested in many different careers and wanted to pursue all of them at once. For example, studying accounting and science at tertiary level, at the same time while having a business on the side. | Hope had a clear plan in terms of which career he is going to pursue first, and what he needs to do in order to fulfil his desires related to the other careers. |
| Sub-theme: Career-related abilities | |
| Hope received negative feedback that made him doubt his abilities to be successful with the career that he is interested in the most. | Hope gained confidence in his abilities to be successful in his chosen career, despite the discouragement and negative feedback that he previously received. |
| **Career Adaptability** | |
| Hope has always been willing to adapt despite disadvantages, but the negative feedback and childhood trauma that he survived made adapting difficult for him. This made him doubt his capabilities. | He gained an awareness into his ability to adapt as well as better coping skills, which enhanced his career adaptability. |
| Sub-theme: Belief in the pursuit of goals | |
| Hope always shows concern about the future. He mentioned that if there is something that he wants to know about his career, he would research or ask his teachers. | Hope gained an assurance that his ability to seek information and thinking outside the box will make him adaptable to the unpredictable changes. |
| **Theme: Perceived Self-Efficacy** | |
| Hope demonstrated an inadequate perceived self-efficacy in his abilities including academic success, problem solving, public speaking, and his ability to fix things. | After the intervention, Hope demonstrated an enhanced self-efficacy. He reflected that he has gained new insights into abilities, therefore he would not let anything stand in his way of achieving his great success. |
| **Theme: Self-Construction**  Sub-theme: Self-efficacy | |
| Hope doubted his ability to successfully accomplish given tasks. | Hope gained insights into his abilities, he reflected that he now believes in himself more and would not let anything or anyone stand in his way. |
| Sub-theme: Self-awareness | |
| Hope did not seem to be aware of the impact of his innate strength. | He gained insight into his strength and he reflected that the intervention helped learn many things he did not know about himself. |
| Sub-theme: Self-identity | |
| He was not sure about his own identity. The question of who he was used to bother him a lot. | Improved sense of self and identity: he reflected that he is happy with who he is and does not want to be anybody else. |
| Sub-theme: Self as an expert | |
| Hope demonstrated a limited control in his ability to make decisions as well as having insights in terms of what is good for him. | He showed an enhanced ability to take control over his life and decisions. Reflected that he will read more on self-efficacy and how he can enhance his future. |
| **Theme: Life Themes**  Sub-theme: Present experiences | |
| Hope demonstrated an awareness of his current circumstances and how they impact his future aspirations. However, he demonstrated inadequate coping strategies. | As a coping strategy, he planned to use faith and prayer to motivate him that things might change and challenges do not last forever. |
| Sub-theme: Past memories | |
| He lacked insights into how his past memories shaped his career choices. | Better insight and was able to connect the past memories with the present. |
| **Theme: Resilience** | |
| The participant demonstrated an innate resilience despite the disadvantages that he is living under. | A realisation of his innate resilience and what he was able to endure. A realisation of his risk factors and protective factors and resources. |
| **Rural Disadvantages** | |
| The participant was aware of the disadvantages that he currently lives under. | A realisation of how the trauma and disadvantages shaped his vocational behaviour. |
| **Lived Adolescence Stage Experiences** | |
| He was well aware of the risky behaviours he was exposed to. | A realisation of how his early experiences shaped his vocational personality. |