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Experiences of a career development practitioner on career service rendered

By

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DECLARATION OF ORIGINALITY

I, Lindelwa Pityi (student number 14269831), declare that:

Experiences of a Career Development Practitioner in Career Service rendered

is my own work and that all references appear in the list of references.

AT LINDELWA

Date



ETHICAL CLEARANCE CERTIFICATE

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EP 17/04/01
DEGREE AND PROJECT	MEd Experiences of a career development practitioner on career service provision in Gauteng
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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
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- Registered title, and
- Data storage requirements.



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LETTER OF LANGUAGE EDITING

2 April 2019

To whom it may concern

This is to certify that I, Chanel Serfontein, have edited the dissertation submitted in partial fulfilment of the requirements for the degree of MEd. Educational Psychology titled "Experiences of a Career Development Practitioner in Career Service Provision in Gauteng" by Lindelwa Pityi.

The onus is, however, on the author to make the changes and address the comments.

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LIST OF ABBREVIATIONS

CDP	CAREER DEVELOPMENT PRACTITIONER
DBE	DEPARTMENT OF BASIC EDUCATION
DFCS	DIAGNOSTIC FRAMEWORK FOR CAREER SERVICES
DHET	DEPARTMENT OF HIGHER EDUCATION AND TRAINING
DoL	DEPARTMENT OF LABOUR
HEI	HIGHER EDUCATION INSTITUTIONS
HRC	HUMAN RESOURCE COUNCIL
ICT	INFORMATION AND COMMUNICATION TECHNOLOGY
LO	LIFE ORIENTATION
NEET	NOT IN EDUCATION, EMPLOYMENT AND TRAINING
OECD	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
SACDA	SOUTH AFRICAN CAREER DEVELOPMENT ASSOCIATION
SETAs	SECTOR EDUCATION AND TRAINING AUTHORITIES
STFCD	SYSTEMS THEORY FRAMEWORK OF CAREER DEVELOPMENT
TVET	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
UNESCO	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNISA	UNIVERSITY OF SOUTH AFRICA

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Abstract:



Experiences of a career development practitioner in career services rendered

Career development practitioners have different experiences on how career services are rendered in the country. Working with groups and individuals from all walks of life; career practitioner's expertise becomes invaluable to the career decision-making of learners and adults in career construction. In South Africa, there are various institutions rendering career services though many do so in silos. There is no monitoring or cohesive system to manage career services. This can impact how they render career services in a well-organized and productive manner. This study explored the experiences of a career development practitioner on career services rendered. The study utilised the qualitative research method to gain more insight into the career practitioner's experiences of career services; including career services, career information, advice, as well as career guidance. The study was conducted at the Department of Labour in Pretoria west. The sample comprised of one participant who has experience as a career development practitioner. The study used purposive sampling to select the participant. The data was collected using semi-structured interviews and analysed using inductive thematic analysis; where themes, categories, and subcategories emerged. The findings of the study reflect both negative and positive experiences that the career development practitioner has encountered in rendering career services in the past. The findings furthermore highlight the need for adequate training for career practitioners and suggest a need for prescribed ethical conduct to regulate career development practitioners working at the entry-level. This study can contribute to the development of ethical conduct guidelines and influence the further development of training for career development practitioners. Lastly, the findings might assist in the development of a cohesive and coordinated system for monitoring and evaluation in the career development profession.

Key words: Career advice; career development practitioners; career guidance; career information; career services



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BACKGROUND AND OVERVIEW OF THE STUDY

1.1. INTRODUCTION, BACKGROUND, AND RATIONALE

Career services enable individuals to gain self-knowledge and the capability to integrate self-knowledge to occupations information to make informed career decision (Human Science Research Council, 2006). Yet they are provided in an unstructured manner in our country. We do not have a cohesive system to monitor how career services are rendered and who qualifies to provide these services except those who are regulated by the Health Profession Council of South Africa (HPCSA).

In 2009, the Department of Higher Education and Training (DHET) was mandated by the Cabinet of South Africa (SA) to establish a national Career Development Service (CDS) rendering a comprehensive, integrated, and differentiated service for South Africans (SAQA, 2012b). This mandate for national career services was given a task of ensuring that all citizen of SA, across all ages, have access to quality career services. The outcomes anticipated in this lifelong career service are the enablement of all citizens to make informed career decisions which may deliver high levels of employment, as well as the assisting of increased sustainable economic growth in the country (OECD, 2003; DHET, 2013; Herr, Watson & McMahon, 2014). However, in order to fulfil this mandate, all career service stakeholders must work collectively and collaboratively. This is to make sure that career services are available to all and are rendered adequately with high quality is also imperative (DHET, 2015).

Literature shows that career services exist pre-1994 in SA; however, they were only available at the Department of Education (Department of Basic Education and DHET) and Department of Labour under the Skills Development strategy (Kreft, & Watts, 2003), as well as in the private sector where individuals had to pay for the services. After the development of the Skills Act of 1996, career services were spread across other entities such as the government departments, entities, and organisations, as well as higher education institutions including the Sector Education and Authorities (SETAs) (Kreft, & Watts, 2003).



I anticipate that the findings of this study will shed light in terms of understanding the career services in broad in our country, and will make apparent a mechanism that CDPs use to render career services. This becomes a benchmark in developing our own standardised career services models, tailored according to our own context (Richard, 2005). In the nutshell, the study unpacks the following challenges:

- **Disjointment regarding how services are rendered and a lack of a cohesive framework:** The career practitioners render career services in silos, with no form of monitoring or evaluation, or any form of quality management system (Department of Higher Education and Training, 2015). As a result, duplication of information rendered in various entities occurs. For the purpose of this study, a career development practitioner (CDP) was followed to explore the experiences regarding the career services they render. The study investigated what are the career services rendered in terms of career information, guidance, and advice. The aim was to understand what already exists, what is known to be realistic in our context, and the gaps which still exist, in order to provide comprehensive services.
- **Lack of an inclusive approach:** Even though career services are becoming more accessible to all we are still lacking inclusive resources or approaches that cater for learners with disabilities (Watts, 2009), particularly at an entry level. This could be as a result of a lack of adequate training for those rendering career services at an entry level (Peterson & Gonzalez, 2000; DHET, 2015). As it stands, entities are working in seclusion to fulfil their own goals without any monitoring (Herr, Watson & McMahon, 2014). The study thus wanted to explore the reasons why career services are rendered in an unstructured and uncoordinated manner as well as why CDPs work in silos. This was to make sure that all stakeholders are working in collaboration thereby yielding effective career services to the entire country.
- **Lack of training in career development:** The Framework for Career Development Practitioners (CPDs) in SA (DHET, 2015) indicates that there is a shortage of training for career practitioners in SA, which affects the quality of work that is done in rendering career services. This issue exists worldwide, with developing countries also experiencing this problem (OECD, 2003). The research shows that the majority of career practitioners, especially those working at an entry level, lack some training on how to render career services and they are not capacitated in terms of the resources and models used in the career



development (SAQA, 2010; Cuppuzz & Stiffer, 2012). The study wanted to explore developing sustainable structures to ensure career services are offered in a comprehensive, integrated and differentiated manner.

Although many studies have been conducted on career development services (OECD, 2003 & 2004; Watts, 2005; SAQA, 2012; Herr, Watson & McMahon, 2014), few have been done on the experiences of career development practitioners pertaining to career services they render. Furthermore, I realised that none of the studies emphasised the African context per se. In a nutshell, this study was conducted to establish the gaps that exist within the career development profession in the country to understand the experiences of the CDPs and the challenges they encounter when attempting to develop a support mechanism, particularly for those who are practising career services at an entry level.

The findings will contribute significantly to the development of the research aimed at improving career services in SA. Furthermore, the findings will bring momentum in terms of developing training curriculums for practitioners in the field and policy regulations for the CDPs at the entry level. Subsequently, the study will contribute to the further development of the relevant assessment tools.

The following section is about elucidating the purpose of the study. The researcher have presented the research questions and suggested the literature gap. This is followed by an overview of the full research report, looking at the theoretical framework, methodological approach, and ethical considerations and lastly, the outline of subsequent chapters is presented.

1.2. PURPOSE OF THE STUDY

The purpose of the study is to investigate the experiences of a career development practitioner (CDP) on current services rendered pertaining to career information, advice, and guidance. Furthermore, the study seeks to understand how CDP's experiences may inform the future of career services in SA. The research is scientifically important as it aims to provide a platform for CDPs to share their experiences regarding career services, thereby contributing to the current research on career development services in SA. Subsequently, this can inform practice in career development.



The Diagnostic Framework for Career Services by Coetzee (2005) and Systems Theory Framework of Career Development were used to uncover the experiences that the CDP has had with regards to career services. The objective in using these frameworks were to analyse findings pertaining to how CDP uses the career services to help the clients in making informed career decisions (Schreuder and Coetzee, 2011). Furthermore, the frameworks were utilised to see how far the CDP can integrate the theoretical knowledge in unpacking the systems and context of the clients in order to empower them with career decision making skills.

1.3. WORKING ASSUMPTIONS

For the purpose of the study the working assumptions are as follows:

1. Career development practitioners have diverse experiences on how career services should be rendered pertaining to career information, advice, and guidance.
2. This may be due to the different models of training of CDPs.
3. To have a high quality of work in the career development profession, especially at an entry level, we need to develop cohesive, integrated and inclusive framework in training CDPs at rendering career services at an entry level.

1.4. RESEARCH QUESTIONS

The following questions were used to guide the purpose of the study:

1.4.1. Primary question

The primary question of the study was:

What are the experiences of a career development practitioner (CDP) on the current services he or she rendered pertaining to career information, advice, and guidance?

1.4.2. Secondary questions

The secondary questions were as follows:

1. Why career services are rendered in an unstructured and uncoordinated manner?
2. Why the CDPs provide career services in silos?
3. What are the competencies and training experiences of the CDPs in rendering career services?



1.5. CONCEPT CLARIFICATION

1.5.1. Career development

Career development is the “lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future” (Career Industry Council of Australia, 2011, p. 22). Furthermore, career development is defined as an ongoing process of managing one’s life, learning, and work, and involves skill development and knowledge that enables one to strategies and make informed decisions regarding education, training, and career choices (SAQA, 2009, 2012).

1.5.2. Career development services

Career development services assist people of all ages in making informed career decisions (OECD, 2003, 2004). Moreover, the services target mainly schools, universities and colleges. Services are also extended in training institutions, public employment services, the workplace, the voluntary or community sector, as well as in the private sector. The activities may take place on an individual or group basis. In this study, online career services and face-to-face career services are discussed in detail to outline their relevance.

1.5.3. Career information

Career information is referred to career and labour market information aiming to provide comprehensive information about job trends (Isaacson & Brown, 2000). Career information can be presented in various formats and settings, including career guide books (both online and printed) and career videos.

1.5.4. Career advice

Career advice refers to the advice given to individuals transitioning from school to post-school education or work. This advice can take many different forms (Rothman & Hillman, 2008).

1.5.5. Career guidance

The terms ‘career guidance’ and ‘career development’ are used interchangeably. OECD, cited in SAQA (2009), explains career guidance as “the services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training, and occupational choices and to manage their careers”. SAQA stated that OECD further explains that these



services may include services in various sectors. The services may be conducted on an individual or group basis, face-to-face or at a distance including helplines and web-based services. Services may include career information (in print, Information and Communication Technology (ICT) based, and in other forms), assessment and self-assessment tools, counselling interviews, career education and career management programmes, taster programmes, work search programmes and transition services. So the canvas is very broad. For the purpose of this study, career assessment and counselling will not be addressed for the focus is on career information, advice and guidance.

1.5.6. Career development practitioners

Career development practitioners (CDPs) are professionals who demonstrate career development knowledge, needs assessment capabilities, referral skills, and other career-related expertise (OECD, 2003). For the purpose of this study, CDPs are defined as professionals who provide career services to people, in order to help them make an informed career decision. To prevent confusion, it is important to note that the terms CDP and ‘career practitioners’ are used interchangeably.

1.6. THEORETICAL FRAMEWORK

In this study, the Diagnostic Framework for Career Services (DFCS), based on the research by Coetzee (2005) and the Systems Theory Framework of Career Development (STFCD) based on the research by Patton and McMahon (2015), were used to develop the conceptual frameworks. For the purpose of this study, the two frameworks were joined together. An illustration is provided below and discussed in-depth in chapter two.

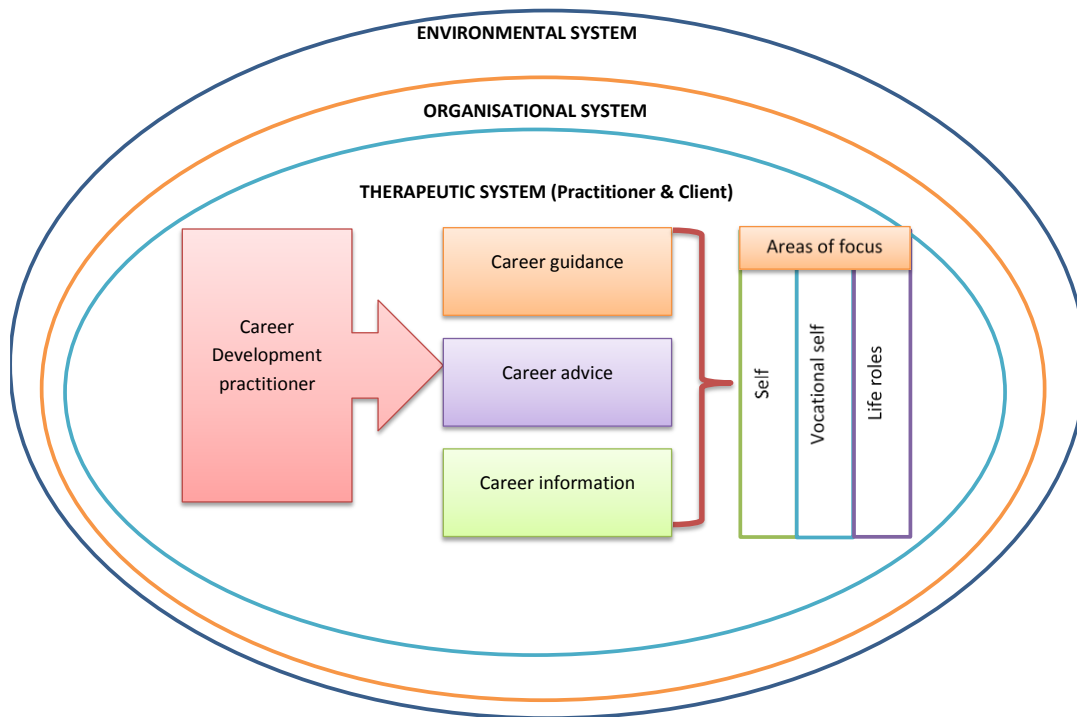


Figure 1.1: Adapted from Diagnostic Framework for Career Services by Coetzee (2005) and the Systems Theory Framework (STF) of Career Development based on Patton and McMahon (2015)

In application of these theories, I have drawn on the DFCS by Coetzee (2005) who discussed the fact that career practitioners use career services to assist people in their process of making an informed career decision, eventually improving themselves and their life roles. On the other hand, the Systems Theory Framework (STF) of Career Development encourages career practitioners to work with people holistically, from the environmental and organisational systems, as well as pay attention to the context of the client (Schreuder & Coetzee, 2011; Patton & McMahon, 2015). These theories were used as an interpretive framework for this study. They enabled the researcher to view how career practitioners work with individuals and how they apply the knowledge that they have in order to assist users in making an informed career decision (Patton & McMahon, 2015).

Furthermore, these theories were applied to the study because they promote the idea that career practitioners should approach every situation presented with purpose and having a desired outcome based on the client's interest (Schreuder & Coetzee, 2011). By doing so, clients become the drivers of their own career decisions working collaboratively with the practitioner.



Subsequently, this will enable people to take full responsibility for their career life and personal growth. Moreover, the systemic approach was used to encourage practitioners to put clients at the centre when they assist them, taking into account their surrounding factors and context (Patton & McMahon, 2015). In the study, the researcher used these frameworks to analyse how the CPD use his or her competencies, knowledge and skills to help clients in the process of making informed career decisions. Furthermore, the researcher used these frameworks to analyse how the different stakeholders or entities can work collaboratively and holistically when assisting people in their lifelong learning through the career services rendered.

1.7. RESEARCH METHODOLOGY AND DESIGN

1.7.1. Research approach

This research aims to explore the experience that career development practitioners have in terms of the career services rendered. The researcher found it suitable to work from a qualitative research approach. Qualitative research allows a researcher to examine people's experiences by using a specific set of research methods including, but not limited to, interviews and focus groups (Hennink, Hutter & Bailey, 2011). "By using qualitative research the researcher is interested in understanding the meaning people have constructed, how people make sense of their world and experiences they have in the world" (Merriam, 2009, p.13). Therefore, this approach was most suitable for the current study and provided a platform to best answer the research questions. Qualitative research is criticised of potentially leaving important information and focus on meaning and experiences that participants may communicate (Silverman, 2010). Moreover, qualitative research is scrutinised for using the small sample size and for complex data analysis as well as data interpretation (Rahman, 2017). In this study the researcher emphasised that the study focus on one CDP, therefore the findings from cannot be generalised to the wider population of the Career Development Practitioners.

1.7.2. Philosophical paradigm

The philosophical paradigm with which the study was aligned is an interpretative phenomenological paradigm. Crisp and Zalta (2005) explained that the interpretative phenomenological philosophy works perfectly for investigating and examining meaning attached to experiences. It provided a rich description of aspects related to experiences, and enables the researcher to understand how the participant made sense of the career services



rendered in their space. This allowed the researcher to explore her experiences towards career services, as well as her encounters with clients (Pietkiewicz, & Smith, 2014).

By using the interpretative phenomenological approach, the researcher took into account his or her interpretation of the data provided in the process of analysis (Pietkiewicz, & Smith, 2014). Moreover, the researcher used this approach to understand and interpret the data based on the participant's personal world (Eatough & Smith, 2008). Therefore, the researcher refrained from using his or her knowledge and understanding, but used the data obtained from the research participant.

1.7.3. RESEARCH DESIGN

1.7.3.1. Case study design

Case studies are used as a design to gather information on the topic at hand. "A case study method is an in-depth exploration of multiple experiences of the complexity and uniqueness of a particular study" (Maree, 2007, p.83). Therefore, looking at the experiences of the CDP's regarding the career services; exploratory case study design was suitable for the researcher to use to answer the research question. According to Yin (2014), the exploratory case study attempts to answer research questions that are typically framed by the pronoun what (Yin, 2014). Therefore, the exploratory case study was used to explore the experiences of a career practitioner on career services rendered. On the other hand, case study design is criticised for not being scientific and for using one or two people in the study (Zainal, 2007). For this reason, the researcher had to guard herself not to influence the results neither she become bias during data collection.

1.7.3.2. Sampling

This study made use of a purposive sampling method. In purposive sampling, a researcher approaches individuals from the relevant identified population (Welman, Kruger & Mirchell, 2011) and recruit them based on their ability to help the researcher to understand the research topic at hand (Creswell, 2003). The inclusion criteria within the sample of this study was that the participant must have been working as a CDP in the respective organisation for at least two years. Initially, the plan was to interview five participants who are working as career development practitioners in Gauteng. However, there was only one department that responded (Department of Labour/DoL), indicating their willingness to participate in the research.



Communications were then sent through email to DoL to request participants who would form part of study. The department was given the criteria that participants needed to consider, and only one participant who meet the criteria from the branch, whom the interview was conducted, due to time constraints. This was one of the limitations of the study which implies that the findings of the study cannot be generalised to the wider population of career development practitioners in Gauteng.

The participant is a career practitioner, from the Department of Labour (DoL), directorate of employment service. He is a registered career counsellor with a psychology education background. He has worked as a career practitioner for more than two years and his experience includes, but is not limited to the compilation of career information for distribution through multimedia channels. For example, magazine articles, pamphlets, posters, self-help workbooks, and audio-visual media to promote family health matters as well as liaising person with stakeholders and media for marketing, and acting as an advocate of family health matters.

1.7.4. DATA COLLECTION

1.7.4.1. Semi-structured interview

In this research, semi-structured interview was employed to gather information and a detailed description has been provided in chapter three. Semi-structured interview provides a platform for a researcher to conduct face-to-face interviews with the participant (Creswell, 2003). According to Vithal and Jansen (2012), any question formulated and posed to participants should be made as broad and general as possible to avoid unnatural quality of responses. Audio recordings were used in the process to keep track of the conversations held with the participant.

1.7.5. DATA ANALYSIS

1.7.5.1. Inductive thematic analysis

Thematic analysis is a systematic process involving data analysing, which allows flexibility and enables the researcher to focus on data in a more organised manner. This, in turn, helps offer insight into patterns of meaning or themes in the data (Braun & Clarke, 2006). Thematic analysis consists of inductive and deductive thematic analysis. For the purpose of this study, Inductive thematic analysis was used. Inductive thematic analysis is a bottom-up approach that involves information sorting and identifying and the reporting of the pattern of themes within



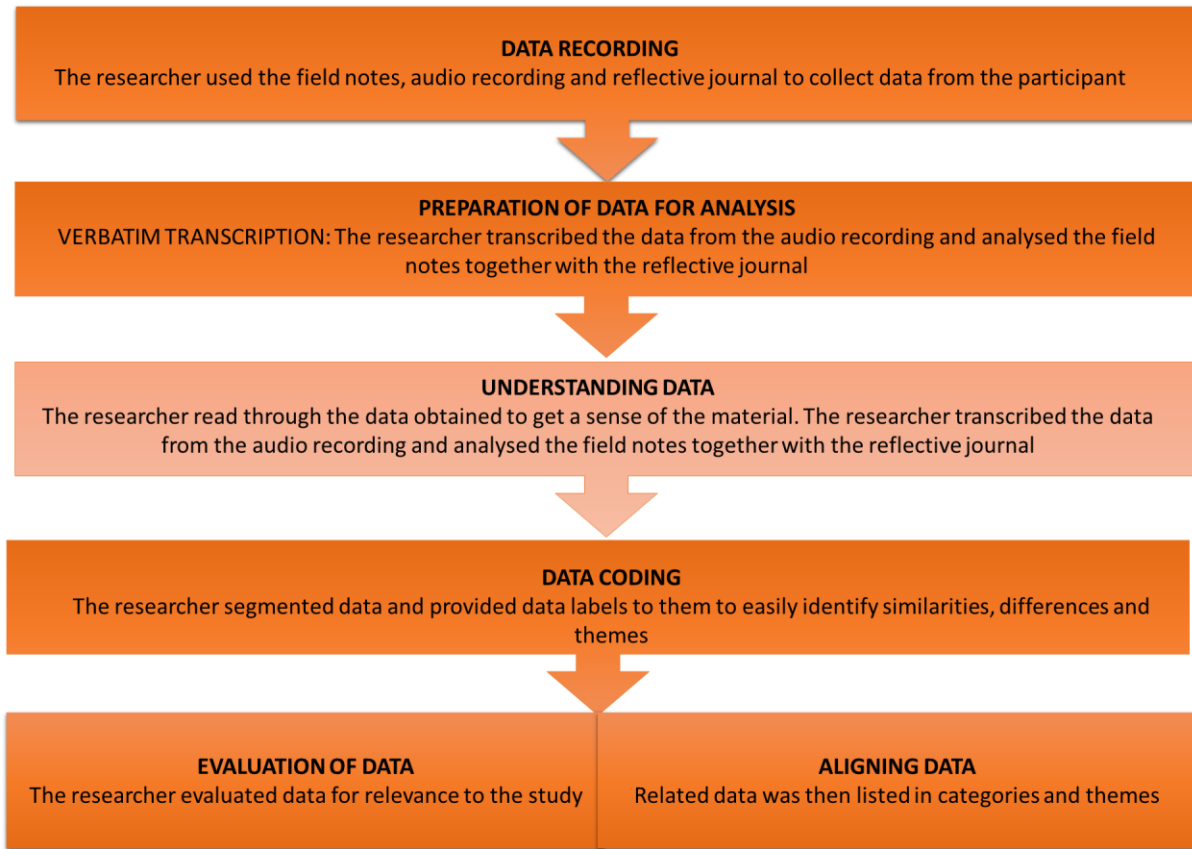
data, thus allowing for the interpretation of the data relevant to the research topic (Braun & Clarke, 2006). Inductive thematic analysis enables the researcher to code and identify themes derived from the content of the data (Braun & Clarke, 2006). The researcher was actively involved in identifying and reporting themes and patterns within data. Data coding was used to narrow the focus of the study and ensure that the categories used are clearly defined and correlate with the concept that is being described and answer the research questions (Welman et al., 2005).

1.7.5.2. Process of data analysis

The data in this study was analysed following the steps advocated by Creswell (2012). See the figure below (Figure 1.2: Data analysis process).



Figure 1.2: Data analysis process



Data analysis process adopted from Creswell (2012:237)

1.8. TRUSTWORTHINESS

Trustworthiness in research is crucial it is there to evaluate quality of the work done (Thomas & Magilvy, 2011). Mertens (2014) cited that Lincoln and Guba (1985) highlighted the key criteria of trustworthiness such as credibility, dependability, transferability, conformability and authenticity. The explanation for each of these key criteria's of trustworthiness is provided below:

1.8.1. Credibility

Credibility is important to ensure recognition of the finding that has been researched and it emphasises accuracy in the study (Rolfe, 2006). One method used in the study to ensure credibility was using member checking, where the findings were discussed with the participant. The study also utilised purposive sampling and provided detailed data collection procedures followed during the study.



1.8.2. Dependability

Dependability strengthens the reliability of the study (Rolfe, 2006; Thomas & Magilvy, 2011). The research participant was interviewed. Through cross-checking with the participant and supervisor dependability and reliability were ensured. For consistency, the case study approach and audio recordings were used and these documents were stored safely in a password protected computer.

1.8.3. Transferability

Transferability is the process of ensuring that findings from the current study can be used in another context (Thomas & Magilvy, 2011). The researcher believed that the current study yielded data that can be used in another (similar) context given that detailed information about the research process is provided for the study to be replicated. The researcher abstained from generalising information, but instead, provided information as obtained from the participant through an interview that was audio recorded (Maree, 2007).

1.8.4. Confirmability

Confirmability is about ensuring that findings are presented from the same data and not from biases or assumptions influenced the study (Rolfe, 2006; Thomas & Magilvy, 2011). It also meant ensuring that the researcher has acted in good faith and has not allowed personal issues to interfere with the study. Research peers and member checking with participant were both utilised, as well as frequent consultations with a supervisor. From time to time the researcher listened to the audio recording. In addition, an audit trail was used to ensure confirmability through the reflections relating to the study.

1.8.5. Authenticity

Mertens (2014) describes authenticity as a “strategy to ensure validity and genuineness”. Basically, authenticity stresses the truthfulness of a researcher in the process of collecting and interpreting data (Sargeant, 2012). Therefore, objectivity was maintained and bias avoided in terms of the data collected. The research participant was selected according to his years of service in the career services. The researcher used the audio recording, as well as member checking, to ensure the validity of the information.



1.9. ETHICAL CONSIDERATION

1.9.1. Informed consent

From the outset the participant was provided with the research information and letter of invitations, and requested to complete the consent forms prior to the study (Maree, 2007). The research participant was informed that he is allowed to withdraw anytime should he have felt obliged to do so. Permission for time off to participate in the study was requested from his employers.

The study was conducted with the consent of the Department of Labour (DoL). This was to ensure that the findings of the study are not reported in a way that could be negative towards the career development services in these two entities. The participant was above 18 years of age and therefore, was legally able to provide personal consent to participate in the study.

1.9.2. Confidentiality, privacy and trust

Confidentiality and privacy protocols protect the interests of the participant and the researcher (Martin, 2014). Confidentiality was maintained throughout the research process. Both the researcher and participant signed confidentiality agreement which explained that there were no questions that would put the participant in any form of disloyalty or force them to disclose personal information. The participant was interviewed in a private office to provide him with privacy and to establish trust.

1.9.3. Anonymity

The research participant was informed that the study is conducted to inform the future of career development services, therefore, information will be published anonymously.

1.10. ROLE OF THE RESEARCHER

In this study, I assumed the role of a researcher, not a career practitioner, and I clarified this with the participant. I had to clearly distinguish between these roles and make this clear to the participant from the onset of the study.



1.11. SIGNIFICANCE OF THE STUDY

The study was done to investigate the experiences of a career practitioner in terms of current services rendered pertaining to career formation, advice, and guidance. The purpose was to ascertain what exists in career development in SA, and to understand the skills that are available for career practitioner at an entry level. Interpretation of this data could therefore be used to provide government with an insight of what is still missing in this industry, as well as provide guidelines on how they can improve education and training for career development practitioners.

This research could also be valuable when it comes to developing the policy regulations and monitoring system that could regulate the practices in the career development services in SA.

In addition, this study forms a basis for future research to track how training for CPDs have changed and what impact these changes have on the practice.

From the study recommendations are provided to assist as a benchmark in the development of career models relevant to our context, and could assist practitioners at an entry level.

1.12. DISSERTATION LAYOUT

CHAPTER 1: INTRODUCTION AND BACKGROUND INFORMATION

This chapter focuses on the background information of the current study. The rationale behind the study is discussed, and the purpose thereof. Thereafter the research questions and suggested literature gap are presented, followed by an overview of the full research report, looking at the theoretical framework, methodological approach, and ethical considerations. Lastly, an outline of subsequent chapters is presented.

CHAPTER 2: LITERATURE REVIEW

This chapter offers a comprehensive literature review where several theories and concepts deemed relevant to this study are explored.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research process that was followed is described. The research paradigm is briefly outlined, and attention is given to the design of the study, data collection methods, and



data analysis and interpretation techniques. Measures to ensure trustworthiness and ethical considerations are also addressed.

CHAPTER 4: RESEARCH FINDINGS & DISCUSSIONS

This chapter presents the results obtained from the study through thematic analysis as well as the discussion of the research findings.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter outline the research findings, linking them to relevant literature, as well as to the primary and secondary research questions. Furthermore it focuses on the main findings, challenges, and limitations, and recommendations for further study are suggested.

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LITERATURE REVIEW

2.1. INTRODUCTION AND OVERVIEW

This chapter explores the available literature around the experiences of CDPs towards the career services rendered in SA. It starts by conceptualising what are the career services rendered on an international, regional and local level. It further illustrates the key role players in providing career services in SA, followed by explaining the experiences of the CDPs on career services rendered in the country. Moreover, the chapter explores the impact of training for career practitioners and the support they can be awarded to work effectively in their respective organisations, to produce better results. This chapter further explains the conceptual framework which serves as an interpretative guide to the study.

The career services have a demanding role to play in every individual (Watts, 2006). According to Watts, career guidance services should be used as a tool to assist people from ‘cradle to grave’. This means the services are to be catered for all, starting at early age, from the elementary level (Watts, 2006), cutting across those who are still in high school, as well as to those who are Not Employed, Education and Training (NEET), underemployed and those eased into premature retirement including individuals with disability (Watts & Sultana, 2004). The study seeks to find out measures that can be used to develop inclusive models to rendered career services inclusively from learners in primary and high school as well as those who are in the tertiary institutions including individuals with a disability.

Every country has recognized the role of career services in promoting the economy, social equity and inclusion to ensure that everyone obtains equal access to labour market and education training (Watts, 2005; OECD, 2016). Therefore, career practitioners must be equipped and trained to provide adequate service and to develop models that can be used at all levels, to reach out even to people in rural areas (Nong, 2016).

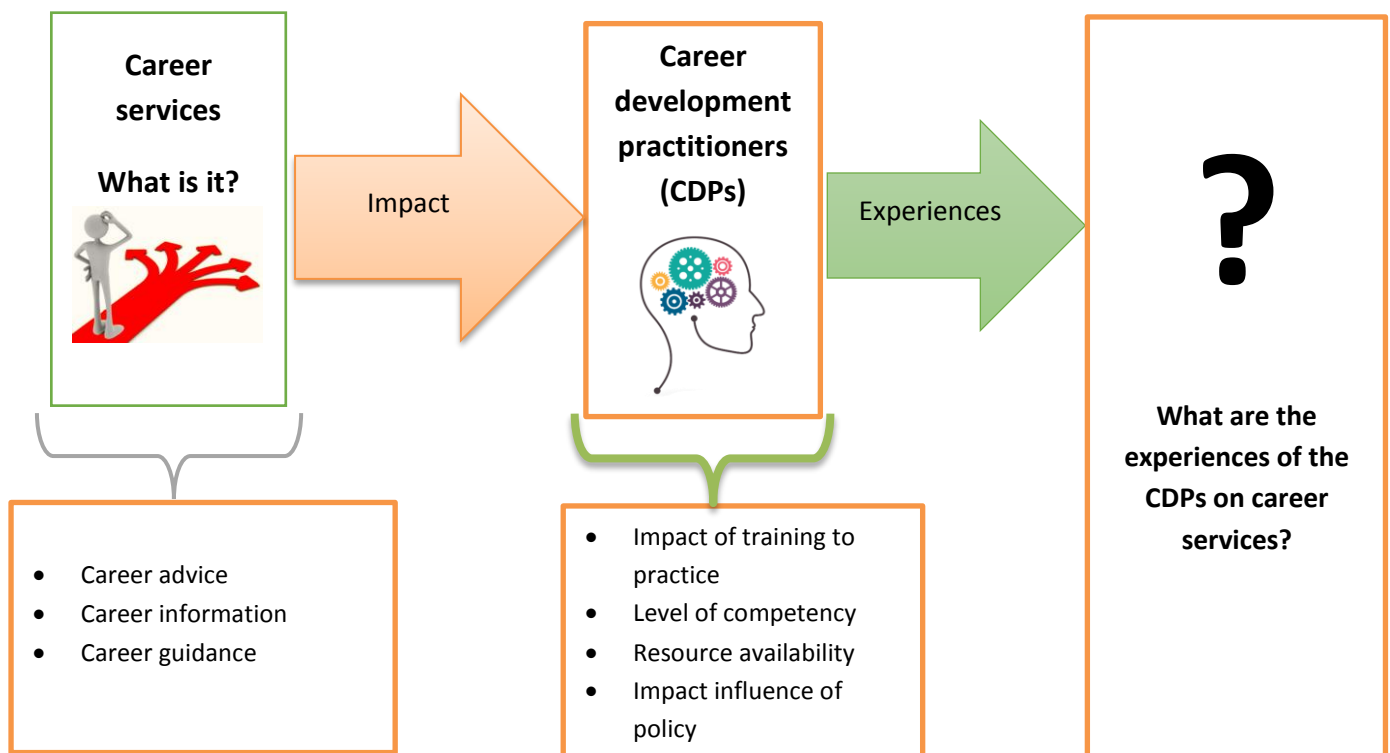
As highlighted above, career services are important, they can be used beyond just economic growth and training development but also to influence development on a personal level. It is



said that individuals who received career services during their early stages are likely to become more confident throughout their studies as opposed to the ones who never receive any form of career guidance (Kunnen, 2014; Singh, 2016). Above that, they tend to experience lesser challenges during the transition from high school to tertiary and even from tertiary to the world of work (Hughes & Gration, 2009). Therefore, it is important for any organisation to provide career services to everyone in their space and to equip career practitioners in their organisation to deliver an excellent job to foster competency leading to productivity (Dabula & Maruka, 2013). Thus, training for CDPs and structured approach to monitoring access and provision to career services is recommended to ensure quality.

In the literature, it was clear that little has been done to investigate the experiences of the career development practitioners on career services rendered, especially in the South African context, hence the study was conducted. Perhaps this is as the result of the absence of a centralised system for career development services in the country, for practitioners at an entry-level. Figure 2.1 provides a schematic overview of chapter 2. This figure below depicts the career services rendered by career practitioners and shows the experiences that the career practitioners have towards the career services.

Figure 2.1 Schematic overview of chapter 2





2.2. BACKGROUND OF CAREER SERVICES

Globally, career services have become the centre of attention and government worldwide is taking responsibility in ensuring that career services are easily accessible to all. Hence, even in the Cabinet of the Republic of South African mandated the minister of higher education and Training to establish career development service to render career services in the country. The role of this service is to ensure easy access to all, which concurs with that which Watts (2004) highlighted, that it is important for career services to be rendered and implemented before learners even transition to high school. In so doing, learners will be able to make informed career decisions as they transition to high school and even to labour market.

Different studies show that there is no fit all approaches in providing career services, therefore career practitioners are to use different models in rendering career services. Even at the international level, different countries have transitioned from the linear approach to a multidirectional approach due to changes in the world of work (Baruch, 2004). Although, career services vary from one country to another and they are offered differently (Richard, 2005), the purpose is the same which is to enable individuals in making informed career decisions to participate and contribute to economic growth.

To render more relevant career services, each country will use different styles and approaches to render career services according to its demands, as well as cultural norms and available resources (OECD, 2003). Given the fact that our country has a diverse population with socioeconomic inequality, it is important for career practitioners who are practicing at different levels to know the dynamics of our economy, the needs and gaps that exist for them to develop relevant and well-fitting career models. These well-developed models will not only contribute to individual growth but will also contribute significantly to economic growth (Watts, 2005). More so, the impact of the right models will also teach people the skills to navigate and survive in the labour market (Singh, 2016).

Studies show that although different countries' milestones occur differently and approach that are utilised are also different, they are experiencing more or less the same challenges in terms of career guidance. These challenges include training for career practitioners and standardisation of the career models (Watts, 2005). In that same note, the management of how the career services are rendered also varies depending on the availability of resources in each



country. It was noted that the well-developed countries have well-developed tools and are better in resources and dealing with problems associated with career services as compared to the developing countries (Watts & Sultana, 2004).

Career development roots can be traced back from the 18th century by George Merrill who introduced counselling for employment and trade exploratory experience in California (Brown, 2002). Following the work by Merrill, is the approach introduced by one of the pioneers Frank Parsons (1909) in the 19th century. Parson introduced the term vocational guidance, which highlighted the appraisal of individual, occupation information and provision of counselling (UNESCO, 2000). From his approach, Parsons (1909) developed a talent-matching approach that was used to match individual's careers to their talents, skills, interests and personalities (Brown, 2002). Parsons argued that individuals should be empowered to have a better understanding of the world of work and to learn skills that will enable them to incorporate self-knowledge to the knowledge of the world of work (Schmidt, 2001). (Schmidt, 2001). This approach became useful and was primarily used to promote personal engagement in the process of making career decision, and it brought career satisfaction and self-efficiency in people's lives (Brown, 2002).

Later in the 1960s, there was a paradigm shift that proposed career development as a lifelong developmental process. From this phase, vocational guidance was considered as the process within career development (Brown, 2002; Brown & Lent, 2013). At this stage, there was an increased recognition that personality does play a role in vocational choices. According to the theory by Donald Super's (1964), "career development is a process that evolves in life stages" (Plimmer & Schmidt, 2007). Super emphasised that these life stages are important for career progression and are not affiliated within the chronological periods but rather are characterised with the work attitude that one entails, the motivation and behaviours a person carries through in his or her career (Jolly, 2016). Moreover, the life stages are not only important for career progress but also play a significant role in one's career construction (Wehmeyer, Nota, Soresi, Shogren, Morningstar, Ferrari, & DiMaggio, 2018).

According to Super (1964), every individual grows and develops through life stages in one way or another, therefore one needs to take responsibility to do self-evaluation to check their career development. He named the stages as growth, exploration, establishment, maintenance, and disengagement (Schofield, 2017). To accomplish each stage, one has to master certain tasks,



learn some skills and gain knowledge to navigate effectively to the next stage (Plimmer & Schmidt, 2007; Chu, Hsieh & Chang, 2007; Salomone, 1996). This will consequently be leading to self-satisfactory in that particular stage. Moreover, it will assist in transitioning successfully to the next stage. However, the failure to do so may result to some difficulties in one's career journey (Salomone, 1996; Chu et al., 2007).

2.2.1. CAREER SERVICE INTERNATIONALLY

Career services exist in many countries worldwide and these include Canada, Finland, England, Spain, the United Kingdom, Germany, Ireland, and Australia (OECD, 2003). As indicated, the provision of career services varies from one country to another (Richard, 2005).

- Finland employs employment officers who are psychologists with master's degrees and have completed a postgraduate qualification (OECD, 2003). Services offered include one-on-one interviews and psychological testing (OECD, 2003). In addition, they offer career services through social media (such as Facebook, LinkedIn, and Twitter) and printable documents to reach out to those who do not have access to devices (Kettunen, Sampson & Vuorinen, 2015).
- In Germany, career services are rendered by career counsellors who visit schools (OECD, 2003). During these school visits, they provide class talks in group settings and short one-on-one interview sessions with those who requested such sessions. It is said that these career counsellors possess a three-year degree from the college of public administration and we hear nothing about their experiences in career guidance.
- Australia hosts career fairs where they cover vocational training, tertiary and adult education. The career fairs are attended not only by learners but also by the unions, employers, and Higher Education Institutions. Moreover, they use the national career website where they post information on education and training, information on labour market, as well as self-exploration quizzes where individuals can explore their personalities and interest related to their career education.
- In England, career services are managed at the University of Leicester. Due to a shortage of career practitioners, students are to make use of the self-help services system or make use of ICT-based tools. Some of the services are rendered to undergraduates through career tutors (OECD, 2003).



- In Spain, career services are run through employment databases. These services are provided to those who are looking for employment and by employees who want to assess their competencies. The country outsources career practitioners, individuals who studied psychology and economics.
- In the United Kingdom, there is a call centre technology to provide access to educational information. Users are to call in for services such as career information and career advice. There is no specific qualification required for career practitioners, however, they are employed depending on the nature of their work (OECD, 2003). In addition, the country has centres of research and policy analysis that are responsible to conduct research to improve the provision of career guidance and to coordinate career services role-players in the country (OECD, 2004).
- New Zealand, on the other hand, uses an integrated system that enables them to deliver their services more effectively and sufficiently (Furbish, 2012). They provide career information and guidance to everyone.
- In Kenya, the provision of career services is traced back in the 1920s however it was focused more on labour-related information (Orange, 2011). The services spread across the schools to assist learners on how to make career guidance and were provided with career booklets (Orange, 2011).
- Over and above, on the international level, the European Centre for the Development of Vocational Training (CEDEFOP) established the online services for career guidance to cater to those who have access to the online devices to access all kinds of career information and advice (OECD, 2004).

It is clear that the international countries have well-structured career services and the government is taking full responsibility in rendering career services. The country can adopt the different approaches that different countries are implementing to monitor career services. Like, New Zealand, SA can develop an integrated system that will bring cohesiveness and collaboration among career practitioners.

2.2.2. CAREER SERVICES REGIONAL

Regionally, career services exist in the African countries and can be dated back in the 1950s. However, its popularity and momentum began in the 1960s in countries like Nigeria, Malawi, Tanzania, Zambia, Botswana, and Swaziland. The career services were offered through



guidance and counselling, which in most cases it was developed to respond in many social and psychological matters that the country would be facing (Eliamani, Richards & Peter, 2013). Therefore, the emphasis would differ from one country to another depending on the issues that needed to be addressed. Career guidance will then form part of the activities within the guidance and counselling provided in schools (Eliamani, Richards & Peter, 2013). Mostly, the guidance teachers placed their focus on vocational information, awareness on the world of work, location of employment and counselling to reduce examination anxiety (UNESCO, 2000). Even though career guidance was recognised as the need and integrated in the education system, however, it was still lacking recognition in some areas (UNESCO, 2000). As a result, in some schools, it was seen as a waste of time but many schools provided it just to advise learners during an extramural activity during the free period (UNESCO, 2000).

Another challenge that was faced was the irrelevance of the career models that were in place. These models were seen as more Westernised, and therefore were not relevant or reflecting some of the African cultural values and norms (UNESCO, 2000). On the other hand, Eliamani et al. (2013) in their study found that teachers were not equipped much to render career services and were not comfortable with their competencies thereof. Teachers also indicated that they lack support from their senior management hence they sometimes needed to render career services as an extramural activity (Maluwa-Banda, 1998).

Along the way, the United Nations Educational, Scientific and Cultural Organization (UNESCO) also decided to offer career services in their capacity as the national organisation in Southern Africa (UNESCO, 2000). This assisted many organisations who were also rendering career services at that time (Maluwa-banda, 1998).

In the regional level, the following countries render career services in their capacity:

- Malawi offers career services however they do not have any standardised system in place to coordinate career services in their country. The career services are offered as part of the school programme (Maluwa-Banda, 1998). Like any other country, the school guidance teachers in Malawi experienced difficulties in providing adequate career service due to lack of training and they lack recognition from the management.
- Botswana is one of the African countries that has developed a strong educational and social system as well as the professional counselling unit to deal with school guidance and psychological services (Stockton, Nitza & Bhusumane, 2011). In Botswana, the



career guidance profession is known since 1963 following the workshop held in Gaborone (Alao, 2003). The career services were rendered in the employment agencies, education centres, libraries, government departments, employers, and non-government organisations. The career services rendered include job placement, vocational testing/psychometrics assessment, career talks and fairs, peer career guidance, career videotapes, career counselling, and mock job interventions (Alao, 2003).

- In Nigeria, career services were developed to attend the youth unemployment menace that threatened social, economic and political development (Ajufo, 2013). The career practitioners employed are career officers and counsellors (Eliamani, Richards & Peter, 2013).
- Tanzania began to institutionalise guidance and counselling in the 1990s where it was made accessible in the educational and schooling system (Eliamani et al., 2013). The guidance and counselling were developed to respond to the issue of HIV and AIDS, which eventually included career choice to assist the student with their studies and career choice (Eliamani et al., 2013). Tanzania employed counsellors and officers to render the career services, however, they did not receive career development training per se, and instead, they have psychological training background (Eliamani et al., 2013).
- Zimbabwe, also realized the important of providing guidance and counselling services. Amongst the services that were developed, career guidance became one of them (Zvobgo, 2008).
- In Swaziland, career services exist in schools rendered by the career guidance teachers (Dlamini, Ngwenya & Dlamini, 2004).

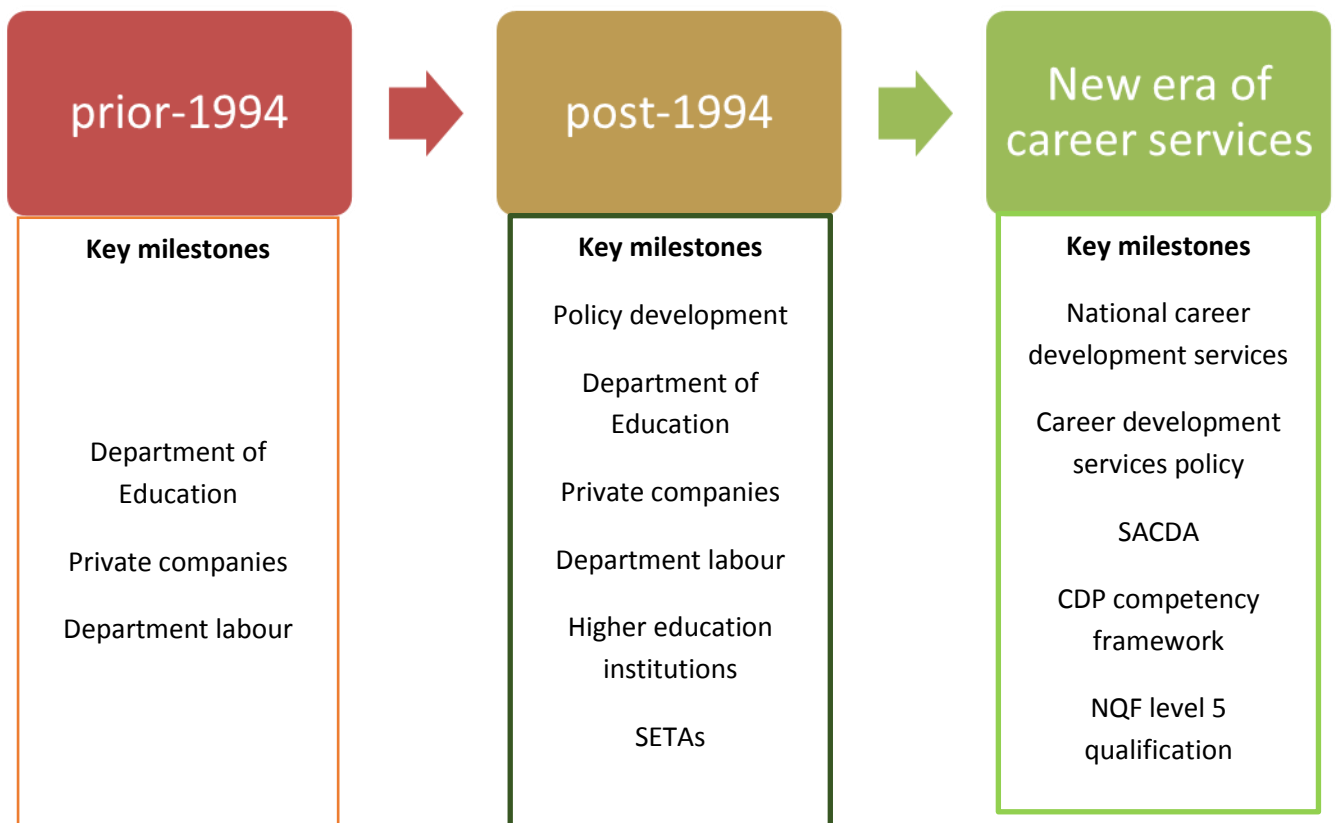
Given the above mentioned, it is important to develop a system that will monitor progress in the career development system. On a regional level, SA can work in collaboration with other African countries to establish possible solution that are relevant to our context. Some of these countries have had career services since the 1960s, which means they can provide comprehensive guidance on how to develop career models that will monitor performance in career development. More so, the information can yield ideas on how to address the provision of career services in this socio-economic inequality the country is faced with. Furthermore, this will not only contribute to the development of inclusive career models, however, will also promote collaboration among the African countries.



2.3. CAREER SERVICE IN SOUTH AFRICA

In South Africa (SA), the history of career services can be traced back from the 1980s; however, access to the services was limited to the white minority group (Watson & McMahon, 2006). The career services were strongly offered in the private sectors for those who could afford to pay for them and they were expensive (Stead & Watson, 1996; Kreft, & Watts, 2003; Watson & McMahon, 2006). The diagram below illustrates the milestones within career guidance services in SA. It highlights the three-milestone before 1994 to date.

Figure 2.2 Key milestones of career development



Prior to 1994, career services were rendered but mostly available in the private sectors (Watson & McMahon, 2006), where individuals had to pay some fees for the services. In the private sector, career services were offered by the psychologists and registered counsellors mainly focusing on career counselling and psychometric assessments (Kreft & Watts, 2003).

The few services that were available for the public were offered at the Department of Education and the Department of Labour. The Department of Labour provided career services targeting



unemployed youth (Kreft, & Watts, 2003). The career services that were rendered included employment services for unemployed youth, employers and trade unions, as well as career guidance for the specific group of people. They also offered psychometric assessments for job placement to place learners for learnerships or refer them to the employers. The department also made use of the printable workbooks for life skills training (Kreft, & Watts, 2003; Kay & Fretwell, 2003). On the other hand, the Department of Education offered career services mainly in schools to help learners at the schooling system (Kreft, & Watts, 2003). Learners were provided with career information about the world of work and career studies.

Since 1994, SA has undergone the major restructuring, reconstruction and development to address socio-economic challenges that exist due to apartheid (Nowak & Ricci, 2005). The government developed the Green and White Paper led to the Act of 1996 for Skills Development (Kreft, & Watts, 2003). This Act influenced the provision of career services in the public. Prior to the development of the Act, the Department of Labour provided career guidance as well however after the act the roles were changed and redefined. By so doing, the act streamlined how the Department of Labour should render their services to the unemployed, which negatively affected career guidance because the department had to stop providing career services to people but instead they had to align their services to address the unemployment (Kreft, & Watts, 2003).

The use of standardised psychometric assessments was then discontinued because they were seen as too westernised and sometimes not meeting cultural differences. The department began to implement the Situation Specific Evaluation Expert (SPEEX) assessment. The SPEEX was the cognitive assessment designed to job relevance conceptual reasoning skills (Schaap & Vermeulen, 2008). It was relevant to use the tool for it was used cross-cultural (Erasmus, cited in Schaap & Vermeulen, 2008).

Since then, career services were continuously redefined to be aligned with the Skills Development Strategy (Kreft & Watts, 2003). This marked the new era where we find other sectors also participating in providing career services, sectors such as other government departments and entities, non-profit organisations(NGOs), Sector Education and Authorities (SETAs), and Higher Education Institutions (HEIs) (Kreft & Watts, 2003). This is the era were career services started to be more visible and accessible in the public space. This is when the South African government took responsibility in providing career services to the public to



ensure equal access to all (DHET, 2017). As the result, in 2010, the Department of Higher Education and Training was mandated by the cabinet of the Republic of South Africa to establish the National Career Development Services (Flederman, 2009; SAQA, 2012). The department was mandated to provide free national career services and coordinate the career development professionals across the country.

This is the new era where the Department of Higher Education and Training realized that career services do exist in different platforms in the country, however the challenge is lack of collaboration (DHET, 2017). At this point, the department is engaging with the existing stakeholder to try and eliminate duplication in the industry and to ensure high-quality service for all (DHET, 2016). The study aimed at highlighting the services and the role players in the field to benchmark what career services are being offered. It is clear that services are rendered however, due to the lack of cohesive models and collaboration, there is a problem in tracking who is rendering the career services. Given this, DHET started developing the competency framework for career practitioners which was published in 2016. This framework explains the existence of career practitioners in SA (DHET, 2016). It also highlights that there is still a need for comprehensive training for career practitioners in the country. It is in the heart of this study to unpeel the training competencies that the CDPs at entry-level requires to function adequately.

The competency framework further explains how career services should be communicated to the public to ensure high-quality service. Moreover, the framework indicates the competencies that career practitioners should depict in their level of practice (DHET, 2016). It illustrates the three levels in which the career practitioners in SA are operating and emphasises the level of competency that career practitioners at an entry-level are expected to be having (DHET, 2015). The implementation strategy of the competency framework for career practitioners also brings into perspective the importance of developing and maintaining the monitoring and evaluation instruments for career practitioners in the country. Certainly, there is a gap in how career services are rendered in the country. The country needs to invest in training the CDPs and the framework can be used to articulate the vision and to benchmark skills that the country still lacks. This study articulates the training tools or models that will contribute effectively to the training of the CDPs that will encourage the use of a collaborative approach to cater for all people in a structured approach. It further explains the process which can be used to break the boundaries that exist amongst the CDPs which are leading to working in silos.



The development of the competency framework leads to the development of the national policy for integrated national career development services (DHET, 2017). The purpose of the policy is to build an integrated career development services system for the country (DHET, 2017). Moreover, it maps how career services could be rendered in the country to accommodate all citizens. The policy uses a slogan that says career services are to be rendered “from cradle to grave”, meaning that career services are to be offered to all from birth to retirement (DHET, 2017), from early as elementary school to tertiary and beyond tertiary (Watts, 2005). That being said, career practitioners in the country have to develop career models and services that will cater to everyone regardless of their circumstances. As the models are been develop the policy encourages high-quality career services across all spheres (DHET, 2017). As it stands, the quality of career services is not monitored or evaluated. Thus, the implementation to ensure that everyone receives quality career services is still questionable. The study places a critical role for all the stakeholders to work in collaboration to communicate and share their platforms and models to improve the quality of career services. More so, the career models to be built are to be used to build an integrated system for monitoring and evaluation of the services rendered.

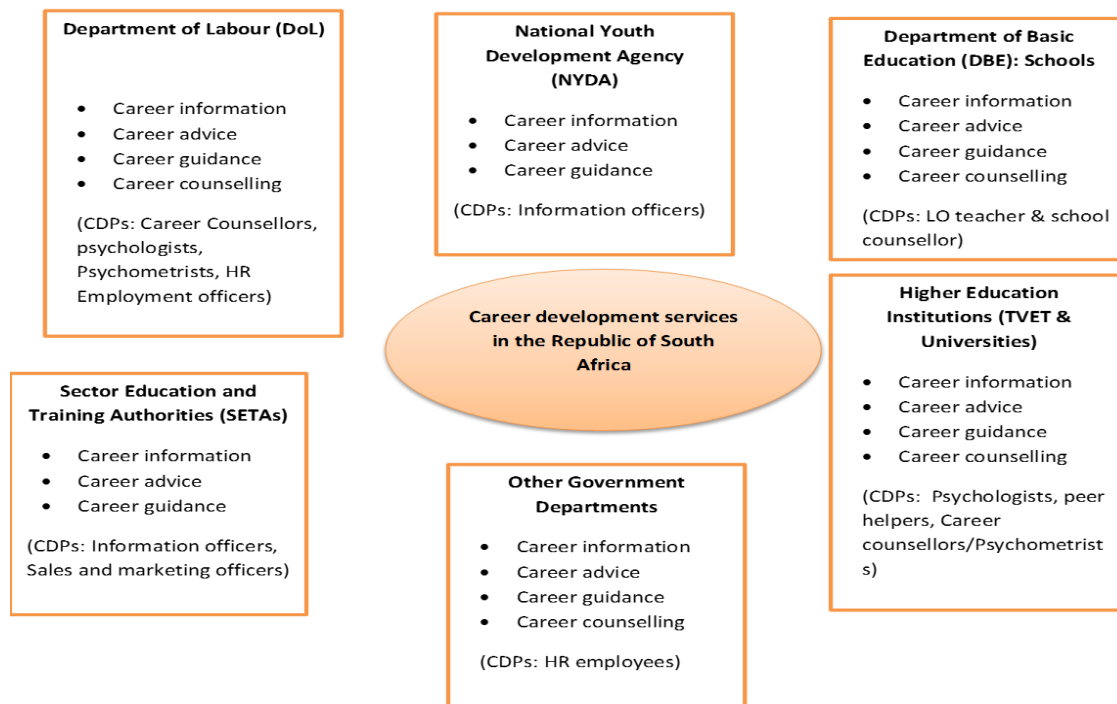
As the policy and competency framework was developed to shape the career development profession, there was a need for the establishment of the professional body that will regulate career development practitioners practicing at an entry-level (SACDA, 2016). Therefore, the South African Career Development Association, also known as SACDA was established to develop ethical standards that will bring recognition, protection, and regulations for career practitioners who are rendering career at the entry-level (SACDA, 2016). I believe this body in conjunction with the competency framework will bring stability in the career development profession and will encourage career practitioners to practice confidently with adequate support from the government. Currently, the rollout of career development policy is not effective. The study seeks to suggest ways in which the policy can be implemented. Then again, the policy should be communicated to all the CDPs and thus encouraging quality in the career services rendered.

2.4. THE ROLE PLAYERS IN CAREER SERVICES IN THE REPUBLIC OF SOUTH AFRICA

The diagram below depicts the major role players in career services in SA, followed by the description of these role players.



Figure 2.3 Career development major role players



2.4.1. THE DEPARTMENT OF BASIC EDUCATION

According to the constitution of SA (1997), everyone has the right to education and information and it is “every parent or guardian’s responsibility to send every child to school, from as early as the age of seven years”. Given this statement, it is clear that the schooling system is a point of departure, the first level to be taken seriously and utilised for career guidance (Hurley & Thorp, 2002). Therefore, it is important to have career services as early as in from the elementary schooling level, which is the primary school (Watts, 2004). Early career intervention will ensure that learners have information about the world of work and everything associated with it. This will assist them to take full responsibility for their career life at the very early stages of their lives. Early intervention will also contribute positively to their personal growth and will increase the level of self-esteem and bring confidence about the future (Kunnen, 2014; Singh, 2016). Individuals who received career services during their schooling level are more likely to be more confident throughout their studies as opposed to the ones who never receive any form of career guidance (Singh, 2016). Therefore, career guidance services are very crucial to be part of the schooling system because they can bring skills or tools learners can use in their career endeavours (Hooley, Matheson & Watts, 2014).



Hence, the Department of Basic Education made career services integrated into the school curriculum to educate learners about the world of work (Hooley, Matheson & Watts, 2014). Early knowledge about the world of work does not only bring change in how learners perceive their careers however it can also decrease the level of school dropout (OECD, 2016). In schools, career services are offered as part of a Life Orientation (LO) subject (Jacobs, 2011). The LO teachers are the ones who play a leading role in facilitating the career services at school (Murugami & Nel, 2012; Gama, 2015). However, they have indicated that they are experiencing difficulties to juggle around everything within the LO curriculum, as well as providing career services at the same time (Prinsloo, 2007; Pillay, 2012). On the other hand, they also feel that they are not equipped well to cope with the demands of the LO programmes itself, let alone be expected to cater career services on top of their daily work. They feel overwhelmed by the load of work in class and within the short space of time, they are expected to deliver career guidance to all the learners in class (Prinsloo, 2007).

It is debatable whether career services should be integrated into the LO subject in schools or should be separate and given priority. The career services are an important tool for economic growth, therefore they are to be treated important and offered independently from the Life Orientation subject. Career services do not only assist learners to plan their careers but they also increase self-awareness and help learners in setting up their personal life goals including their future directions after completing their studies (Chung, Williams & Dispenza, 2009). By virtue of having career services as a standalone subject, teachers will need adequate training on career development to educate learners appropriately. Training will enable teachers to provide career services with a broader understanding of other factors that might have a negative impact on learners.

2.4.2. THE DEPARTMENT OF LABOUR

The career services are also rendered at the Department of Labour, however, unlike the Department of Basic Education, services are focusing on the youth at large, particularly the ones who need assistance in finding job opportunities. The Department of Labour was established by the South African government to be responsible for matters related to employment, including industrial relations, job creation, unemployment insurance, and occupational health and safety (Department of Labour, 2011). One of the key agendas that the Department of Labour (DoL) aims to achieve is fighting inequality, poverty, and discrimination in the workplace. To address their mandate, DoL provides career services as one of the tools



for inclusive economic growth (Department of Labour, 2011). Again, they use career services to improve the skills of the unemployed people of SA (Kreft & Watts, 2003) and assisting companies as well as workers to adjust to the changing labour market conditions (Department of Labour, 2011).

The DoL has a dedicated division that focuses mainly on employment services, known as Public Employment services (Kreft & Watts, 2003). This division conduct research within the labour market. Department of Labour is also responsible to provide information on Learnerships (Department of Labour, 2011), including life skills support programmes for Unemployment Insurance Fund beneficiaries, as well as youth training and employment creation innovation programmes. The department also has mobile buses that are used to reach young people in rural areas where the career practitioners are rendering career services to the youth. The buses are used to also cater career services to the youth that do not have access to career services (Department of Labour, 2017). Furthermore, DoL hosts career exhibitions for job seekers to provide career information and advice on job hunting (Department of Labour, 2017). During these career exhibitions, they also assist work seekers to register on the Department of Labour database called Employment Services of South Africa (ESSA). The ESSA system is a free automated matching platform developed to register work seekers and work opportunities that have been supplied by employers looking for workers (Department of Labour, 2017). DoL employs career practitioners who are known as career counsellors and psychologists, and who are regulated by the HPCSA. More so, the department employs the employment service officers who assist with the registration on the ESSA system and employs the client service officers who deal with the mobile bus to render career information related to the labour market (Department of Labour, 2017).

2.4.3. THE NATIONAL YOUTH DEVELOPMENT AGENCY

In response to the restructuring to address economic development, SA has sought to empower youth and capacitate them to participate in this radical economic change (National Youth Development Agency, 2011). NYDA was established as the government organisation to lead youth development across all sectors (National Youth Development Agencies, 2017), with the mandate to address challenges faced by the youth of South Africa. One of the strategies that NYDA uses to drive or foster youth development is career guidance services (NYDA, 2017). This organisation offers career services to individuals through one-on-one intervention and provide group sessions through career exhibitions and career fairs targeting youth in



communities. The department manages centres that assist youth with the challenges they may encounter in formal education, as well as in the skills development (NYDA, 2017). Furthermore, the department offers career guidance in schools and provides peer education programmes to learners. The NYDA makes use of the school guidance teachers in schools, employs information officers who render career information and education. NYDA also support first-year learners at the post-school institutions through the process of moving from high school to university support programmes and have programmes targeting learners who did not get higher scores to enrol for the university courses (NYDA, 2011).

2.4.4. THE SECTOR EDUCATION AND TRAINING AUTHORITIES

The role of the Sector Education and Training Authorities (SETAs) is to facilitate, manage, coordinate and implement the National Skills Development Strategy and to increase the skills of people in their sectors (DoL, 2013). They cater to economic activities that are linked and related to their respective sectors. Amongst the services, career guidance is one of them. There are 21 SETAs across the country which are dealing with planning and managing training in different sectors (DHET, 2017). Each SETA provides career services in their spectrum through career fairs and exhibitions, as well as information sessions to present their services and to empower clients (DHET, 2015). Furthermore, SETAs provide career services through printable career guidance booklets. This is the most accessible approach in providing career services in rural areas and to those who have no access to the internet and media. SETAs also offer workshops for the training providers to equip them on how to train individuals and promote skills development (DHET, 2015).

2.4.5. HIGHER EDUCATION INSTITUTIONS

The higher education system in SA includes Universities; Universities of Technology and Technical and Vocational Education and Training (TVET) Colleges. The Higher Education Institutions (HEIs) render career services to the registered and prospective students in their institutions (UNISA, 2016). The HEIs make use of the peer helpers, tutors, mentors, and psychologists as career practitioners (United States Department of Education (USDE), 2017). The role is to assist students when applying to the institution and to provide the in-house information regarding placement, funding opportunities and accommodation within the institution (Department of Education & Early childhood Development (DEECD), 2012; Maimane, 2016). Furthermore, they provide student social support to enable students to cope with the academic demand for their programmes (Maimane, 2016). They run career fairs and



open days where they expose prospective students to the institution's programmes and campus life (UNISA, 2016).

In some instances, the registered psychologists and counsellors are required to administer individualized counselling for personal and career-related challenges including academic information or activities that are designed to acquaint students with career options (United State Department of Education, 2017). Moreover, career practitioners in HEIs facilitate labour market information in preparing students for the world of work (DHET, 2015). The labour market programmes would include workshops on employability skills, job hunting skills, curriculum vitae writing, interview preparation, and basic conditions of employment (UNISA, 2016).

2.4.6. OTHER GOVERNMENT DEPARTMENTS

Other government departments would not necessarily work with the public in rendering the career services, however, they would use career services for professional development within their organisations (SAQA, 2010). The criterion of employing career practitioners in these departments varies. The most common requirement that is required to career practitioners is the passion for career guidance and at the most one would present the human resource management training background (SAQA, 2012; DHET, 2014). On the other hand, departments like the Department of Correctional Services would employ career information officers or social workers to render career services to the prisoners. Amongst the services, prisoners would be enrolled for skills programmes, or attend workshops on career planning. In some cases, some would be assisted to enrol in higher learning institutions where they would do opening distance learning (DHET, 2017).

Given the above-mentioned entities in career development services, it is clear that career services are rendered in silos. There is no communication between the entities as a result individuals can consult three entities for the same services with no progressive tracking (DHET, 2017). Even though some of the entities are serving the same target audience but there is no sharing of information, hence duplication of information and effort exists.



2.5. THE ILLUSTRATION OF CAREER SERVICES THAT EXIST IN SOUTH AFRICA

The career services are defined as activities that aim to assist individuals to make informed career decisions (OECD, 2003). These services may include career information, career advice, education information, career mentoring or coaching, job placement and recruitment (Savickas, 2003); career assessments, career expos, exhibitions or career fairs, workshops, career education, career counselling, and career planning (Cocodia, 2014). Career services can be rendered in different methods through telephone, online devices, social media, face-to-face, career expo, radio broadcastings and printable brochures (CICA, 2011; Richards, 2005). This section aims to highlight the career services that exist in SA. The aim is to highlight what measures that the country can use to develop inclusive systems that can monitor the provision of career services in the country.

2.5.1. FACE TO FACE CAREER SERVICES

The face to face career platforms entails the so known traditional career counselling and psychometrics (Wong, Wong, Tam, & Bonn, 2018), as well as career education, coaching and career exhibitions (DHET, 2015).

- **Career counselling** is offered by the career counsellors or psychologists who received formal training in psychology (Maree, Ebersöhn & Molepo, 2006). They administer career psychometric assessments to gain in-depth information about the person seeking for career guidance (Osborn & Zunker, 2015). According to Maree (2013), psychometric assessments are to be used in combination with other sources and not in isolation. Most psychometric assessment can be misleading if used in isolation to other resources because the majority of these psychometric tests are widely based on western principles and maybe not cross-cultural (Maree, Ebersöhn & Molepo, 2006).
- **Career Education** engages individuals in discussions about their competencies in planning and career decision making, as well as fostering self-management attitudes such as future orientation and autonomy (Watts, 1996; 2001). They assist individuals in enacting their subjective career intentions and goals through objective vocational behaviour and it also promotes human development (Bailey & Stadt, 1973). Learners are provided with information about the post-school education and labour market.



- **Career coaching and mentoring** are done to enable people who find difficulties in adapting to their career journey and to learn to balance life and work. It is used to improve performance in several ways including career planning and job satisfaction (Grover & Furnham, 2016).
- **Career exhibition** is another method of the face-to-face intervention in career services used to expose people to post-school education and promote access to the labour market by visiting them in their respective space (Kong, Dabney & Tai, 2014). Career exhibitions or camps are used to spark people's interests in careers that are known as scarce or not popular (Gibbs, 2005).

2.5.2. ONLINE CAREER SERVICES

The use of technology has increased service delivery across all spheres, as well as in the career guidance services (Kirk & Murrin, 1999; Offer, Sampson & Watts, 2001). It can be seen as the agent of change, a tool that is used to fast track career services to all and as the alternative model to replace other elements of career services (Offer, Sampson and Watts, 2001). The online services are also referred to the Information and Communication Technology (ICT) (Kirk & Murrin, 1999) The online services include the use of telephones, emails, websites, live chats, social media audio, videos and telephone (Offer, Sampson & Watts, 2001).

The study by Flederman (2008), suggested the utility of the ICT based approach in rendering career services, in the Republic of South Africa. She argues that more than 80% of South African citizens have access to technology devices and cell phones (Flederman, 2008). The National Career Development Services established in 2010 also make use of the ICT- Based approach in providing career services. Their findings in terms of the usability attest that indeed most South Africans have access to the online platforms; even those who are based in the rural areas have access to radios (DHET, 2015). According to the DHET report statistics shows that online platforms reach more than 1 million people in one quarter (DHET, 2015). Given this report, it is important to strengthen the online career services. Furthermore, literature applause the use of online career services because they not only assisting to reach more people, but they increase the level of communication to clients (Newell, 2010; Hooley et al., 2014) and send messages easier and quicker to all (Newell, 2010). Wentzel, van der Vaart, Bohlmeijer and van Gemert-Pijnen, (2016) also attest that online services are likely to promote self-management among users and help seekers using online services are likely to have a sense of responsibility in their career journey. Palomba (2009) emphasis that as much as it is easy to use online



platforms to render career services, career practitioners should not compromise quality when providing career services online. They must always be conscious of the impact they are making and should remain equipped with the new technologies developed to re-design their models.

- **Telephone career advice** like face to face advisory services telephone requires professionalism and respect from the career practitioner (Sweet, 2001). One has to maintain telephone etiquette to the client professionally and establishes a trustworthy relationship with a client (Sweet, 2001; DHET, 2015). During the telephone career advice, a client is the one who initiates the guidance and can sometimes request to be contacted back within the time limits (SAQA, 2009).
- **Websites** are another approach to render career services. The websites provide career-related information to clients, which includes information on available opportunities in the post-school education system (DHET, 2015); information on job hunting, how to prepare job interviews and information on different careers (Kreft, & Watts, 2003). The websites serve as the self-help tool where clients access information without having to talk to the career practitioner in person (DHET, 2015). The website content developers need to ensure that their websites are user-friendly, interactive and accurate (Culjak, Kowalenko & Tennant, 2016).
- **Social media** is another source of career services through Facebook, Twitter and email platforms (Kettunen, Vuorinen & Sampson, 2013).
- **Radios and television** are used to broadcast career information and to provide career education (DHET, 2015; Singh, 2016).

Given that more than 80% of the country has access to mobile devices, the country can develop inclusive models that will cater career services through online platforms.

2.5.3. PRINTABLE CAREER SERVICES OR PUBLICATIONS

Information documented on printable resources plays a significant role in changing people's attitudes towards certain careers (Rochlen, Blazina & Raghunathan, 2002). These authors in their study analysed the impact of career brochures and find that people value something in writing and can always use it as a point of reference in their career journey. Career brochures are known to be helpful especially to individuals in rural areas. Every year the National Career Development services at DHET print bulks of printable brochures for career guidance to be distributed in schools, communities, and libraries and during career exhibitions such as the



National Nelson Mandela Day career festival that takes place yearly to expose grade 10 to grade 12 learners to the Post School Education and Training System (PSET). The report shows that about 1 million of these brochures are distributed every year (DHET, 2017). The printable brochures are the career services known to be working so tremendously in the country. Therefore, it is important to strengthen this approach in career guidance on top of the ICT methods that are deemed to be working well.

So far, it seems as though the current career services are rendered extensively. That being said, CDPs at entry-level may encounter some challenges in rendering some of these services given their level of training. The majority of the CDPs at an entry-level does not have an educational background in psychology (DHET, 2016), however, some of these services (career counselling) require one to be registered and regulated to assess the learner. Given this, the quality of services rendered can be compromised due to the limited training of the CDPs. Needless to say, this can result in negative implications for the learner and the career they wish to build for themselves.

2.6. THE EXPERIENCES OF CAREER DEVELOPMENT PRACTITIONERS

Career development practitioners (CDPs) are professionals who are working with people of all ages to help them manage their learning, work, leisure and transitions (OECD, 2003), these are individuals who provide career services in their capacity (Ali & Graham, 2006). The CDPs provide career services at different levels and contexts depending on their level of education and training one received (Watt & Richardson, 2008). They enable people to access information regarding their career, occupations and job opportunities (Strehlke, 2010).

The career practitioners are facing challenges and have different experiences of how career services should be rendered effectively. Some believe more in the traditional approach of guidance and counselling (McIlveen & Patton, 2007). These are used mostly in career counselling and administration of psychometric testing (McIlveen & Patton, 2007). This approach is a top-down approach, the career practitioner has more power than the person seeking career guidance.

The 21st Century turned the table upside down. Practitioners of this era believe that psychometric assessment and career counselling are not the only way of rendering career



services (Patton & McMahon, 1999). In fact, they are not always used in providing career services, unless the client requested them. The approach used in this era encourages collaboration between the client and practitioner and in most cases, the client takes a leading role (McIlveen & Patton, 2007). The career practitioner allows the clients to take the leading role, in a way instilling in them a sense of responsibility about their future and career life (Patton & McMahon, 1999; McIlveen & Patton, 2007). This approach enables career practitioners to be able to render career services in three-folds such as providing career advice, information or career guidance. Most practitioners making use of this approach still believe that obtaining psychological background training lays a good foundation for better knowledge on how to handle people seeking career services (Osborn & Zunker, 2015; Nile & Harris-Bowlsbey, 2002). However, it is not the only way to prepare career practitioners to render effective career services (McMahon & Patton, 2002). The study discussed the experiences of career practitioners in providing career services and their encounter working with people with disabilities and those living in rural areas.

2.6.1. EXPERIENCES OF WORKING WITH DISABLED PEOPLE

For a very long time, people with disabilities have largely been unrecognized as a population for public attention (Palmer, Groce, Mont, Nguyen & Mitra, 2015). Community and population at large sometimes do not see people with disabilities as people who can develop themselves academically (Deal, cited in Sefotho 2013). We even find this weakness occurring in the career development profession. There is an element of not recognising people with disabilities as people who also need career services like any other individuals (Palmer, Groce, Mont, Nguyen & Mitra, 2015). On the other hand, it is indicated that there is a high rate of school dropout among learners with disability (Lazarus & Ihuoma, 2011) and the question is ‘does the limited access to career guidance a contributing factor to people living with disability dropping out of school?’ If the answer is yes, therefore, it is important to develop inclusive models that will cater for all and increase access even for people with disability (Dewlen & Spires, cited in Peterson & Gonzalez, 2000; Nel, Tlale, Engelbrecht & Nel, 2016). By so doing, it is unlikely to have a high level of school drop-out from school among learners with disabilities (Baker, cited in Peterson & Gonzalez, 2000). People also have preconceived ideas on what people with disabilities can or cannot do (Khasnabis, Heinicke, Achu, Jubah, Brodtkorb, Chervin, &



Goerd, 2010). Which is problematic because this can be limiting and influence our approaches in assisting people with disability.

Another dilemma facing career practitioners working with people with disabilities is the lack of adequate training on career guidance. Generally, practitioners in different spheres are expected to acquire certain competencies in order to work adequately with people with disabilities including the capacity to incorporate social justice in their practice (Arthur, Collins, McMahon & Marshall, 2009). This becomes more challenging for career practitioners due to uncertainties related to training (Lazarus & Ihuoma, 2011). Adequate training in career development is likely to increase the level of competency in dealing with people of all ages and from different backgrounds (Palmer, Groce, Mont, Nguyen, & Mitra, 2015).

2.6.2. EXPERIENCES OF WORKING IN RURAL AREAS

The rural-urban differences persist, even after some adjustments that the government made (DeVoe, Krois & Stenger, 2009). There are rural areas where people are experiencing miserable living conditions due to a lack of resources (Gardiner, 2008). Even in career development services, there is minimal access to career services in rural areas (Nong, 2016) and career practitioners often feel frustrated in providing services in rural areas. The lack of access to career services is likely to bring unsatisfactory results and poor career decision making (Maree, 2013). If this predicament is not improved, people from the rural areas will experience challenges in their career journey and can negatively influence their career decision making and some may even miss the application deadlines to the institutions of choice (Gardiner, 2008).

There is still more work to be done to improve career services in the country, especially in rural areas. To address some of these challenges related to access, Flederman (2008) proposed the use of online career platforms and the use of printable booklets as more helpful to cater for people living in the rural areas (DHET, 2017). Every year DHET also print booklets and send them to school in the rural areas and as well as making use of radio broadcasts.



2.7. COMPETENCE AND TRAINING OF THE CAREER DEVELOPMENT PRACTITIONERS

The *White Paper for Post-School Education and Training* (1995) promulgated that career guidance services should form part of the schooling and post school system to ensure that all people have access to career information (DHET, 2013). The White Paper sees career guidance as the integral component of education to assist learners to navigate successfully through their careers and be able to make appropriate learning pathway and career decisions of which career practitioners who are the LO teachers are complaining about the preparedness of providing career service (Prinsloo, 2007). They have highlighted that as LO teachers they do not have adequate competencies to render career services (Prinsloo, 2007).

There is a need to increase the level of education for career practitioners in the country (Watts & Sultana, 2004), especially for those working at an entry-level. For a very long time, there have been some gaps in terms of training for career practitioners. This dilemma could compromise the level of quality in providing career services to the public (Stead, 2011). Improving the quality of training will not only have an impact on the practitioner's competence but will also contribute effectively to the development of high-quality models for career services (European Centre for the Development of Vocational Training (CEDEFOP), 2009; Stead, 2011). SAQA (2012) highlighted that there is a lack of trained and competent career practitioners, specifically at the entry-level.

The DHET competency framework for career practitioners (2015) reports that currently there is no qualification used to measure career guidance competencies, except the qualification in psychology provided through the university studies. But, there is no formal qualification that mainly focusing on career development. Due to the lack of adequate training at an entry-level, it is difficult to benchmark competencies for career practitioners at the lower level. Highly qualified career practitioners are performing very similar roles as others with little or no recognised qualification (DHET, 2015). The study investigates the skills that the CDPs possess to engage with the clients and the training that career practitioners at entry have obtained in rendering career services. This information is aimed at assisting the curriculum developers in the career development profession, in the further development of career development qualifications in addition to what already exists. Furthermore, the study seeks to establish a



measure that can be used to roll out the implementation of the existing qualification for career practitioners at an entry-level.

Those career practitioners at entry level who happened to receive some form of training either went through:

- The Pace careers' one-day training for career advisors and counsellors;
- The University of South Africa (UNISA)' one-year training programme for career guidance (Pace Careers Centre, 2015; UNISA, 2015); or
- The Technical and Vocational Education and Training (TVET) colleges' two-day workshop on theoretical knowledge and practical skills for career practitioners at the colleges.

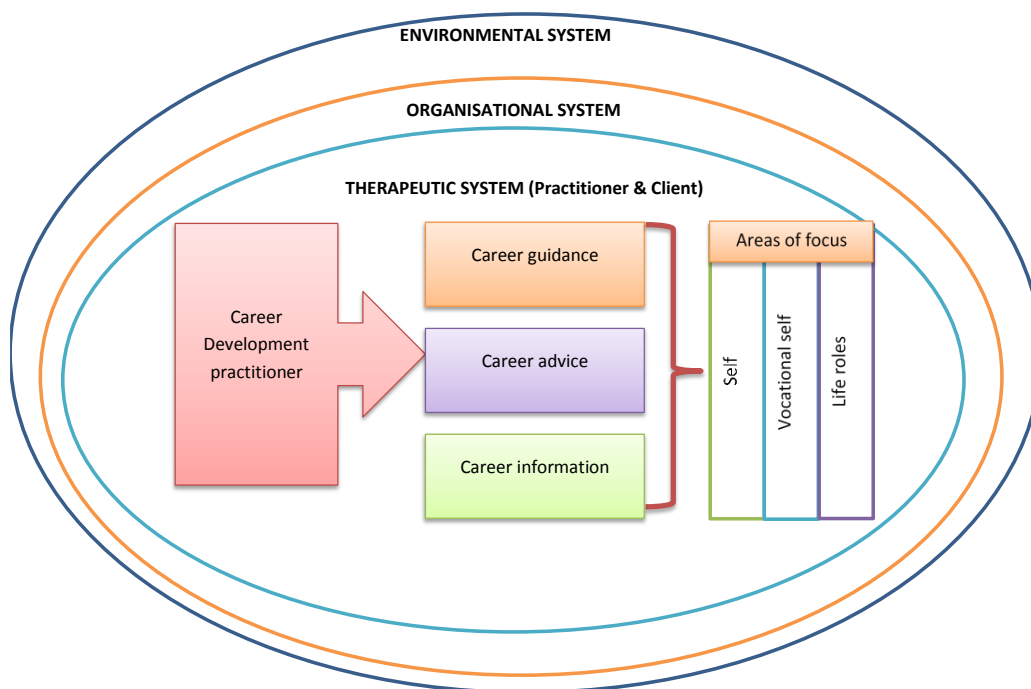
It is only now that the DHET in partnership with the Education, Training and Development Sector Education and Training Authority (ETDP SETA) has developed a qualification that is registered on the National Qualifications Framework (NQF) level 5, known as the Career development information officer. The purpose of this qualification is to enable career practitioners to be able to perform adequately (Quality Council for Trades and Occupation (QCTO), 2017). The qualification will also help them function at a high level of professional knowledge, skills, and expertise in their working space (Sheppard, Schulz & McMahon, 1999). The competency framework for career development practitioners suggests that career practitioners at an entry-level should attain certain skills to function adequately. The framework emphasised to say that career practitioners at entry-level must be able to provide career information on financial aid, educational institution, learning programme, entry requirement, labour market, job availability, career trending, National Qualification Framework and Occupational Framework for Occupations (OFO) information to clients (DHET, 2016). Furthermore, career practitioners at this level are expected to collect, evaluate and assimilate, career-related information and be able to refer clients to these various sources of information, and should know how to information-sharing sessions with both individuals and groups (DHET, 2016).



2.8. CONCEPTUAL FRAMEWORK

Some different philosophies or paradigms influence how career services can be effectively communicated. The Diagnostic Framework for career services based on the research by Coetzee (2005) and The Systems Theory Framework of Career Development based on the research by Patton and McMahon (1999) guided the study. They were used to give insight into what career services are employed and how they should be rendered for better outcomes.

Figure 2.4 Conceptual framework



The Diagnostic Framework for career services was developed to assist career practitioners in their practice. It empowers them with skills that are important to guide and counsel people who are seeking career guidance (Schreuder & Coetzee, 2011). The tool emphasises the importance of how to make links between career services and career theories practitioners are using to assist people (Schreuder & Coetzee, 2011). On the other hand, the Systems Theory Framework of Career Development emphasises a holistic approach in assisting people (Patton & McMahon, 2015). It encourages practitioners to broaden their understanding for people seeking career guidance and to consider all contexts involved in the presented problem.

The two frameworks were suitable for the study to explore career services rendered and the experiences of the career practitioners. These frameworks were used to develop the above



mentioned conceptual framework (Figure 2.4). The conceptual framework depicts career information, advice and guidance as to the core variables that the career practitioners provide to influence the individual self, vocational life and life roles. In other words, career practitioners aim to provide services that will influence the client's personal life, career life and other life roles that have an impact on the life of a person seeking career guidance. This means that career practitioners are to be careful about how they provide career services to people (Coetzee & Roythorne-Jacob, 2006; Schreuder & Coetzee, 2011). This conceptual framework also stipulates the importance of a holistic approach that enables career practitioners to be able to identify the resources that will help clients to succeed in their career life and life in general.

Moreover, the framework also encourages career practitioners to develop their helping models that are catered for all people from different levels and circumstances (Schreuder & Coetzee, 2011). Career practitioners are motivated to use an eclectic approach in career services to attend to the needs of every individual holistically. According to Patton and McMahon (2015), career practitioners are to pay attention not only to what the client is presenting, but also consider their context and resources available to them (Patton, McMahon & Watson, 2006; McMahon, 2011). Therefore, clients should not be treated as a problem they are presenting, rather be advised on how to navigate through their surrounding factors. Working holistically also implies that career practitioners are to look at the client as someone who needs help and must be provided with adequate information to make the right decision. Basically, career practitioners should know how to identify influencing factors on one's organisational, environmental and personal level (Patton et al., 2006; McMahon, 2011) which eventually enables clients to grow and develop in the career or vocational life, even in their personal space. Although the Department of Education and Department Higher Education and Training, as well as other entities, have largely rolled out career services to the public, there are still structural barriers (availability of centres, allocation of funds and accessibility of rural populations). This has made the delivery of a structural problem which the study wishes to address. More so, the study wishes to find out measures that can be suggested to assist CPDs in rendering CS in a structured and coordinated manner.

Although Patton et al. (2006) recommend the Systems Theory Framework of Career Development model for an integrated study at career services; the model has limitations given the socioeconomic context of SA. SA has a diverse population with socioeconomic inequalities, which affects its delivery of CS. Then again, the model does compensate for its



holistic approach, encouraging researchers to consider the context. More so, the Diagnostic Framework for career services depicts that practitioners should know how to link their theoretical knowledge and approached in their practice. The CDPs at an entry-level lack adequate training; therefore they may encounter challenges in complying with these expectations.

2.9. SUMMARY OF THE RELATED LITERATURE REVIEW

In summary, the literature reviewed highlighted that the country needs to invest more on training for career practitioners working at an entry level (Jacobs, 2011). In so doing, the country will ensure high quality service rendered to all. It was so clear that those who are practising at an entry level lack confidence due to lack of training on career guidance services. On the other hand, it recommends that the country develop a system that will monitor or break the dilemma of working in silos thus causing duplication of information developed across all sectors. (DHET, 2015).

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METHODOLOGY AND RESEARCH DESIGN

3.1. INTRODUCTION

The problem investigated in this study pertains to career services rendered. In chapter 2 the experiences of the career development practitioner in terms of the career services were investigated by means of the literature review. In this chapter, a description of the procedure and research strategies that were implemented is provided. The discussion is focused on the research method which is a qualitative method, the research design, research participant, the research instruments and techniques, and data collection tools and their analysis.

3.2. METHODOLOGY

The study employed a qualitative research method. Qualitative research is the approach that produces descriptive information or data, based on a participants 'own written or spoken words and observable behaviour (Taylor, Bogdan & De Vault, 2015). Qualitative approach to the study allowed the researcher to pay attention to the meaning the participant attach to his experiences in career services (Taylor, Bogdan & De Vault, 2015). This means that the researcher wanted to understand how career practitioners in their own context or point of reference experience career services rendered in their own working environment (Holloway & Galvin, 2016).

In choosing the qualitative research method, the researcher examined the practitioner's experiences by using a specific set of research techniques such as semi-structured open-ended interviews, case studies, observations, field notes and audio recordings (Hennink, Hutter & Bailey, 2011). The researcher was attracted in understanding the meaning that career practitioners have constructed regarding the career services; and their experience towards career services" (Merriam, 2009, p.13).

According to Morgan and Sklar (2012), in qualitative research the role of a researcher is to describe and comprehend the issue from the perspective of the participants in the study



research. Using the qualitative research approach, the researcher was able to engage with participants rather than being abstractive and was able to use open-ended questions (Luton, 2010).

Again, in qualitative study, the researcher is interested in exploring a topic about which little is unknown and wishes to capture experiences from the perspective of the ones involved (Padgett, 2016). In this study, a career development practitioner was interviewed to understand and capture his experiences regarding the career services that are rendered in the Republic of South Africa. The aim was to investigate what works and what does not work in order to improve the services. In order to gain this information, the case study research design was elected.

3.3. PHILOSOPHICAL PARADIGM

The philosophical paradigm in which the study occurs is an interpretative phenomenological paradigm. According to Crisp and Zalta (2005), an interpretative phenomenological philosophy works perfectly to investigate and examine the meaning people attach to experiences. It provides a rich description of aspects related to experiences and enables the researcher to understand how the participants make sense of the career services rendered in their space, as well as their experiences of those services and the encounters they have with their clients (Pietkiewicz & Smith, 2014).

By using the interpretative phenomenological approach, the researcher was able to avoid interfering or bringing misinterpretation to the data provided during the process of analysis (Pietkiewicz, & Smith, 2014). Instead, the researcher understood and interpreted the data based on the participant's personal world (Crisp & Zalta, 2005).

3.4. RESEARCH DESIGN

Research design is defined as a type of design that provides specific direction or procedure in the study (Creswell, 2013). Research design is a structure or a plan for carrying out an investigation focused on a research study (Schwartz-Shea & Yanow, 2013). According to Creswell (2007, p. 127), a case study design is a form of study that explores an issue through one or more cases within a confined system". There are three major types of case study research design such as exploratory, explanatory, and descriptive case study (Hancock & Algozzine,



2011, p. 37). The study used the exploratory case study design (Yin, 2013) because the study focused on the experiences that the career practitioner has towards the career services rendered in the sector. The exploratory case study allows the researcher to yield an in-depth exploration from the experiences of the complexity and uniqueness of a participation project in a real-life context (Blackstone, 2016).

The advantage of the case study design explores the situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 2014). In other words the exploratory case study enables the researcher to understand even the experiences of the career practitioners in rendering career services. The type of case study was relevant to provide thorough and intensive data, and it is useful for exploratory, constructive and qualitative study (Yin, 2013). Case study design consents researchers to study the complex relationship between phenomena, context and people with results that are easily explained. However, the main disadvantage of the case study design is the fact that it is considered less scientific because it cannot generalize from a single case (Yin, 2013). The researcher considered how far the generalizations regarding the experiences of the career practitioner towards career services can be made. Furthermore, case study research contains too much information which can be easily overlooked. The researcher guarded against this effect by making sure that there was more than one data collection tool in order to ensure that information is stored and used member checking for the true reflection of data.

3.5. DATA COLLECTION METHOD

3.5.1. SELECTION OF THE RESEARCH PARTICIPANT

The sample used in the study was a purposive sampling; therefore, the results cannot be generalised to apply to all career practitioners (Cohen, Manion & Morrison, 2007). According to Creswell (2003), purposive sampling ensures that participants are selected based on their relevance to the inquiry. As mentioned above, the plan was to interview five participants who are working as career development practitioners in Gauteng. However, there was only one department that responded (Department of Labour/DoL), indicating their willingness to participate in the research. Communications were then sent through email to DoL to request participants who would form part of study. The department was given the criteria that



participants needed to consider, and only one participant who meet the criteria from the branch, whom the interview was conducted.

Even though this type of sampling is less complicated and time consuming compared to other types of sampling, it did require that the research participants meet certain criteria to ensure that the research question was being correctly addressed. The selected participants had to meet the following criteria:

- Must have been working as a career practitioner for more than two years prior to the study
- Must be working directly with the clients, rendering career services

Ultimately, only one participant was interviewed due to time constraints. This was one of the limitation of the study which implies that the findings of the study cannot be generalised to the wider population of career development practitioners in Gauteng. The study was carried out in the Gauteng province at the Department of Labour (DoL) based in Pretoria.

3.5.2. RESEARCH PARTICIPANT BACKGROUND

The research participant in this study was a career development practitioner from the Department of Labour. He has more than two years' experience working as the CDP at the Department of Labour. He has a Bachelor of Arts honours degree and is a registered an independent practitioner with specialisation as a career counsellor, through the Health Professions of South Africa. He is registered as an independent practitioner with specialisation as a career counsellor. He is currently leading the team of career practitioners in his centre and conducting sessions with clients who are coming to their centre for career services.

3.5.3. SEMI-STRUCTURED INTERVIEW

The specific type of research instrument used in the study was a semi-structured interview. The semi-structured interview enables the researcher to use open-ended questions, and allows the researcher to elicit information by asking predetermined questions (Longhurst, 2003).

According to Vithal and Jansel (2012), questions asked during research must be broad and general. The following questions were used to guide the conversations with the participant:

- What experiences does the career practitioner have in terms of career services?



- What career services are being rendered pertaining to career information, advice and guidance?
- Why career services are rendered in an unstructured and uncoordinated manner?
- Why the CDPs provide career services in silos?
- What are the competencies and training experiences of the CDPs in rendering career services?

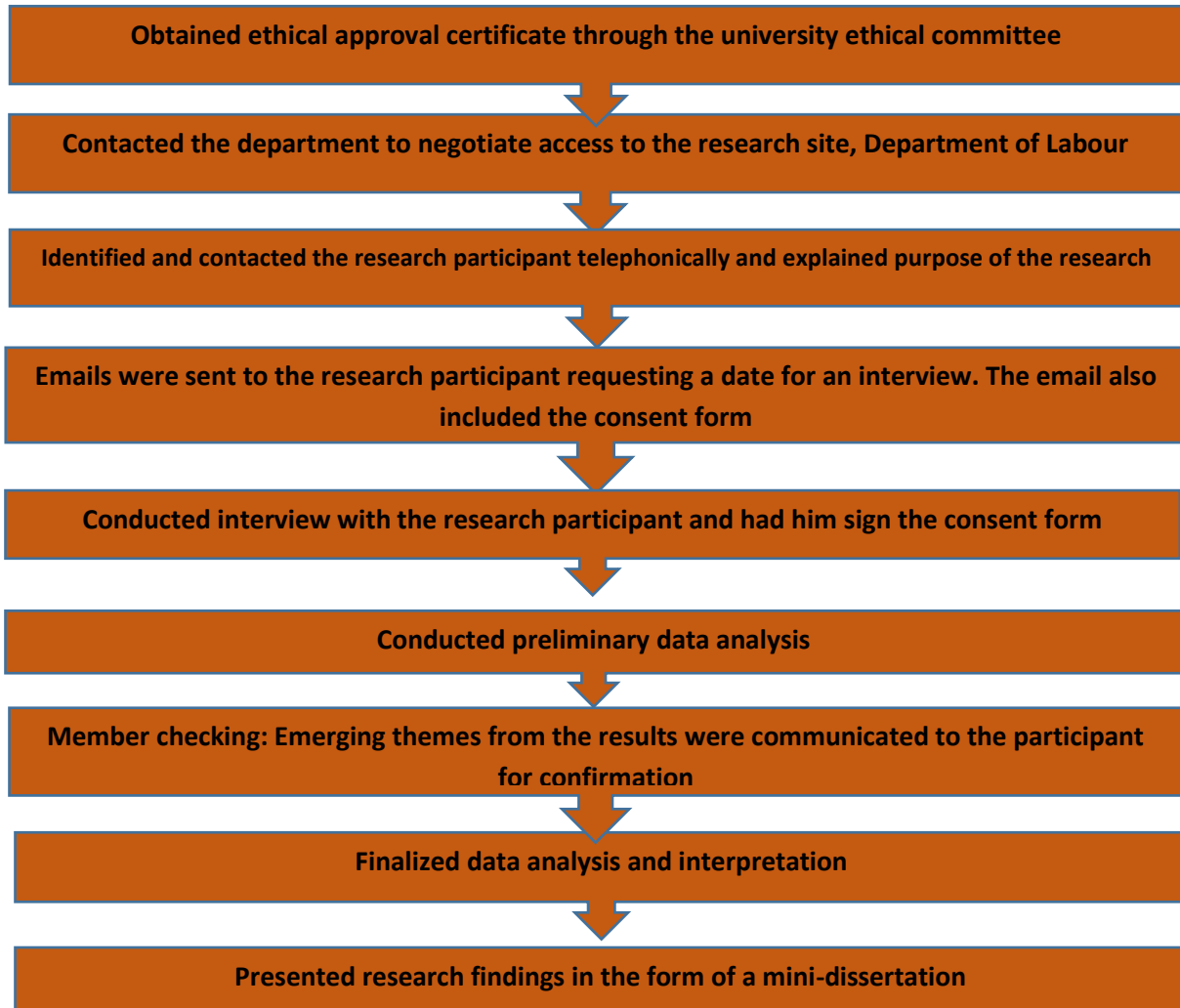
The above-mentioned questions were developed based on the literature and informed by the purpose of the research, which is to investigate the experiences of career development practitioners with regards to career services rendered. These questions were used to give direction during the interaction with participant. Furthermore, the questions were utilised to respond to the main question, such as “What are the experiences the Career Development Practitioner (CDP) have of career services rendered pertaining to career information, advice and guidance?” Moreover, the observation notes were also taken during the interview and interaction with participant.

3.5.4. THE DATA COLLECTION PROCESS

Data was collected by means of open ended individual semi-structured interviews. The researcher kept a note book where the notes of observations were compiled and the participant explanations were also documented. Figure 3.1 indicates the steps involved in the research process and provides the reader with a view of the process.



Figure 3.1: Overview of the research process



3.5.5. Recording of the participant interview and observation notes

When conducting interviews, it is encouraged to make use of recordings to capture everything that transpires during the conversation (Longhurst, 2003; de Vos, et al, 2011). Therefore, the researcher made use of audio recording, which allowed them to fully focus on the interaction with participants, rather than feeling pressured to get the participant’s words written (Longhurst, 2003; de Vos, et al, 2011). Moreover, the researcher took the observation notes during the interview with the participant, which was considered during data analysis.

3.6. DATA ANALYSIS

Data analysis is the process of making sense of the data collected. It involves checking and tracking the data once it is collected (Grbich, 2012). It can be done either in a written document



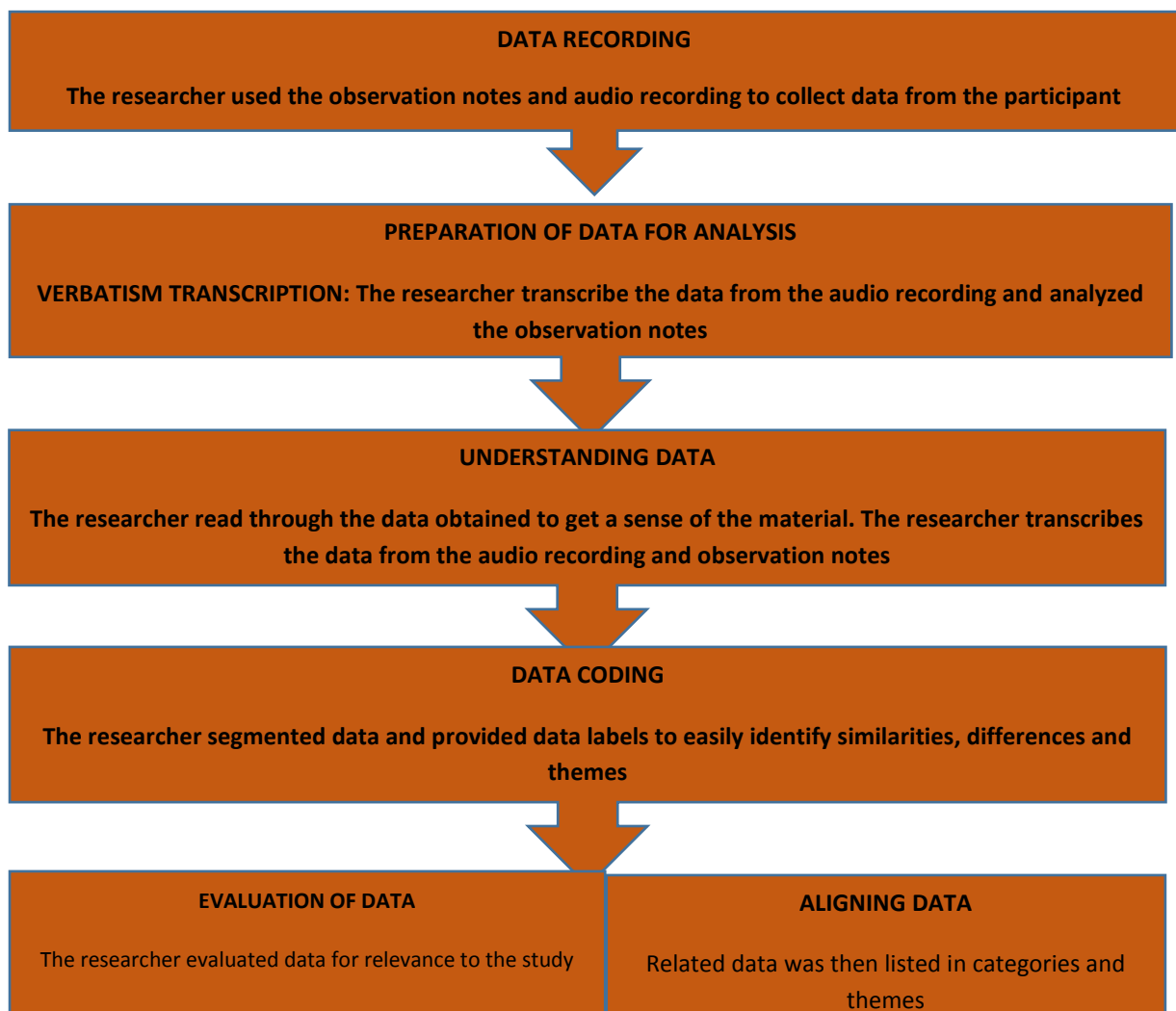
or in recordings, and has the purpose of identifying themes emerging from the data and making sense of the text and images in order to answer the research questions (Creswell, 2012:236).

3.6.1. THEMATIC ANALYSIS

The study utilises a thematic analysis method. Thematic analysis is a method analysing data for coding qualitative information, in which themes emerging from the data are grouped in coding (Buetow, 2010). According to Guest, MacQueen and Namey (2011), thematic analysis goes beyond just analysing words or phrases to focusing on identifying and describing both explicit and implicit themes within ideas. During the data analysis process, data coding is developed to represent the identified themes (Guest, et al, 2011).

In the study, data was analysed following the steps advocated by Creswell (2012). Figure 3.2 indicate the data analysis process as adopted from Creswell (2012).

Figure 3.2: Data analysis process adopted from Creswell (2012:237)





3.7. MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness is crucial in research to evaluate quality (Thomas & Magilvy, 2011). The researcher used the criteria for trustworthiness outlined by Lincoln and Guba (1985) cited in Rolfe (2006), namely, credibility, dependability, transferability and conformability.

3.7.1. Credibility

Credibility is important to ensure recognition of the findings that have been drawn from the research and it emphasises accuracy in the study (Rolfe, 2006). To ensure credibility, the researcher did member checking. Member checking is the process whereby the researcher asked participants to check the information for accuracy and to identify factual errors in the transcripts and interpretation of information (Creswell, 2012).

3.7.2. Dependability

Dependability is used to address reliability, where a researcher focuses on the accuracy of the findings (Delpont, et al, 2005). In the study, the researcher did cross-checking with participants. The researcher also used triangulation, the process of validating the evidence with different sources such as audio recordings and observations (Creswell, 2012).

3.7.3. Transferability

Transferability is defined as the process of ensuring that findings from the study can be used in another context (Thomas & Magilvy, 2011). The participants in the study were not representative of the total population of career development practitioners; therefore, the study is not generalizable. However, I believe that the current study will yield data that can be used in another similar context.

3.7.4. Confirmability

Confirmability is about ensuring that findings are presented from the same data and not influenced by biases or assumptions (Rolfe, 2006; Thomas & Magilvy, 2011). The researcher acted in good faith and did not allow personal issues to interfere with the study. The researcher utilised peers and member checking and did frequent consultations with the supervisor. Moreover, the researcher continuously listened to the audio recording to confirm data.

3.7.5. Authenticity

Mertens (2014) describes authenticity as a “strategy to ensure validity and genuineness”. Essentially, authenticity foregrounds truthfulness of a researcher in the process of collecting and interpreting the data (Sargeant, 2012). The researcher remained objective and unbiased



from the data collected. As indicated in the sampling approach, participants were selected according to their years of experience in career services. The conversations during data collection were recorded through the audio recordings and member checking was used to validate the information.

3.8. ETHICAL CONSIDERATIONS

The research was conducting in an ethical manner. Therefore, it was important to adhere to ethical rules and regulations. Research ethics deals with honesty and behaviour in reporting the results emerging in the research and enables the researcher to show respect to the rights of participant (Welman, Kruger & Mitchell, 2005).

3.8.1. Ethical approval

To conduct the study, approval was obtained from the selected University of Pretoria, faculty of Education Research Ethics Committee with the reference number EP17/04/01, certifying that the research can be conducted and is ethically sound. Following the approval from the university and approval from the DoL was obtained. The management from the Department of Labour agree supervisor at DoL, the participant was suggested based on the criteria that was provided by the researcher. Upon receiving the name of the person who volunteered to do the research, the participant formal invitation and informed consent were sent out to the participant through emails prior to the study. The follow-ups were made telephonically to ensure that the participant received the information.

3.8.2. Informed consent

Informed consent is the written or verbal approval given by participants, who were clearly taken through the purpose, nature, and process of the study (Bogdan & Biklen, 2007). The researcher obtained informed consent from participants before the day of data collection to ensure rights to freedom (Cohen, Manion & Morrison, 2000). Even though the consent forms and recruitment letter were forwarded to participant beforehand, during data collection the participant was taken through the research purpose and research process in detail. After having read and discussed the purpose and processes, the participant was then given the opportunity to make an informed decision as to whether he wished to participate in the study. The



participant agreed to sign the consent forms to give permission for his participation (Creswell, 2012)

3.8.3. Avoidance of harm and voluntary participation

Cresswell (2003) explains the importance of taking research ethics into account and making sure that researchers protect participants from any form of discomfort that may result from the study. Therefore, the participant was informed that there is no harm involved in participating in the study, and was informed of his rights (Welman, Kruger & Mitchell, 2005). It was explained to the participant that he is indemnified against any physical and emotional harm (Welman, et al, 2005). The participants was also informed that his participation is voluntary; therefore, he has the right to terminate his participation should he feel obliged to do so.

3.8.4. Anonymity

The participant was informed that the study is being conducted to contribute to the future of career development services, and therefore, information will be published anonymously. He was assured that the researcher used pseudonyms to ensure anonymity (Welman, et al, 2005).

3.8.5. Confidentiality and privacy

Due to the sensitive nature of sharing personal experiences, and the fact that the interviews were being recorded, the issue of confidentiality was paramount in this research. Confidentiality is one way of protecting participant' right to privacy. The researcher ensured that there was no connection made between the information shared and the participant's identity (Cohen, et al, 2000). It was explained to the participant that the audio recordings and transcripts will be kept in a locked area in a safe to ensure confidentiality.

3.8.6. Role of the researcher

The role of a researcher is to guard against manipulating respondents and ensuring that he or she treats participants as human beings at all times (Welman, et al, 2005). The role of the researcher was to conduct interviews, analyse data and present the findings of the study. Therefore, they made sure that their role remained professional and ethical, and that they remained objective and unbiased from the data collected.



3.8.7. Research site

The participant's work office environment was used as the research site, and permission and approval were obtained from the immediate management at the Department of Labour to conduct the study. It was easy to use the participant's work space to ensure safety and to make the participant more comfortable, as well minimising time taken away from work. The environment seemed relaxed and comfortable for them to share the information. The researcher was also equipped and learned a lot. It was not challenging to establish rapport with the participant because they were informed prior to the interviews what the research was about.

3.8.8. Participant checking

To ensure that the data is a true reflection of what the participant has shared, member checking was implemented. It was used to confirm the emerging themes and subthemes. The research participant agreed and verified the themes that emerged during data analysis. He also clarified and elaborated on some of the themes.

3.9. CONCLUSION

This chapter covered a description of the research paradigm, research design and data analysis in the study. Moreover, the methodological process used to collect and analyse data was discussed. The measures used to ensure quality and ethical consideration were discussed, as well as the researcher's role.

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RESULTS AND DISCUSSIONS OF THE STUDY

4.1. INTRODUCTION

The chapter offers an in-depth description of the results collected and goes on to attempt to make sense of the results by categorising them into themes, subthemes, and categories. An illustration of the themes, subthemes, and related categories confirmed through participant checking is provided. The discussion of the results is also presented based on the existing literature. The themes that were identified from the results were also communicated to the participant to confirm authenticity.

4.2. THE RESULTS OF THE STUDY

This section depicts the results from the interview with the participant. In responding to the experiences that the career development practitioner has towards career services rendered, there were four major themes and eight subthemes that emerged. Below, these major themes and subthemes are illustrated (Table 4.1) and discussed.

Table 1.1: Visual representation of the themes

	THEMES	SUBTHEMES
1.	The experiences of the CDP in rendering career services.	Positive experience of the CDP in rendering career services.
		Challenges or negative experiences of the CDP in rendering career services.
2.	Career services that are rendered pertaining to career information, advice and guidance.	Target audience
		Activities offered in career services
3.	Competencies and training of the CDP in rendering career services	Level of education for CDPs
		Continuous personal development
		Research



4.	Collaboration	Collaboration with other professionals externally
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4.3. Theme1: The experiences of the CDP in rendering career services

Theme 1 addresses the experiences of the career development practitioner in rendering career services. There were two subthemes that emerged from theme 1 such as the 1.1. Positive experience and 1.2. Challenges or negative experiences of the CDP in rendering career services. The subtheme 1.1. Positive experiences of the CDP in rendering career services included two categories namely: 1.1.1 Efficient support internally; 1.1.2 Feeling of satisfaction. The subtheme negative experiences of the CDP in rendering career services also included five categories namely: 1.2.1 Low level of education and comprehension; 1.2.2 Late career guidance intervention; 1.2.3 Lack of qualified career practitioners in schools, 1.2.4 Lack of relevant skills, and 1.2.5 Lack of capacity in working with disabled people. I also used extracts from the raw data for verifications. Below table 1.2 illustrates these two subthemes:

Table 1.2: Visual representation of the two subthemes of theme 1 namely- positive experience and challenges or negative experiences of the CDP in rendering career services.

SUBTHEMES	CATEGORIES
Positive experiences of the CDP in rendering career services.	Efficient support internally
	Feeling of satisfaction
Challenges or negative experiences of the CDP in rendering career services.	Low level of education and comprehension
	Late career guidance intervention
	Lack of qualified career practitioners in schools
	Lack of relevant skills
	Lack of capacity in working with disabled people



Subtheme 1.1 Positive experiences of the CDPs in rendering career services.

As indicated above, subtheme 1.1 such as Positive experiences of the CDPs in rendering career services comprises of three categories namely: 1.1.1 Efficient support internally; 1.1.2 Feeling of satisfaction and extracts from the raw data were used for verifications.

Category 1.1.1: Efficient support internally

The research participant indicated that as a career practitioner he does receive adequate support from the management internally.

Line 138 – 147:

We were promised training on how to render career services to people living with disability however I did not materialise, but surely at some point it will happen because I know management is very supportive.

Other than that the management has been very supportive, especially when we have sort of event like your career exhibitions that we have to put together as career counsellors, every office has to put together a career exhibition; so they will sort of give us resources that we need and support as well and when we need them to come through as well as they come.

Category 1.1.2: Feeling of satisfaction

This category was identified throughout the research process. The research participant expressed his excitement and compassion in rendering career services. Furthermore, he indicated his feeling of satisfaction about the work he is doing as the career practitioner at the department.

Line 205 - 213:

So, a lot of research has gone in to it and we do believe that we are making an impact, but obviously sometimes it becomes very difficult for some of the reasons that I cited earlier around people ... being able to service people who are out of school and sometimes you'd need a lot of decisions, already that is very difficult for us to really intervene in that stage in their lives, you know. Well, I am very confident that we are really doing our best and I am sure with time we will be able to make a bigger impact.

Line 278 – 288:

Look, I have seen quite a number of clients who come repeatedly to the Centre. So they will come every now and again, and when I ask them are you coming right with your endeavors to get job opportunities, some of them will say well, since I have been making use of this kiosk I have been getting calls for interviews, I have been to interview recently and I am starting to network with other professionals or other people that are also job hunting and we are sharing ideas. So, there is no doubt that the kiosk is actually making a difference.



Category 1.1.3: Effort placed in developing career services

The participant mentioned that the department has put more effort in researching to establish their career services. They have even engaged with international researchers to benchmark what can be used in their space. He said that as a result, he is proud to say their services are of help to the users and they receive positive feedback from the users.

Line 199-206:

I think the services that we provide as the Department of Labour, you will realize that there is a lot of research that went into it. The Department has benchmarked with a lot of countries, especially overseas. So, it's a model that actually appeal and relevant for the South African environment. So, a lot of research has gone in to it and we do believe that we are making an impact.

Subtheme 1.2 Negative experiences of the CDP in rendering career services

As indicated above, subtheme 1.2 Negative experiences of the CDPs in rendering career services comprises of five categories namely, 1.2.1: Lack of information sharing amongst CDPs; 1.2.2: Low level of education and comprehension; 1.2.3: Late career guidance intervention; 1.2.4: Lack of qualified career practitioners in schools, 1.2.5: Lack of relevant skills, and 1.2.6: Lack of capacity in working with disabled people.

Category 1.2.1: Lack of information sharing amongst CDPs

The participant said that there is a lack of information sharing amongst the CDPs. He mentioned that as a result everyone use his or her own discretion on how the services should be rendered. He also highlighted that the information and knowledge sits on CDPs and amongst themselves as well they hardly engage to discuss the information and share knowledge.

Line: 514 -518

Information is available, mostly for free and the rest lies largely on the CDP's knowledge and experience. At the same time, there is very limited contact that occurs between CDPs, many of them do not know other groups of individuals that offer a similar service as they do. They hardly meet to engage each other or develop each other.



Category 1.2.2: Low level of education and comprehension

The participant often spoke about category 1.2.2 Low level of education and comprehension. He mentioned that most of the clients they are servicing are the youth that is Not in Employment, Education and Training opportunities, also known as the NEET youth. He highlighted that the NEET youth include individuals with low level of literacy.

Line 7 – 15:

Firstly, let me say that we as a Department Labour we operate in an environment where you actually service what we call the NEET which is just an acronym for Not In Employment Education and Training Opportunities. So, most of the people that visit us have low levels of education. Most of them are school dropouts. Very few are graduates, and as a result you find that their levels of comprehension is a little bit low, you know, the labour market and opportunities are a little bit low.

Line 19 – 24:

Our approach is that we actually do what we call profiling, so we profile the work seekers based on their level of education. Those that have at least Matric then obviously we would ensure that we give them a particular service. Those that are below Matric we will have programmes that are geared towards their needs.

Line 41 – 50:

Most of them unfortunately when they come to us, especially those with low levels of education, they will just say to us, “look, I am just looking for a job”; and when you ask them “what skills do you possess, what is your level of education, what experience do you have?”, they will just say to you “well, I just need any job”; and you say to them “you can’t just say any job, you need to know what your expertise is, what your skills are and what knowledge you have so that we can then decide which field to put you into”. Most of them would just say any job.

Category 1.2.3: Late career guidance intervention

Category 1.2.2: Late career guidance intervention is a concern that the research participant has highlighted. He mentioned that their scope of practice as career practitioners within the department is limiting sometimes. They are to assist people who are looking for employment opportunities or skills training.

Line 156 – 169:

Ja, I mean we thought that out. It is just that when you look at how our environment is structured, it is structured in such a way that we as career counsellors, particularly career counsellors that work for the Department of Labour, you find that some of the people that we service, most of them are actually people that are sort of – if I may put it this way – seek career guidance late in life.



So, you find that we should have intervened at a much earlier stage in their lives but we never had an opportunity; we only get an opportunity to interact with those people who once made wrong decisions and we now have to deal with the damage, so to speak. So if it was possible for us to sort of start providing career guidance services maybe from a level of Grade 9, Grade 10. But as it is now, our mandate does not allow us to go into schools.

Category 1.2.4: Lack of qualified career practitioners in schools

The participant mentioned that there is a lack of qualified career practitioners in schools. He said that government must intervene at the schooling level and assist learners even more with career guidance. He indicated that as career practitioners at times they do school visits and teachers raised their concerns regarding their training to render career services. He indicated that teachers complained that they have no training in career development and how to render career services to learners, but they are expected to provide career services to learners to make subject and career choice.

Line 459 – 470:

At the school level, there is a need to have qualified career counsellors and career guidance practitioners that can offer proper career guidance to all our learners because one thing that we have picked up, especially with some of the schools, is that they try and push most of the kids into subjects that they know are easy to pass and they are prevented from doing subjects like mathematics, science and so on because they want the school to achieve a high pass rate.

Line 498:

So, if a school doesn't have someone qualified to render career services, for example career counsellor then obviously that child will not get any career guidance"

Category 1.2.5: Lack of relevant skills

Category 1.2.4 Lack of relevance between qualifications and employment requirements emerged during the research process. According to the participant, institutions of higher learning need proper restructuring in terms of qualifications' curriculum development. Therefore, career services can be used as a tool to assist learners in choosing qualifications which are in line with their career choice and economic demands.



Line 507- 526:

But again what I also think is that we should look at institutions of higher learning as well. I think there is a problem there, and the problem that I am picking up is that some of these institutions, if not all of them, still offer programmes that are not necessarily geared towards responding to the economic skills needs, so you find that they still have programmes and courses that don't necessarily have a higher absorption rate in terms of job opportunities.

So people go and study some programme that really have few job opportunities for somebody who is qualified in that field. So I think some of the programmes must be phased out by some of the institutions of higher learning, and new programmes, now that we are in the technology era there is artificial intelligence, the future of work and all of that that are coming in; so we should also be prepared so that we don't offer programmes that are really irrelevant in you know, just for the sake of offering them so that somebody has a qualification but you know, at all.

Category 1.2.6: Lack of capacity in working with disabled people

Category 1.2.5: Lack of capacity in working with disabled people came as a challenge that the participant seemed to be concerned about. He mentioned that as a career practitioner in the sector also work with people living with disabilities. He pointed that it becomes challenging to assist people living with disability due to lack of capacity and training to render career services to people living with disability.

Line 296 – 315;

Due to lack of capacity, working with people with disabilities we have what we call stakeholder engagements on an ongoing basis. In our area we have got Centres that sort of assist people with disabilities, various types of disabilities, so those Centres we have actually forged a very close working relationship with them so that as and when we come across a person with a disability then we are able to sort of liaise with those Centres so that if ... They offer a whole lot of programmes, you know, training programmes, you know, life skills and so on. So we do refer them through Centres.

4.4. Theme 2: Career services that are rendered pertaining to career information, advice and guidance

There were two subthemes that emerged from this theme, namely: 2.1 Target audience, and 2.2 Services rendered to the public. Subtheme 2.1 Targeted audience comprises of four categories headed as follows: 2.1.1 NEET, 2.1.2 Work seekers, 2.1.3 Employers, and 2.1.4 Disabled people. For subtheme 2.2 Service rendered to the public, there were three categories namely 2.2.1 Employability, 2.2.2 Career guidance and 2.2.3 Entrepreneurship.



Table 1.3: Visual representation of the two subthemes of theme 2 namely: Career services that are rendered pertaining to career information, advice and guidance

SUBTHEMES	CATEGORIES
Target audience	NEET Work seekers Employers Disabled people
Services offered to the public	Employability Career guidance Entrepreneurship

Subtheme 2.1: Target audience

As mentioned above, there were three categories that emerged in subtheme 2.1, namely, 2.1.1 NEET Youth, 2.1.2 Work seekers, 2.1.3 Employers, and 2.1.4 Disabled people. The excerpts from the raw data were also used for verifications.

Category 2.1.1: NEET

NEET is the abbreviation for Not in Employment, Education and Training youth. The participant mentioned that the department services mostly the NEET youth. This group include young people who are not studying or enrolled in any higher learning institution, as well as the youth not in employment or who are seeking for employment, but who need career services to make informed career decisions.

Line 7 – 15:

Firstly, let me say that we as Labour Department Labour we operate in an environment where you actually service what we call the NEET which is just an acronym for Not In Employment Education and Training Opportunities. So, most of the people that visit us have low levels of education. Most of them are school dropouts. Very few are graduates, and as a result you find that their levels of comprehension is a little bit low, you know, the labour market and opportunities are a little bit low.



Category 2.1.2: Work seekers

Category 2.1.2: work seekers explains the other target audience that the department is servicing. The participant explained that the manner in which the scope of practice is structured, sees that they assist mostly people who wanted to get employment.

Line 19 – 30:

Approach is that we actually do what we call profiling, so we profile the work seekers based on their level of education. Those that have at least Matric then obviously we would ensure that we give them a particular service. Those that are below Matric we will have programmes that are geared towards their needs.

Once we have done that we also look at obviously what the labour market have to offer in terms of training opportunities, which would be like learnerships that would be skills development programmes, and of course in terms of what is it they can do if they want to perhaps get a qualification.

Line 31 – 35:

So, [Indistinct due to a phone ringing] As I was saying, once profiling has been done then obviously we will then decide what types of interventions to put in place for any of the groups that we would have identified. So that's pretty much how we address the various groups.

Line 50-66:

Most of them would just say any job, but obviously what we try and do is we try and check with them, what their passion is, what their interests are, what is it that they are good at in terms of their talents and maybe other skills that they might possess; then based on that then we then look at various interventions that we have and at that some of the interventions that we obviously have is to try and ensure that we give them career guidance and advice; and again of course others might just need a bit of labour market information, what is it that is out there in the labour market in terms of job opportunities and so on, and of course some of them might say I need to go into that entrepreneurship, I feel like I am a bit entrepreneurial, so what is it that is out there that I can do, then we will obviously point them in the right direction in terms of how to start a small business, how to get start-up capital, incubation, you know, mentoring and all those programmes so that we can get it off the ground.



Category 2.1.3: Employers

Another target audience that the participant mentioned is addressed in category 2.1.3, this group being employers or recruiters. He said that employers also get to register themselves on the employment database ESSA as employers.

Line 85 – 94:

No. The SPEEX is actually for opportunities, more like employment opportunities, so maybe learnerships. So, we actually administer the specs on work seekers that would like to go into learnerships, apprenticeships and maybe other training opportunities. So, recruiters will come to us and say we have got ... just like Transnet. SPEEX is purely for that, you know: learnerships, apprenticeship opportunities. So, we just administer it on those that would want to go into these opportunities, not necessarily to use it as a profiling tool.

Category 2.1.4: Disabled people

Category 2.1.4: Disabled people highlights another group of the target audience that the participant identified. He said amongst the clients, they service are those people with disabilities.

Line 296 - 310

Working with people with disabilities we have what we call stakeholder engagements on an ongoing basis. In our area we have got Centres that sort of assist people with disabilities, various types of disabilities, so those Centres we have actually forged a very close working relationship with them so that as and when we come across a person with a disability then we are able to sort of liaise with those Centres so that if ... They offer a whole lot of programmes, you know, training programmes, you know, life skills and so on. So we do refer them through Centres. when a need arises.

Line 398 -399:

Though we don't get a lot of people with disabilities, but I am sure somehow it will help.

Subtheme 2.2: Activities rendered in career services

As mentioned above for subtheme 2.2 Service rendered to the public, there were four categories that emerged: 2.2.1 Career exhibition, 2.2.2 Employability, 2.2.3 Career guidance and 2.2.4 Entrepreneurship.



Category 2.2.1: Employability

The participant highlighted that they are servicing people who are mostly looking for employment. Category 2.2.1 Employability talks to the programmes that the department is rendering to assist the work seekers.

Line 239 – 245:

Other than that, the last route through is they can access our services would be by coming to the Labour Centre and working in our kiosk we have got a resource centre which is equipped with some computers, so they are able to go into the system, ESSA, and update their online CVs there or create CVs and do anything that they want to do on the system.

Category 2.2.2: Career guidance

For category 2.2.2: Career guidance, the participant mentioned that even though they are not providing career guidance to all they are still rendering it. Mostly they do career guidance to those who do not know exactly the type of a job they want to apply for. They would provide them with career guidance to establish the type of intervention they would offer them.

Line 50 – 61:

But obviously what we try and do is we try and check with them, what their passion is, what their interests are, what is it that they are good at in terms of their talents and maybe other skills that they might possess; then based on that then we then look at various interventions that we have and at that some of the interventions that we obviously have is to try and ensure that we give them career guidance and advice; and again of course others might just need a bit of labour market information, what is it that is out there in the labour market in terms of job opportunities and so on, and of course some of them might say I need to go into that entrepreneurship.

Category 2.2.3: Entrepreneurship

The participant also highlighted that they assist individuals who need information on entrepreneurship.

Line 60 – 66:

And of course some of them might say I need to go into that entrepreneurship, I feel like I am a bit entrepreneurial, so what is it that is out there that I can do, then we will obviously point them in the right direction in terms of how to start a small business, how to get start-up capital, incubation, you know, mentoring and all those programmes so that we can get it off the ground.



4.5. Theme 3: Competencies and training of the CDPs in rendering career services

Below I report on theme 3 such as competencies and training of the CDPs in rendering career services. This theme comprises of three subthemes namely: 3.1. Level of education for CDPs, 3.2. Continuous personal development, and 3.3. Research to establish adequate career services. There were two categories emerged from Subtheme 3.1 Level of education for CDPs such as the 3.1.1 Useful qualification and 3.1.2 Skills used in rendering career services. For subtheme 3.2. Continuous personal development, there were also two categories that emerged, namely: 3.2.1 Workshops and short courses, and 3.2.2 The importance of supervisions. For subtheme 3.3. Research to establish adequate career services, there was only one category that was identified such as 3.3.1 Mapping the need of the targeted audience.

Table 1.4: Visual representation of the three subthemes of theme 3 namely- competencies and training of the CDPs in rendering career services.

SUBTHEMES	CATEGORIES
Level of education for CDPs	Useful Qualification Lack of format to render career services Skills required in rendering career services Analytical skills Stakeholder relations Appropriate referral Interpersonal skills Ability to empower or psycho-educate
Continuous personal development	Personal growth and development Supervisions
Research to establish adequate career services	Mapping the need of the targeted audience



Subtheme 3.1: Level of education for CDPs

As mentioned above for subtheme 3.1: Level of education for CDPs there were two categories that emerged such as 3.1.1: Useful Qualification 3.1.2. No format for career services and 3.1.3: Skills required in rendering career services.

Category 3.1.1: Useful Qualification

For category 3.1.1 Useful qualification, the participant did not mention a specific qualification that he think career practitioner need to possess.

Line 171 – 176:

There is no doubt that if you have a bit of education behind you that helps you as a professional. It is very important because obviously if you do not have necessary qualifications or you are not literate then obviously the type of service that you will deliver will not be of good quality.

Line 504 - 508

There isn't necessarily a qualification required to call yourself a career practitioner, this makes gate keeping difficult in terms of who can call themselves a practitioner and who cannot. For example, you cannot call yourself a lawyer unless you have undergone a standardised and specific education and training path.

Category 3.1.2: Lack of format in rendering career services

The participant mentioned that there is no format on how career services should be rendered. He mentioned that anyone can call themselves a career practitioner as long as they offer career advice. Therefore, it is in the discretion of the practitioner providing the service how the career services should be offered.

Line 499 -504

Ok, The field of career development services is in its very nature is unstructured in South Africa. Currently, anyone can call themselves a career practitioner as long as they offer career advice. There is also no format provided for how career development services should be offered, it is left to the discretion of the practitioner providing the service how they offer it.

Category 3.1.3: Skills required in rendering career services

The participant mentioned several skills that he believed career practitioners should possess in rendering good quality service. There were five sub-categories that emerged in category 3.1.2 and these are 3.1.2.1 Analytical skills, 3.1.2.2 Stakeholder relations, 3.1.2.3 Appropriate referral, 3.1.2.4 Interpersonal skills, and 3.1.2.5 Ability to empower or psycho-educate.



Sub-category 3.1.3.1 Analytical skills

The participant indicated that career practitioners should have analytical skills to analyse their clients.

Line 86 – 93:

I think that's a very good question. What I think is ... I mean every career practitioner must be able to sort of get a sense of analyses, to analyze their environment where they are operating from so that they get to understand the kind of skills that are in that area, the kind of businesses and companies that are there so that they can obviously interact with those employers and companies. So, I should think that interpersonal skills are key.

Sub-category 3.1.3.2 Stakeholder relations

The participant mentioned that every career practitioner should possess stakeholder relation skills. He said the skill will enable career practitioners to be able to formulate good working relationships with other stakeholders.

Line 94 – 97:

Stakeholder relations is one aspect that I think every career counsellor must possess because you have got to enter into relationships with stakeholders so that you have a cordial working relationship with them.

Sub-category 3.1.3.3 Appropriate referral

Furthermore, the participant highlighted that career practitioners should have good referral knowledge. This will enable career practitioners to know what to do with their clients and where to refer them appropriately, he mentioned.

Line 97 – 103:

But again, in terms of I think being able to sort of know what to do with your client because sometimes you find clients that you don't necessarily know how to deal with, so at least you would have a referral network then you know that if a client is outside of your scope then you know exactly whom to refer the client to.

Sub-category 3.1.3.4 Interpersonal skills

The participant highlighted that for good quality service, career practitioners should possess interpersonal skills.



Line 92 – 93:

So, I should think that interpersonal skills are key.

Sub-category 3.1.3.6 Ability to empower or psycho-educate.

Moreover, the participant mentioned that career practitioners should have a sense of instilling self-confidence and self-esteem to their clients.

Line 104 – 109:

So, important; but lastly, where I also think is important is to ensure that with every client that you see you are able to sort of instill some sense of confidence and self- esteem in the client so that when a client walks out of your office, if they might not have all the answers but at least they have a sense of hope about the future.

Subtheme 3.2: Continuous personal development

Subtheme 3.2 Continuous personal development was highlighted by the participant when he indicated that career practitioners need some form of refresher training and when he indicated his growth as the career practitioner. He said this training will sort of refresh the career practitioners. There were two categories emerged from this subtheme such as 3.2.1 Personal growth and development, 3.2.2 Supervision

Category 3.2.1: Personal growth and development

There is growth in career development.

Line 116 – 117:

I think the department has been very supportive to us because they take us on programmes where we are sort of workshopped on. For example, I remember at some point we were taken on a workshop with some disability association where they sort of sensitized us around people with disabilities, how to deal with them, how to sort of serve that particular market, and there was talk at some point around us going on a sign language course so that if at all we have to come into contact with people that are sort of ... that I am able to speak with them; and people that are hard with hearing then we can be able to apply our sign language skills communicating with them. But that did not materialize but surely at some point it will happen because I know management is very supportive.

Category 3.2.2: Supervisions

The participant mentioned that regular interaction amongst career practitioners is paramount to keep practitioners refreshed in their field. He said this can be done internally as colleagues and can be do with other career practitioners in other stakeholders



Line 181 – 184:

And again I think regular interactions with other professionals even if they are outside of the Department of Labour, and that also helps one to improve and to do good in what they do.

Subtheme 3.3: Research to establish adequate career services

For subtheme 3.3. Research to establish adequate career services, there was only one category that was identified such as 3.3.1 Mapping the need of the targeted audience.

Category 3.3.1.Mapping the need of the targeted audience

The participant mentioned that the department where he is working have done proper research to benchmark and establish career services that they would like to offer.

Line 188 – 202:

I think the services that we provide as the Department of Labour, you will realise that there is a lot of research that went into it. The Department has benchmarked with a lot of countries, especially overseas. So, it’s a model that actually appeal and relevant for the South African environment.

So, a lot of research has gone in to it and we do believe that we are making an impact, but obviously sometimes it becomes very difficult for some of the reasons that I cited earlier around people ... being able to service people who are out of school and sometimes you’d need a lot of decisions, already that is very difficult for us to really intervene in that stage in their lives, you know. Well, I am very confident that we are really doing our best and I am sure with time we will be able to make a bigger impact.

4.6. Theme 4: Collaboration with other professionals

Below I report on theme 4 Collaboration with other professionals. There was one subtheme that emerged from theme 4, namely 4.1 Collaboration with other professionals in which there were two categories emerged, 4.2.1 Knowledge sharing and 4.2.2 Appropriate referrals.

Table 1.5: Visual representation of the two subthemes of theme 4 namely- collaboration with other professionals

Collaboration	Collaboration with other professionals externally	Knowledge sharing Appropriate referrals
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Subtheme 4.1: Collaboration with other professionals externally

For subtheme 4.1 Collaboration with other professionals externally, there was two categories emerged such as 4.1.1 Knowledge sharing, and 4.1.2 Appropriate referrals as explained below:

Category 4.1.1: Knowledge sharing

The participant mentioned that from time to time, they meet as colleagues to support each other and share the challenges that they might experience in working with their clients. He said that they have developed a close relationship with other organisations as well.

Line 305 – 308:

Some of those Centres are actually able to assist us when we need some assistance when dealing with a person with a disability, but other than that we just give them basic information about labour market.

The participant mentioned that as much as they do knowledge sharing internally, there is lack of knowledge sharing among the CDPs at large.

Line 514 -518

Information is available, mostly for free and the rest lies largely on the CDP's knowledge and experience. At the same time, there is very limited contact that occurs between CDPs, many of them do not know other groups of individuals that offer a similar service as they do. They hardly meet to engage each other or develop each other.

4.7. DISCUSSION OF THE RESULTS

After data collection and analysis, various themes emerged. The results of the study were divided into four core themes namely the experiences of the CDPs in rendering career services; career services that are rendered pertaining to career information, advice and guidance; competencies and training of the CDPs in rendering career services; and collaboration. These core themes were then linked to subthemes and related categories. These themes will be discussed in light of the existing literature.

4.7.1. The experiences of the career development practitioner in rendering career services

The study shows that the CDP had various experiences in rendering career services. The study conducted by Watts (2005) showed that career practitioners in different countries experience more or less the same challenges pertaining to career services, however, the approach used to



address or to render the services are different. The participant mentioned both positive and negative experiences in rendering career services.

Positive experiences in rendering career services

The responses from the participant indicated some positive experiences towards rendering career services and these include efficient support from the management, feeling of satisfaction and research.

The participant cited that the management supports them as the CDPs. Whenever they have events to attend or to host career exhibitions where they assist people with career information, they inform the management and the management always supports them. At times, management even ensured that they obtain the resources they might need for the events and sometimes they even accompany them to the events to show their support. This indicates collaboration between management and the CDP. The support from management contributes positively to the employees and increases job retention (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002). I believe that the development and rolling out of the training for the CDPs at the entry can form part of the support that can assist the CDPs to function adequately. More so, this support can yield good quality service and can also motivate the career practitioners significantly. On the other hand, lack of support could result in discouragement and even lead to job dissatisfaction among career practitioners (Maluwa-banda, 1998; Khamisa, Oldenburg, Peltzer & Ilic, 2015).

The participant also reported a feeling of satisfaction towards the career services they are rendering to the public. He explained that they receive positive feedback from the users of the services. He said users are happy with the services they receive from the department. He further highlighted that some even report to them when they are invited to job interviews through their employment system, ESSA. Feeling of satisfaction is very crucial in the workplace, it is an intrinsic motivator for better results and productivity (Khamisa, et al, 2015). It seems like the users of the career services in this particular organisation are happy with the services rendered to them. This goes down to the quality of services that are rendered. It seems like the department is doing well. However, there is a need for monitoring and sharing of this information amongst all relevant stakeholders to eliminate the working in silos and to promote collaboration.



Furthermore, the participant highlighted that he believed that they are making an impact in the lives of the individuals who are using their services. These findings concur with the argument that Watts (2005) indicated about career services. Watts highlighted that career services are activities to improve the economy and the lives of the users. This talks to the importance of developing inclusive career models that will assist all people to make an informed career decision at all levels (OECD, 2003; DHET, 2013; Herr, Watson & McMahon, 2014).

The participant also highlighted that he likes the fact that there was a lot of research that was done to benchmark the need for career services they are rendering. The positive feedback received indicates how much the public appreciates the assistance they receive from the department. This shows that the offered career services were aligned to the needs of the clients and talks to its relevance to the context of the individuals (OECD, 2003; Richard, 2005). For us to know what is taking place in the country, we need to invest in research that will identify the gaps (Richard, 2005). This will not only assist in identifying the gaps but it will contribute to benchmark what is taking place in career development in order to find measures that will assist in developing training and eliminating duplication and working in silos.

Although we have various stakeholders in career development, there is a need for more research to be conducted to improve the provision of career services in the country (OECD, 2003; Richard, 2005). This research can assist to find out why different stakeholders are functioning in silos and will also assist in defining measures that can bring cohesiveness in this industry.

Negative experiences of the CDPs in rendering career services

The participant also highlighted some negative experiences in rendering career services. These include lack of information among CDPs; low level of education; late-career guidance intervention; lack of qualified career practitioners in schools; skills imbalance; and lack of capacity in working with disabled people.

Firstly, the participant mentioned that there is a lack of knowledge sharing among the CDPs. The knowledge is there but it is not communicated or shared across. This lack of communication can promote competition among the CDPs, for everyone wants to be good in his or her organisation. Secondly, the participants also mentioned a low level of education as a challenge that as career practitioners are faced with. He said that most of the clients they are servicing are the NEET youth (individuals who are Not in Employment, Education, and



Training) who most of them have obtained no or low level of education. The NEET youth is mostly looking for employment opportunities, however, it becomes challenging to place or to find employment for them due to their low level of education. He pointed out that some of these people have dropped out of school before they even obtain a matric certificate.

On the other hand, the research shows that individuals with a high level of education have more job security as compared to individuals with no education. OECD (2012) reported that education is generally a good tool one can use against unemployment, even in difficult economic times. This means that education and training need to be encouraged in our country so that people can obtain some form of education and learn skills to secure employment. Therefore, there is a need to develop career service models that will promote lifelong learning in the country. This suggests collaboration among the career development stakeholders, schools or DBE, the institutions of higher learning, as well as other entities to create better access to education and to motivate lifelong learning. In other words, career services are to be made visible to everyone including individuals who are not in education or training. Arthur, Collins, McMahon, and Marshall (2009), alluded that career services should be developed in all levels to accommodate individuals who are socially or economically disadvantaged.

Thirdly, the participant mentioned that the late-career guidance intervention. The participant indicated that at times it is challenging to provide career services to learners who are still at school due to the outlined scope of practice. According to their scope, their mandate is to render career services to youth or individuals who are looking for employment or labour market-related information. And this is where he believes the challenge begins. He said he feels like at this stage it is already late to make other career decisions or to change anything in one's career stage. He pointed out that telling learners about labour market-related information from as early as the elementary level will create a platform where individuals will know the consequences of leaving school immaturely. Watts (2006) argues that career services have a demanding role to play in every individual and should be used as the tool to assist people from as early an age as possible, from the elementary level. The participant indicated that some people seek career services very late in life when they are desperate for employment. They only come when they need a job and sometimes they do not meet the job requirements. The findings by Kunnen (2014) and Singh (2016) indicate that individuals who received career services during their early stages are likely to become more confident throughout their studies as opposed to the



ones who never receive any form of career guidance. Therefore, late-career intervention can lead to low self-esteem that may contribute negatively to learners and may lead to a high rate of school dropouts (OECD, 2016). Moreover, early knowledge about the world of works contributes to motivating learners in schools (OECD, 2016). Furthermore, literature shows that early intervention of career guidance is also likely to assist individuals transitioning from high school to tertiary and even from tertiary to the world of work (Hughes & Gration, 2009). Therefore, through career services, individuals can be prepared for the demands in the world of work.

Fourthly, the participant mentioned the shortage of qualified career practitioners in the schooling system as a challenge within the industry. He pointed out that most schools do not have designated career practitioners who are based in the school. He proposed that the government should intervene in the schooling level by placing qualified career practitioners who will assist learners with informed career services. This correlates with the studies that lack of career services in schools could result in wrong career decisions (Maree, 2013). Arulmani, Bakshi, Leong, and Watts (2014) alluded that career services are important in the education system and they need to be adapted to respond to the country's need as well as the evolving career challenges. They are to be used as a tool to encourage lifelong learning to maintain people's marketability and encourage people to be more skilled in their career occupations (Arulmani, Bakshi, Leong, & Watts, 2014). This means that the country needs to strengthen career services in schools, especially in public schools.

Furthermore, this places a big role in the government to train career practitioners who can be deployed in schools and non-profit organisations (NGOs) where people and youth can access career services more easily. Currently, there is no monitoring system in place to trace career services rendered in schools, meaning that there is no surety regarding who renders career services at schools and what form of information is given to learners. Therefore, there is an urgency in developing the monitoring system that will track career services rendered in the country. The monitoring system that will not only monitor the quality of training but will also ensure relevance, accuracy, and inclusiveness in career services. Practitioners in school can also encourage parental involvement and making sure that parents receive education regarding career planning to support their learners. Otherwise, assuming that parents are well-informed can make learners choose the wrong school subjects and subsequently wrong career decisions.



Another disadvantage of not having qualified career practitioners in school is also disadvantaging learners because in some schools teachers place learners in subjects that they do not want but because teachers are concerned more about a high matric pass rate.

Again the participant mentioned the skills imbalance as one of the challenges in career development. He pointed out that there is no relation between higher education institutions (HEIs) and economic demands. He believes that HEIs are providing programmes that are no longer relevant to the economy. He said they are still offering some courses that are less absorbing in the world of work, whom they should be phased out. What is the point of training people of which they are not going to get employment and contribute to the economy, he said. Van Broekhuizen (2015) alluded that there is a gap between the qualifications graduates obtained in higher education institutions and what is required in the labour market. Similarly, Dagli and Dagli (2015) found that there is an imbalance between the education demand and the supply. The findings of this study correlate with the above-mentioned findings, indicating that there is a lack of collaboration between the training or learning providers and employers. As it stands, the qualification is not talking to the demands of the employers. The participant felt that CDPs are to be equipped to be able to assist people in making linkages between the qualifications they are studying and the field of work they are interested in pursuing. Rothman and Hillman (2008) found that career services play an important role even in tertiary institutions especially for those who are completing their studies, to assist them in transitioning to the world of work. The National Career Advice Portal (NCAP) that records the occupations and linking it to relevant qualifications are found to be one tool that CDPs can use to enable individuals to understand the relationship between the qualification and the occupation. The tool can be used during the development of qualifications in HEIs. Therefore, the tool must be communicated to career practitioners and be made a resource for training in the career development profession.

Lastly, the participant also indicated that they have difficulties in working with disabled people. This is because they are not capacitated enough to assist them adequately. As a result, there are a few numbers of people with a disability that are coming for assistance in their centre. The lack of training on how to assist people with disability might have an impact on why only a few people with disabilities who are seeking career services in the department. Palmer, Groce, Mont, Nguyen, and Mitra (2015) in their study found that in most cases, people with disabilities



are not perceived as people who can make educationally related decisions like any other people. This is a challenge that needs to be addressed in the field of career development. Or else, people with disabilities may feel discriminated in a way if they are not catered in career services. Therefore, CDPs need to develop inclusive career models that will also take into account people with disabilities (Dewlen & Spires, cited in Peterson & Gonzalez, 2000; Nel, Tlale, Engelbrech & Nel, 2016). Furthermore, the implementation of training can increase the level of competency for the CDPs in dealing with people who are living with disabilities (Palmer, et al, 2015). Without efficient training for the CDPs, the quality of work will be compromised (Stead, 2011). Therefore, as the country, we need to develop training measures for CDPs at the entry-level to know how to provide career services at all levels including for people living with disabilities.

4.7.2. Career services rendered pertaining to career information, advice and guidance

The participant highlighted the career services as the department they render. These career services are rendered according to the requirements and the mandate of the department. The research participant indicated the way in which their scope of practice is structured that they are assisting mostly individuals who are out of school who might be looking for job opportunities. He indicated that they assist the NEET youth, work seekers, sometimes people with disabilities, as well as employers. He mentioned that even though they may not have answers for everyone, the users do give feedback on the services they have received. The career services users appreciate the kiosk which the centre used to render career services. Users commend that the kiosk is very helpful as it does not only provide them an opportunity to receive career services, however, it also enables them to reach out and network with other professionals. The participant explained that the feedback is important for it allows the department to think ‘outside the box’ when developing the career services and finding ways to enhance their services. Therefore, they are able to develop career services that are relevant to the needs of the users (Schreuder & Coetzee, 2011).

Furthermore, the participant highlighted that they render services such as career exhibitions, employability skills programmes, and entrepreneurial skills programmes, as well as career guidance to those who need some advice and guidance in their career journey.



By means of a **Career exhibition**, the department invites the public to explore the different opportunities that organisations will share and display for the youth. Different organisations are invited to present their opportunities that youth can access to make informed career decisions or to find employment.

Employment skills programmes: Here, the organisation presents job opportunities that the youth can apply for. These opportunities include learnerships, apprenticeships and other job opportunities that one can apply for through the Employment Services for South Africa (ESSA) system that the department manages. Through the programme the department also teaches youth how to apply and prepare for employment.

Entrepreneurial skills programmes: Here, the department targets the youth that is interested to venture into businesses. These programmes are provided as skills training to teach potential entrepreneurs on how to manage their businesses. Furthermore, the entrepreneurs are also taken through the incubation programme where they receive comprehensive training as entrepreneurs.

Moreover, the department offers **career guidance services** to individuals who need help in their career journey. Even though the scope is not clear about the provision of career guidance, they do provide career guidance to those who request it. However, in most cases, they refer people to other departments for further career guidance and counselling that is outside their scope as the department that is solely assisting on employment and labour market and related services.

The above-mentioned career services are targeted to youth who want to make informed career decisions or to prepare their journey in the world of work (OECD, 2003). The participant pointed out that these services are rendered in various forms such as face-to-face during exhibitions, through the departmental website, in social media platforms (Facebook and Twitter), as well as on radio broadcasts. These are the platforms that any organisation can use to provide career services to reach out to more audiences. Lately, the use of online platforms is remarkable. The study conducted by Flederman (2008) found that more than 80% of young people make use of online services and young people own or have access to cell phones or mobile devices. Moreover, the government provides access to free internet in most local areas and parks. This means that more than 80% of young people will have access to career services.



Although online platforms are important to render career services, it is paramount to note that career exhibitions or camp are also other forms of rendering career services that cannot be overlooked because they are important to bring spark or interest in various careers, especially those that are known as scarce skills (Gibbs, 2005).

4.7.3. Competencies and training of the career development practitioner in rendering career services

This is theme three that emerged from the data. The participant emphasised the importance of training for the CDPs. Currently there is one formal qualification for CDPs at an entry level such as the Career Development Information Officer registered on NQF level 5. The participant pointed out that practitioners can obtain any qualification that will enable them to function well in career services. The subthemes that emerged in this themes are discussed below:

Level of education for CDPs: Qualification

A qualification is defined as the knowledge or special skill, or ability that makes someone suitable for a particular job or activity (Merriam-Webster, 2018). The participant highlighted the importance of obtaining some form of a qualification as the career practitioner in order to assist people effectively. This correlates with the research findings in several studies, that there is a huge gap in terms of training in career development profession, creating loop holes on how the services are rendered and it may compromise quality of services rendered (Prinsloo, 2007; SAQA, 2012; Nong, 2016). Wrong career advice can lead to wrong career decisions (Maree, 2013), therefore, career practitioners should obtain a relevant qualification to provide adequate services.

Lack of format in rendering career services

Moreover, the participant highlighted that one of the contributing factors why career services are rendered in an unstructured manner is the lack of format in rendering career services. This means that as long as there is no system in place to monitor the provision of career services, the country will still have a non-cohesive and unstructured approach in rendering career services. Therefore, collaboration is key to implement a standardised approach for career services. This will also eliminate the working in silos amongst career development practitioners.



Skills required in rendering career services

The participant mentioned various skills that career practitioners should possess in rendering adequate services. He highlighted that these are the skills that career practitioners should at least possess, namely analytical skills, stakeholder relations, appropriate referral, interpersonal skills and ability to empower or psycho-educate. These findings are correlated with the skills outlined in the competency framework for career practitioners (DHET, 2016). The framework pointed out that career practitioners should develop certain skills to provide career services at different levels. It explains that career practitioners should have the ability to establish positive relationships with a wide range of people (building rapport). This means that career practitioners must know how to engage with the client and how to make the client at ease as the process of career services can be frustrating. The framework indicates that career practitioners must have the ability to work independently and work perfectly within a group set-up (team player). Moreover, career practitioners should have an ability to operate within ethical codes of practice; have an ability to promote and network; and should have the knowledge and the ability to foster knowledge and understanding of services rendered within the organisation as well as in other organisations (DHET, 2016). The competency framework further explains that the skills should be managed according to a level in which career practitioners are operating. Meaning, the CDPs at entry-level should pose skills that relevant to their level and those at an advanced level should do the job of someone at an entry-level and have additional skills to function at an advanced level.

Continuous personal development

The participant proposed that there is personal growth in working as a career practitioner. He did mention that he experienced growth working as a career practitioner. He pointed out that he sees himself progressing in the field as a career practitioner and sees the need to further his study in this industry. About supervisions, the participant acknowledged that internal and external supervision can be used as the knowledge-sharing platform among career practitioners. The participants alluded that continuous personal development can occur through personal research, where practitioners can take it upon themselves to do formal and non-formal research to enhance their skills and knowledge. He pointed out that research is an important element to improve the career development profession. The research will allow practitioners to develop or attend even short programmes to improve their competencies. The idea is supported



in the competency framework for career practitioners (DHET, 2016), where it is promulgated that career practitioners are to embrace training in their practices. It further explained that there are competencies that career practitioners should uphold regardless of their level of practice. This means that through training and research there are skills that career practitioners will possess or improve in their respective levels of practice. These competencies include but not limited, ethical behaviour and professional conduct in the fulfilment of roles and responsibilities; advocacy and leadership in advancing clients learning; career development and personal concerns; ability to demonstrate awareness and appreciation of clients cultural differences to interact effectively with all populations and ability to integrate theory and research into practice in guidance, career development, counselling, and consultation (DHET, 2016, p. 35). The participant emphasized that CDPs should prioritize training even if it is in the form of a workshop as long as it will yield to better skills. This will enable the CDPs to always improve their competencies and to upskills themselves to render adequate career services.

4.7.4. Collaboration with other professionals

Collaboration is the fourth theme that emerged from the data. Collaboration is defined as the process of working jointly and together as individuals, organisations or entities (Merriam-Webster, 2018). Collaboration does only occur on an organisational level, however, it is also a skill that the competency framework has highlighted for career practitioners to possess (DHET, 2016). The framework explains that career practitioners should have the ability to engage and work collaboratively with other professionals. The participant indicated that collaboration occurs in the department through continuous engagement with other stakeholders by referring clients and requesting and sharing information for clients (resources sharing). At an organisational level, collaboration is done through resource sharing and sharing good practice and sometimes attend relevant workshops with them; whereas, at an individual level, collaboration occurs by referring potential clients for further assistance. This also encourages the appropriate referral process between the departments or organisations. Again, collaboration occurs internally among career practitioners within the department. He did mention that from time to time, practitioners meet to support each other and share challenges that they might have experiences in working with their clients. Collaboration can also be used to address the issue of working in silos among the career development stakeholders. Furthermore, collaboration can assist in developing a cohesive system that will monitor the provision of career services



because different stakeholders at different levels will be communication and sharing good practices that will benchmark the approach in developing the system or models for monitoring provision of career services.

4.8. SUMMARY

The themes which emerged during data analysis were verified by the participant during member checking and were described in detail in this chapter. There were four core themes, namely the experiences of the CDPs in rendering career services; career services that are rendered pertaining to career information, advice and guidance; competencies and training of the CDPs in rendering career services; and collaboration. The themes were elaborated on by discussing the subthemes and related categories to provide a rich description of the participant's experience on career services. The next chapter, chapter 5 will provide a brief overview of the study by providing a summary of the findings, limitations, conclusions, and recommendations.



LIMITATIONS, CONCLUSION & RECOMMENDATIONS

5.1. INTRODUCTION

This chapter concludes the study by focusing on the summary of the research findings, limitations, contribution, conclusion and recommendations. The aim of this study was to investigate the experiences that a career practitioner has on career services pertaining to career information, advice and guidance. Moreover, the study investigated why the career practitioners are rendering career services in an unstructured manner and in silos. More so, it explored the competences that the career practitioners at an entry level have in providing career services.

5.2. ADDRESSING THE RESEARCH QUESTION

The following research questions were posed:

What experiences does the CDP have pertaining to career services?

The study revealed that there are both negative and positive experiences in rendering career services. The positive experiences that the research participant highlighted were i) the feeling of satisfaction in the services rendered to clients; ii) efficient support from the management.

On the other hand, the participant highlighted several challenges that he believes that career practitioners are experiencing within the department and even in the profession at large. These challenges included i) lack of capacity to work with disabled people, ii) the imbalance between the qualifications offered in higher education versus demand in the world of work; iii) late intervention in career guidance, and iv) shortage of qualified career practitioners in schools.

He pointed out that there is a need for training in assisting people living with a disability. The institutions of higher learning and stakeholders involved in developing qualifications and researching careers need to work in collaboration to ensure that there are linkages between courses offered in HEIs and the demands in the workforce. The linkages can be communicated to people through the process of career development. To avoid late intervention in career guidance, the government can provide qualified practitioners to schools that will ensure that



career guidance services are provided from the elementary stages, even before young people decide to drop out of school for various personal reasons. This will also eliminate the issue of people only seek career guidance when they were desperately looking for employment. This sometimes poses a challenge in assisting them because the department does not have resources to assist those who are looking for career guidance but they assist more of those who are looking for employment.

What career services rendered pertaining to career information, advice and guidance?

According to the research results, the participant highlighted various activities that they are rendering pertaining to career services. These include career exhibitions, employment information, employability skills development, information on entrepreneurship and job placement. He said that these activities are rendered through social media, face-to face through one-on-one with the CDP or through career exhibitions, departmental websites and printable publications. The career exhibitions or career expos assist mostly the NEET youth such as those who are not in education, employment and training. In most cases, different organisations are invited to display their educational opportunities and employment. The feedback from the public also shows users' appreciation for the assistance they receive through the career services. Although career services exist, there is still a need for the inclusive models and the cohesive system to monitor the provision of career services in the country.

Why career services are rendered in an unstructured and uncoordinated manner and why the CDPs provide career services in silos?

There is no standardised system in place to ensure that career services rendered are accurate and are of quality. Perhaps this is due to the fact that each department and organisation is given its own mandate to fulfil in providing career services within its sector. However, according to the research participant, this can be corrected by ensuring that there is a collaboration amongst career practitioners and the organisation they are working with. The collaboration will bring knowledge sharing that will lead to resource sharing and impartation of skills and information in the career development profession. The participant highlighted that internally they make sure that they interact with the management on how to roll out their career services and they meet often to share knowledge internally. This approach can be used to define and to benchmark the career services that exist in career development. By so doing, this will measure how services are being rendered and by whom and where they are being rendered. This



information is crucial to develop a cohesive approach for career services. The standardised system will foster the monitoring and evaluation to see what is working and what needs to be improved in terms of training and the rendering of services to have all citizens equipped to make better-informed career decisions. Thus, this will discourage the culture of working in silos and promote collaboration in the field of career services. This suggests that the Department of Higher Educations and Training (DHET), Career Development Services with its mandate of coordinating the provision of career services in the country, can work in collaboration with the other departments to benchmark workable solutions for cohesive system and collaboration for better provision of career services.

What are the competencies and training of the CDPs in rendering career services?

The research findings indicated that there is a huge gap in terms of training for CDPs. The participant highlighted that he believes that career practitioners should have some form of qualification to render adequate and quality service and training on career development could be the cherry on top. The participant expressed that lack of training can compromise quality and the provision of career services. He highlighted some skills that career practitioners should possess in addition to the skills highlighted in the competency framework for career practitioners, such as referral skills, stakeholder engagement or collaboration skills, analytical skills and interpersonal skills. DHET (2016) pointed out that career practitioners should have the ability to uphold ethical behaviour and professional conduct in the fulfilment of roles and responsibilities; should have a sense of advocacy and leadership skills in advancing clients learning; career development and personal concerns as well as the ability to demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations. The study attempted to find out what measures can be used to roll out or implement training for career development practitioners, particularly those who are functioning at an entry-level. These measures can be used also to support the development of the ethical standards for the CDPs at an entry-level. Based on the finding, it is important to develop more of the workshops that will deal with specific skills practitioners need to function adequately and to encourage personal research activities as well as continuous professional development point systems for career practitioners at an entry-level.



5.3. LIMITATIONS OF THE STUDY

Several limitations must be considered when reviewing the findings of this study. Although the study aimed at exploring the experiences that a career practitioner has towards the career services rendered in the country, the study was geographically restricted to the West of Pretoria, South Africa. Secondly, there was only one participant that was interviewed. Therefore, the results of this study cannot be generalized, since this was a single case study. In light of this, the findings are not representative of the entire population of career development practitioners in South Africa.

Furthermore, the study focused on the experience of a career practitioner regarding the career services rendered in one department. The findings are therefore uniquely based on one participant's experiences. The findings might in fact not be a true reflection of the experiences of all, or even most career development practitioners in South Africa. For example, career practitioners who are working in the rural areas or other provinces may have different perception and experiences regarding career services.

5.4. RECOMMENDATIONS

The following recommendations are suggested regarding training, further research and practice.

5.4.1. RECOMMENDATIONS FOR PRACTICE AND TRAINING

- Findings from the participant imply that career development practitioners need training in order to render excellent career services. More effort could go into providing training on how to deal with disabled people.
- Higher education institutions should incorporate career services activities into training that stimulates career practitioners with practical experience of what is taking place in the industry.
- Qualified career practitioners could be placed in every school to provide adequate career services in the school and surrounded areas.
- Standardised monitoring and evaluation system on provision of career services in the country could be developed.



5.4.2. RECOMMENDATIONS FOR FUTURE RESEARCH

This study calls for more in-depth research that could include:

- Since this was a single case study, it would be recommended conducting the research on a wider scope to include career practitioners that are a representative sample of the pluralistic South African society.
- Following the findings from the study, it would be of great making a comparative study of career practitioners who are working in the urban areas as compared to those working in the rural areas.
- Studies should be done on a regular basis to get an idea of what is that career practitioners are facing and what support that government could offer to improve career services and to maintain quality.
- Longitudinal studies could focus in researching the career models that are relevant to the South African context that career practitioners can use.
- Furthermore, the future research studies could focus on the ethical conducts and regulations for career practitioners at an entry level, like the career practitioners who are regulated by the HPCSA, career practitioners at an entry level could also be regulated.

5.5. CONCLUSION

This study explored the experience of a career practitioner in rendering career services. In the discussion, the research questions were used to guide the synthesis of the findings. The findings revealed that career practitioners have both negative and positive experiences regarding career services. The findings of the study also emphasise the importance of training for career practitioners and the need for support to ensure quality services. The exciting thing was to see the insight that the participant has towards the career development profession. The participant was positive about this profession, despite the challenges that the industry is faced with. Furthermore, it was clear that career services are one tool that the country can utilise to improve and contribute to economic growth. Moreover, the findings also revealed that there is a pressing need for training support to enable career practitioners on how to deal and provide services to people living with a disability. The findings also reveal the importance of developing inclusive career models or tools that will enable people to make informed career decisions and that will



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promote resilience in our community. More so, the findings put an emphasis on the government to strengthen the career development services in the schooling level. This is to ensure that every learner receives quality services, not only on how to make a career decision but to be able to function beyond the school. This will also reduce the level of school dropout and will enhance the attitude towards education.



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ANNEXURE A: PERMISSION TO CONDUCT RESEARCH

ANNEXURE B: INFORMED CONSENT FOR THE PARTICIPANT IN THE RESEARCH

ANNEXURE C: INTERVIEW SCHEDULE

ANNEXURE D: EXAMPLE OF TRANSCRIPTION



ANNEXURE A: PERMISSION TO CONDUCT RESEARCH

Date: 10 October 2018

Faculty of Education

Department of Educational Psychology

Groenkloof Campus

Pretoria

Directorate for Employment Counselling Services

Department of Labour

P.O Box 662

Atteridgeville

0008

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR DEPARTMENT,
DEPARTMENT OF LABOUR (DOL) IN ATTERRIDGEVILLE**

I hereby wish to apply for permission to conduct research at your department, Department of Labour (DoL) in Atteridgeville offices. My research topic is titled as “*The experiences of Career Development Practitioners on current services rendered pertaining to career information, advice and guidance.*”

The purpose of the study is to investigate the current career development services delivered at the DoL. It also seeks to understand the experiences that the Career Development Practitioners have towards the current services rendered.

In view of the lack of a coordinated and cohesive model for providing career services to career practitioners at an entry level, the research will benchmark the current services offered and assist in developing a cohesive model for career practitioners so as to eliminate the duplication of information in the career development profession. The study will involve semi-structured



interviews with the career practitioner who has at least two years of experience as the career practitioner.

Activities to be done with the participant will be as follows:

Participant	Procedure	Site and venue	Duration
Career Development Practitioner	Semi-structured individual interviews	Department of Labour, Atteridgeville office	45 – 60 minutes

The information obtained will be treated confidentially and be used solely for purposes of the current research. If permission is granted for this research, the participant will be interviewed in your offices. The interview will be completed within an hour and it will be audio taped and transcribed for analysis purposes. Only my supervisor and I will have access to this information.

The identity of the Department of Labour and of my participant will be protected. Only my supervisor and I will know this information, as research identification numbers will be used during data collection and analysis. On completion of the study, the collected data and the material will be securely stored and locked up for safety and confidentiality purposes with a password for five years and will be destroyed thereafter.

If the Department of Labour permits this research study to be conducted, you are kindly requested to fill in the consent form provided. Do not hesitate to contact my supervisor or me at the numbers given below, or via e-mail, should you have any questions. I sincerely appreciate your participation and am positive that the research findings will make a meaningful contribution towards the development of a comprehensive and cohesive model for career development services.



Student Details		Supervisor Details	
Name:	Lindelwa Pityi	Name:	Mr. Lindokuhle Ubisi
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ANNEXURE B: CONSENT FOR THE PARTICIPANT IN THE RESEARCH

I, _____ (name and surname),
herewith agree / refuse (*delete what is not applicable*) to grant permission for the research
project entitled: **The *experiences of Career Development Practitioners on current services
rendered pertaining to career information, advice and guidance*** to be conducted at the
Department of Labour.

I understand that one career practitioner will be interviewed on this topic at the Department of
Labour, Atteridgeville offices. Each interview will be completed within approximately one
hour and it will be audio taped.

I understand that the researcher subscribes to the following principles:

- *Voluntary participation in research*, implying that the participant (s) may withdraw from
the research at any time.
- *Informed consent*, meaning that research participant (s) must at all times be fully informed
about the research process and purposes, and must give consent for their participation in
the research.
- *Safety in participation*, in other words, the respondents will not be placed at risk or harm
of any kind.
- *Privacy*, meaning that the confidentiality and anonymity of respondents will be protected
at all times.
- *Trust*, which implies that the participant will not be respondent to any acts of deception or
betrayal in the research process or its published outcomes.

Date: _____

Miss L. Pityi. (Researcher)

Date: _____

Dr MM Sefotho (Supervisor)



TRANSCRIPT

LINDELWA PITYI

PARTICIPANT 1

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LINDELWA: As a career practitioner, what are your experiences in rendering career services in your organisation?

PARTICIPANT: Firstly, let me say that we as Labour Department Labour we operate in an environment where you actually service what we call the NEET which is just an acronym for Not In Employment Education and Training Opportunities. So, most of the people that visit us have low levels of education. Most of them are school dropouts. Very few are graduates, and as a result you find that their levels of comprehension, you know, the labour market and opportunities is a little bit low.

LINDELWA: So, you help them in terms of applying to the labour market or the world of work? What do you help them with?

PARTICIPANT: Our approach is that we actually do what we call profiling, so we profile the work seekers based on their level of education. Those that have at least Matric then obviously we would ensure that we give them a particular service. Those that are below Matric we will have programmes that are geared towards their needs.

Once we have done that we also look at obviously what the labour market to offer in terms of training opportunities, that would be like Learnerships that would be skills development programmes, and of course in terms of what is it they can do if they want to perhaps get a qualification.

So, [Indistinct due to a phone ringing] As I was saying, once profiling has been done then obviously we will then decide what types of

NEET Youth

Low level of education

School drop outs

Low level of comprehension

Profilling

Programmes that are geared for those with no matric

Learnerships

Skills development programmes



29 interventions to put in place for any of the groups that we would have
30 identified. So that's pretty much how we address the various groups.

31 **LINDELWA:** Okay. Even though [Indistinct 02:50] that the next question you
32 have touched a bit, it says in most cases people seek career guidance to
33 make informed decisions in order to improve their lives, what are your
34 experiences in this regard?

35 **PARTICIPANT:** Most of them unfortunately when they come to us,
36 especially those with low levels of education, they will just say to us,
37 look, I am just looking for a job; and when you ask them what skills do
38 you possess, what is your level of education, what experience do you
39 have, they will just say to you well, I just need any job; and you say to
40 them you can't just say any job, you need to know what your expertise
41 is, what your skills are and what knowledge you have so that we can
42 then decide which field to put you into.

43 Most of them would just say any job, but obviously what we try and do
44 is we try and check with them, you know, what their passion is, what
45 their interests are, what is it that they are good at in terms of their
46 talents and maybe other skills that they might possess; then based on
47 that then we then look at various interventions that we have and at that
48 some of the interventions that we obviously have is to try and ensure
49 that we give them career guidance and advice; and again of course
50 others might just need a bit of labour market information, what is it
51 that is out there in the labour market in terms of job opportunities and
52 so on, and of course some of them might say I need to go into that
53 entrepreneurship, I feel like I am a bit entrepreneurial, so what is it that
54 is out there that I can do, then we will obviously point them in the right
55 direction in terms of how to start a small business, how to get start-up
56 capital, incubation, you know, mentoring and all those programmes so
57 that we can get it off the ground [Indistinct 04:49].

58 **LINDELWA:** Okay. You mentioned that you also check their skills, what
59 skills they possess and their passion. Do you perhaps use any
60 instrument in that or you psychoanalyse or ... what do you have?

Low level of education
Need a job....

Provide career guidance and
advice
Labour market information
Entrepreneurship
Incubation



61 **PARTICIPANT:** Previously we used to have tool that was developed by our
 62 head office but we no longer really use the tool because it is a little bit
 63 lumpy, so what we do is we just sort of interview them and you get
 64 information. Obviously, you will go through their CVs as well, and get
 65 to ... you decide, you know; get to see what is that they have in their
 66 CVs, and that will obviously give an idea as to what is it that they
 67 know, what is it that they can do and to ask them what is it that they
 68 want to do, then obviously you can then give them proper career
 69 advice.

Don't have a specific tool used

Use interviews

70 **LINDELWA:** Is that instrument the SPEECS?

71 **PARTICIPANT:** No. The SPEECS is actually for opportunities, more like
 72 employment opportunities, so maybe learnerships. So, we actually
 73 administer the specs on work seekers that would like to go into
 74 learnerships, apprenticeships and maybe other training opportunities.
 75 So, recruiters will come to us and say we have got ... just like Transnet
 76 [Indistinct due to phone ringing] As I was saying, SPECS is purely for
 77 that, you know: learnerships, apprenticeship opportunities. So, we just
 78 administer it on those that would want to go into these opportunities,
 79 not necessarily to use it as a profiling tool.

SPEECS

Work seekers

Employers

80 **LINDELWA:** As a career practitioner, what skills do you think career
 81 practitioners should possess?

82 **PARTICIPANT:** I think that's a very good question. What I think is ... I
 83 mean every career practitioner must be able to sort of get a sense of
 84 analyse their environment where they are operating from so that they
 85 get to understand the kind of skills that are in that area, the kind of
 86 businesses and companies that are there so that they can obviously
 87 interact with those employers and companies. So, I should think that
 88 interpersonal skills are key.

Skills to Analyze

Interpersonally skills

89 Stakeholder relations is one aspect that I think every career counsellor
 90 must possess because you have got to enter into relationships with
 91 stakeholders so that you have a cordial working relationship with them.
 92 But again, in terms of I think being able to sort of know what to do

Stakeholder relations

Knowledge on appropriate referral



93 with your client because sometimes you find clients that you don't
 94 necessarily know how to deal with, so at least you would have a
 95 referral network then you know that if a client is outside of your scope
 96 then you know exactly whom to refer the client to.

97 So, [Indistinct 08:23] important; but lastly, where I also think is
 98 important is to ensure that with every client that you see you are able
 99 to sort of instil some sense of confidence and self-esteem in the client
 100 so that when a client walks out of your office, if they might not have
 101 all the answers but at least they have a sense of hope about the future.

102 **LINDELWA:** Thank you very much for that. How would you describe the
 103 support you have obtained from government as a career practitioner?

104 **PARTICIPANT:** In terms of the support that we have received I will speak
 105 specifically about the support that we get from our department. I think
 106 the department has been very supportive to us because they take us on
 107 programmes where we are sort of workshopped on.

108 For example, I remember at some point we were taken on a workshop
 109 with some disability association where they sort of sensitised us
 110 around people with disabilities, how to deal with them, how to sort of
 111 serve that particular market, and there was talk at some point around us
 112 going on a sign language course so that if at all we have to come into
 113 contact with people that are sort of ... that I am able to speak with
 114 them; and people that are hard with hearing then we can be able to
 115 apply our sign language skills communicating with them. But that did
 116 not materialise but sure at some point it will happen because I know
 117 management is very supportive.

118 Other than that well management has been very supportive, especially
 119 when we have sort of event like your career exhibitions that we have to
 120 put together as career counsellors, every office has to put together a
 121 career exhibition; so they will sort of give us resources that we need
 122 and support as and when we need them to come through as well as ...
 123 [Speaks with someone on the side]

Psycho-educate clients

Positive challenge: get support from the management internally

Attend Workshops

External support: Disability association

Positive challenge: Supportive management
 Career exhibitions



124 Support systems that we are getting would be around ... we do go into
 125 meetings as career counsellors where we can share best practices and
 126 deal with some of the challenges that might be encountering in our
 127 respective offices. So, I would say that support is there, but of course
 128 we can always do with more support.

Peer support

129 **LINDELWA:** Okay; and do you see yourself progressing in going in the field
 130 of career development?

Positive challenge: get support from the management internally

131 **PARTICIPANT:** *Ja*, I mean we thought that out. It is just that when you look
 132 at how our environment is structured, it is structured in such a way that
 133 we as career counsellors, particularly career counsellors that work for
 134 the Department of Labour, you find that some of the people that we
 135 service, most of them are actually people that are sort of – if I may put
 136 it this way – Johnny come late, you know.

137 So, you find that we should have intervened at a much earlier stage in
 138 their lives but we never had an opportunity; we only get an opportunity
 139 to interact with those people who once made wrong decisions and we
 140 now have to deal with the damage, so to speak. So if it was possible for
 141 us to sort of start providing career guidance services maybe from a
 142 level of Grade 9, Grade 10 [Indistinct 12:25] but as it is now, our
 143 mandate does not allow us to go into schools. We don't service high
 144 school kids or school-going kids.

Providing our assistance very late
 Limitations

145 We only serve them once they drop out, once they completed matric,
 146 and so on. So that makes it a little bit difficult for us because you
 147 might find that they never received proper career guidance, made
 148 wrong subject choices and wrong decisions and so on and so forth, so
 149 [Indistinct 12:57]

Continuous personal development: Refresher training
 Supervision with other professional outside DoL

150 **LINDELWA:** Okay; and what do you think is the role of education and
 151 training when rendering career advice services? Do you think it is
 152 important, and how do you see it, the role of education for a career
 153 practitioner?



154 **PARTICIPANT:** There is no doubt that if you have a bit of education behind
 155 you that helps you as a professional. It is very important because
 156 obviously if you do not have necessary qualifications or you are not
 157 literate then obviously the type of service that you will deliver will not
 158 be of good quality.

159 So, it is critically important in my opinion; but again I think what is
 160 also important for me I think is if people go on some sort of refresher
 161 training programmes that help them sort of refresh their memories
 162 around some of the things that are important in the field; and again I
 163 think regular interactions with other professionals even if they are
 164 outside of the Department of Labour, and that also helps one to
 165 improve and to do good in what they do.

166 **LINDELWA:** And how confident are you as a career practitioner about your
 167 services [Indistinct 14:23]? How confident are you about that?

168 **PARTICIPANT:** I think the services that we provide as the Department of
 169 Labour, you will realise that there is a lot of research that went into it.
 170 The Department has benchmarked with a lot of countries, especially
 171 overseas. So, it's a model that actually [Indistinct 14:53] and relevant
 172 for the South African environment.

173 So, a lot of research has gone in to it and we do believe that we are
 174 making an impact, but obviously sometimes it becomes very difficult
 175 for some of the reasons that I cited earlier around people ... being able
 176 to service people who are out of school and sometimes you'd need a
 177 lot of decisions, already that is very difficult for us to really intervene
 178 in that stage in their lives, you know. Well, I am very confident that we
 179 are really doing our best and I am sure with time we will be able to
 180 make a bigger impact.

181 **LINDELWA:** Okay. Could you please share with me, you know ... this one I
 182 think is a repetition of support that you are getting. Okay. Tell me
 183 about the career services you are rendering. You have already
 184 mentioned some of them.

Positive challenge: get support from the management internally

Research done to benchmark the services

Feeling of fulfillment

Feeling of fulfillment

Life skills

Job hunting skills

Information of entrepreneurship and

Assist retrenches



185 **PARTICIPANT:** Life skills, obviously job hunting skills as well, and we also
186 provide information around small business or entrepreneurship, and
187 also we try and assist what we call retrenchees so that ...

188 **LINDELWA:** What are ...?

189 **PARTICIPANT:** Retrenches, people that have been retrenched ...

190 **LINDELWA:** Okay, okay, retrenches, okay.

191 **PARTICIPANT:** *Ja*, so that we can reintegrate them into the labour market;
192 and of course PWDs as well but there mostly what we do is we just try
193 and make sure that we get them in touch with the relevant bodies and
194 organisations that can place them in opportunities, you know.

195 **LINDELWA:** Okay. Thank you very much. How do people usually access
196 your services?

197 **PARTICIPANT:** There are various ways. You will know that we use this
198 system, as a system, which our Job Seeker Database. So people will
199 register by completing an ESSA form which is something like this ...

200 **LINDELWA:** Okay.

201 **PARTICIPANT:** ... so it is more like a template. They will just complete it
202 and they then submit it. Once it is submitted then they would be
203 registered on the Job Seeker Database – ESSA. Once they are
204 registered then it is the responsibility of the career counsellor to then
205 invite those job seekers that need to be serviced then we will get to
206 their profiles and resumes and decide what we want to call them for,
207 whether it is CV writing, you know, job hunting in general, or small
208 business, whatever the case might be. So that's how they access our
209 services.

210 And of course, others will register on the website. They can create
211 their profiles on our website, www.labour.gov.za then they click on the
212 ESSA icon, then they will be able to do an online registration as a job
213 seeker. Other than that, the last route through is they can access our

Job seeker database
Walk-ins
website

Job seeker database
Walk-ins
website



214 services would be by coming to the Labour Centre and working in our
215 kiosk we have got a resource centre which is equipped with some
216 computers, so they are able to go into the system, ESSA, and update
217 their online CVs there or create CVs and do anything that they want to
218 do on the system.

219 **LINDELWA:** Okay, okay. When they come to the kiosk, do you have a
220 specific time per person who should be sitting there because I am
221 thinking other people would be like, would write cover letters and
222 everything. Do you have a specific time?

223 **PARTICIPANT:** Not at all actually. How it works it works this way: what
224 happens is clients would walk in, there is a register that they complete
225 so that we can keep stats of how many people are making use of the
226 centre. So they would then complete the register and they will then go
227 into the system and do whatever that they want to do. If they want to
228 update their CVs ion ESSA they are able to do that or review vacancies
229 and do direct applications.

230 As and when they need assistance from us they go to our helpdesk then
231 our helpdesk will then be able to assist or they will call some of the
232 officials from [19:22] like myself or Patrick and we will then go and
233 assist the client on whatever that they [19:26]. That's pretty much how
234 it works, whether it is cover letter writing or CV writing or they want
235 to edit their CV, we will be able to assist with hose.

236 **LINDELWA:** Thank you very much. Do you think you find them having an
237 impact to the people?

238 **PARTICIPANT:** Look, I have seen quite a number of clients who come
239 repeatedly to the centre. So they will come every now and again, and
240 when I ask them are you coming right with your endeavours to get job
241 opportunities, some of them will say well, since I have been making
242 use of this kiosk I have been getting calls for interviews, I have been to
243 interview recently and I am starting to network with other
244 professionals or other people that are also job hunting and we are
245 sharing ideas.



Face to face advice



246 So there is no doubt that the kiosk is actually making a difference, but
247 obviously the utilisation rate of the kiosk is not that high because if
248 you look at where the Labour Centre is situated, virtually on the
249 outskirts, you know, it is not like in a centre of a township, so
250 accessibility to the Labour Centre for some is a little bit difficult
251 because they have to sort of catch a taxi and they might not have the
252 money to do so or they have to walk some distance to get here.

253 So it is not always busy but there are people that come and make use of
254 them. We try and publicise and market the centre as much as we can
255 but still we see that the generation rate is not that high.

256 **LINDELWA:** Okay, thank you very much. If they are not helping your target
257 audience, what would be the problem of which in your case this
258 question wouldn't be relevant. You have mentioned also the issue of
259 maybe the transport issue of accessing the centre, but once they are
260 here you see that it does have an impact on them; so I don't think we
261 should dwell much on that.

262 **PARTICIPANT:** Okay.

263 **LINDELWA:** Okay. What could be your comment about your services
264 rendered to disabled people, people living with disabilities?

265 **PARTICIPANT:** My comment around the services that qwe offer to people
266 with disabilities?

267 **LINDELWA:** Mm.

268 **PARTICIPANT:** People with disabilities we have what we call stakeholder
269 engagements on an ongoing basis. In our area we have got centres that
270 sort of assist people with disabilities, various types of disabilities, so
271 those centres we have actually forged a very close working
272 relationship with them so that as and when we come across a person
273 with a disability then we are able to sort of liaise with those centres so
274 that if ... They offer a whole lot of programmes, you know, training

Positive impact

Limited access for walk-in
due to distance

Stakeholder engagement:
support externally



275 programmes, you know, life skills and so on. So we do refer them
276 through centres.

277 Some of those centres are actually able to assist us when we need some
278 assistance when dealing with a person with a disability, but other than
279 that we just give them basic information about labour market, but of
280 course being sort of incapacitated as officials of the department to deal
281 with people with disabilities we are not always in a position, especially
282 if you get somebody who is out of hearing or who cannot speak, you
283 know, it becomes very difficult. So we are only mainly relying on
284 those associations of people living with disabilities to chip in as and
285 when a need arises.

286 **LINDELWA:** Okay. The centres you mentioned, are they in the Department
287 of Labour or other stakeholders?

288 **PARTICIPANT:** They are independent stakeholders. Some of them ... we
289 only have one down the road, it is called Maunde ... on Maunde Road,
290 it is called Lebuwe Disability Centre. So they do a whole lot of things
291 there like beadwork, knitting and so on. So they give them quite a
292 number of skills.

293 We also have a school here, a special school, it is called Zodwa; so
294 some of them when they come here and find that they haven't really
295 been to school and we think that they might benefit from maybe doing
296 some ... *ke gore* undergoing some sort of training, then we will refer
297 them to Zodwa and Zodwa will know what other stakeholders might be
298 [24:14] of need or of assistance to that particular person with a
299 disability.

300 **LINDELWA:** Okay; and then ... social media currently has a huge influence
301 in so many ways. How does it fit in practically in services rendered in
302 your organisations?

303 **PARTICIPANT:** In terms of social media we don't necessarily use social
304 media but I would imagine that our clients do communicate with others
305 via social media about our services, but we as Labour Department we

Twitter
Facebook



306 don't necessarily communicate via social media, but I know that the
307 Department has an official Twitter page, official Facebook page that
308 we don't necessarily use, for example, if I want to see a group of
309 young people for a job hunting session or for whatever service I
310 wouldn't really use social media.

311 **LINDELWA:** Okay, thank you very much. Please comment on services
312 rendered to those that are living in the rural areas.

313 **PARTICIPANT:** To the clients that are living in the rural areas?

314 **LINDELWA:** Yes.

315 **PARTICIPANT:** From where I am seated I have never worked ... since I
316 joined the Department I have never worked ... in fact in my working
317 life I have never worked in a rural area, so I wouldn't necessarily
318 know, but from what I heard from our colleagues that work in those
319 remote rural areas they will tell you that they have to drive long
320 distances to ... they normally go to the people, so they would go to
321 them maybe make use of a community hall or some venue that is freely
322 accessible and they would then conduct sessions with them and some
323 interventions with those work seekers, but normally the challenge in
324 those areas and communities is always around people having to be in
325 those sessions for too long and in the rural areas sometimes you don't
326 have all these amenities like electricity, sometimes there is no water,
327 and we have got to give them something when they are there, and even
328 the levels of education sometimes, illiteracy rate is very high.

329 **LINDELWA:** Okay; thank you very much. What other services would you
330 like to share? ... that you are not offering at this stage, that you would
331 like to see the organisation offer in the future.

332 **PARTICIPANT:** I think uppermost on my list will obviously be around ...
333 Well, as for small business we only give them information and point
334 them in the right direction, but I think if we can offer a very
335 comprehensive service around entrepreneurship/small business, I am
336 sure that we will go a long way [27:28] If you look at how the

Personal have never worked with people in rural areas

Long distance travel to access the services

Exhibition and group sessions are of help

classes on entrepreneurship

Training for those with low level of education: skills development training



337 economy is performing, I think small business is one of the
338 interventions that can assist in [27:35] our economy.

339 So, if we can have that particular service, comprehensive service
340 around small business I am sure that will help. Of course over and
341 above that, as I have said, the ... well, we used to have what we call ...
342 it used to be called Skills Development which now sits with you guys,
343 Higher Education. Some of these people you can see that they want to
344 be put in training and so on, but we don't necessarily have a lot of
345 training institutions, especially that offer their training programmes for
346 free.

347 So, if somehow we can have ... even if it's not [28:16] but the
348 Department of Labour can sort of have some sort of skills development
349 sort of division. I am sure that will help, then we can ... we as [28:28]
350 can interact with that division very robustly, and if we have people that
351 we think might benefit from a particular training programme that
352 might be offered by that division then we can just simply refer them
353 inhouse; and disabilities of course as well, people with disabilities;
354 maybe sign language I think is now overdue, it is something that must
355 be done ASAP because I am sure that we will go a long way in helping
356 us.

357 Though we don't get a lot of people with disabilities but I am sure
358 somehow it will help, maybe even with them they want to access our
359 services but they know that there might be a language barrier or a
360 particular barrier, so they don't even bother to come, you know. So, we
361 want to reach out to them, and only if we are capacitated, we have
362 been given that training.

363 **LINDELWA:** Thank you very much. If you were to improve the current
364 services [29:38] what would you do to improve them? But you already
365 mentioned some. I think it is a repetition of that ... do you have these
366 [29:45] and the training for ton being capacitated for sign language, for
367 people with disabilities and having a unit, skills development.

368 **PARTICIPANT:** Yes.

Lack of training in working
with disabled people



369 **LINDELWA:** Okay, okay. Can career services be used to achieve economic
370 growth in South Africa?

371 **PARTICIPANT:** I think that's a very salient point because, as I said, we try
372 and give information to our job seekers about what the labour market
373 has to offer. So, I mean, if people don't have the right communication
374 skills, so to speak, then obviously they won't be able to participate in
375 the economy because there won't be job opportunities for such
376 graduates or such people.

377 So career services is actually the backbone of our economy if you ask
378 me, because if people go and pursue the right field of study and they
379 get the right qualifications that are needed by the economy then
380 obviously they would have made an informed decision and as a result
381 they would be able to get jobs and people to stimulate economic
382 growth; but of course if people go and study, obviously that increases
383 the literacy rate in the country and that can only bode well and order
384 well for economy even if they don't go and find jobs elsewhere but I
385 am sure they can be innovative and start up some small businesses and
386 some small companies that can play a part in growing our economy.
387 So, *ja*, it is a backbone of our economy [31:33]

Career guidance the backbone of the economy

388 **LINDELWA:** Okay; thank you very much. What do you think government
389 should do to improve career development services?

390 **PARTICIPANT:** When we started this conversation you said that you as
391 Higher Education Department have been working on a plan to sort of
392 recalibrate issue like the career practitioners, you know, sort of
393 professionalised so that we are aligned and we sort of sing from the
394 same hymn book all of us whether we are in the private space or public
395 space or even different departments and entities of government.

Need for more qualified career counselors and CDPs

396 So I am sure that particular plan, if it succeeds I think it will go a long
397 way, so maybe from my side what I can say is that the sooner they
398 criticalise that particular plan and it is rolled out then the better for the
399 profession of career guidance counsellors; but again why I also think
400 needs to happen is that – which is my last point on this – is that at



401 school level there needs to have or rather they should sort of
402 implement, you know, or rather a bit shake up there so that we have
403 qualified career counsellors and career guidance practitioners that can
404 offer proper career guidance to all our learners because one thing that
405 we have picked up, especially with some of the schools, is that they try
406 and push most of the kids into subjects that they know are easy to pass
407 and they are prevented from doing subjects like mathematics, science
408 and so on because they want the school to achieve a high pass rate, you
409 know, and as a result well it might [33:33] for the school in terms of
410 the pass rate that they might achieve at the end of the year, but when
411 you look at the broader picture you find people that have done general
412 stream, they don't necessarily have a lot of opportunities, and as a
413 result it doesn't help in them getting into economy and playing a
414 significant part in the economy.

415 So that's where I think government should come down very hard and
416 make sure that they come up with some programmes that will help deal
417 with that particular challenge so that people do what is needed by the
418 economy, not just do things that they think they should do because
419 they want a high pass rate.

420 **LINDELWA:** Okay; thank you very much. Just the last question, what is your
421 opinion ... what do you think is lacking in career development in
422 South Africa today? You also mentioned as point around having
423 professionals placed in schools. What are the other things that you
424 think are lacking in South Africa in terms of career development?

425 **PARTICIPANT:** I think this is also a very important point. One thing that I
426 think is lacking is actually ... and this one I think I am going to put it
427 squarely in the courts of our parents and guardians and not necessarily
428 in the courts of career practitioners themselves and the powers that be.

429 I think from a parental point of view and a guardianship point of view,
430 there are parents that don't necessarily influence their children
431 positively and there are parents that don't necessarily see to it that their
432 children are taken through, you know, are subjected to career guidance.
433 So, if a school doesn't have a career counsellor then obviously that

The role of parents career
guidance



434 child will not get any career guidance, you know, they won't
435 necessarily out of their own volition take them to an educational
436 psychologist somewhere or a career counsellor in a private practice or
437 somewhere so that they can then be subjected to career guidance.

438 So, that for me is something that is lacking, and the sooner that
439 changes the better for all of us; but again what I also think is that we
440 should look at institutions of higher learning as well. I think there is a
441 problem there, and the problem that I am picking up is that some of
442 these institutions, If not all of them, still offer programmes that are not
443 necessarily geared towards responding to the economic skills needs, so
444 you find that they still have programmes and courses that don't
445 necessarily have a higher absorption rate in terms of job opportunities.

446 So people go and study some programme and there is really ... or there
447 are very few job opportunities for somebody who is qualified in that
448 field. So I think some of the programmes must be phased out by some
449 of the institutions of higher learning, and new programmes, now that
450 we are in the technology era there is artificial intelligence, the future of
451 work and all of that that are coming in; so we should also be prepared
452 so that we don't offer programmes that are really irrelevant in [37:10]
453 you know, just for the sake of offering them so that somebody has a
454 qualification but [37:16] you know, at all.

455 **LINDELWA:** That's very great. Thank you very much for your time. Do you
456 think we have left anything maybe that you want to communicate?

457 **PARTICIPANT:** Well, maybe just to say Higher Education and Training
458 Department has to ... [Speaks with someone on the side] One of the
459 things that the Department of Higher Education and Training perhaps
460 needs to look very closely into is the whole issue around the SETAs.

461 For me I think the SETAs are not that very efficient, and if they can be
462 reconfigured and come up perhaps with a better model that can assist
463 with skills development training I am sure that will go a long way in
464 addressing some of the skills gap that we are bridging, some of the
465 skills gaps that we come across, you know. Then of course, lastly I

Better models for the SETAs

Visibility of career services
around the country: DHET
CDS being move visible



466 think the Department of Higher Education and Training as well can
467 perhaps make sure that ...

468 I don't know if you have centres across the country, but I think if you
469 can increase your footprint, your footprint is not wide enough, and
470 obviously as a department that deals with education and training
471 [38:54] you have got to make sure that you have got a bigger footprint
472 and you are accessible; but again, as I close, I think this career advice
473 centre that has been mooted for some time now I think if it could be
474 one of the flagship programmes of the Department of Higher
475 Education and Training I think that will increase the awareness around
476 career services, you know, just like you went big on *Khetha* and
477 [39:27] other programmes that you used to run, especially on radio and
478 other platforms. That actually attracted a lot of people and almost
479 everybody knew about them.

480 So if you could go the same route with career advice centre and make
481 sure that a very well-equipped centre is established, equipped with
482 career guidance counsellors and practitioners that are highly qualified,
483 and you go on a huge [39:57] and ensure that people go or most
484 practitioners go out to the communities, I am sure that will help, you
485 know, that will help. So those are the only remaining things that I have
486 to say.

487 **LINDELWA:** Okay; thank you very much. Perfect time, and you provided ...
488 you've enlightened me as well with the information that's very helpful.
489 I would share the dissertation with you, just to have it as well as
490 [40:29].

491 **PARTICIPANT:** Great, I would love to go through it.

492 **LINDELWA:** Okay, that's fine. If you think there are things that you still
493 think of you can drop me an email or so and then I can just look at it as
494 well. Thank you.

495 **PARTICIPANT:** Absolutely, I will.



496 **LINDELWA:** Okay.

497 **LINDELWA:** Tell me, Why are career development services offered in an
498 unstructured manner?

499 **PARTICIPANT:** Ok, The field of career development services is in its very
500 nature is unstructured in South Africa. Currently, anyone can call themselves
501 a career practitioner as long as they offer career advice. There is also no
502 format provided for how career development services should be offered, it is
503 left to the discretion of the practitioner providing the service how they offer
504 it. There isn't necessarily a qualification required to call yourself a career
505 practitioner, this makes gate keeping difficult in terms of who can call
506 themselves a practitioner and who cannot. For example, you cannot call
507 yourself a lawyer unless you have undergone a standardised and specific
508 education and training path.

No format
No qualification
No clear definition of CDPs

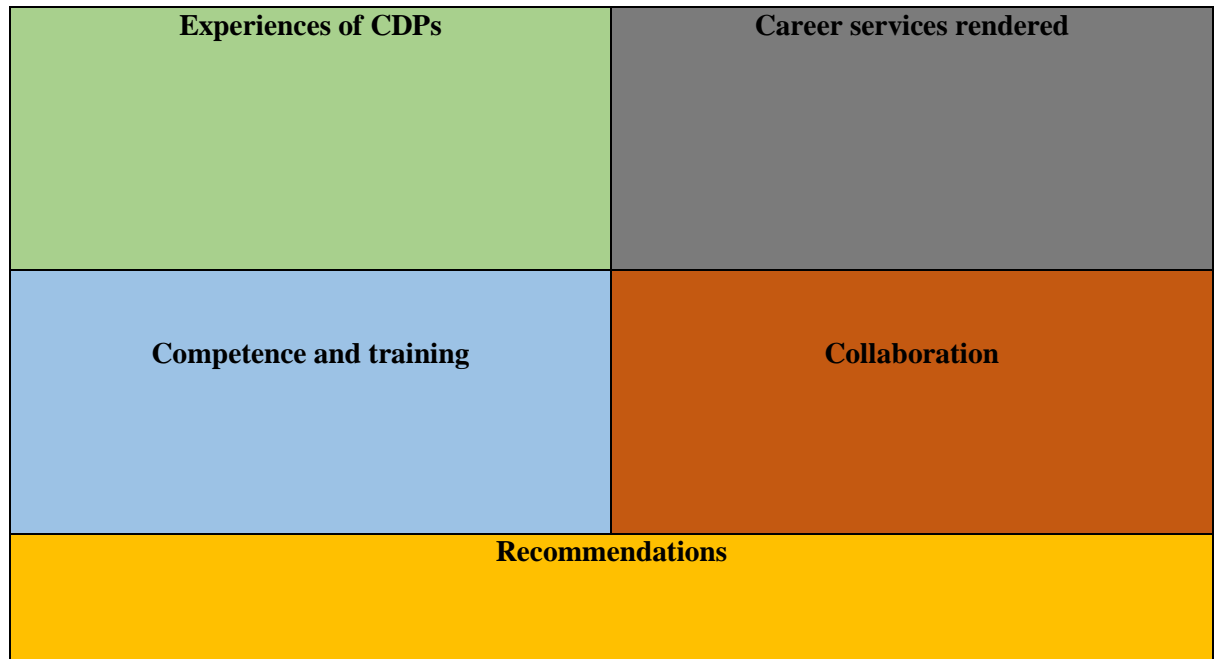
509 **LINDELWA:** What do you think why are Career Development Practitioners
510 rendering career development services in silos:

511 **PARTICIPANT:** CDPs have quite an independent job scope, they can offer
512 career development services anywhere and almost anytime as long as
513 individuals are available to receive the service. In most cases there is no
514 serious need that requires collaboration. Information is available, mostly for
515 free and the rest lies largely on the CDP's knowledge and experience. At the
516 same time, there is very limited contact that occurs between CDPs, many of
517 them do not know other groups of individuals that offer a similar service as
518 they do. They hardly meet to engage each other or develop each other. There
519 is also the issue of competition. If you are my competition it will difficult for
520 me to work with you because you might gain access to my clients, my
521 valuable informaiton and use all that to superceed me. In that instance
522 collaboration is not beneficial to me as a CDP.

Offered anywhere & to anyone
Need for collaboration
CDPs experience & knowledge
Limited contact between CDPs
Competition amongst CDPs
Lack of information sharing



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DATA CODING

**Line 5-15**

Line 9 & 10 - NEET (Not In Employment Education and Training)

11 & 12 - Low level of education

12 - School dropout

12 & 13 - Few are graduates

13 & 14 - Low level of comprehension

Line 16 -35

20 - Profiling

20 - Work seekers

20 & 21 - Level of education

21 - Matric/ grade 12

23 - Below grade 12

26 & 26 Training opportunities

Line 36 - 67

42 - low level of education

43- Looking for a job

44 - 57 (career guidance and advice)

58 - Labour market career information

60 - job opportunities

61 - Entrepreneurship

64 - small business information

Line 68 - 81 - Career guidance

75 - Interviews



Line 81 – 94

- 87 – work seekers
- 88 – Learnerships
- 89 – Apprenticeships
- 89 – training opportunities
- 90 – recruiters come request that we assess for

Line 95 - 120

- 98 – 99 - Analytical skill
- 102 -103- Communication skills
- 104 Interpersonal skills
- 105 – Stakeholder relations
- 109 – 114 – Appropriate Referral knowledge
- 117 – 118 – Instill sense of confidence and esteem (Psycho-educate or motivation)
- 120 - Instill sense of hope (Psycho-educate or motivation)

Line 121 - 153

- 125 - Internal support: very supportive
- 127 – attend programmes
- 128 - attend workshops
- 130 - workshop to work with disabled
- 140 & 141 – Management is very supportive
- 142 – Career exhibitions
- 145 -146 – give us resources we need and support

Line 154 - 177

- 156 – See growth and progress
- 161 – 167 - Late intervention
- 168 - 177– role is limited to specify target audience



GROUPED SUBTHEMES AND CATEGORIES

Positive	Negative	
<p>140 & 141 – Management is very supportive</p> <p>145 -146 – give us resources we need and support</p> <p>156 – See growth and progress</p> <p>206 – Making impact</p> <p>212 – very confident (positive experience)</p> <p>279 – come every now and again (Positive experience)</p> <p>282 – 286 – Positive feedback from the users</p> <p>347 – Client share via social media</p> <p>200 - Lots of research went into it</p>	<p>11 & 12 - Low level of education</p> <p>12 - School dropout</p> <p>12 & 13 - Few are graduates</p> <p>13 & 14 - Low level of comprehension</p> <p>15 - Few opportunities</p> <p>20 & 21 - Level of education</p> <p>42 – low level of education</p> <p>161 – 167 - Late intervention</p> <p>168 - 177– role is limited to specify target audience</p> <p>225 - work with disabled</p> <p>290 – 295 - Challenge is access the center for some</p> <p>359 – personally have never worked with people living in rural areas</p> <p>363- 373 colleagues mentioned long drive to rural areas (negative experience) and long sessions with them</p> <p>374 – low level of education</p> <p>375 – high rate of illiteracy</p> <p>383 – need for Comprehensive training for entrepreneurs</p>	<p>Line 9 & 10 - NEET (Not In Employment Education and Training)</p> <p>20 - Profilling</p> <p>20 - Work seekers</p> <p>21 – Matric/ grade 12</p> <p>23 – Below grade 12</p> <p>26 & 26 Training opportunities</p> <p>26 – Learnerships</p> <p>28 – Skills development programmes</p> <p>29 & 30 – Career advice</p> <p>– work seekers</p> <p>43- Looking for a job</p> <p>44 – 57 (career guidance and advice)</p> <p>58 – Labour market career information</p> <p>60 – job opportunities</p> <p>61 - Entrepreneurship</p> <p>64 – small business information</p> <p>65 – Incubation</p>



	<p>403 – inhouse division for disability</p> <p>404 – need for inhouse training on how to deal with disabled e.g sign language</p> <p>533 - SETAs not efficient</p> <p>535 – SETAs need effective models</p> <p>– 505 - parental engagement in career services</p> <p>511 – 515 - programmes that are not responding to the economy skills needs</p> <p>519 – Phase out some programmes not relevant</p>	<p>Line 68 – 81 – Career guidance</p> <p>75 – Interviews</p> <p>88 – Learnerships</p> <p>89 – Apprenticeships</p> <p>89 – training opportunities</p> <p>90 – recruiters come request that we assess for them</p> <p>209 – servicing people out of school</p> <p>217 – Life skills</p> <p>217 – job hunting skills</p> <p>218 – Information on Small businesses and entrepreneurship</p> <p>220 – programmes for retrenches</p> <p>225 – work with disabled</p> <p>231 – Various ways to access career services</p> <p>232 – job seeker database – ESSA</p> <p>246- access through the website</p> <p>251 Walk-ins</p> <p>347 – Client share via social media</p>
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		<p>350 – have twitter and Facebook pages</p> <p>367 – conduct group sessions</p> <p>383 – need for Comprehensive training for entrepreneurs</p> <p>391 – Need for skills development training</p>
COMPETENCY & TRAINING	COLLABORATION	
<p>98 – 99 - Analytical skill</p> <p>102 -103- Communication skills</p> <p>104 Interpersonal skills</p> <p>105 – Stakeholder relations</p> <p>109 – 114 – Appropriate Referral knowledge</p> <p>117 – 118 – Instill sense of confidence and esteem (Psycho-educate or motivation)</p> <p>120 - Instill sense of hope (Psycho-educate or motivation)</p> <p>125 - Internal support: very supportive</p> <p>127 – attend programmes</p> <p>128 - attend workshops</p> <p>130 - workshop to work with disabled</p> <p>149 – 150 – peer support and supervision</p> <p>183 – Education is key</p>	<p>193 -195 – supervision with other professionals within the department or even externally</p> <p>collaboration</p> <p>307 – stakeholder engagement</p> <p>324 - referral</p> <p>338 – appropriate referrals</p> <p>450 – Recalibrate career practitioners</p> <p>451 – professionalize career development field</p> <p>452 – Same hymn book (collaboration & coherence)</p>	



185 – necessary qualification is needed for good quality service		
179 – Refresher course (Continuous personal development)		
193 -195 – supervision with other professionals within the department or even externally		
201 – 204- research to map relevance		
428 - right communication skills		



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