



**NQF AND CAREER ADVICE  
SERVICES**

**CAREER DEVELOPMENT:**

**BASIC CONCEPTS AND APPLICATIONS**



**Compiled by NQF/CAS**



## **Welcome**

The National Qualifications Framework (NQF) and Career Advice Services Helpline (CAS) from the South African Qualifications Authority (SAQA), with the support of the Department of Higher Education and Training (DHET) would like to welcome you to the Student Support Services Officer or Student Liaison Officer training on Basic Career Development: Concepts and Applications.

## **About this Guide**

This document has been developed to introduce Student Support Services to basic concepts of career development and their application to advising activities at Further Education and Training (FET).

## **Purpose of this training workshop**

The workshop is aimed at supporting SSS by;

- i. Providing foundational understanding of the career and employability related theories and concepts.
- ii. Assist in the application of these concepts and theories of careers to the FETC context.
- iii. Providing a platform for sharing and developing best practice for career and employability services.
- iv. Providing insights and a framework for managing the process of advising.

## **Disclaimer**

This guide is an introduction to some career related theories and concepts only and is not intended to replace the need for professional training in the field of career development.

## **TABLE OF CONTENTS**

1. **SESSION 1: BACKGROUND AND CONTEXT**
  
2. **SESSION 2: CAREER SUCCESS**
  
3. **SESSION 3: CAREER**
  
4. **SESSION 4: CAREER DEVELOPMENT**
  
5. **SESSION 5: CAREER DECISION MAKING**
  
6. **SESSION 6: CAREER MATURITY**
  
7. **SESSION 7: EMPLOYABILITY**
  
8. **SESSION 8: THE ADVISING PROCESS**
  
9. **SESSION 9: RESOURCE LIST**
  
10. **REFERENCE AND FURTHER READING LIST**

## **SESSION 1: BACKGROUND AND CONTEXT**

### **1.1. Student Support Services**

The Green Paper on Post School Education and Training proposes the expansion of the FET Sector and notes that such an expansion needs to be accompanied by a strong learner (student) support service, among other things. Student Support Services was envisioned to “ensure that the planned mass access to vocational education ultimately translates to mass success and progress to higher education, employment or entrepreneurship’ (The National Plan for Further Education and Training Colleges, 2008).

. The White Paper further provides the following as a rationale for establishing Student Support Services;

*“The Learner counselling and support services ... help new entrants to FET to make meaningful choices about their direction of study and to ensure that all learners, including previously disadvantaged groups, are given every opportunity to succeed”.*

This framework further defines the nature of the support services and envisions a comprehensive model for student support, according to which support will be provided to students at three critical points; pre-entry, on-course and exit points.

The aim of the framework is to, among others:

- Enable learners to make meaningful choices about their choice of study (career counseling and guidance);
- Provide information on learning programmes, education and training providers, qualifications and job opportunities; and
- Provide life skills for all students and facilitating access to counseling services, where required.

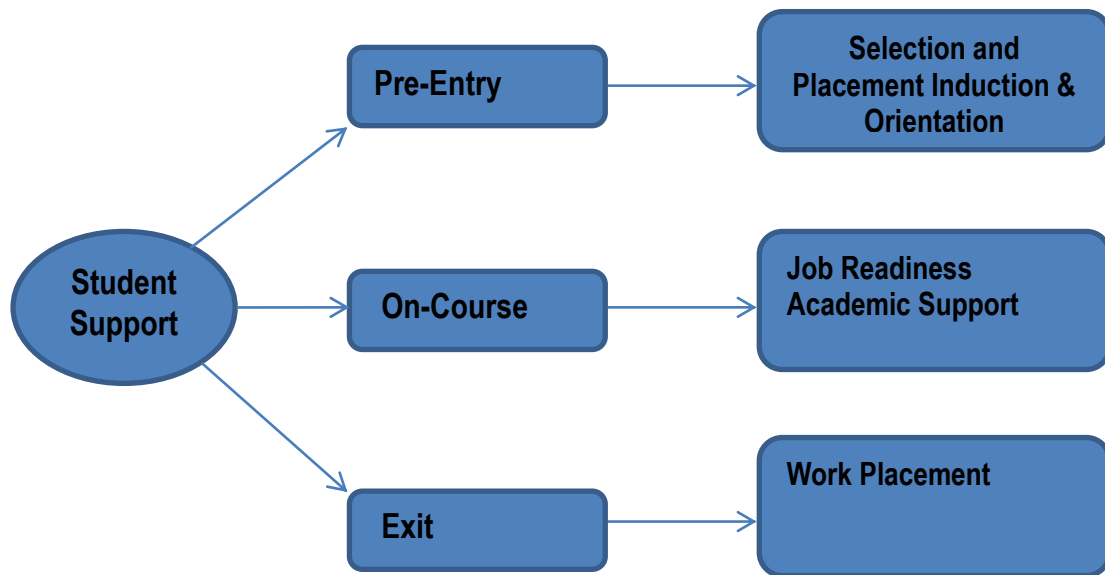


Figure 1: Student Support Services Diagram

## 1.2. Career Psychology

Career psychology is concerned with the interplay between individuals and environments and attempts to describe the nature of the patterns of positions held and resultant experiences during an individual's lifespan. This sub discipline focuses on providing models and explanations for organisational career-related activities such as: the origin and measurement of individual aptitudes, personality, interests and career orientations, motives and values, how individual, social, chance and environmental factors shape educational and training experiences, employee employability, career embeddedness and mobility, experiences of career well-being, job and career satisfaction, career agency, early work history, occupational choice, organisational/job choice and career movements after organisational entry, work/family issues, career plateaus and retirement planning.

Knowledge of organisational practices related to personnel psychology and organisational psychology assist in understanding specific career issues and challenges faced by certain groups such as the disabled, women and ethnic minorities (Coetzee, Bergh & Schreuder, 2010).

### 1.3. Career Counselling and Guidance

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2002) explains that the career counselling of youth consists of four elements: (a) helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, (b) connecting individuals to resources so that they can become more knowledgeable about jobs and occupations, (c) engaging individuals in the decision-making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style, and (d) assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan. This international definition of career counselling will be applied within the South African context.

### 1.4. Making a Career Choice (Model)

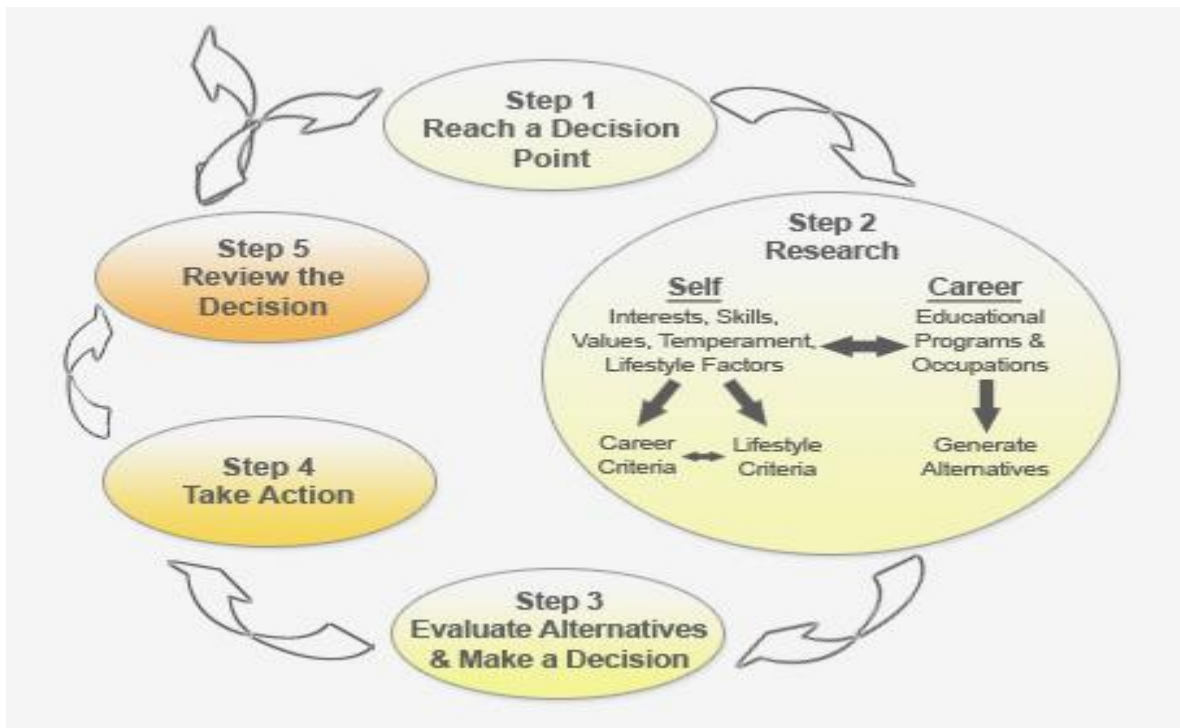


Figure 2: Career Journey (source: Sam Vedana)

## 1.5. Career Choice – Bull’s Eye

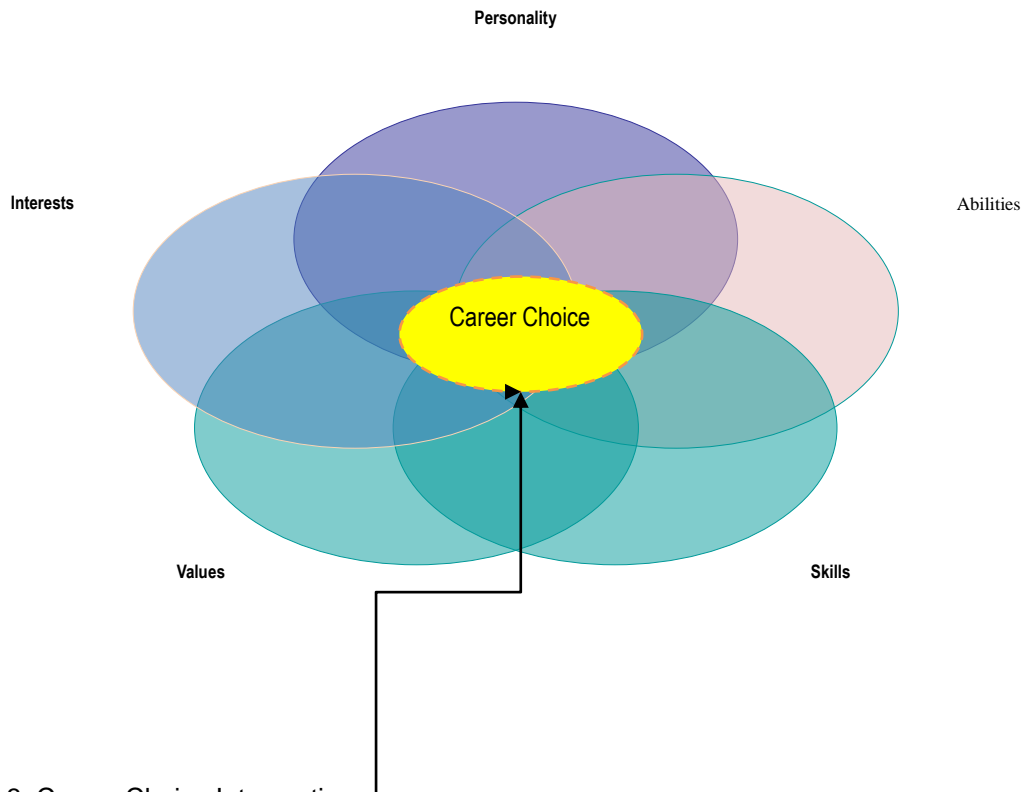


Figure 3: Career Choice Intersection

The more your career choice is aligned with your personality, interests, values and skills the more likely you are to be fulfilled and productive at your job.

## 1.6. Shining Moment Ice breaker

Shining Moment

*Please share with the group the best shining moment of your learning and work.*

### Principles

- Careers are not 'chosen' but constructed.
- Careers are built through brick by brick throughout life through the series of choices about learning and work.
- Active management of career throughout life through lifelong learning and managing transitions is important.

## SESSION 2: CAREER SUCCESS

The most essential distinction that is made between various measures of career success is that between subjective and objective measures (Abele & Spurk, 2009; Dreis, Hofmans, Pepermans & Rypens, 2009). Research interest in both objective (e.g., salary, promotions, hierarchical status) and subjective career success (e.g., subjective evaluation of one's career) has been high for many years. Dreis et al. (2009) explain that the concept of career success has different meanings for different people. Heslin (2003) states that objective career success reflects verifiable attainments in areas such as work performance (e.g., publications), pay, position, and promotions, whereas subjective career success is typically measured relative to self-referent criteria, such as a person's career goals and aspirations.

Career Success is a subjective and objective measure of individual career attainment.

Hall (1996) proposes that success in the 21st century era is no longer viewed as getting to the top of the corporate pyramid, but is now defined by psychological success unique to that individual. Hall (1996) continues to explain that the ultimate goal of the career is psychological success, the feeling of pride and personal accomplishment that comes from achieving ones most important goals in life, be they achievement, family happiness, inner peace or something else. On a practical note, career coaches, counsellors, managers, and ultimately individuals engaged in a career may benefit from recognising the vast array of referent points (objective and subjective) they can adopt to evaluate their careers, thereby exerting a greater degree control

### Principles

- Careers are not chosen but constructed.
- Careers are built brick by brick throughout life through the series of choices about learning and work.



### SESSION 3: CAREER

A career can be defined as a pattern of work experiences comprising the entire life span of a person and which is generally seen with regard to a number of phases or stages reflecting the transition from one stage of life to the next (Weinert, 2001). Similarly, Collin (1998) explains that the term career arises from the interaction of individuals with organisations and society. This interaction, as Savickas (2009) proposes, is no longer merely just a sequence of jobs but is now a story that working people build about themselves.

Career is pattern of work experiences comprising the entire life span.

The issue, as Greenhaus (2003) explains, is that an individual who has, for example, shifted from teaching to public relations, to real estate sales is still often thought to have merely pursued a series of jobs or perhaps three different careers. While there seems to be ambiguous views of what constitutes a career, Savickas (2009) states that the new look of careers is temporary, contingent, casual, contract, freelance, part-time, external, atypical, self-employed, and external. Two of the commonalities emerging from these terms are, firstly that the responsibility to manage a career now falls on the individual. Secondly, all these terms describe a climate of constant change.

Hall (1996) postulates that the career of the 21st century will be protean. The protean career is driven by the person, not the organisation, and will be reinvented by the person from time to time, as the person and the environment change. According to Hall (1996), the term protean is derived from the Greek god Proteus (who could change shape at will). There appears to be a growing trend towards a career of constant change where, as Cascio (2003) points out, individuals in high-technology jobs are often proud of the fact that they have held two jobs in the past three years as a badge of honour, an indication that they are on the cutting edge of their fields.

Clarke (2008) explains that ideally, to succeed in the new career structures, such as protean or boundary less careers, individuals will either possess a proactive

personality or be able to adopt proactive behaviours to sustain their employability. While pressures for constant change and proactive behaviours beckon, Collin (1998) warns that individuals sometimes do not embrace this high pressure lifestyle. Findings from a recent study conducted by Dreis, Hofmans, Pepermans and Rypens, (2009) indicated that the majority of employees continue to desire more traditional career types.

The term “career” can therefore be defined as the sequence of interaction of individuals with society, education and organisations throughout their lifespan. It is necessary, however, to emphasise that the majority of the responsibility now rests on the individual for their own career progression, which requires sustained employability (Beukes, 2009; Herr et al., 2004).

#### Principles

- Careers are not chosen but constructed.
- Careers are built through brick by brick throughout life through the series of choices about learning and work.

### **2.1. Case Study**

#### *CASE STUDY:*

Itu was born in Mmakau, a small village near Pretoria, to parents who were both Educators. In Mmakau many children opted to go look for work after completing their studies. Itu was influenced by her parents to take up teaching as a profession and therefore enrolled at the Marapyane Teachers College. Itu initially did not want to go into teaching. Once she commenced with her studies however Itu found that she began to enjoy and love her teachers training. After spending 15 years as a teacher she felt it was time to leave for something else.

She decided to enrol onto a 1 year IT course. Upon completing the course she got a job at Zee IT Company and was responsible for Public Relations. She grew into that role and eventually started taking on training of stakeholders in the PR sector. Itu was retrenched after many years at the Zee IT Company and started a real estate business where she continues to operate successfully today.

## 2.2. Small Group Activity

As a group please answer the following questions related to the case study above. Note your answers in your workbooks and prepare to give a report back in plenary.

- i. What role did Itu's parents play in her choice of a career? Would you say that role was positive or negative?
- ii. What skills and attitudes do you think Itu had to learn in order to develop love for teaching?
- iii. What barriers, both training and work did Itu experience in her career? How did she deal with them?
- iv. I identify transferrable skills that Itu developed and used in the different job roles she assumed over time.

## SESSION 4: CAREER DEVELOPMENT

According to Baer, Flexer, Luft and Simmons (2008) an individual's career development is a lifetime process that encompasses the growth and change process of childhood, the formal career education at school, and

Career Development is a lifelong process of managing learning and work.

the maturational processes that continue throughout a person's working adulthood and into retirement. Schreuder and Coetzee (2006) explain that a career consists of different stages and the individual is confronted with different issues during each of these stages. According to Stevens (1990), the common pattern of multiple careers during individuals' adult years requires that they evaluate, make personal decisions and implement career transition actions at several points during their lifetime.

Super (1957) identified five stages - growth, exploration, establishment, maintenance, and decline that were thought to capture individuals' work related experiences from the years of childhood to retirement. Miller and Form (1951) and Hall and Nougaim (1968) also identified five career stages, and Schein (1978) proposed a sequence of nine stages of career development.

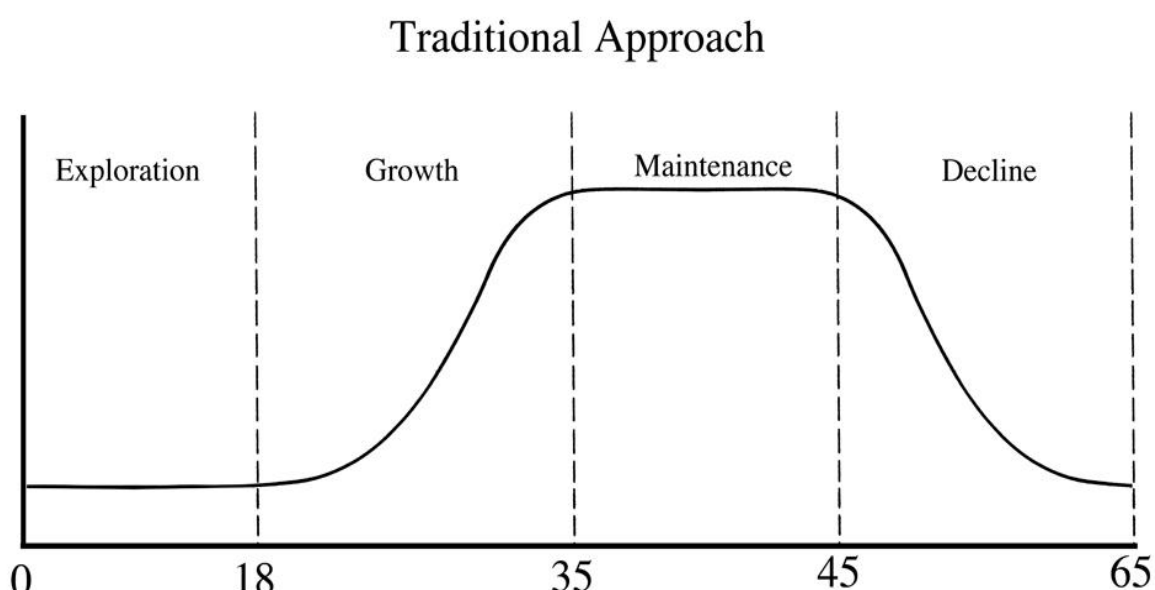


Figure 4: Traditional Approach to Career Development

However, Savikas (2009) warns that current career development theories and techniques face a crisis in that their fundamental assumption of predictability based on stability and stages is debatable and, more importantly, may no longer be functional.

Models of career development have identified age ranges in which individuals typically encounter the tasks associated with each stage of career development. Moreover, the models appear to have assumed that individuals pursue a continuous linear career within one occupation, in perhaps one or two organisations, and without major disruptions or redirections.

Similarly, Stevens (1990) states that life stages are typically depicted as an orderly succession of expected events as if they will happen on cue for all of us. However, Greenhaus (2001) cautions that despite many of the outmoded assumptions of age-related theories of development, it is important not to disregard the effects of age and psychological life tasks associated with the Stevens (1990) states that each career has a lifecycle which has four discrete stages: exploration, advancement, maintenance and decline.

Flexer, Baer, Luft and Simmons (2008) state that although these four stages are specific to employment, a broad definition of career development incorporates all life areas. Flexer et al. (2008) propose that there should be an inclusion of the influences from other life roles and responsibilities that ultimately lead to a satisfactory quality of life. They conclude that the four stages support a comprehensive view of career development and transition planning. While there are four discrete stages of development, they do not necessarily only take place once in an individual's life, but could take place on numerous occasions through career changes, such as changing jobs (Flexer et al., 2008).

## Post-modern approach

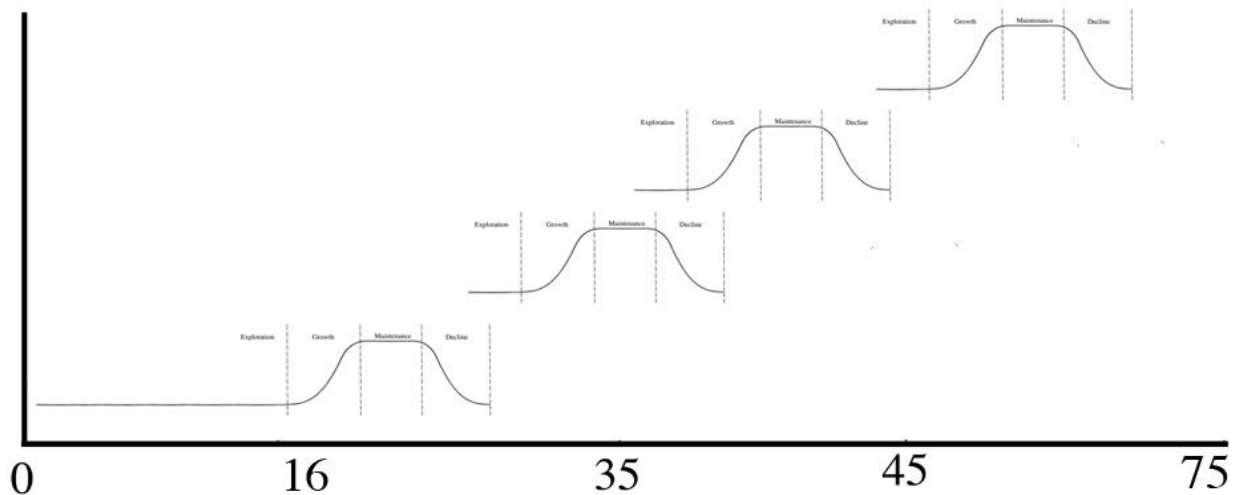


Figure 5: Post Modern Approach to Career Development

According to Stead and Watson (1999), the following developmental tasks are still appropriate during each life stage, although the nature of these tasks will change. They involve gaining appropriate self-information, displaying effective decision making skills, gaining appropriate career information, integrating self and career information and planning a career. However, it is suggested that these stages are now happening more and more frequently. Greenhaus (2001) therefore proposes that the career of the 21st century is not measured by chronological age and life stages, but by continuous learning and identity changes. Greenhaus (2001) proposes that this is more of an accurate view rather than thinking of a career that constitutes a series of developmental stages, as we might expect from the work of the 20th century.

### Principles

- *Career development occurs through life.*
- *Career development is enhanced by lifelong learning.*
- *Career development is linked to personal maturation.*

#### 4.1. Small Group Activity

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- v. What are the differences between the traditional and the post modern approach to career development? Which approach do you subscribe to and why?
- vi. What are the implications of the post modern approach in the way you would do career advice, if any?
- vii. In what practical ways could SSS and FETC contribute towards building a sense of ownership of ones career among FET students?

## SESSION 5: CAREER DECISION MAKING

Rosenthal and Pilot (1988) explain that career decisions need to be made throughout the lifespan because a career has a major bearing on individuals' lifestyle. It determines earnings, job security, friends, and acquaintances, the amount of leisure time and residence. Greenhaus (2003) explains that much career-related behaviours explicitly or implicitly involve a career decision: to pursue a particular job, to increase or decrease involvement in work, or to change occupational fields. Although each situation is different, they all involve action in the face of alternatives.

Career Decision is made many times throughout ones career.

Stevens (1990) states that there are two main perspectives in career decisions and career choice. The first is the one with the longest history and may be termed the matching of people with the content of jobs, also known as the trait and factor theory. Alternatively, Stevens (1990) explains that career theories based on what can be termed a sociological perspective maintain that career choice and subsequent career progress is a social process.

### Traditional Trait and Factor

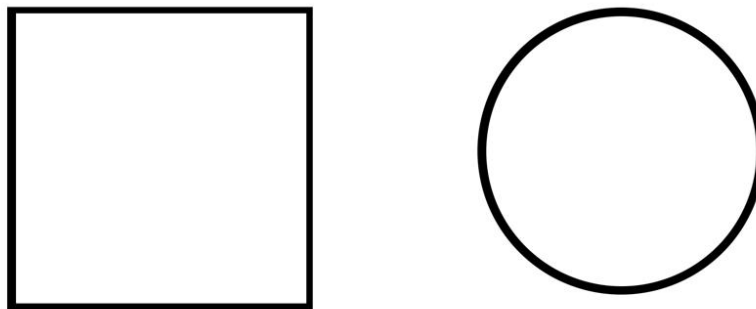


Figure 6: Trait and factor theory diagram

Nature of schooling, family socio-economic background, influence of family members and close friends, and the expectations that evolve from these interactions are seen as the prime determinants of occupational choice, level of attainment and what prompts a person to make a career change or career path re-



alignment. With all these factors involved in career decision making the young adult should not delay making a career decision. Feldman (2002) cautions the longer youth are undecided about their career goals, the longer they may stay underemployed. The longer they stay underemployed the less desirable they may be as candidates for higher skilled jobs.

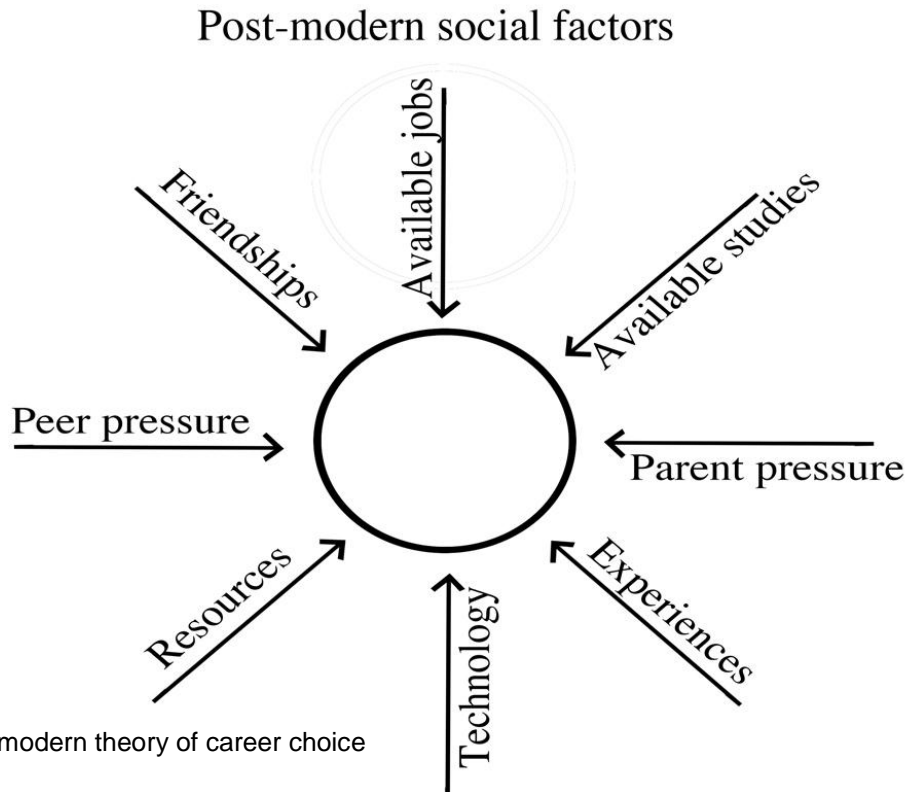


Figure 7: Post-modern theory of career choice

Career indecision is especially challenging for youth in the school-to-work-transition as youth generally have not had enough work experience to develop their career identity. The young adult's self concept undergoes turbulent times as they are faced with multiple demands to perform and become an independent citizen. The young adult should get into the mindset of becoming proactive with their career decisions. Greenhaus (2003) points out that due to the emergence of shorter and more frequent career cycles, an individual will be required to make a greater number of significant career decisions over the course of their lives.

Organisations can assist youth preparing to enter the world of work in understanding the decisions that need to be made, and provide those individuals with the skills necessary to make well informed decisions. It therefore seems reasonable to suggest that organisations should not ignore the fact that individuals

need to develop and maintain their employability. They should embrace the process as a strategy for employee empowerment and motivation development.

Principles

- Career development occurs through life.
- Career development is enhanced by lifelong learning.
- Career development is linked to personal maturation.

**5.1. Small Group Activity**

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- ix. What are the differences between the two theories? Which of the two theories do you subscribe to?
- x. What factors do you think affect the choice of learners coming to FET Colleges?
- xi. What practical steps do you think should be taken to help improve the career knowledge and choice among learners coming into the FET Sector?
- xii. What practical steps is your FETC taking to promote access to career information among learners and communities?

## SESSION 6: CAREER MATURITY

Through a review of the literature, Pieterse (2005) concludes that the generally accepted definition of “career maturity” is the readiness and competency of an individual to make critical career decisions. Pieterse (2005) states that these decisions are based on attitudes, on self-knowledge, knowledge of the world of educational opportunities and of the job market, and sufficient knowledge of career decision making processes. It has been identified that career maturity is a developmental construct that can be enhanced through structured programme interventions (Stead & Watson, 1998).

Career Maturity is the readiness and competence of an individual to make critical career decisions

Structured programme interventions should be initiated within the school environment in order to prepare the individual for the transition from school-to-work. It is suggested that the preparation of individuals for the world of work through the education system should progress to effective organisational orientation programs. These orientation programmes should not only pertain to the organisation’s goals but also to challenges regarding the development of a career identity in the early adulthood phase.

Collin’s (1998) found that by comparing the developmental tasks confronting an individual with those that would be expected at that individual’s age, the individual’s “career maturity” can be identified. Some of these developmental tasks were mentioned by Super (1957) when describing the career development tasks of young individuals. These tasks include, firstly, that the individual must increase their orientation to career choice. Secondly, they must have access to and apply themselves to increasing amounts of career information, and more comprehensive and detailed planning. These tasks in turn would lead to the increasing consistence of vocational preferences through the crystallisation of traits relevant to career choice and consequently, increasing wisdom of career preferences. Career counsellors in organisations can find ways to assist youth in developing their career maturity through the process of self reflection and career related information.

### Principles

- *Career development occurs through life.*
- *Career development is enhanced by lifelong learning.*
- *Career development is linked to personal maturation.*

### 1.1. Small Group Activity

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- xiv. What factors contribute towards career maturity?
- xv. How would you define career maturity?
- xvi. In what ways could career advice practitioners help develop career maturity in their clients?
- xvii. What practical steps could you take to improve career maturity among your students?



#### Take Away! Box.

Why career development matters by Prof. Tony Watts

Career Choice presentation – A SAQA example (to be adapted before use)

## SESSION 7: EMPLOYABILITY

Employability is about enhancing individual opportunities through active management and continuous development.

The employability model of Beukes (2009) promotes a self-managed approach to employability by focusing on the individual as the active agent in developing, and sustaining his or her employability through a reiterative series of development stages. Beukes (2009, p. 9) defines employability as “the application and continuous development of a range of skills through a series of reiterative developmental stages that enhance the individual’s opportunities for accessing and sustaining employment opportunities”.

The self-managed employability model is a career-oriented model aimed at guiding individuals in managing themselves through the process of continuous learning and reintegration into their ever changing contexts (Beukes, 2009). The notion of career-oriented employability models that emphasise human flexibility, adaptability, and life-long learning is also supported by Savickas (2009). According to Spill (2002), workers must possess the ability to learn and to retool, continually throughout a career. Similarly Van der Heijden (2002) expresses the need to acknowledge the competencies associated with the personal learning and development process itself.

Beukes’ (2009) notion of employability is similar to Pool and Sewell’s (2007) view on the construct of employability. Pool and Sewell (2007) provide a general description of employability from an individual’s perspective while also including the benefits to the wider environment. According to Pool and Sewell (2007), employability is a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful, to the benefit of themselves, the workforce, the community and the economy. These skills need to be regulatory and channelled in a direction which will best lead to maintaining suitable employment opportunities (Beukes, 2009).

The series of reiterative stages proposed by Beukes (2009) allow individuals to effectively channel their employability competencies in accessing and sustaining

employment in a highly competitive and turbulent labour market. These stages involve the following five sets of development tasks: Get your feet on the ground (audit and alignment); Golden goals (career goal clarity); Creative learning (formal and informal learning); Talk the Talk (self-presentation) & Walk the Walk (doing the work). Each of these five development stages are supported by a set of skills such as; basic skills (audit and alignment); goal driven (career goal clarity), creative learning (formal and informal learning); communication (self-presentation) and business acumen (doing the work).

As illustrated in figure 8 below, by effectively channeling these skills, individuals have the opportunity to accomplish certain outcomes that lead to the likelihood of them choosing and securing occupations in which they can be satisfied and successful, to the benefit of themselves, the workforce, the community and the economy.

### 7.1. Employability Model

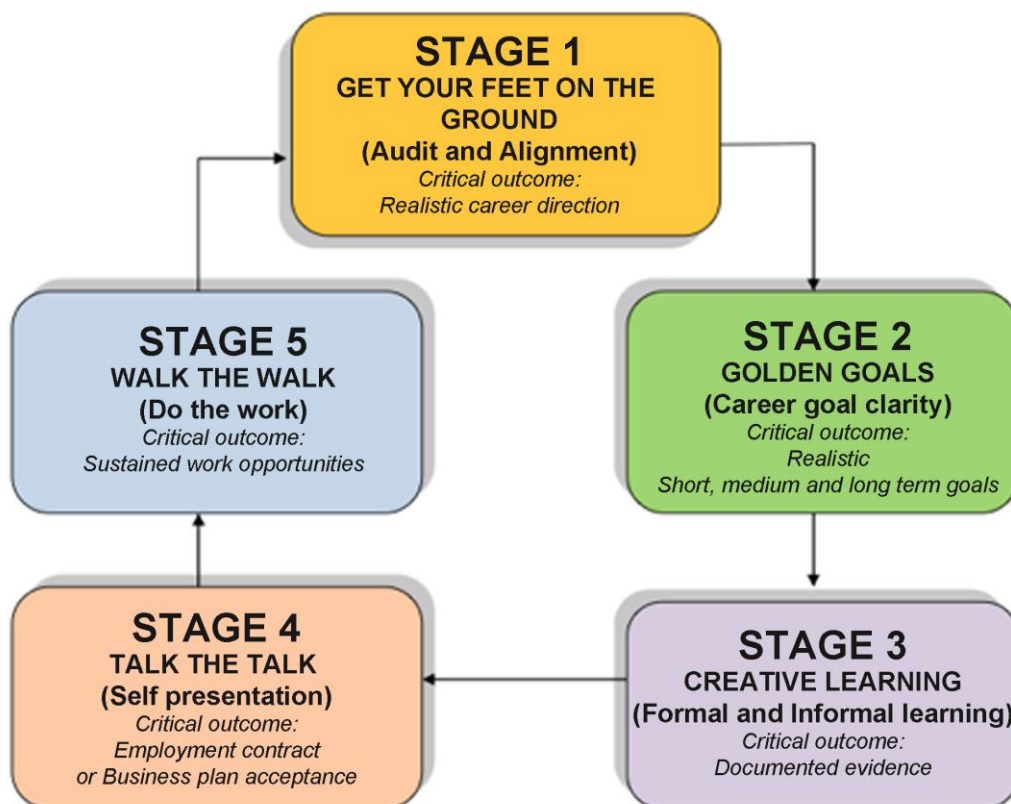


Figure 8: Self-Managed Employability (Beukes, 2009)

**Stage 1: GET YOUR FEET ON THE GROUND (Audit and alignment)**

The audit and alignment stage involves the process where individuals conduct an audit on their competencies in relation to labour demands and employment opportunities. The critical outcome for this stage is a realistic career direction (goal orientation). Goal orientation has been described as the purposes for attempting a goal (Linnenbrink & Pintrich, 2000).

Individuals should embark on the process to understand their competencies, but also to find out where those competencies are in demand. Through this process an individual should develop a goal orientation. Linnenbrink and Pintrich (2000, p. 473) define goal orientation as “an individual's general orientation (or schema or theory) for approaching the task, doing the task, and evaluating their performance on the task”. The process of achieving a goal orientation seems similar to the narrative approach to career counselling where the young adult needs to identify a pattern in their lives, form a sense of identity, and develop general goals for their future (Gibbons & Thomas, 2009).

In order for individuals in the school-to-work-transition phase to successfully align themselves, they need to discover relevant information about themselves and the labour market. The individual should gain insight into themselves regarding their interests, skills and competencies, but also, what the influencing factors are in their lives. Spill (2002) notes some of the labour market information as world of work awareness, labour market knowledge, and occupational information. The information required must be accurate and accessible (McQuaid, Green, & Danson, 2005). Information gathering about individuals (internal) and their career prospects (external) has been linked to increased job search effectiveness (Fugate, 2006).

The National Career Advice Portal (NCAP) will soon be launched by SAQA and DHET. This launch is expected to take place at the end of March 2013. This portal will provide an online assessment and information on the various careers. It will also provide a learning pathway for each of the careers.

The NCAP will assist the individual to conduct a realistic audit and alignment on themselves. Lookout for more information on this to help your learner get their feet on the ground.

### **Stage 2: GOLDEN GOALS (Career goal clarity)**

The career goal clarity stage involves the process of setting specific career goals in order to achieve the main alignment purposes (Beukes, 2009). The goal setting process should enable an individual to effectively capture and assess their progress in a more scientific and quantifiable manner. According to Linnenbrink and Pintrich (2000), goal theories suggest that goals are cognitive representations of what individuals are trying to attain and that these goals can guide and direct achievement behaviour.

It has been suggested that goal-setting increases behaviour change, presumably through increasing motivation (the desire to act in a particular way). Kajs and McCollum (2007) explain that in school and at work, motivation is a key element for success of an individual. Goal-setting is therefore viewed as a critical step in self-managed employability. It is generally accepted that the development of effective goals should follow a basic framework. This framework has been termed with the acronym "SMARTER" (Specific, Measurable, Attainable, Realistic, Time-based, Ethical and Recorded).

Schreuder and Coetzee (2006) state that effective career self-management requires flexible career goals, due to the unpredictability which is characteristic of today's career landscape. Career goals should be congruent, which means that the attainment of one goal should not preclude the attainment of another. Career goals should be formulated in terms of long and short term goals. The short term goals should be congruent with the long term goals in the sense that they should identify education, training and experience needed to attain long term goals. Lastly, Schreuder and Coetzee (2006) propose that individuals are most likely to follow career goals that are in line with their perceptions, and preferences. Through the process of self-exploration (identifying personal qualities, values and needs) goal



acceptability can be achieved, which will promote career commitment. The critical outcome of this stage is that the individual develops a detailed plan for effective action.

### **Stage 3: CREATIVE LEARNING (Formal and informal learning)**

The formal and informal learning stage involves the lifelong learning that needs to take place in order for individuals to effectively achieve their career goals. This learning is usually done in a formal manner, but it appears that informal learning can also provide an individual with sufficient advantage. Werquin (2008) importantly notes that there seems to be strong agreement that a lot of learning takes place outside the formal education and training system, and that by making these other forms of education credible, will enable making lifelong learning for all a reality.

According to Demirel (2009), the necessity to cope with the rapid changes in science and technology in the 21st century and the necessity to adjust to the prerequisites of the knowledge economy has brought about the need for lifelong learning. Zunker (2002) explains that in the 21st century, changes require workers to develop skills and competencies that differ substantially from the knowledge and abilities required by the 20th century. Cascio (2003) explains that this will require a personal commitment to lifelong learning, coupled with a willingness to reinvent oneself as often as is necessary, in order to keep up with evolving changes in the world of work.

Creative learning is using all relevant available resources to learn new competencies. It is based on an understanding of the value of learning and committing to learning new things in order to develop and advance. Creative learning also involves the ability to adapt and find ways of overcoming learning challenges. This includes the ability to utilise teams in compounding the learning which is taking place, as it is common knowledge that teamwork can yield greater learning results than individually.

A key outcome of the formal and informal learning stage should be documented evidence, where the individual has proof of their development in relation to employment opportunities. This will assist the individual in the school-to-work transition in gaining an advantage over their counterparts (Beukes, 2009).

#### **Stage 4: TALK THE TALK (Self presentation)**

The self presentation stage involves the stage in the process where the individual needs to negotiate a trade-off agreement between their competencies and the organisations compensation package. The critical outcome of this stage is mutual agreement on this trade-off. This is achieved by the individual articulating their personal brand (Beukes, 2009). Messmer (2006) explains that efficient communicators can succinctly articulate a balanced career summary in ten minutes or less. Messmer (2006) states that candidates must demonstrate familiarity with and awareness of their skills, as well as those areas which need development. The individual would also need to negotiate the terms of agreement.

Personal branding could possibly provide an advantage to the individual during the presentation process. Rampersad (2008) states that everyone has a personal brand, but most people are not aware of this and do not manage it strategically, consistently, and effectively. Daniel, Sullivan and Cheney (2005) suggest that in personal branding, success is not determined by an individuals' internal sets of skills, motivations, and interests but, rather by how effectively they are arranged, crystallized, and labelled – in other words, branded.

According to Hines (2004), an important benefit of personal branding is to distinguish one's offering from others in a crowded marketplace, where an individuals' personal brand should be authentic; reflect true character; and be built on values, strengths and uniqueness. Rampersad (2008) warns that personal branding does also have potential negative effects, where an individual could falsely construe a perception of themselves. It is for this reason that Hines (2004) concludes that personal branding should be about bringing forth self- knowledge and self-expression rather than the creation of a cultivated or false self.

In order for a competency trade-off agreement to take place, a clear communication of what the trade-off would entail needs to take place. This can only be done by the individual sharing information about themselves, whether written, verbal or non verbal. In order for an individual to get the most favourable response they would need to know what makes them unique and more suited for the position than the other candidates. This could be accomplished by an individual utilising the competency of communication (Beukes, 2009).

The self presentation stage is supported by the competency of communication. This entails both verbal and non verbal actions. Myers (2006) advocates the importance of communication, in how well an individual can express themselves and be clear about their expectations and their goals. Just as important is the aspect of listening. Messmer (2005) explains that one of the most valuable underrated interviewing skills is the ability to listen. If an individual concentrates too intently on formulating their responses as the interviewer is speaking, they can miss critical information (Myers, 2006).

#### **Stage 5: WALK THE WALK (Do the work)**

The competency trade-off stage involves the actual trade-off between the individuals' competencies and the organisations' remuneration package. This competency trade-off (Coetzee, 2008) allows for the individual to receive the organisation's remuneration package, but also allows for further opportunities to develop one's employability competencies in order to further maintain and develop their careers. Periodically, or when the need arises, an individual can revert back to stage one in order to re-conduct a self audit and realign themselves based on their newly acquired competencies (Beukes, 2009).

This competency trade-off stage is supported by the competency of business acumen. Business acumen is defined as having an understanding of business (Tipton & Krause, 2004). The Oxford dictionary defines "business" as a person's regular occupation or trade. "Acumen" is defined as the ability to make good judgments and take quick decisions.

Therefore taken literally, business acumen can be viewed as the ability to make good judgments and take quick and effective decisions regarding ones regular occupation or trade. Similarly, Hodge and Schachter (2006) describe business acumen as the ability to operate effectively in the business world, to sense and understand the methods and techniques to use, in order to achieve the desired results. Beukes (2009) suggests that business acumen is the clear understanding of what it takes to succeed in business (physically, mentally & financially). It is knowing where the targets are, and knowing how to combine the available resources together to reach those targets.

### Principles

- *We need to manage our own employability to get ahead and stay ahead.*
- *Employability security has replaced Job security.*
- *Managing ones employability is a cyclical process.*

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- xix. What factors contribute towards employability?
- xx. What are some of the attributes employers are looking for? (Refer the slides in the presentation)
- xxi. What is your general impression of how job ready an average FET graduate is?
- xxii. Are there any other additional practices/activities that you believe could enhance learner readiness for the job market
- xxiii. What job readiness activities does your FETC undertake?



### **Take Away! Box.**

Southern African Employability Inventory and stats. (Employability Assessment)  
Employability PowerPoint Slideshow with example interventions.

## SESSION 8: THE ADVISING PROCESS

Egan proposes a 3-stage model that is useful in helping advisors and counsellors structure their intervention. It is a framework for conceptualising the helping process, and is best used in working on issues in the recent past and the present. It is a model and a framework and can be used flexibly. These principles serve as guidelines for helper and client alike; the "right formula," that is, the most effective application of these principles, must be found in the interactions with each client. In the preface of the fourth edition to his book, the Skilled Helper, Egan remarks that 'the older I get, the more I realize that the technology of helping needs to be rinsed through with the wisdom of helping' (Egan, G. 1990 – The Skilled Helper: Fourth Edition).

The model has been designed to primarily help clients/ those being helped to overcome the barriers in the advising and counselling process. The benefit of the model is to 'help people become better at helping themselves in their everyday lives.' (Egan G., 'The Skilled Helper', 1998.). Egan's model 'encourages clients to become active interpreters of the world, giving meanings to actions, events and situations, facing and overcoming challenges, exploring problem issues, seeking new opportunities and establishing goals'. The client is at the centre of this intervention model – it is in essence about empowering and enabling.

The 'core conditions' proposed by Rogers' 'core conditions', i.e. the helpers approach should be based on genuineness, respect, and empathy ( Vincent, S. An Introduction to the Client-Centred/Person-Centred Approach, xx)

The Egan model aims to help the speaker address 3 main questions:

1. *'What is going on?'*
2. *'What do I want instead?'*
3. *'How might I get to what I want?'*

Each stage is about helping the client move forward.

The advantage of this model:

- May help increase efficiency
- Help structure intervention in a more logical way
- May help clients in a more consistent manner and less reliant on therapeutic inspiration (Nelson, P).An easy introduction to Egan's Skilled Helper Solution Focus Counselling Approach).

-

### **Stage 1: Current Scenario**

This stage is about building a rapport with the client. **Rapport** occurs when two or more people feel that they are *in sync* or *on the same wavelength* because they feel similar or relate well to each other (Wikipedia). Wikipedia further notes that **Rapport** includes three behavioral components: mutual attention, mutual positivity, and coordination.

The purpose of Stage I is to build a nonthreatening advising relationship (environment) and help the client explore, analyse and understand their current situation and then focus on chosen issues. In this stage the Skilled Helper helps the client to identify and clarify problems and opportunities and assess their resources.

The importance of doing this is because the client in this stage is often reluctant or even resistant and the Skilled Helper's role is to them 'explore new perspectives, challenges negative modes of thinking and constructively challenges the client's excuses, evasiveness, distortions and negative self-statements' (Nelson, P). The role of the SLO as an adviser is to encourage the speaker to tell their story. The advisor uses good active listening skills to help them to 'explore and to reflect' on their current situation. This stage is based around helping the client in establishing priorities and developing action plans that put into practice productive strategies.

Egan identifies 3 critical phases in this stage:

- i. Help the client explore and tell their story using active listening skills ('*What's going on?*').
- ii. Helps the client uncover blind spots using empathic reflections and

challenges (*'What's really going on?'*).

- iii. Helps the client move from the experience of being stuck by focusing them on an area they may have energy to move forward on (*Leverage*)

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- xiv. Identify and discuss 2 skills and attitudes that are critical at this stage.
- xv. Identify and discuss some of the questions that are critical at this stage.

## **Stage 2: Preferred Scenario**

The stage is about helping the client develop aims, goals and develop a more in-depth and objective understanding of their situation. The Skilled Helper establishes what the client really wants and needs and the client is encouraged to consider new possibilities and perspectives, choosing ones that are realistic, consistent with their values and for which there are adequate incentives.

Skilled Helper facilitates the process of rational decision-making based upon healthy data collection, analysis and action planning. In this stage brain-storming, divergent thinking, a balance-sheet approach may be used with the client in order to facilitate choices between different options available. These techniques are helpful in assisting the clients explore various options and strategies they could consider. Furthermore the Skilled Helper assists the client to understand and work around blockages and barriers through facilitating a solution focused approach.

Egan identifies 3 critical phases in this stage; all aimed to help the client;

- i. To broaden horizon, to be imaginative and to reflect on ideal scenario (*Possibilities*).
- ii. To formulate SMART goals, appropriate for their circumstances (*Reality testing*).

- iii. To sustain their commitment to chosen goals by reviewing costs and benefits of achieving such goals (*Moving forward*).

### **Small Group Activity**

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- xvii. Identify and discuss 2 skills and attitudes that are critical at this stage.
- xviii. Identify and discuss some of the questions that are critical at this stage.

### **Stage 3: Action Strategies**

Stage III is about helping clients take appropriate action by defining goals, changing ways of relating and working through issues using problem solving or decision making methods, while providing support and encouragement.

In this stage the Skilled Helper assists the client to cope with current problems and assist in the learning of new skills that will enable them to live more effectively in the future. This action is based on exploration and understanding gained by using stage I & II skills.

In stage III the Skilled Helper facilitates the client in finding ways of achieving their goals. After helping the client to come up with as many strategies as they can the Skilled Helper then helps them to focus upon those that are viable in terms of client situation, needs, aspiration and resources. This process is designed to help the client move from the current situation to one that they would prefer.

Transition experiences may make the client feel vulnerable therefore the process may often be built upon the taking of small comfortable steps as the client grows in



confidence (but this must be based upon the needs of the client - some like big jumps). Realistic achievable planning and time-tabling are key to success and the Skilled Helper is warm and supportive - helping the client look out and overcome obstacles, turning challenges into opportunities and inspiring the client to mobilise their personal, social and material resources (particularly helpful family members, friends and self-help networks etc).

Egan identifies 3 critical phases in this stage, helping the client focus on “How to get there”. How will the client move towards the goals they have identified in stage III..

Possible actions (How many ways are there?)

- ii. Best fit strategies (What will work for me?)
- iii. Plan (What actions are going to be taken and when) to achieve the goals set in stage II.

As a group please answer the following questions related to the section above. Note your answers in your workbooks and prepare to give a report back in plenary.

- xxx. Identify and discuss 2 skills and attitudes that are critical at this stage.
- xxi. Identify and discuss some of the questions that are critical at this stage.

## SESSION 9: RESOURCE LIST

This section will provide you with some of the contact details and addresses that you can use in order to improve your own access to information and support.

- i. NQF and Career Advice Services Helpline.

Helpline Number: 0860 111 673

SMS/Text Message: 0722 045 056

Email: [help@careerhelp.org.za](mailto:help@careerhelp.org.za)

Website: [www.careerhelp.org.za](http://www.careerhelp.org.za)

Mobisite: [mobi.careerhelp.org.za](http://mobi.careerhelp.org.za)

Working hours:

Mondays - Fridays: 08:00 - 22:00

- ii. PACE Career Centre.

<http://www.pacecareers.com/careercentre/>

- iii. Career Planet.

Telephone: 021 447 4661

Website: [www.careerplanet.co.za](http://www.careerplanet.co.za)

Mobisite: [careerplanet.mobi](http://careerplanet.mobi)

## REFERENCE AND FURTHER READING LIST

- Abele, A. E., & Spurk, D. (2009). The longitudinal impact of self-efficacy and career goals on objective and subjective career success. *Journal of Vocational Behaviour*, 74, 53–62.
- Afrassa, T. M. (2001). *Student level factors that influence the employability of TAFE graduates over time: a partial least-squares analysis*. Adelaide: Office of Vocational Education and Training.
- Aldridge, A., & Levine, K. (2001). *Surveying the social world: Principles and practice in survey research*. Buckingham, Philadelphia: Open University Press.
- Altman, M. (2007). *Youth labour market challenges in South Africa*. Retrieved on 4 August 2009 from: [http://www.hsrc.ac.za/research/output/outputDocuments/5076\\_Altman\\_Youthlabourmarketchallenges.pdf](http://www.hsrc.ac.za/research/output/outputDocuments/5076_Altman_Youthlabourmarketchallenges.pdf)
- Anastasi, A. (1976). *Psychological testing*. New York: McMillan.
- Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, 26, 441-452.
- Austin, E. J., Parker, J. D. A., Petrides, K. V., & Saklofske, D. H. (2008). Emotional intelligence. In: G. J. Boyle, G. Matthews., & D. H. Saklofske. (Eds.), *Sage handbook of personality theory and assessment*, (pp. 576-596). London: Sage.
- Babbie, E. (2005). *The basics of social research*. 3<sup>rd</sup> ed. Belmont, CA: Thomson Wadsworth.
- Babbie, E., & Mouton, M. (2001). *The practice of social research*. Cape Town: Oxford University Press Southern Africa.
- Baer, R.B., Flexer, R.W., Luft, P., & Simmons, T.J. (2008). *Transition planning for secondary students with disabilities*. New Jersey: Pearson Education Inc.
- Bakar, B., & Hanafi, I. (2007). Assessing employability skills of technical-vocational students in Malaysia. *Journal of Social Sciences*, 3(4), 202-207.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Bar-On, R. (2006c). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-5.
- Bartholomew, K., Antonia, J. Z., & Marcia, J. E. (2000). Coded semi-structured interviews in psychological research. In: H. T. Resi., & C. M. Judd. (Eds.), *Handbook of research methods in social and personality psychology*, (pp. 286-312). Cambridge, UK: Cambridge University Press.
- Baruch, Y. (2004). Transforming careers: from linear to multidirectional career paths: Organizational and individual perspectives. *Career Development International*, 9(1), 58-73.
- Begnell, N. (2005). *Youth transition in a globalised market place*. New York: Nova science publishers.
- Bergh, Z. C., & Theron, A. (2009). *Psychology in the work context*. 3<sup>rd</sup> ed. Cape Town: Oxford University Press Southern Africa.
- Beukes, C. J. (2010, May). *Self-managed employability*. Paper presented at the South African Career Guidance Conference, Pretoria, St George Hotel.
- Beukes, C. J. (2009). *The relationship between employability and emotional intelligence*. Unpublished research report, Department of Industrial and Organisational Psychology, University of South Africa, Pretoria.
- Blaikie, N. W. H. (2003). *Analyzing quantitative data*. London: Sage.
- Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29(9), 1147-1158.
- Brandtstadter, J. (2009). Goal pursuit and goal adjustment: Self-regulation and intentional self-

development in changing developmental contexts. *Advances in Life Course Research*, 14, 52–62.

Breakwell, G.L., Hammond, S., & Fife-Shaw, C. (Eds) (1995) *Research methods in psychology*. London: Sage.

Brink, H. (2005). *Fundamentals of research methodology for health care professionals*. 2<sup>nd</sup> ed. Cape Town: Juta & Co.

Brolin, D. E., & Loyd, R. J. (2004). *Career development and transition services: A functional life skills approach*. New Jersey: Pearson.

Brown, S. L., Stys, Y. (2004). A review of the emotional intelligence literature and implications for corrections. *Research Branch Correctional Service of Canada*, 1-76.

Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative research in psychology*. Washington: APA.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behaviour and outcomes. *Journal of Managerial Psychology*, 18(8), 788-813.

Cascio, W. F. (2003). Changes in workers, work and organisations. In: W. C. Bornman., Ilgen, D. R., & Klimoski, R. J. (Eds.). *Handbook of psychology volume twelve: Industrial and organisational psychology*, (pp. 401-422). Hoboken (NJ): John Wiley & Sons.

Cascio, W. F., & Aguinis, H. (2005). *Applied Psychology in Human Resources Management*. 6<sup>th</sup> ed. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Cervone, D., Shadel, W., & Jencius, S. (2001). Social-cognitive theory of personality assessment. *Personality and Social Psychology*, 5(1), 33-51.

Cervone, D., & Shoda, Y. (1999). Beyond traits in the study of personality coherence. *Current Directions on Psychological Science*, 8(1), 27-31.

Chen, C. P. (2004). A new perspective for career psychology. *Australian Journal of Career Development*, 13(2), 17-28.

Child, D. (1990). *The essentials of factor analysis*. 2<sup>nd</sup> ed. London: Cassell Educational.

Chope, R., & Johnson, R. A. (2008). Career identity in a turbulent world. *Perspectives in Education*, 26(3), 45-55.

Ciarrochi, J., Chan, A.Y.C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561.

Ciarrochi, J., Deane, F. P., & Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personality and Individual Differences*, 32, 197-209.

Cilliers, F. V. N. (2000). Team building from a psychodynamic perspective. *Journal of Industrial Psychology*, 26(1), 18-23.

Cinamon, R. G., & Hason, I. (2009). Facing the future: Barriers and resources in work and family plans of at-risk Israeli youth. *Youth and Society*, 40(4), 502-525.

Clarke, M. (2008). Understanding and managing employability in changing career contexts. *Journal of European Industrial Training*, 32(4), 258-284.

Clark, K. K., Brown, V. B., & Sitzia, J. (2003). Good practice in the conduct and reporting of survey research. *International Journal of Quality in Health Care*, 15(3), 261-266.

Clarke, M., & Patrickson, M. (2008). The new covenant of employability. *Employee relations*, 30(2), 121-141.

Coetzee, M. (2008). Psychological career resources of working adults: a South African survey. *South African Journal of Industrial Psychology*, 34(2), 10-20.

Coetzee, M., Bergh, Z. C. & Schreuder, D. (2010). *Subjective work experiences, career orientations, psychological career resources and factors of job satisfaction/dissatisfaction*. Unpublished research report, Department of Industrial and Organisational Psychology, University of South Africa.

- Coetzee, M., Martins, N., Basson, J., & Muller, H. (2006). The relationship between personality preferences, self-esteem and emotional competence. *South African Journal of Industrial Psychology*, 32(2), 64-73.
- Coetzee, M., & Roythorne-Jacobs, H. (2007). *Career counselling and guidance in the workplace: A manual for practitioners*. Cape Town: Juta & Co.
- Coetzee, M., & Schreuder, D. (2009). Psychological career resources as predictors of working adults' career anchors: an exploratory study. *South African Journal of Industrial Psychology*, 35(1), 1-11.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.
- Cohen, J. (1988). *Statistical power analysis for the behavioural sciences*. Orlando, CA: Academic Press.
- Cohen, J., Cohen, P., West, S. G., & Alken, L. S. (2003). *Applied multiple regression/ correlation analysis for the behavioral sciences*. (3rd ed.). New Jersey: Lawrence Erlbaum Associates.
- Collin, A. (1998). New challenges in the study of career. *Personnel Review*, 27(5), 412-425.
- Conway, J. M., & Huffcut, A. I. (2003). A review and evaluation of exploratory factor analysis practices in organisational research. *Organisational Research Methods*, 6(2), 147-168.
- Cord, B., & Clements, M. D. (2010). Early organisational involvement (EOI): Creating successful transitions from higher education to the work place. *Development and Learning in Organisations*, 24(3), 5-7.
- Herr, E. L., Cramer, S. H. & Niles, S. G. (2004). *Career guidance and counselling through the lifespan: Systematic approaches*. (6th edition). London: Prentice-Hall.
- Daniel, L. J., Sullivan, K., & Cheney, G. (2005) 'Marketisation and the recasting of the professional self: The rhetoric and ethics of personal branding. *Management Communication Quarterly*, 18(3), 307-43.
- De Armond, S., Tye, M., Chen, P. Y., Krauss, A., Rogers, D. A., & Sintek, E. (2006). Age and gender stereotypes: New challenges in a changing workplace and workforce, *Journal of Applied Social Psychology*, 36(9), 2184-2214.
- Demirel, M. (2009). Lifelong learning and schools in the twenty-first century. *Procedia Social and Behavioral Sciences*, 1, 1709-1716.
- Department of Employment, Education and Training. (2006). *School-to-work transition strategic plan: 2007-2009*. Northern territory: Employment and training division.
- De Vellis, R. F. (1991). *Scale development: Theory and practice*. London, UK: Sage Publications.
- Dickens, W. T. (2008). Cognitive ability. In: Durlauf, S. N., & Blume, L. E. (2<sup>nd</sup> ed.). *The new palgrave dictionary of economics*. Basingstoke, UK: Palgrave Macmillan.
- Douglas, T. H. (1996). Protean careers of the 21st century. *The Academy of Management Executive*, 10(4), 8-15.
- Dreis, N., Pepermans, R., Hofmans, J., & Rypens, L. (2009). Development and validation of an objective intra-organisational career success measure for managers. *Journal of Organisational Behaviour*, 30, 543-560.
- Duberley, J., Mallon, M., & Cohen, L. (2006). Exploring career transitions: accounting for structure and agency. *Personnel Review*, 35(3), 281-297.
- Eberwein, C. A., Krieshok, T. S., Ulven, J. C., & Prosser, E. C. (2004). Voices in transition: Lessons on career adaptability. *The Career Development Quarterly*, 52, 292-312.
- Editorial. (2009). Goal setting in rehabilitation: an overview of what, why and how. *Clinical Rehabilitation*, 23, 291-295.
- Erikson, E. H. (1980). *Identity and the life cycle*. New York: Norton & Co.

- Erikson, E.H. (1959). *Psychological issues: identity and the life cycle*. New York: International Universities Press, Inc.
- Estienne, M. (1997). An organisational culture compatible with employability. *Industrial and Commercial Training*, 29(6), 194-199.
- Fariselli, L., Ghini, M., & Freedman, J. (2008). *Age and emotional intelligence*. White Paper Retrieved on 22 July 2009 from:  
[http://www.6seconds.org/sei/media/WP\\_EQ\\_and\\_Age.pdf](http://www.6seconds.org/sei/media/WP_EQ_and_Age.pdf)
- Feldman, D. C. (2002). *Work careers: a developmental perspective*. San Francisco: Wiley and sons.
- Feldman, D. C. (2003). Antecedents and consequences of early career indecision among young adults. *Human Resource Management Review*, 13, 499-531.
- Field, A. (2005). *Discovering statistics using SPSS*. 2<sup>nd</sup> ed. Thousand Oaks (Ca): Sage Publications.
- Fineman, S. (2000). Enforcing the environment: regulatory realities. *Business Strategy and the Environment*, 9(1), 62-72.
- Fiske, S. T. (2004). *Theories of social psychology: Science and practice*. International Encyclopedia of the Social & Behavioral Sciences, 14413-14421.
- Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2008). *Transition planning for secondary students with disabilities*. New Jersey: Pearson.
- Foxcroft, C., & Roodt, G. (2001). *An introduction to psychological assessment: in the South African context*. Cape Town: Oxford University Press.
- Fugate, M. (2006). Employability in the new millennium. In Greenhaus, J. H., & Callanan, G. A. (Eds.), *Encyclopaedia of Career Development*. SAGE. Retrieved on 13 March 2009 from:  
<http://mfugate.cox.smu.edu/Employability%20in%20the%20New%20Millennium--EncyclopediaCareerDevelopment--PostedWeb.pdf>
- Fugate, M., & Kinicki, A. J. (2008). Dispositional approach to employability: Development of a measure and test of implications for employee reactions to organisational change. *Journal of Occupational and Organisational Psychology*, 81(3), 503-527.
- Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behaviour*, 65, 14-38.
- Garrison, A. (2001). Restoring the human in humanistic psychology. *Journal of Humanistic Psychology*, 41(4), 91-104.
- Gelman, A. (2005). Analysis of variance. In: Durlauf, S. N., & Blume, L. E. (2<sup>nd</sup> ed.). *The new palgrave dictionary of economics*, (forthcoming). Basingstoke (UK): Palgrave Macmillan.  
Retrieved on 14 August 2009 from:  
<http://www.stat.columbia.edu/~gelman/research/published/econanova3.pdf>
- Gibbons, M. M., & Thomas, D. A. (2009). Narrative theory: A career counselling approach for adolescents of divorce. *Professional School Counselling*, 12(3), 223-241.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.
- Goleman, D., Boyatzis, R., & KcKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review*.
- Greenhaus, J. H. (2003). Career Dynamics. In: W. C. Bornman., D. R. Ilgen., & R. J. Klimoski. (Eds.). *Handbook of psychology volume twelve: Industrial and organisational psychology*, (pp. 519-535). Hoboken (USA): John Wiley & Sons.
- Grzeda, M. M. (1999). Re-conceptualizing career change: a career development perspective. *Career Development International*, 4(6), 305-311.
- Habing, B. (2003). Review of the book introduction to nonparametric item response theory. *Journal of the American Statistical Association*, 98, 774-775.

- Hahn, K. (2007). Students explore their grande passion. *Reclaiming Children and Youth*, 16(1), 7-8.
- Hall, D. T. (1996). Protean careers of the 21<sup>st</sup> century. *The Academy of Management Executive*, 10(4), 8-16.
- Hall, D.T., & Nougaim, K.E. (1968). An examination of Maslow's need hierarchy theory in an organizational setting. *Organizational Behavior and Human Performance*, 3, 12-35.
- Herr, E. L., Cramer, S. H. & Niles, S. G. (2004). *Career guidance and counselling through the lifespan: Systematic approaches*. (6th edition). London: Prentice-Hall.
- Heslin, P. A. (2003). Self and other referent criteria of career success. *Journal of Career Assessment*, 11(3), 262-286.
- Hillage, J., & Pollard, E. (1998). *Employability: developing a framework for policy analysis*. London: Department for Education and Employment.
- Hines, A. (2004). The personal brand in futures. *Foresight*, 6(1), 60-61.
- Hirschi, A. (2009). Career adaptability development in adolescence: Multiple predictors and effect on sense of power and life satisfaction. *Journal of Vocational Behaviour*, 74, 145-155.
- Hodge, R., Schachter, L. (2006). *The mind of the customer*. New York: McGraw-Hill.
- Ivey, A. E., Ivey, M. B., & Simek, M. L. (2007). *Counseling and Psychotherapy: A multicultural perspective*. 6<sup>th</sup> ed. London: Allyn & Bacon.
- John, O. J., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In: L. A. Pervin & O. P. John (Eds.), *Handbook of Personality: Theory and Research*, (pp102-138). New York: Guilford.
- Johnson, B., & Christensen, L. (2000). *Educational Research: Quantitative and qualitative researches*. London: Allyn & Bacon.
- Jones, R. A. (1996). *Research methods in the social and behavioural sciences*. Sunderland: Sinauer.
- Kajs, L. T., & McCollum, D. L. (2007). A confirmatory factor analytic study of the goal orientation theory of motivation in educational leadership. *Proceedings of the Academy of Educational Leadership*, 12(2), 37-41. Reno: Allied Academies International Conference.
- Kelly, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good practice in the conduct and reporting of survey research. *International Journal for Quality Health Care*, 15(3), 261-266.
- Kerlinger, F. N. (1986). *Foundations of behavioural research*. New York: Rinehart & Winston.
- Kidd, J. M. (1998). Emotion: An absent presence in career theory. *Journal of Vocational Behaviour*, 52, 275-288.
- Kidd, J. M., Jackson, C., & Hirsh, W. (2003). The outcomes of effective career discussion at work. *Journal of Vocational Behaviour*, 62, 119-133.
- King, Z. (2004). Career self-management: Its nature, causes and consequences. *Journal of Vocational Behaviour*, 65, 112-133.
- Kraiger, K. (2004). Industrial and organisational psychology: Science and practice. *International Encyclopedia of the Social & Behavioural Sciences*, 7367-7371.
- Krieg, F. J., Brown, P., & Ballard, J. (1995). *Transition: school to work: Models for effective transition planning*. Bethesda: The national association of school psychologists.
- Krieg, F. J., Brown, P., & Ballard, J. (1995). *Transition: school to work: Models for effective transition planning*. Bethesda: The national association of school psychologists.

- Krumboltz, J. D. (1996). A learning theory of career counseling. In: M. L. Savickas & W. B. Walsh (Eds.). *Handbook of career counseling theory and practice*, (pp. 55-80). Palo Alto, CA: Davies-Black.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45, 79-122.
- Lent, R. W., Brown, S. D., & Hackett, G. (1999). A social cognitive view of school-to-work transition. *The Career Development Quarterly*, 48, 297-304.
- Leung, L.S., & Bozionelos, N. (2004). Five-factor model traits and the prototypical image of the effective leader. *Employee Relations*, 26(1), 62-71.
- Leung, S. A. (2008). The big five career theories. In: J. A. Athanassou., & Esbroeck, R. V. (Eds.). *International handbook of career guidance*, (pp. 115-132). USA: Springer media.
- Linnenbrink, E. A., & Pintrich, P. R. (2000). *Intrinsic and Extrinsic motivation*. USA: Academic press.
- Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of Organizational Behavior*, 26, 425-431.
- Malhotra, M.K., & Grover, V. (1998). An assessment of survey research in POM: from constructs to theory. *Journal of Operations Management*, 16, 407-425.
- Mancinelli, S., Massimiliano, M., Piva, N., & Ponti, G. (2010). Education, reputation or network: Evidence on migrant workers employability. *The Journal of Socio-Economics*, 39, 64 –71.
- Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of Business and Psychology*, 17(3), 387-404.
- Maree, J.G., & Beck. G. (2004). Using various approaches in career counselling for traditionally disadvantaged (and other) learners: some limitations of a new frontier. *South African Journal of Education*, 24(1), 80–87.
- Maree, K., Ebersöhn, L., & Molepo, M. (2006). Administering narrative career counselling in a diverse setting: Trimming the sails to the wind. *South African Journal of Education*, 26(1), 49-60.
- Marock (2008). Grappling with youth employability in South Africa. Retrieved on 27<sup>th</sup> August 2009 from: [http://www.hsrc.ac.za/research/output/outputDocuments/5258\\_Marock\\_Grapplingwithyouth.pdf](http://www.hsrc.ac.za/research/output/outputDocuments/5258_Marock_Grapplingwithyouth.pdf)
- Marshall, C., & Rossman, G. B. (1989). *Designing qualitative research*. London: Sage.
- Mayer, J. D., & Caruso, D. (2002). The effective leader: Understating and applying emotional intelligence. *Ivey Business Journal*, 1, 1-5.
- Mayer, J.D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2008). Emotional intelligence: New ability or eclectic traits. *American Psychologist*, 63(6), 503-517.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2004). Emotional Intelligence: Theory, findings and implications. *Psychological Inquiry*, 15(3), 197-215.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment*, 79(2), 306–320.
- Mayer, J. D., Ciarrochi, J., & Forgas, J. (2001). *Emotional intelligence in everyday life: A Scientific Inquiry*. (Eds). Philadelphia: Psychology Press/Taylor & Francis.
- Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54(3), 771-781.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008), Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-36.
- Mayer, J. D., & Salovey, P. (1990). *Emotional intelligence*. New York: Baywood Publishing.



- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In: P. Salovey, & D. Sluyter. (Eds.). *Emotional development and emotional intelligence: Implications for educators*, (pp. 3-31). New York: Basic Books.
- McArdle, S., Waters, L., Briscoe, J. P., & Hall, D. T. (2007). Employability during unemployment: Adaptability, career identity and human social capital. *Journal of Vocational Behaviour*, 71, 247–264.
- McCrae, R. R., & Costa, P. T. (1999). A five-factor theory of personality. In: Pervin, L. A., & John, O. P. (Eds.). *Handbook of Personality: Theory and Research*, (pp139-153). New York: Guilford.
- McEnrue, M. P., & Groves, K. (2006). Choosing among tests of emotional intelligence: What is the evidence. *Human Resource Development Quarterly*, 17(1), 9-42.
- McQuaid, R. W. (2006). Job search success and employability in local labour markets. *The Annals of Regional Science*, 40(2), 407-21.
- McQuaid, R. W., Green, A., & Danson, M. (2005). Introducing Employability. *Urban Studies*, 42(2), 191-195.
- Meijers, F. (2002). Career learning in a changing world: The role of emotions. *International Journal for the Advancement of Counselling*, 24, 149-167.
- Messmer, M. (2006). Seven strategies for negotiating success. *Journal of Accountancy*, 202(2), 34-37.
- Miller, D. C., & W. H., Form. (1951). *Industrial sociology*. New York: Harper and Row.
- Mischel, W., & Ayduk, O. (2002). Self-regulation in a cognitive-affective personality system: Attentional control in the service of the self. *Self and Identity*, 1, 113-120.
- Mischel, W., & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualising situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review*, 102(2), 246-268.
- Mischel, W., Shoda, Y., & Denton, R., M. (2002). Situation-behaviour profiles as a locus of consistency in personality. *Current Directions in Psychological Science*, 11(2), 50-54.
- Morgan, G. (1980). Paradigms, metaphors and puzzle solving in organisational theory. *Administrative Science Quarterly*, 25(4), 605-622.
- Mouton, J. & Marais, H.C. (1996). *Basic concepts in the methodology of the social sciences*. Pretoria: Human Sciences Research Council.
- Myers, R. (2006). Interviewing techniques: Tips from the pros. *Journal of Accountancy*, 202(2), 53-56.
- Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence: How is it possible? *Personality and Individual Differences*, 47, 36–41.
- Neumark, D. (2007). *Improving school-to-work transitions*. New York: Russell Sage.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. New York: McGraw-Hill.
- Owen, K., & Taljaard, J. J. (1996). *Handbook for the use of psychological and scholastic tests of the HSRC*. Pretoria: Human Sciences Research Council.
- Pallant, J. (2005). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows (Version 12)*. 2<sup>nd</sup> ed. New York, USA: Open University Press.
- Park, Y. (2009). An integrative empirical approach to the predictors of self-directed career management. *Career Development International*, 14(7), 636-654.
- Pieterse, A. M. (2005). *The relationship between time perspective and career maturity for grade 11 and 12 learners*. Unpublished master's research report, University of the Free State, Free State.
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In: M. Boekaerts., P. R. Pintrich., & Zeidner, M. (Eds.). *Handbook of self-regulation*, (pp. 451-502). San Diego: Academic.

- Pool, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education & Training, 49*(4), 277-289.
- Poon, J. M. L. (2004). Career commitment and career success: moderating role of emotion perception. *Career Development International, 9*(4), 374-390.
- Raabe, B., Frese, M., & Beehr, T. A. (2007). Action regulation theory and career self-management. *Journal of Vocational Behaviour, 70*, 297-311.
- Rafael, M. J. E. (2007). Career developments and management in 21<sup>st</sup> century adults: Reading towards harmonisation of global and individual levels. *Journal of Research in Educational Psychology, 5*(1), 75-102.
- Rampersad, H. K. (2008). A new blueprint for powerful and authentic personal branding. *Performance Improvement, 47*(6), 34-37. doi: 10.1002/pfi.20007
- Ramsay, J. O. (2004). *Psychometrics*. International Encyclopaedia of the Social & Behavioural Sciences, p. 12416-12422.
- Ramsay, L. J., Taylor, N., De Bruin., & Meiring D. (2006). *The Big Five Personality Factors at Work: A South African Validation Study*. Manuscript submitted for publication.
- Reber, A. S., & Reber, E. (2001). *The Penguin dictionary of Psychology*. 3<sup>rd</sup> ed. London: Penguin books.
- Rietveld, T., & Van Hout, R. (1993). *Statistical techniques for the study of language and language behaviour*. New York: Mouton de Gruyter.
- Rigopoulou, I., & Kehagias, J. (2008). Personal development planning under the scope of self-brand orientation. *International Journal of Educational Management, 22*(4), 300-313.
- Roach, D. W., Troboy, K. L., & Cochran, L. F. (2006). The effects of humour and goal setting on individual brainstorming performance. *Journal of American Academy of Business, 10*(1), 131-137.
- Rosenthal, N. H., & Pilot, M. (1988). Information needs for initial and ongoing work transition. *Journal of Career Development, 15*(1), 20-30.
- Rosnow, R. L., & Rosenthal, R. (1996). Computing contrasts, effect sizes, and counternulls on other people's published data: General procedures for research consumers. *Psychological Methods, 1*, 331 - 340.
- Rothwell, A., Jewell, S., & Hardie, M. (2009). Self-perceived employability: Investigating the responses of post-graduate students, *Journal of Vocational Behaviour, 75*, 152-161.
- Ryan, P. (2001). The school-to-work transition: problems and indicators. In: A. Clermont., C. Pontecorvo., L. Resnick., T. Zittoun., & B. Burge. (Eds.). *Youth, Learning and Society*. Cambridge, UK: CUP.
- Salkind, N. J. (2006). *Exploring research*. 6<sup>th</sup> ed. Upper Saddle River, New Jersey: Pearson Education International.
- Saunders, M., Lewis, P., & Thornhill, A. (2000). *Research methods for business students*. 2<sup>nd</sup> ed. Harlow, Essex: Pearson Education.
- Savickas, M. L. (2008). *A history of the guidance profession*, In J.A., Athanasou., A. Esbroeck (Eds). *International handbook of career guidance*. Springer Media: USA.
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *Career Development Quarterly, 45*, 247-261.
- Savickas, M. (2009). *Narrative career counselling: Life story approach*. Informal talk attended on 24<sup>th</sup> April 2009, University of Johannesburg.
- Savickas, M. L. (2001). Envisioning the future of vocational psychology. *Journal of Vocational Behaviour, 59*, 167-170.
- Savickas, M. L. (2001). The next decade in vocational psychology: mission and objectives. *Journal of Vocational Behaviour, 59*, 284-290.

Savikas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichars, J., Soresi, S., Edbroeck, R. V., & Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behaviour, 75*(3), 239-250.

Schein, E.H. (1978). *Career dynamics: matching individual and organizational needs*. Massachusetts: Addison-Wesley.

Schoon, I., & Parsons, S. (2002). Teenage aspirations for future careers and occupational outcomes. *Journal of Vocational Behaviour, 60*, 262–288.

Schreuder, A. M. G., Theron, A. (1997). *Careers: An organisational perspective*. Cape Town: Juta & Co.

Schreuder, A. M. G. (2001). The development of industrial psychology at South African universities: A historical overview and future perspective. *Journal of Industrial Psychology, 27*(4), 2-7.

Schreuder, A.M.G., & Coetzee, M. (2006). *Careers: An organisational perspective*. Lansdowne: Juta & Co.

Schutte, N.S., & Malouff, J.M. (1999). *Measuring emotional intelligence and related constructs*. New York: Edwin Mellen Press.

Schutte, N.S., Malouff, J.M. & Bhullar, N. (2007). The Assessing Emotions Scale. In C. Stough, D. Saklofske & J. Parker (Eds.), *The assessment of emotional intelligence*. New York: Springer.

Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167-177.

Schweizer, K., & Koch, W. (2003). Perceptual processes and cognitive ability. *Intelligence, 31*, 211–235.

Singh, S. K. (2004). Role of emotional intelligence in organisational learning: An empirical study. *Singapore Management Review, 29*(2), 55-74.

Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. California: Sage Publications.

Spill, R., & Bhaerman, R. (1988). A dialogue on employability skills: How can they be taught. *Journal of Career Development, 15*(1), 41-53.

Spill, R. (2002). *An introduction to the use of skill standards and certifications in WIA programs*. Washington, DC: National Skill Standards Board.

Stead, G. B. (2004). Culture and career psychology: A social constructionist perspective. *Journal of Vocational Behaviour, 64*, 389-406.

Stead, G. B., & Watson, M. B. (1999). *Career psychology in the South African context*. Pretoria: Van Schaik.

Stead, G. B., & Watson, M. B. (2002). Career psychology in South Africa: Moral perspectives on present and future directions. *South African Journal of Psychology, 32*(1), 26-31.

Stead, G. B., & Watson, M. B. (1998). Career research in South Africa: Challenges for the future. *Journal of Vocational Behaviour, 52*, 289-299.

Stead, G.B., & Watson, M.B. (2001). Contextual transformation and the career development of black South African youth. In: C. R. Stones. (Eds.). *Socio-political and psychological perspectives on South Africa*, (pp. 173-196). Johannesburg: Nova.

Sternberg R, J. (2006). The rainbow project: Enhancing the SAT through assessments of analytical, practical, and creative skills. *Intelligence, 34*, 321–350.

Stevens, P. (1990). *Career transitions: The Australian perspective*. Sydney: CWC.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park: Sage.

Struwig, F. W., & Stead, G. B. (2001). *Planning, designing and reporting research*. Cape Town: Pearson Education.

Strydom, H., & Venter, L. (2002). Sampling and sampling methods. In: A. S. de Vos. (2<sup>nd</sup> Ed.). *Research at Grass roots*. Pretoria: Van Schaik Publishers.

Super, D. E. (1957). *The psychology of careers: An introduction to vocational development*. New York: Harper & Row.

Sunil, K., & Rooprai K. Y. (2009). *Role of emotional intelligence in managing stress and anxiety at workplace*, 16(1), 1-11. Unpublished paper, ASBBS Annual Conference, Las Vegas, Retrieved on 13 June 2009 from:  
<http://asbbs.org/files/2009/PDF/R/Rooprai.pdf>

Terre Blanche, M., & Durheim, K. (2002). *Research in practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.

Thingujam, N. S. (2004). Current trend and future perspective on emotional intelligence. *Psychological Studies*, 49, 155-166.

Thomas, D. A., & Gibbons, M. M. (2009). Narrative theory: A career counselling approach for adolescents of divorce. *Professional School Counselling*, 12(3), 223-231.

Thomsen, S. L. (2009). Explaining the employability gap of short-term and long term unemployed persons. *KYKLOS*, 62(3), 448-478.

Thorndike, E. L., 1920. Intelligence and its use. *Harper's Magazine*, 140, 227-235.

Tipton, H. F., & Krause, M. (2004). *Information security handbook*. Florida: Auerbach.

United Nations Educational, Scientific and Cultural Organization. (2002). *Handbook on career counselling: A practical manual for developing, implementing and assessing career counselling services in higher education settings*. Paris: United Nations Educational, Scientific and Cultural Organization.

Van der Heijden, B. (2002). Prerequisites to guarantee life-long employability. *Personnel Review*, 31(1), 44-61.

Van der Heijden, B. I. J. M., De Lange, A. H., Demerouti, E., & Van der Heijde, C. M. (2009). Age effects on the employability: Career success relationship, *Journal of Vocational Behaviour*, 74, 156-164.

Van der Heijde, C.M., & Van der Heijden, B.I.J.M. (2006). A competence-based and multidimensional operationalization and measurement of employability. *Human Resource Management*, 45(3), 449-476.

Van Rooy, D. L., Alonso, A., & Viswesvaran, C. (2005). Group differences in emotional intelligence scores: theoretical and practical implications, *Personality and Individual Differences*, 38, 689-700.

Venter, A. & Barkhuizen, N. (2005). Rethinking undergraduate curricula: A Delphi study of Human Resource Management and Industrial and Organisational Psychology. *SA Journal of Industrial Psychology*, 31(3), 46-53.

Watkins, M. L. (2001). Industrial Psychology: An identity crisis and future direction. *Journal of Industrial Psychology*, 27(4), 8-13.

Westfall, C. (2007). Standing out in a highly competitive job market. *Physician Executive*, 33(1), 32-36.

Werquin, P. (2008). Recognition of non-formal and informal learning in OECD countries. *Lifelong Learning in Europe*, 3, 142-150.

Winslade, J. (2007). Constructing a career narrative through the care of the self. In: J. G. Maree (Ed.). *Shaping the story: A narrative perspective on career counselling*, (pp. 52-62). Pretoria (SA): Van Schaik.

Whitfield, E. A. (1988). Responsibility for career transition preparation. *Journal of Career Development*, 15(1), 13-20.

Wood, M. (2000). The psychology of career theory: a new perspective?. *Career Development International*, 5(6), 273-278.

Weinert, A. B. (2001). *Psychology of career development*. International Encyclopaedia of the Social & Behavioural Sciences, Elsevier Science, 1471-1476.

Wittekind, A., Raeder, S., & Grote, G. (2010). A longitudinal study of determinants of perceived employability. *Journal of Organisational Behaviour*, 31, 566–586.

Worthington, R. L., & Whittaker, T. A. (2006). Scale development research: A content analysis and recommendations for best practices. *The Counselling Psychologist*, 34, 806-838.

Yates, L. (2008). *The not-so generic skills: Teaching employability communication skills to adult migrants*. Sydney: NCELTR.

Yorke, M. & Knight, P. T. (2004). *Embedding employability in the curriculum*. York: Higher Education Academy.

Zhiwen, G., & Van der Heijden, B. I. J. M. (2008). Employability enhancement of business graduates in China: Reacting upon challenges of globalisation and labour market demands. *Education & Training*, 50(4), 289-304.

Zinzer, R. (2003). Developing careers and employability skills: a US case study. *Education and Training*, 45(7), 402-410.

Zunker, V. G. (2002). *Career counselling: Applied concepts of life planning*. USA: Thomson training.