

CAREER

Plan Guide



- PLAN IT
- IMAGINE IT
- CREATE IT



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

khetha
Make the right choice. Decide your future.



Vision of Career Development Services

All people of all ages have access to quality and differentiated career information and career services throughout their lives, so that they are able to make better and more informed career choices that deliver high levels of employment and help to increase sustainable economic growth in the country.

The purpose of this document is to guide South Africans of all ages as they make choices regarding their careers.

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CAREER DEVELOPMENT SERVICES

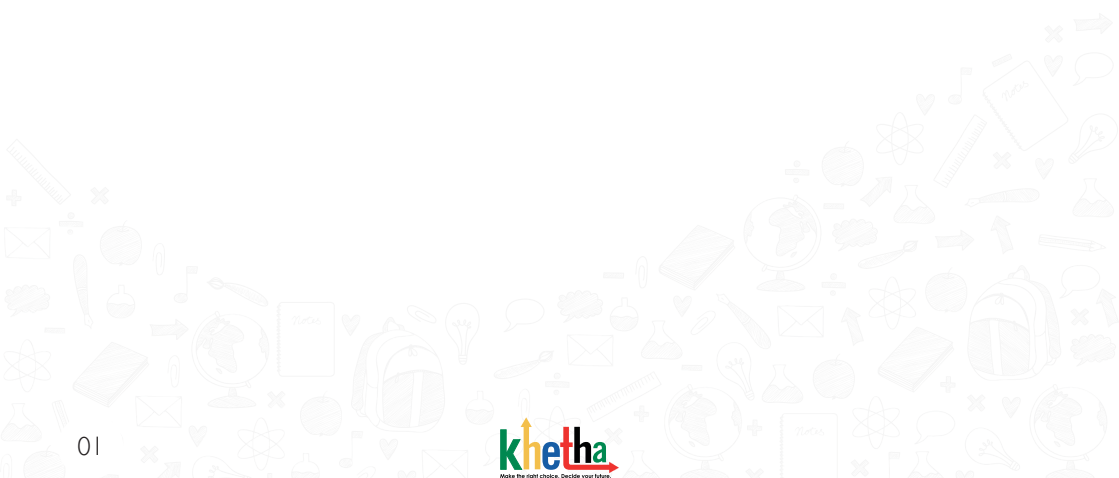
“Guiding minds and shaping lives”

About Career Development Services

“Career Development Services (CDS) is a South African government initiative to bring free quality career information, advice and counselling services to South Africans of all walks of life. CDS was established in 2010 following a decision by the Cabinet of the Republic of South Africa which sought to ensure that South African’s of ‘all ages have access to quality and differentiated career information, advice and counselling services throughout their lives’.

The preamble to the South Africa’s Constitution notes the importance of ‘freeing the potential of each person’ while the National Development Plan talks about the need for every individual to ‘embrace their full potential’. This embracing and freeing up of potential is critical to this nation’s development and transformation. As CDS we do not just aim to provide quality career and study related information and counselling services but to also contribute to the larger goal of assisting our people to ‘embrace’ and fulfil their potential.

CDS further supports the vision of the Department of Higher Education and Training (DHET) by facilitating ‘...access to relevant post-school education and training...’.



Services Offered by Career Development Services

CDS offers career and study related information, advice and counselling through a variety of channels and platforms which includes, Telephone, SMS, Email, Radio, Online, Publications and a Walk-In Service. Below is a table that provides more information on the services offered?

1. A national career helpline services through which information and advice on subject choice, career decisions, study choices; funding your studies, occupations in high demands etc. is provided.
2. Provision of career guidance and counselling services by Registered Counsellors and Psychologist. This may include the use of formal and informal career assessments instruments.
3. Conducting career information sessions on selected topics for learners, students and unemployed youth. These sessions are on; understanding opportunities in the post school system, choosing subjects, developing employability skills, job hunting techniques etc.
4. Improving capacity of Career Practitioners, incl. Teachers. Many of those who work in our schools and communities often do not have the requisite information, skills and knowledge to provide career services. We run workshops aimed at developing the capacity of Career Practitioners to provide quality information and support to their communities.
5. Development of online resources to support self-help. We have developed 3 main online platforms aimed to support various career and study related needs that exists in our communities. These are the careerhelp website which is mainly an information resource, the National Career Advice Portal (NCAP) which provides a range of tools and questionnaires to help you make career related decision and the Information Hub, which is designed to assist Teachers and other Career Practitioners.
6. Development and publications of a range of career publications. These includes the Apply Now! Booklet and the Post School Publication among others. These are distributed widely to schools, libraries and at career events.
7. Participation in career exhibitions across the country. These are done in partnership with other Government Departments and agencies.

CDS supports the National Development Plan's vision of "a country where opportunity is determined not by birth, but by ability, education and hard work". It is to this end that we drive the following key messages;

Personal Responsibility
Career Construction
Lifelong Learning
Career Plan for all





DEVELOP A CAREER PLAN THAT'S AS UNIQUE AS YOU ARE

Do you find yourself wondering: “What am I going to study after school?”, or “What career do I want to pursue?” If you answered “YES!” then this booklet is for you.

This guide is to support you as you make a career choice, irrespective of where you are in the process. Perhaps you are a Grade 9 learner and you need to choose subjects for next year or you are in matric and need to think about life after matric. This resource will help you decide. You could be a young adult looking to start a career but with no idea of what you can do or you are employed and reviewing your career and need support. This resource can be useful as you explore your options.

This guide will help enlighten you on various ways of choosing a career. You will not only have to think about your career based on your schooling but also based on your own dreams and career aspirations. We encourage you to open your eyes widely and consider different possibilities. Try to answer the questions as honestly and openly as possible. This will ensure you get the maximum benefit from this guide and stretch yourself to your full potential.

Once you have completed the activities in this guide, you will have a career plan which will guide you towards the career of your choice. The activities are intended to create a structured process of thinking about your interests, values, skills and learning options available to you, thus ensuring that your work coincides with your personal circumstances. The best way to prepare for your future is to plan it. The activities throughout this guide will help you to stay on the road to success throughout your career/life journey.

Let's hit the road and start this journey by looking at your education options and making the right subject choices while you're at school.

Chapter 1

Education Options And Making The Right Subject Choice

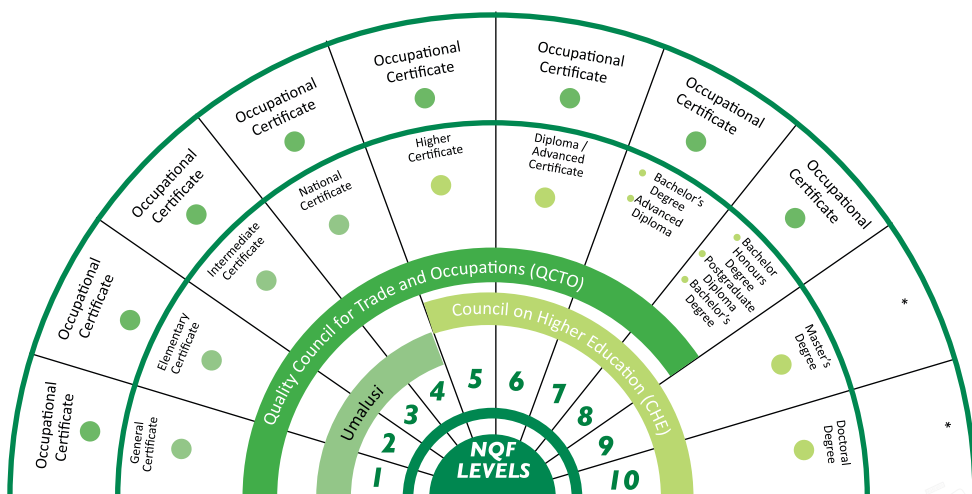
Understanding how the education and training system in South Africa works, can help you to decide what path you would like to follow to achieve your career aspirations.

The National Qualifications Framework (NQF) provided below, is intended to be used as a map to determine your specific career pathway. This allows you, the student, to start thinking about your career goals and what you want to accomplish after school. It can be used as a lifelong learning bridge, as it guides you from one level of competency to the next.

Let's explore the NQF in more detail.

What is the NQF?

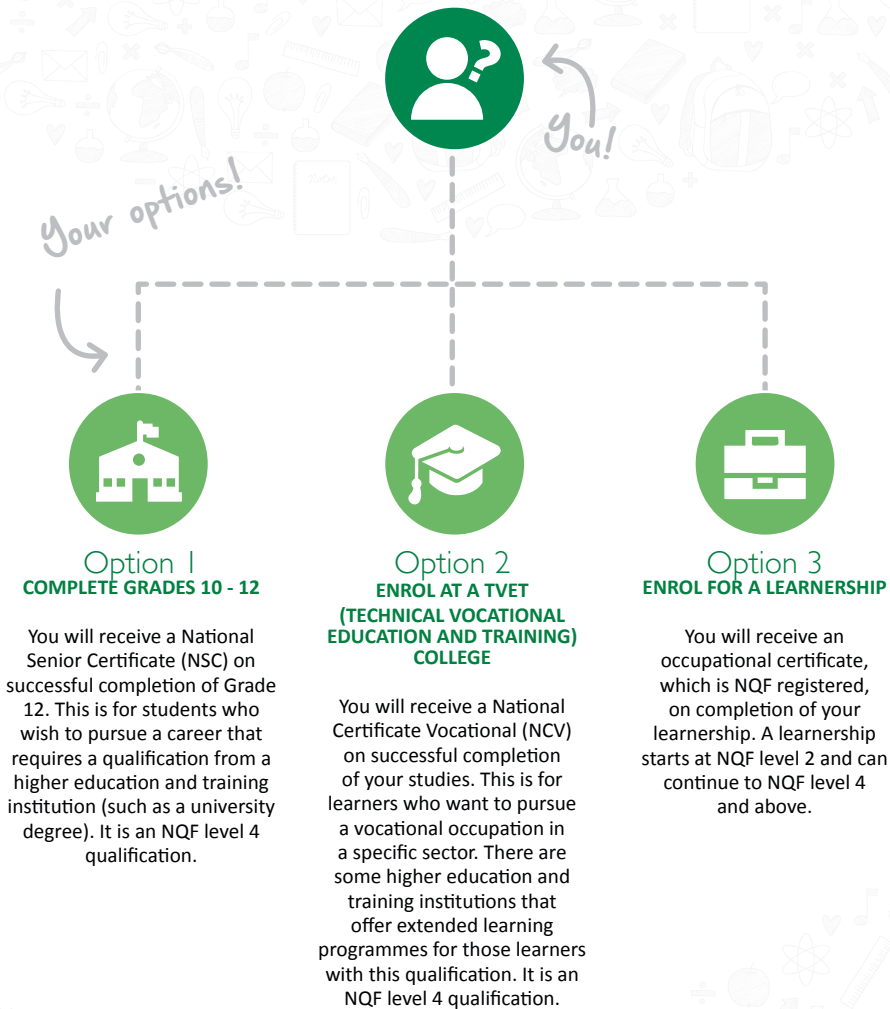
The National Qualifications Framework (NQF) is a 10-level system that outlines recognised qualifications in the country. It can help you decide which level of qualification is appropriate for the career you want to pursue. The NQF ensures that the qualifications obtained are of high quality standards, are genuine programmes and that are recognisable both locally and internationally. Also, the NQF helps you to determine how to move from one qualification to another, and from a qualification to the workplace.



- Umalusi is responsible for the General and Further Education and Training Qualifications Sub-Framework on NQF Levels 1 - 4
- Council on Higher Education is responsible for the Higher Education Sub-Framework on NQF Levels 5 - 10
- Quality Council for Trade and Occupations is responsible for the Occupational Qualifications Sub-Framework on NQF Levels 1 - 8

The South African schooling system only requires that you complete Grade 9. However, it is very important for you to continue your studies so that you have access to more opportunities for work. Let's explore what options you have after Grade 9.

Education options for after Grade 9:



It is important to make sure that the education provider you choose is registered against the NQF to ensure that you receive a recognised, genuine and high-quality qualification. Let's have a look at how to choose a registered institution.

Choosing a registered institution:

South Africa has two different types of education and training institutions that offer NQF qualifications; public and private institutions.



Public higher education and training institutions are established by the Department of Higher Education and Training (DHET) by means of legislation.



Private higher education and training institutions are required by law to register with the DHET.

Both types of institutions must be accredited by the relevant quality councils so that they can offer acceptable standards of education and training and to ensure that they have the necessary resources, capacity and expertise to offer. The quality councils are:



The Council of Higher Education (CHE).



Council for Quality Assurance in General and Further Education and Training (Umalusi).



The Quality Council for Trades and Occupations (QCTO).

Some registered institutions offer qualifications that are not accredited against the NQF so you need to make sure that your education institute of choice offers programmes that are genuine and of high standards. You can verify an institution by contacting the Career Development Services or by visiting <http://ncap.careerhelp.org.za>.

If you choose to continue your schooling until Grade 12, the subjects you choose in Grade 9 will lead you down the path towards the career you want to have.

Let's have a look at how this works.



Shaping your future career through subject choice

Choosing your subjects for Grade 10 – 12 has long term implications for your career choice in future. By having an idea now, of what you want to do when you're entering the job market later, can empower you on your career journey.

But, how do you decide now what you want to do later?

Let's use these simple steps to guide you:

01

Get to know yourself - what am I interested in, what do I like to do, what am I good at, what do my parents/carers think I should do?

02

Using the information discovered in Step 1 as a guide, what type of job would I like to do?

03

What qualifications would I need to do this job?

04

What learning institution offers this qualification?

05

What subjects does the learning institution require in order for me to apply for this qualification?

By working through these steps, you should have a better idea of what subjects you will need to get the qualification you need, to get the career you want! Let's have a look at what subjects you need to choose from.

What subjects do I have to choose from?

If you successfully complete Grade 12, you will receive a National Senior Certificate (NSC) which is a 130-credit certificate on the NQF. It is a record of the subjects you studied and the level at which you passed your examinations.

The NSC consists of 4 compulsory subjects. You will need to then choose an additional 3 subjects as offered by your school. Not all schools will offer the same subject choices so be sure to ask your teacher.

Compulsory Subjects:

- Official Home Language
- First Language (Additional)
- Mathematical or Mathematical Literacy
- Life Orientation

Optional Subjects (Choose a total of 3 from the categories below:)

Subject Group:	Subject:	Examples of Careers:
Human and Social Studies:	Geography, History, Religion Studies	Environmental Planner, Environmental Journalist, Town Planner, Chief Financial Officer, Historian, Archaeologist, Diplomat, Marketer, Politician, Missionary.
Business Commerce and Management Studies:	Accounting, Business Sciences, Economics	Chartered Accountant, Economist, Tax Consultant, Auditor, Stock Broker, Bookkeeper, Banking Services, Systems Analyst, Auctioneer.
Services:	Consumer Studies, Hospitality Studies, Tourism	Tour Guide, Flight Attendant, Restaurant Manager, Hotel Manager, Chef, Bartender, Banqueting
Arts and Culture:	Dance Studies, Design, Dramatic Arts, Visual Arts, Music	Actor, Dancer, Musician, Director, Producer, Speech Therapist, Public Relations Officer, Choreographer, Aerobics Instructor, Media Relations Co-Ordinator.
Engineering and Technology:	Civil Technology, Electrical Technology, Engineering, Graphic Design, Mechanical Technology	Shop fitter, Draughtsman, Carpenter, Plumber, Bricklayer, Electrician, Fitter and Turner, Information Technology Specialist, Database Designer, Computer Technician, Software Developer, Computer Programmer
Agricultural Science:	Agricultural Science, Agricultural Management Practices, Agricultural Technology	Farm Manager, Nature Conservationist, Horticulturalist, Farmer, Landscaper, Veterinarian, Jockey, Animal Trainer
Physical Mathematical Computer and Life Sciences:	Life Sciences, Physical Science, Computer Applications, Information Technology	Doctor, Teacher, Pharmacist, Actuary, Dentist, Astronomist, Engineer, Technologist, Technician, Architect, Scientist, Pilot, Information Technology Specialist



Here you can see how your subject choice is linked to specific careers.

Financing your studies after school is also a consideration. To get your qualification for the job you want means you will need to pay for it or seek financial assistance. Let's explore those options.



Financial assistance options available:

Student loans from financial institutions

Most South African banks and financial institutions offer study loans to qualifying learners. Each institution has its own set of requirements when applying for a student loan so it's important to ask the institution that you're applying to, what they need.

In addition, it is important to note that student loans acquired through banking institutions normally attract interest so it is advisable to negotiate the interest rate if possible, to know the total cost of the loan and to be clear about what repayment options are available.

Most South African banks offer student loans, including:

- Absa.
- Capitec.
- Eduloan.
- First National Bank.
- Standard Bank.
- Nedbank.

More information can be found through the financial aid office at your university or college or by visiting the nearest bank branch.

National Student Financial Aid Scheme (NSFAS)

If you are a South African citizen, are academically able yet cannot afford to cover fees, and you are planning on attending university or a TVET college, you can apply for a study loan or bursary from the NSFAS. The loan is also subject to a Means Test which determines how much financial assistance you qualify for.

The money you borrow from the NSFAS can be used to cover tuition fees, residence or private accommodation, food, books and travel costs. This loan must be paid back to NSFAS when you have completed your studying and find employment. Depending on your results, you may be able to convert 40% of your loan into a bursary, which you will not be required to repay.

Requirements to qualify for a NSFAS loan

To qualify for a NSFAS loan you must have:

- Grade 12 certificate.
- A South African identity document.
- Proof of parents' income.
- Proof of registration at college or university of brothers and/or sisters, who live in your household (obtained from the institutions at which they're enrolled).
- Certified copies of birth certificates and/or identity documents of those who are dependent on your family's monthly incomes birth certificates and/or identity documents.
- A letter from your doctor as proof of a permanent disability, if applicable.

In addition to offering loans, the NSFAS also offers a number of bursary schemes in specific fields of study such as teaching, social work and qualifications at TVET colleges.

Every university or TVET college has a Financial Aid office. Speak to a consultant at this office, who can assist you with your application for a NSFAS loan. Alternatively, you can apply online at <http://www.nsfas.org.za>.

TVET college bursaries

Technical Vocational Education and Training (TVET) focuses on training at colleges, which is vocational or occupational in nature, with a view towards a specific range of jobs or employment possibilities. In some circumstances, students may qualify for admission to a University of Technology to continue their studies at a higher level than they were studying at the TVET College.

Visit the financial aid office at your TVET College for more information.

The Funza Lushaka Bursary Programme

This bursary programme is a multi-year programme to promote teaching as a profession. Bursaries are available to enable eligible students to complete a teaching qualification in an area of national priority. Recipients of these bursaries will be required to teach at a public school for the same number of years that they receive the bursary.

Qualified recipients of the bursary must request placement in a public school. The provincial education department (PED) will place a graduate bursar in a suitable teaching post. If a particular PED does not have a suitable teaching post for the graduate bursar, the applicant may be placed in a PED that does have a suitable post. Bursars can't choose the school in which they would like to be placed.

For more information on how to apply, please visit <http://www.funzalushaka.doe.gov.za/>.



Social work bursaries

The Department of Social Development (DSD) awards work-based bursaries, through NSFAS, to those students interested in studying social work or those who are already studying social work, provided that they are South African citizens. Please visit <http://www.dsd.org.za> for more information.

Bursaries for people with disabilities

The Disability Bursary Programme provides financial support to students with disabilities who need financial aid and are academically able. It is intended to open opportunities for further study in higher education and provide the necessary additional teaching and learning (curriculum) support for applicants to overcome any barriers to learning which have resulted from their disability.

New and continuing students who have been accepted for admission into a public university or college may apply. The bursary may be combined with a NSFAS loan if the allocation made to the institution is not sufficient to cover the cost of studies.

The National Skills Fund (NSF)

The National Skills Fund (NSF) offers bursaries to learners interested in applying for qualifications in the scarce skills fields. These include, but aren't limited to:

- Accounting
- Actuarial studies
- Bio-Technology
- Chemistry
- Engineering
- Information Systems
- Physics

For more information, please contact the financial aid office at your chosen higher education institution.

Work while you study

An alternative way to fund your studies is to work part-time while you study. A benefit to working while you study is that you gain work experience that may prove advantageous in the future. If you choose this option it is important to dedicate the right amount of time to complete your studies and fulfilling your work responsibilities.

Please visit <http://www.careerhelp.org.za> for more information on the different funding options and how to apply or contact the Career Development Services for advice.

After completing this chapter, you now have a good understanding of your options after schools, how your subject choices affect your career later in life and what types of learning institutions and financing options are available.

You're now ready to start the exciting journey of mapping your career path.



Chapter 2

The Stages of Career Planning

If you have finished school and are looking at career options, it's important to plan your career. In order to help you develop a career plan, you need to go through all the stages of career planning to effectively map out your path to success.

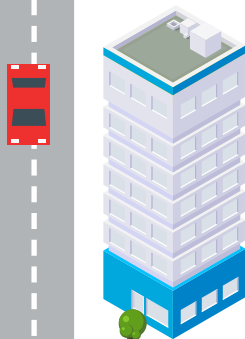
The more information you have on hand and can identify, the better and more unique your plan will be. It's important to map out a career that is relevant and appropriate to your unique wants and needs.

There are five stages of career planning:

Stage 1: Self-assessment



- Learning about myself.
- Having a clear picture of your unique talents, interests, values and skills will be the base of your career-planning journey. This is a great start to knowing yourself.



Stage 2: Exploring options

- Learning about available opportunities for work and education.
- Once you have a clear idea of your interests, skills and the things you value, you can start exploring options. Gather information through research about occupations or the world of work, education and training opportunities or consultations regarding Psychological Assessment.



Stage 3: Making decisions

- Deciding on my future path.
- Once you have explored your options, the next step is narrowing down the work and/or training field on which you would like to focus. Take time to analyse the options you have explored and make decisions about what path you want to pursue.



Stage 4: Setting goals and creating your career plan

- Creating a plan.
- You have identified your career path; now identify the steps you need to take to start moving towards your chosen field. Prepare an action plan and chart your course.

Stage 5: Implementing your plan


- Setting my plan into action.
- Keep in mind that you may have to make some changes to keep yourself on track or set a new course when unexpected opportunities arise.


Stage 1: Self-Assessment


Congratulations on taking your first step to a life of education! This stage “self-assessment” will help you to explore who you are, what your interests are, what you value, what skills you have and what you’re good at. First off, let’s have a look at what career interests you might have:

Determining your Career Interests:

Determining your career interests can help you identify the type of career that might suit your needs. Using the tables below, rate each of the job activities on a scale from 1 – 5, where 5 = very interesting and 1 = not interesting at all. Whether you think you can do the type of work mentioned is not important. Simply rate the items based on your interest in them.

	Row 1	Design education and training materials	
	Row 2	Interpret the statistical results from a consumer survey	
	Row 3	Write reports on political events in developing countries	
	Row 4	Set up a network of personal computers	
	Row 5	Design the environmental services for commercial buildings	
	Row 6	Help to organise a trade fair	
	Row 7	Counsel young people on the choice of further study or training	
	Row 8	Purchase equipment and materials for an airline	
	Row 9	Teach English to groups of foreign students	

	Row 1	Design the landscaping of a new leisure centre	
	Row 2	Analyse the data from the clinical trials of new drugs	
	Row 3	Write abstracts of research results	
	Row 4	Restore antique furniture	
	Row 5	Develop software for business applications	
	Row 6	Arrange work experience placements in small companies	
	Row 7	Assess the care needs of people with injuries or physical disabilities	
	Row 8	Run your own small business	
	Row 9	Answer enquiries in a tourist information centre	

	Row 1	Produce jewellery or textiles	
	Row 2	Assess the costs of introducing a new computer system	
	Row 3	Compose press releases for a local authority	
	Row 4	Maintain and conserve forests and woodland	
	Row 5	Maintain ground radar equipment at airports	
	Row 6	Schedule the transport of merchandise for a retail chain	
	Row 7	Give advice on legal rights and welfare issues	
	Row 8	Promote product sales by targeted advertising	
	Row 9	Advise businesses on sources of investment	

04



- Row 1 Plan and design hotel interiors
- Row 2 Make forecasts of public and private transport demand
- Row 3 Edit articles for magazines and journals
- Row 4 Build theatre sets
- Row 5 Plan the control of radiation hazards
- Row 6 Establish a new telephone helpline for university applicants
- Row 7 Help individuals cope with high levels of stress
- Row 8 Negotiate the price of goods to be imported
- Row 9 Perform in "theatre in education" projects

05



- Row 1 Illustrate children's books
- Row 2 Calculate insurance premiums for policy holders
- Row 3 Write travel guides and tour brochures
- Row 4 Laboratory test samples of drinking water
- Row 5 Design electronic control units for new vehicles
- Row 6 Organise conferences and seminars
- Row 7 Work with teenagers with emotional and behavioural problems
- Row 8 Market new food products to consumers
- Row 9 Run training courses and workshops

06



- Row 1 Work as a freelance press photographer
- Row 2 Prepare annual accounts for small businesses
- Row 3 Summarise the key findings of a government enquiry
- Row 4 Work on irrigation schemes in developing countries
- Row 5 Chart the absorption of drugs in the bloodstream
- Row 6 Plan tours and visits for foreign tourists
- Row 7 Find short term accommodation for the homeless
- Row 8 Manage a team developing a new financial service
- Row 9 Report on news and events for local radio

07



- Row 1 Design the packaging for the launch of a new product
- Row 2 Use statistical methods to assess insurance risk
- Row 3 Draft a company's legal documents
- Row 4 Install air conditioning systems in offices and shops
- Row 5 Plan the clinical trials of new drugs
- Row 6 Recruit and train administrative staff
- Row 7 Provide therapy for those with drug dependency
- Row 8 Sell advertising space in broadsheet newspapers
- Row 9 Represent a client at a tribunal

Scoring:

Now, add up all your scores in each row per list and write them below.

	List 1	List 2	List 3	List 4	List 5	List 6	List 7	Total
Row 1. Creative								
Row 2. Numerical								
Row 3. Written Communication								
Row 4. Practical								
Row 5. Problem Solving								
Row 6. Organising								
Row 7. Social and Interpersonal								
Row 8. Influencing								
Row 9. Verbal Communication								

Interpreting your Career Interests:

Now have a look at the highest scoring row that you’ve marked in the table above and use that to read about your career interest:

CREATIVE



The activities listed here involve mainly three dimensional design and/or the creation of products/artifacts. If you have scored highly in this dimension you may want creative activity to be a central focus of your work or you may want to express these interests in your non-work time.

NUMERICAL



Data handling is the essential characteristic which links these activities. Some involve the use of calculation, others an interest in data analysis and drawing inferences from data.

WRITTEN COMMUNICATION



Most commercial forms of writing and text handling are represented in the items under this heading.

PRACTICAL



Although drawn from a wide range of different job activities creative, conservation, scientific – all the items here have one thing in common: the need for physical dexterity.

PROBLEM SOLVING



Engineering design, computer programming, and scientific analysis may at face value seem to have little in common but all involve an ability and interest in technical problem solving.

ORGANISING



You probably have an interest in putting ideas into practice and seeing concrete results. All the items in this category involve managing events and setting up systems and procedures.

SOCIAL AND INTERPERSONAL



The central characteristic of these activities is the process of interpersonal helping, or working with, or on behalf of, other people. If you have “social” interests, you may need to distinguish between working alongside other people and the process of offering them personal help and support.

INFLUENCING



You may like being in control or simply being persuasive and convincing. The sales, marketing and management activities in this category may provide an outlet for your interests, as would starting your own business.

VERBAL COMMUNICATION



The key to the apparently disparate items in this group is the spoken word. If you have high scores in this dimension, it suggests you are interested in communicating verbally – in presenting, performing or simply putting your point of view.

*Adapted from <http://www.sussex.ac.uk>

Now, let's have a look at what you value at work.

Your Work Values

Work values are those factors that you value in a job or work environment. Understanding what you value in this context will help you understand what sort of environment you'd like to work in. You're more likely to succeed and be happy if your work values match your own.

Using the table below, rate each statement on a scale of 1 to 6, where 6 is extremely important for you and 1 is largely unimportant for you.

In my ideal job:

- ...I can get ahead in my career.
- ...I can help people cope better with their lives.
- ...there is high financial reward.
- ...job security is guaranteed.
- ...I can work independently of others.
- ...I can do things which involve some risk.
- ...I can enjoy high social status.
- ...there is quite a bit of travel involved.
- ...I can enjoy my place of work.
- ...I can do work that is socially useful.
- ...I can develop new ideas or products.
- ...there is little work-related stress.
- ...people respect me for my position.
- ...there is plenty of scope for advancement.
- ...there are new challenges and ventures.
- ...things are left entirely to my own judgment.
- ...there is a pleasant working environment.
- ...I am in charge of other people.
- ...I can work as part of a team.
- ...I can be creative or inventive.
- ...a very good standard of living is possible.
- ...there are friendly people around me.
- ...there is a lot of variety in what I do.
- ...I have the authority to get things done.

Rating:	Code:
	A
	Su
	E
	Se
	I
	R
	P
	V
	En
	Su
	C
	Se
	P
	A
	R
	I
	En
	Au
	S
	C
	E
	S
	V
	Au

*Adapted from <http://www.sussex.ac.uk>

Scoring:

Add up your scores for each category and identify your top two or three values. Then read the descriptions below to see if they sound like you.

Code:	Category:	Description:
A	Advancement	Upward mobility and promotion. More interesting work.
S	Social	Friendly contact with workmates. Attending to and talking with people.
E	Economic	High salary and financial rewards.
Se	Security	Job stability and regular income. No threat to economic or social well-being.
I	Independence	Autonomy – freedom to make decision and take the initiative.
P	Prestige	Being seen in an important role. Social, economic or occupational status.
V	Variety	Change and variety in task and place of work. The opportunity to train.
En	Environment	Pleasant physical surroundings.
Su	Support	Helping people. Work of social or community value.
C	Creative	Being original and dealing with new ideas. Creating new products. Finding different solutions to problems.
R	Risk	An element of uncertainty. Financial and other kinds of risk.
Au	Authority	Influence and control over other people. Leading others and making decisions.

Matching your skills to your career

Finding careers that match your unique set of skills can be helpful in determining a suitable career. Also, knowing what skills you have will help you to articulate them to potential employers.






The table below shows you a list of skills, matched with possible careers. Read the skill statements on the left and if this sounds like something you're good at or enjoy doing, then research the careers in the corresponding column on the right to help you decide what careers are suited to your skill sets.

Skill Statement:	Career Examples:
I am good at working with my hands, working with machines and tools, and/or building and fixing things.	Carpenter, Chef, Electrician, Engineer, Firefighter, Mechanic, Pilot, Plumber, Truck Driver
I am good at studying maths or science, solving problems and puzzles, and/or working with computers.	Accountant, Architect, Astronaut, Biologist, Chemist, Computer Programmer, Computer Technician, Conservationist, Crime Scene Investigator, Data Security Officer, Doctor, Engineer, Financial Advisor, Geneticist, Meteorologist, Pharmacist, Scientist, Statistician, Systems Analyst, Veterinarian, Video Game Designer, Web Designer
I am good at singing, acting, dancing, or playing music; being creative (writing, art, drawing, etc); and/or speaking or performing in front of others.	Actor, Agent, Animator, Art Teacher, Artist, Designer, Director, Editor, Landscaper, Librarian, Marketing Executive, Musician, News Anchor, Photographer, Producer, Reporter, Singer, Songwriter, Teacher, Writer
I am good at helping people solve problems, helping people feel better, and/or teaching people how to do things.	Chiropractor, Coach, Counsellor, Hygienist, Librarian, Nurse, Nutritionist, Paramedic, Teacher, Therapist, Trainer
I am good at leading projects and people, selling things or ideas, and/or being in charge of people.	Advertising Executive, Insurance Agent, Lawyer, Manager, Paralegal, Politician, Real Estate Agent, Salesperson, Stockbroker
I am good at working with numbers, being organised, and/or following a set plan.	Administrative Assistant, Bank Teller, Bookkeeper, Court Reporter, Data Entry Specialist, Desk Clerk, File Clerk, Payroll Clerk, Postal Clerk, Secretary
I am good at learning about history or geography, caring for the family and home, and/or taking industrial technology classes.	Archaeologist, Carpenter, Chef, Child Care Provider, Cosmetologist, Historian, Mechanic, Politician, Surveyor, Tour Guide, Travel Agent, Welder

*Adapted from <http://www.educationplanner.org>

It is also important to analyse your transferable skills and identify which ones you have and which ones you need to improve on. Transferable skills are those skills that you can carry from your personal life into the workplace, and can help you deal with problems in the workplace and anticipate changes and adapt to them.

The table* below classifies and describes types of common transferable skills:

	Skill Set:	Description:	Examples:
	Basic Skills	These are skills needed by almost all workers. These skills are very important to have. Writing, for example, is a basic skill that gets you into a good job. Not having it can keep you out of a good job.	<ul style="list-style-type: none"> • Learn new things • Listening • Maths • Reading • Science • Speaking • Think critically
	People Skills	These are some of the most needed and wanted skills. They're sometimes called soft skills. These skills help people to work well with others.	<ul style="list-style-type: none"> • Be aware of others • Coordinate with others • Help others • Negotiate • Persuade • Teach others
	Management Skills	All workers need these skills, not just managers. Employers hire people who can keep track of projects, money and their time.	<ul style="list-style-type: none"> • Manage money • Manage people • Manage things • Manage time
	Systems Skills	Can you understand how part and wholes work together? For example, could you see what would happen to your company if a certain employee left? Or how a new tax law might change prices at the grocery store?	<ul style="list-style-type: none"> • Evaluate a system • Evaluate an organisation • Understand a system • Make good decisions
	Technical Skills	Technology includes computers and equipment. Computers are common in most workplaces. People in all occupations should know how to work with technology.	<ul style="list-style-type: none"> • Choose tools • Control quality • Install equipment • Install programs • Maintain equipment • Check equipment • Operate equipment • Repair • Troubleshooting

*Adapted from <http://www.jobseekersguide.org>

Now, let’s assess your personality type.

Determining your Personality Type

John Holland*, a psychologist, has developed a system for making career choices which divides people into 6 categories. It is based on interests, skills, values and personality. Working through this system can help you to figure out what your personality type is so that you can find a career that suits you.

Using the table below, mark the tick if the statement in the left hand column applies or you, or the cross if it doesn't apply to you. Keep in mind that there are no right or wrong answers.

*Adapted from <http://careerkey.org>

Are you REALISTIC?

I can be described as a practical person.
I prefer to do things rather than think about or discuss things, I am sometimes shy.
I am interested in activities that require good co-ordination, physical skills and strength.
I like to be in top physical condition.
I am independent and like to work out my own problems, rather than share them with others.
I like the challenge of physical risk and being outdoors.
I am interested in mechanical work, sport-related fields or biological sciences.
I like to work with animals, tools or machines.



Are you INVESTIGATIVE?

I can be described as precise, scientific and a logical thinker.
I am curious and I want to understand the things around me.
I enjoy solving problems by thinking, reading, watching, discussing or experimenting.
I collect information before making a decision.
I am independent and often prefer to work alone and at my own pace.
I may not take time for social gatherings with friends, but do enjoy discussing theoretical problems with people who share my interests.
I have an interest in physical, biological, mathematical or social sciences.
I am quite good at understanding and solving science and maths problems.



Are you ARTISTIC?

I can be described as creative and artistic.
I prefer to use my own ideas and use my imagination.
I do not enjoy routine work and can feel limited by rules, regular hours or too much structure.
I see new possibilities and want to express them in creative ways.
I enjoy beauty and variety, and appreciate unusual sights, sounds, words, colours, shapes and people.
I look at the world from an emotional perspective mostly.
I am usually able to communicate well.
I enjoy and appreciate art, music, drama, dancing, literature and design.



Are you SOCIAL?

I can be described as kind, caring, friendly and helpful.
I am usually sensitive and able to understand other people and their needs and problems.
I am a good listener and will solve conflicts if I am able to.
I am good at getting people to work together in a team.
I appreciate interaction with others and I like to feel needed.
I find relationships with others important and I enjoy social contact.
I tend to communicate well.
I use my social skills to teach, to advise, help, counsel and care for others.



Are you ENTERPRISING?

I can be described as ambitious, competitive and assertive.
I value prestige, power, wealth and status.
I tend to be task orientated, I am motivated, and I have drive and leadership qualities. I am good at achieving goals.
I am usually energetic and able to take decisions quickly.
I enjoy challenges and am willing to take risks.
I am interested in people.
I enjoy using my interpersonal skills to supervise, lead, direct, influence and persuade rather than to support or guide.
I am sure I will function well in a managerial position.



Are you CONVENTIONAL?

I can be described as neat, hard-working, systematic, accurate and thorough.
I work well with factual information and have an eye for detail, I often work well with figures.
I prefer ways of doing things that were successful in the past, rather than trying out new methods.
I like to know what is expected of me, I prefer clear rules and procedures to follow.
I prefer working regular hours and following a set routine.
I want things to be structured, stable, predictable, orderly and secure.
I am efficient and want things to run smoothly.
I can be counted on to get things done on time.



Now that you've marked each one, count the number of ticks you have marked for each section and write the top 3 with the most ticks below:

1. _____
2. _____
3. _____

Using the information above, you can now determine which personality type you tend towards. There is a definite link between personality types and careers. Below you will see a list of careers that may relate to your personality type. This list is not exhaustive but it is there to give you an indication of what fields may be suited to you.

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Chemical, Civil or Agricultural, Flight Engineer	Actuary	Actor	Dietician	Advertising Manager	Administrator
Computer Programmer	Advocate	Advertising Agent	Guidance Counsellor	Advocate	Archivist
Draughtsman	Anthropologist	Choreographer	Home Economist	Attorney	Auditor
Farmer	Biochemist	Copy writer	Interpreter	Bank Manager	Bank Teller
Forester	Chemical Engineer	Dancer	Marriage Counsellor	Building Manager	Chartered Accountant
Geologist	Criminologist	Film Editor	Missionary	Company Director	Computer Programmer
Land Surveyor	Dentist	Graphic Designer	Music Teacher	Diplomat	Income Tax Advisor
Marine Biologist	Doctor	Journalist	Nurse	Film / Radio / TV Producer	Laboratory Technician
Nature Conservation Officer	Economist	Media Specialist	Occupational Therapist	Financial Consultant	Museum Curator
Navy Officer	Food Scientist	Musician	Parole Officer	Hotel Manager	Work Study Officer
Professional Sportsman	Geographer	Philosopher	Physiotherapist	Human Resources Manager	Proof reader
Pilot	Historian	Radio/TV Announcer	Recreation Officer	Magistrate	Psychometrist
Quantity Surveyor	Land Surveyor	Sculptor	Remedial Teacher	Marketing Manager	Quantity Surveyor
Sport Coach	Marine Biologist	Singer	Social Worker	Production Manager	Statistician
Town/Regional Planner	Mathematician	Translator	Speech Therapist	Public Relations	Librarian

Using what you've learned about yourself to narrow down career options

Now that you know yourself a bit better, you can use all the information you've discovered about yourself from the tables above and select a few "sample" careers that you are interested in. Write down your top 3 options below:

1. _____
2. _____
3. _____

You're now ready to explore these options in more detail.

Stage 2: Exploring Options

Exploring career options involves thoroughly researching the careers you have identified above. During this stage, if you come across other careers that interest you, add them to your list! The better informed you are about your career options, the easier it will be to map your career path.

The research you conduct of your career options should cover:

- What careers are out there?
- What are the different industries?
- What qualifications do I need to do a job I like?
- What industries do I like?

Where do I find this information?

There are ample resources available to you in order to conduct your research. Let's assess what resources you have available to you:

Using the tables below, make a tick next to the resource that is available to you.

Info Resources:

I have access to a library

My nearest library has relevant career resources

I have access to a computer at home/school/work/library

I have access to the internet

I have access to media resources such as newspapers/pamphlets and magazines with career information

Exhibitions and career expos:

Career exhibitions/expos are often held in areas that are accessible to me

I often visit career exhibitions/expos

I have kept information resources that I acquired from these events

Informational interviews

I have a role model/mentor

I know where I can find people who work in my field

I know organisations where people in my preferred career work



Career advice services:

I know where the nearest career advice service is

I live close to or am study at an institution of higher learning

My school/college/place of work provides career guidance



Now that you've identified what resources you have available to you, you can use them to conduct your research and fully discover your career options.

Start with the top 3 careers you identified in Stage 1 and use that as a starting point to explore those and related careers.

Based on the information you learned about yourself in Stage 1, you should have a good idea if the career type won't be for you. For example, I am not good at maths and I don't enjoy working with numbers, so I won't need to research "Chartered Accountant".

Your research about your career options should help you to answer the following questions:

Option 1

Question	Answer
What industry/industries does this career fall into?	
Does the industry excite or intrigue me?	
What does this career actually entail?	
What careers relate closely to this option?	
What qualification will I need to pursue this career?	
If I'm still at school, what subjects will I need to do well in at school, in order to get this qualification?	
What tertiary education institutions offer this qualification?	
Is the tertiary education institution accessible to me?	
Will I need to apply for financial assistance to get this qualification?	

Option 2

Question	Answer
What industry/industries does this career fall into?	
Does the industry excite or intrigue me?	
What does this career actually entail?	
What careers relate closely to this option?	
What qualification will I need to pursue this career?	
If I'm still at school, what subjects will I need to do well in at school, in order to get this qualification?	
What tertiary education institutions offer this qualification?	
Is the tertiary education institution accessible to me?	
Will I need to apply for financial assistance to get this qualification?	

Option 3

Question	Answer
What industry/industries does this career fall into?	
Does the industry excite or intrigue me?	
What does this career actually entail?	
What careers relate closely to this option?	
What qualification will I need to pursue this career?	
If I'm still at school, what subjects will I need to do well in at school, in order to get this qualification?	
What tertiary education institutions offer this qualification?	
Is the tertiary education institution accessible to me?	
Will I need to apply for financial assistance to get this qualification?	

Need more inspiration?

If you find that, after you've researched your top 3 and those aren't grabbing your interest, you can use the table below for some more career examples that you can start exploring.

This table doesn't include all careers so if you need more options, please visit <http://ncap.careerhelp.org.za> for more options.

Fields:	School Subject:	Examples of Careers:
Human and Social Studies:	Geography, History, Religion Studies	<ul style="list-style-type: none"> Environmental Planner, Environmental Journalist, Town Planner, Chief Financial Officer, Historian, Archaeologist, Diplomat, Marketer, Politician, Missionary.
Business Commerce and Management Studies:	Accounting, Business Sciences, Economics	<ul style="list-style-type: none"> Chartered Accountant, Economist, Tax Consultant, Auditor, Stock Broker, Bookkeeper, Banking Services, Systems Analyst, Auctioneer.
Services:	Consumer Studies, Hospitality Studies, Tourism	<ul style="list-style-type: none"> Tour Guide, Flight Attendant, Restaurant Manager, Hotel Manager, Chef, Bartender, Banqueting
Arts and Culture:	Dance Studies, Design, Dramatic Arts, Visual Arts, Music	<ul style="list-style-type: none"> Actor, Dancer, Musician, Director, Producer, Speech Therapist, Public Relations Officer, Choreographer, Aerobics Instructor, Media Relations Co-Ordinator.
Engineering and Technology:	Civil Technology, Electrical Technology, Engineering, Graphic Design, Mechanical Technology	<ul style="list-style-type: none"> Shop fitter, Draughtsman, Carpenter, Plumber, Bricklayer, Electrician, Fitter and Turner, Information Technology Specialist, Database Designer, Computer Technician, Software Developer, Computer Programmer
Agricultural Science:	Agricultural Science, Agricultural Management Practices, Agricultural Technology	<ul style="list-style-type: none"> Farm Manager, Nature Conservationist, Horticulturalist, Farmer, Landscaper, Veterinarian, Jockey, Animal Trainer
Physical Mathematical Computer and Life Sciences:	Life Sciences, Physical Science, Computer Applications, Information Technology	<ul style="list-style-type: none"> Doctor, Teacher, Pharmacist, Actuary, Artist, Astronomer, Engineer, Technologist, Technician, Architect, Scientist, Pilot, Information Technology Specialist

Stage 3: Making decisions

Well done on getting this far! This is the most exciting part!

Now that you have narrowed down your options, you need to think about the suitability of each option to your own circumstances and environment, before your commit to your chosen career.

Answer these questions before making your decision:

Option 1

Question	Answer
What barriers or obstacles will I have to overcome to pursue this career choice?	
How will I overcome them?	
Will I be able to balance my study, work and personal commitments if I pursue this career?	
How will I balance them?	
Will my family, friends and/or colleagues support me while I pursue this career?	

Option 2

Question	Answer
What barriers or obstacles will I have to overcome to pursue this career choice?	
How will I overcome them?	
Will I be able to balance my study, work and personal commitments if I pursue this career?	
How will I balance them?	
Will my family, friends and/or colleagues support me while I pursue this career?	

Option 3

Question	Answer
What barriers or obstacles will I have to overcome to pursue this career choice?	
How will I overcome them?	
Will I be able to balance my study, work and personal commitments if I pursue this career?	
How will I balance them?	
Will my family, friends and/or colleagues support me while I pursue this career?	

Once you have answered these questions and considered your circumstances and environmental factors, now decide which career option you're going to pursue.

Write your preferred career option here:

CONGRATULATIONS on making one of the biggest decisions of your life! Now we need to determine what you need to do to make it happen. Let's continue to Stage 4.

Stage 4: Setting Goals and Creating a Plan

Now that you have one career option, it's easy to map out your goals which will help you achieve your preferred career.

Using the SMART goal setting process is a good way to map out your goals. SMART stands for:

- Specific (so you know exactly what you are trying to achieve)
- Measurable (so you know when you have achieved it)
- Action-oriented (so you know what you have to DO to achieve it)
- Realistic (so it can be achieved)
- Time-bound (so you know when you need to achieve it by)

Use this space below to write down your short term, mid-term and long term goals (we've filled in the first line as an example to help you):

Short-term goals

Short Term Goal (3 - 6 Months):	How will I achieve the goal?	What resources do I need? (E.g. people, material etc)	By when? (timeline)	Success criteria – how will I know I have been successful?
Example: I need to register at University for my degree.	Example: I will apply at my University of choice.	Example: I need a completed application form, registration fees, etc.	Example: I will achieve this by the 1st of –Month- -Year-.	Example: When I have been successfully enrolled in my programme.

Mid-term goals

Short Term Goal (2 - 5 years):	How will I achieve the goal?	What resources do I need? (E.g. people, material etc)	By when? (timeline)	Success criteria – how will I know I have been successful?
Example: I need to successfully complete my degree.	Example: I will study hard and seek help when I need it.	Example: I will need support from my lecturers and family. I will need textbooks and course material.	Example: It will take me 3 years to achieve.	Example: I will be successful when I have received my degree.

Long-term goals

Short Term Goal (> 5 years):	How will I achieve the goal?	What resources do I need? (E.g. people, material etc)	By when? (timeline)	Success criteria – how will I know I have been successful?
Example: I want to be working as an Electrical Engineer.	Example: I will achieve my degree and get work experience to achieve my goal.	Example: I will need support from my family. I will need a car to get me to work.	Example: It will take me 5 years to achieve.	Example: I will be successful when I am promoted to Electrical Engineering in my company.

Once you have written down your goals, use this checklist to make sure your goals are SMART:

SMART Goal Component	Yes	No	What needs to be changed, added or deleted?
SPECIFIC: 1. Is what I want to accomplish clear? 2. Are my goals specific and concrete?			
MEASURABLE: 1. Can my goals be measured? 2. Will I be able to measure my success?			
ACTION-ORIENTED: 1. Are my goals future-oriented? 2. Are the immediate results I anticipate apparent? 3. Are the long-term results clear?			
REALISTIC: 1. Are my goals achievable? 2. Can I achieve my goals myself or will I need to rely on other people or resources? 3. How committed am I to achieving my goals?			
TIME-BOUND: • Is this the right time to get started? • Have I allowed enough time to complete my goal?			

Now that you have mapped out your goals, you should combine all the information from stages 1 – 4 into the template below which forms...

YOUR CAREER PLAN:

Name:				
Who am I?				
My Skills/Education:				
My Employment History (if applicable):				
My Career Interests:				
My Values:				
My Current Competencies, Skills, Knowledge and Experience:				
My Development Needs and Skills Required for My Future Career:				
My Career Action Plan Strategy Overview:				
Short Term Goal (3 – 6 Months):	How will I achieve the goal?	What resources do I need? (E.g. people, material etc)	By when? (timeline)	Success criteria – how will I know I have been successful?
Mid Term Goals (2 – 5 years):	How will I achieve the goal?	What resources do I need? (E.g. people, material etc)	By when? (timeline)	Success criteria – how will I know I have been successful?
Long Term Goals (> 5 years):	How will I achieve the goal?	What resources do I need? (E.g. people, material etc)	By when? (timeline)	Success criteria – how will I know I have been successful?

Stage 5: Implementing my Plan

Congratulations! You now have a Career Plan that you can review and work towards throughout your life.

Use your Career Plan as a “working” document – when things in your life change, update your plan and adjust it to your new wants, dreams and aspirations and work hard to achieve your goals by your deadlines.

Learning is a lifelong process, and adding goals to improve your skills and knowledge throughout your lifetime will help to further your career and bring great rewards for your hard work.

Remember that setbacks do happen and there will be times when things don't go as planned but don't be disheartened. Refer back to your plan and make adjustments to your career journey and

ENJOY THE RIDE!

Notes:





SMS or “please call me”: **072 204 5056**



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E-mail: careerhelp@dhet.gov.za



Facebook: www.facebook.com/careerhelp



Twitter: <http://twitter.com/rsacareerhelp>



Website: www.careerhelp.org.za

National Career Advice Portal: <http://ncap.careerhelp.org.za>



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