

**THE DEVELOPMENT AND EVALUATION OF A CAREER  
GUIDANCE CENTRE FOR HISTORICALLY  
DISADVANTAGED LEARNERS IN ZULULAND, SOUTH  
AFRICA**

by

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## **ABSTRACT**

The problem of career development in disadvantaged communities in South Africa is a product of historical discriminatory practices that have resulted in large numbers of young people not having access to appropriate career guidance services. As a solution to mass career guidance needs, a non-profit, self-help career guidance program serves as a supplement to curriculum based school programs and provides people with the opportunity to access career guidance services in an empowering environment.

This case study qualitatively describes the development and evaluation of a career guidance centre as a resource for large numbers of learners, educators and unemployed youth. Specifically, the role that the hands-on permanent career exhibition plays in a self-help career choice model is discussed, together with the subjective experience of the centre by a number of people who used the services provided by the Zululand Career Centre in Richards Bay, South Africa. A logic model provides a view of the resources, influencing factors, implementation activities and outputs that make up the development of the centre.

The design of the career centre embodies several relevant psychological theories and is essentially a self-help exhibition-led process. Its development provided an opportunity for the innovative application of existing trait and type, life-span, constructivist, social learning, decision-making and socio-economic approaches within the South African context. The life-span and decision-making approaches provided the theoretical background for the problem-solving exploration processes used in the centre, while the trait and factor theories provided techniques for self-knowledge acquisition and career information classification. Social learning theory provided insight into the pivotal role the staff members of the centre would have to play in the learning processes, while the constructivist theories led to an understanding that users of the centre would be able to construct their knowledge of careers from their experiences with the centre displays and their own lived experiences. The importance of up-to-date, contextually relevant information was highlighted by the socio-economic approaches.

The centre provided insights into how exhibition-led learning is able to assist a large number of people to access career and labour market information and actively participate in the career decision-making process.

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# **CHAPTER 1 : INTRODUCTION**

## **1.1 Overview**

After a decade of democracy, South Africa is slowly emerging from the personal and social traumas resulting from colonialism, apartheid and politically-motivated intolerance. Young people from disadvantaged communities, ill-equipped for the task, are facing the challenge of entry into a technology-dependent global market, at present dominated by largely Western business practices. From experience in a career guidance program, the career and life choices young people need to make as they move from school-based adolescence into world-of-work-orientated adulthood are severely constrained by the lack of career guidance - aggravated by a failure to appreciate the significance of completing further education. To help disadvantaged youth make informed career decisions, a self-help career guidance program has been developed and implemented in the northern KwaZulu Natal school region of Zululand.

This scenario of dynamic change facilitates the synergy and collaboration of community-helping resources. In the context of the career guidance program being studied, collaboration between a career guidance centre, a science development program, a regional chamber of business, a college student support program and a university-based community psychology program is essential for creating an empowering environment for the development of youth from disadvantaged backgrounds, helping them access the employment opportunities in a labour market characterised by increasing globalisation and technological advancement.

The career guidance centre - a combination of a self-help, permanent, hands-on career guidance exhibition, lifeskills courses and a career guidance outreach program - provides a model of career guidance delivery.

Post-apartheid legislation, such as the Skills Development, Employment Equity, Black Economic Empowerment, South African Qualifications, Skills Development Levies acts, and educational reforms in the form of a new school curriculum, has resulted in the gradual and on-going development of a skilled workforce and an empowering labour market. This foundational process has also resulted in many more career opportunities becoming available for young people from disadvantaged environments. However such opportunities are often only available to those with the appropriate combination of knowledge, skills, attitude and experience that pre-supposes positive life and career choices from an early age.

Disadvantaged youth are faced with a dramatic increase in demands as they move towards adulthood. While change is uncomfortable and demanding, it is essentially part of life. In rising to life's challenges, young people need to be able to manage change and take advantage of the associated opportunities. This requires the ability to make informed, positive decisions when confronted by the myriad choices of life, especially in a transforming, multi-cultural society, where the rural world rubs shoulders with state-of-the art technological innovation.

## **1.2 Problem statement**

In South Africa, millions of disadvantaged youth need to access career guidance resources for them to make informed career decisions. This study serves to describe

the development and implementation of a career guidance centre, where disadvantaged learners can access career decision-making related information, including career exploration and career choice processes, to and evaluate its effectiveness. The study also aims to suggest a number of future studies that should be made to develop a full understanding of the challenges and impact of a hands-on career guidance centre. The career psychology theories which informed the processes used are also discussed, while the study is conducted from a constructivist perspective (Mertens, 2005) within the field of career psychology.

The career guidance centre, known as the Zululand Career Centre, provides a career-related resource for educators, learners and adults requiring career information and guidance regarding the problems that they encounter in their career development process. The centre, in Richards Bay, an industrial development area, includes a permanent career exhibition, an outreach programme with a mobile display, an educator training programme, learner worksheets and income generating activities which provide it with financial sustainability. These initiatives incorporate career and subject choice workshops and psychometric assessment for industry in the region.

The development and use of the permanent exhibition required extensive research into media didactics (Freysen, Briel, Potgieter, Van Graan & Van Niekerk, 1989; Stocklmayer, Gore & Bryant, 2001) and visits to science centres, both locally and internationally, proved beneficial. The exhibition was designed to introduce a sense of inquiry into the career-orientated learning process. Users of the centre are

encouraged to actively take responsibility for their learning experience based on discovery rather than on passive learning from lectures.

### **1.3 Research purpose**

This study was initiated to document the development of a career guidance centre in Zululand and to evaluate its effectiveness and relevance to the career development needs of Zululand industry and communities. The purpose therefore was to determine key career decision-making activities, the underlying theory, the roles that personnel and stakeholders play in helping disadvantaged youth make career decisions and to evaluate the centre's effectiveness through the appreciation of stakeholders. This implied the documentation of good practice, a thematic representation of stakeholder experiences and the development of a model of practical mass self-help career guidance.

The outcome of the study should therefore be the development of improved practice through critical reflection on the development and usage of a career guidance centre (Hopkins, 1985). The following preliminary questions were used as a point of departure in guiding the research process:

- How did the centre develop?
- How did the centre assist disadvantaged youth make career decisions?
- How did stakeholders experience the centre?
- What factors influence the effectiveness of a career guidance centre?
- What issues should future development embrace?

## 1.4 Research paradigm

In order to record the reality of the application of career decision-making theory in a South African context, including the experiences of multiple groups of stakeholders, this study was conducted using the constructivist approach (Mertens, 2005), with the qualitative case study method (Mertens, 2005; Yin, 2003), gathering data from diverse sources and making use of appreciative inquiry (Mertens, 2005) and thematic analysis (Boyatzis, 1998; Mertens, 2005) techniques.

## 1.5 Definition of concepts

The multi-disciplinary nature and scope of career psychology became apparent when the literature was scanned for concepts like career education, vocational guidance, career counselling and career development. The literature offered a plethora of terms used in career psychology. To clarify the terms used, the following definitions have been adopted:

**Career psychology** - a broad field of enquiry – developed from social, economic and industrial advances, requiring the application of psychological knowledge to provide vocational and career guidance (Sharf, 2002).

**Career** is the aggregate of all the work-related experiences individuals obtain during their lives (Lock, 1992; Sears, 1982; Stead & Watson, 1999).

**Work** is the effort an individual makes performing activities to benefit him or herself - in some cases others - and which does not include the energy expended with the specific aim of relaxation or coping (Lock, 1992; Sears, 1982; Stead & Watson, 1999).

**Career guidance and vocational guidance** are synonymous with applying career psychology theory to helping people gain a realistic understanding of themselves and the world of work; and integrating this knowledge, skills and experience to make informed career decisions - such as educational and occupational choices - and managing these effectively (Baker & Popowicz, 1983; Kay & Fretwell, 2003; Sears, 1982; Stead and Watson, 1999; Super, 1957).

**Career education** helps people gain the competence to access the labour market and integrate into civil society, through the teaching of curriculum-based lifeskills activities, such as career planning and career decision-making processes, and retrieving and using career information (Baker & Popowicz, 1983, Stead and Watson, 1999).

In contrast, **vocational education** provides learning opportunities for the acquisition of specific occupation-related competence (Sears, 1982).

**Career development** is a life-long process, consisting of different career-related choices, learning from these and reacting to environmental influences, as movement is made from preparation for entry into an occupation, through career management to retirement (Brown,1990; Ginzberg, 1984; Langley, Du Toit & Herbst, 1996; Lindhard, 1987).

Finally, the **career choice process** helps people make an informed career decision. The process requires individuals to collect and integrate information about their interests, values, personality, competence and intellectual functioning with opportunities for work in the labour market (Lindhard, 1987).

**Career counselling** is understood to “encompass all such activities which support and assist individuals in the transition related to ‘career’” (Bimrose, 2000: 585).

An **exhibition** is a collection of exhibits displayed for viewing by the public – works of art, industrial products, skilled performances, or interactive representation of phenomena (Hawkins, 1988).

A **hands-on or interactive exhibit** is succinctly described by Tim Caulton (1998), an experienced member of the hands-on movement in science discovery centres in the United Kingdom, as an exhibit having “clear educational objectives which encourage individuals or groups of people working together to understand real objects or real phenomena through physical exploration which involves choice and initiative” (Caulton, 1998, p. 2).

The concept of a **hands-on career guidance centre** is defined with the assistance of the Association of Youth Museums’ definition of the children’s museum (Caulton, 1998): a non-profit organisation, educational in purpose, with professional staff, that is open to the public regularly and is committed to serving the career guidance needs and interests of youth and local industry by providing exhibits and programs that stimulate curiosity and motivate learning (Caulton, 1998).



**Lifeskills** are life-empowering competencies incorporating knowledge, skills and attitudes for people to be responsible, to adapt to change, to engage in life-long learning and to build confidence, self-reliance and independence (Lindhard, 1987; Nelson-Jones, 1991).

## **1.6 Thesis organisational structure**

Chapter 1 introduces the problem statement, background, purpose and the definition of concepts of the present study. The second chapter covers general theoretical and literary research, while the third chapter describes the research methodology.

Specific reference is made to the case study method and the use of appreciative inquiry and thematic analysis techniques. Chapter 4 describes the findings of the case study and thematic analysis. Finally, chapter 5 gives conclusions and offers recommendations emanating from the research.

## **1.7 Résumé**

This introduction to the area of study identified the starting point for the evolution of the problem statement. A constructivist perspective, using the qualitative case study methodology and appreciative inquiry and thematic analysis techniques, was chosen to study the phenomenon of a hands-on, exhibition-led career guidance community resource. While legislative and policy changes in South Africa have created an empowering, skills-development framework, grass roots delivery agencies are under immense pressure to perform with severely limited resources. A non-profit career guidance centre provides a supportive resource to communities needing career guidance. Chapter 2, which follows, explores the research context of the study.

# **CHAPTER 2 : RESEARCH CONTEXT**

## **2.1 Introduction**

This chapter explores the research context of the study by reviewing the literature and research covering the field of career psychology focusing on: the theories and processes of career guidance; an overview of exhibition-led learning and a review of South African career guidance research, career development related legislation, including the new South African school curriculum.

## **2.2 Career psychology**

### **2.2.1 Overview**

Career psychology has no clear beginning, having evolved, to a large extent, as a response to human resource placement and career development needs spawned by North American and European industrial expansion. While the embryonic ideological, economic and scientific conditions were in place as early as 1850 (Crites, 1981), the seminal work on vocational choice by Frank Parsons - the acknowledged father of career development - published in 1909 (Brown, 1990; Crites, 1981; Osipow & Fitzgerald, 1996; Nicholas, Pretorius & Naidoo, 1999) was used as the indicator of the origin of career guidance and the beginning of its formalisation for this study.

Primarily, the object of career psychology is to understand and assist the individual with their career development needs (Stead & Watson, 1999). This includes helping individuals and groups make career decisions through the development,

implementation and evaluation of programs and systems of intervention (Crites, 1981) such as the life orientation learning area of the South African school curriculum (Department of Education, 2003).

A review of the literature revealed a plethora of theories related to career guidance and highlighted the fact that career psychology is a multi-disciplinary branch of applied psychology which draws on counselling and organisational psychology, career education and labour market economics. The need for theorisation in the field of career psychology is succinctly indicated by Stead and Watson (1999) thus:

Like all psychological theories, career theories provide parameters within which we can understand career behaviour and choice, and from which we can hypothesise about the meaning of such behaviour and choice. Career theory allows us to predict future career behaviour and what may impact on future career choice. It also provides career counsellors with the means to identify, interpret and assist clients in their career goals (p.15).

The following sections summarise the main approaches used in the field of career psychology. Particular attention was paid to the trait and type, life-span, constructivist, parental influence, social learning, decision-making and socio-economic approaches.

### **2.2.2 Trait and type theories**

Trait and type theories were developed to analyze individuals and to group them by characteristics or preferences so that these could be matched with the characteristics or types required for different areas of work (Langley, Du Toit & Herbst, 1996; Sharf, 2002). The main approaches include trait and factor, work adjustment and the typologies of Jung and Holland (Holland, 1985; Sharf, 2002).

Frank Parsons' 1909 work on vocational choice is seen as providing a conceptual framework which formed the basis for the trait-factor approach, the earliest formal theory of career development (Brown, 1990; Osipow, 1983). The Parsonian framework emphasises the "individual, occupation and the relationship between them, which ultimately defines career choice" (Crites, 1981: 9-10). This three-part model seeks to improve work-related satisfaction and increase job-related success, through the individual increasing their self-knowledge and work environment information through trait and factor-orientated tasks followed by the integration of traits and factors to find a suitable match (Brown, 1990; Crites, 1981; Sharf, 2002; Stead & Watson, 1999).

The trait-orientated tasks included the assessment of an individual's traits, assisting him or her to gain self-knowledge, including interests, abilities and performance potential, personality, attitudes and resource limitations; while the factor-orientated tasks encouraged an individual to research the factors needed for successful job performance together with labour market information such as job opportunities and prospects (Sharf, 2002).

Key to the successful application of trait and factor theory is the development of career classification systems which have organized the wealth of occupational information and made it accessible to counsellors and the general public (Sharf, 2002).

The trait-factor's person-environment matching process has endured and forms the foundation of the career choice processes used today by many career guidance practitioners in South Africa (Stead & Watson, 1999).

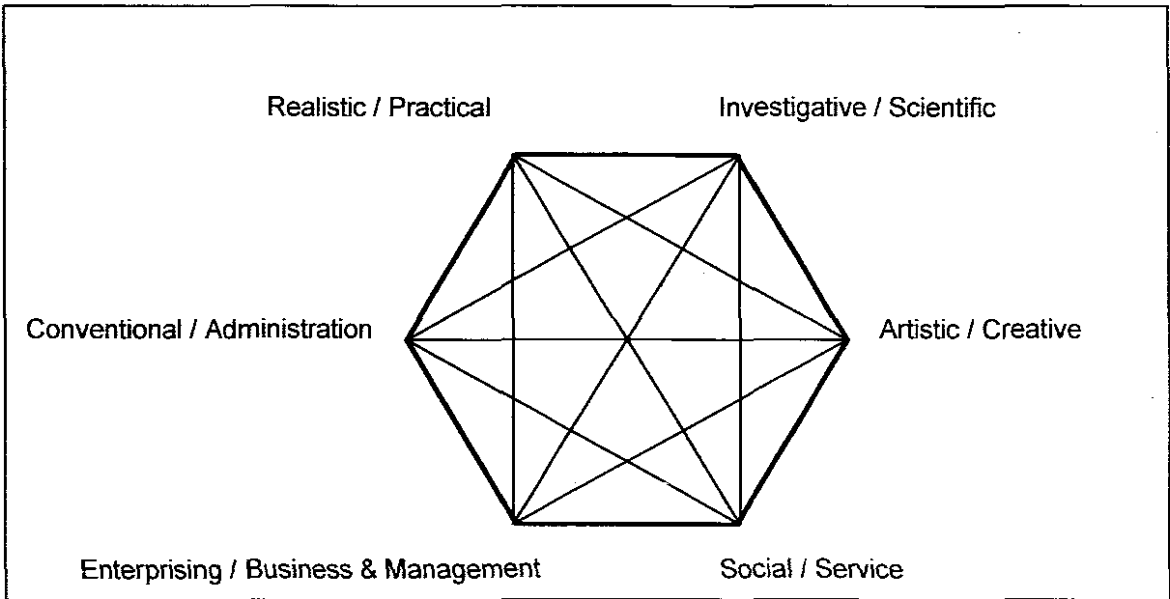
Another form of trait and factor theory is the work adjustment theory of Lofquist and Dawis, a person-environment correspondence theory, seeks to predict a clients' adjustment potential to a particular type of work. This is achieved by assessing a clients needs, values and skills and comparing these to the needs and skills set required by the occupational group being considered (Hershenson, 1996; Sharf, 2002; Stead & Watson, 1999).

Thirdly, the personality typology of Carl Gustav Jung, which evolved into the Myers-Briggs type theory, describes preferences in perceiving and judging the world (Meyers & McCaulley, 1985). By matching an individual's attitude, lifestyle, perception and judgement preferences with those of people already employed in various careers, individuals can be assisted to find occupational environments which suit their combination of preferences (Du Toit, 1996; Lock, 1992; Sharf, 2002).

Finally, John Holland's (1985) theory of vocational personality and work-environment correspondence, helps people categorize their self-knowledge into a combination of

six personality patterns and to integrate this with the characteristics of six types of work environment.

The six personality and corresponding occupational situation types are arranged in a hexagonal model thus: Realistic/Practical, Investigative/Scientific, Artistic/Creative, Social/Service, Enterprising/Business Management and Conventional/Administrative. (Du Toit, Prinsloo, Gevers and Harilall, 1993; Holland, 1985; Sharf, 2002). The work situation characteristics include the dominant personality type usually found working in that environment – its physical setting and the predominant challenges and opportunities of the work. The integration of person and work environment preferences enables users of the theory to determine the probable level of satisfaction a particular job will provide (Hershenson, 1996; Holland, 1985; Langley, Du Toit & Herbst, 1996; Lock, 1992; Stead & Watson, 1999; Sharf, 2002).



**Figure 1: Holland's hexagonal model defining the interactions among personality types and their associated work environments (adapted from sources: Holland, 1985, p.29; Du Toit, Prinsloo, Gevers and Harilall, 1993, p 16).**

The basic types combine in a number of different ways, providing for a large number of different trait combinations (Holland 1985) resulting in the appearance of different personality subtypes.

The theory of vocational personality type and work environment correspondence is of particular importance to this study as it provides a method of organising a vast amount of career information in an accessible and understandable way; and careers with similar personality and work environment patterns can be conveniently clustered. The theory allows for the prediction of dominant career interests and therefore the associated work environment most likely to give a person career satisfaction (Sharf, 2002).

### **2.2.3 Life-span approach**

This approach, based on Donald Super's life-span theory (1953, 1957), focuses on how people develop their careers throughout their lives and includes the following theories (Sharf, 2002):

- Gottfredson's development theory of occupational aspirations, covering childhood gender-role stereotyping.
- Ginzberg, Ginzburg, Axelrad and Herma's youth occupational choice stages
- Vondracek's relevance of vocational identity in adolescent development
- Atkinson, Morton and Sue's conceptualisation of the issues that affect minorities in the development of their careers.

- Super's life-stage theory of late adolescent and adult career development which includes concepts such as life role importance, life stage experience and value clarification.
- Hopson and Adams' theory of adult transitions that assists psychologists to conceptualize how individuals cope with career transition and crisis.

These development-oriented perspectives require individuals to master tasks, which encompass all life activities, from various development stages to attain effective progress throughout their life-span and in their work role (Langley, Du Toit & Herbst, 1996; Lock, 1992; Sharf, 2002).

Super's life stages and sub-stages concepts provide a practical perspective on the career guidance needs of adolescents and adults. Paradoxically, these stages tend to be age dependent; however they may also be experienced repeatedly throughout the life-span of an individual as career plans are reassessed (Sharf, 2002). The exploration phase (Super, 1953, 1957) is usually experienced by adolescents and young adults ranging in age from 15 to 25 years. This initial phase includes interests, values and abilities clarification, career opportunity exploration, occupation-related decision-making and entry into the labour market.

The establishment stage (Super, 1953, 1957) follows at about age 25 and continues until around 45. This stage involves actually entering the labour market and working at a job. Individuals in this stage work towards meeting job requirements and demonstrate reliability and responsibility often with a view to future advancement and attaining a position of higher authority. This stage is followed by the maintenance



stage (Super, 1953; 1957) which usually stretches from age 45 to retirement at 65 and entails a consolidation of the work position. This may include learning new competencies, updating skills and education and in some cases contributing to the body of knowledge within a particular field. Disengagement (Sharf, 2002) is the stage which includes reduction in work responsibility or time spent working, retirement planning and role change as a component of retirement living (Super, 1957).

Of particular interest was Super's concept of career maturity, which forms an essential component of the career guidance process, where career development tasks, specific to a particular life stage, need to be mastered in order for informed career choices to be made throughout an individual's life. (Langley, Du Toit and Herbst, 1996; Super, 1957; Stead & Watson, 1999). Five competencies that can be regarded as essential tasks of career development emerge from the literature which, when achieved, lead to career maturity and the making of informed career decisions. These competencies are (De Bruin & Bernard-Phera, 2002; Lindhard, 1987; Super, 1984; Watson & Stead, 1997):

- **self-knowledge acquisition:** the individual gathering and understanding the implications of information about themselves
- **career decision-making competence:** the acquisition of the appropriate problem solving and decision-making skills; and the application of these skills to career related problems and choices, resulting in effective decision making.
- **career / occupational information collection:** collecting and understanding career, occupational and job-related information, such as educational, competence and work experience requirements and integrating this into a personal knowledge of the working or occupational world.

- **knowledge integration:** integrating self-knowledge with the knowledge of careers and the working world.
- **career planning:** making an informed decision and planning the actions required to attain the career goal set.

These competencies provide a workable framework in the South African career guidance context, although it is recognised that much research across cultures and within whole communities still needs to be conducted (Stead & Watson, 1998, 1999; Watson & Stead, 2002).

#### **2.2.4 Constructivist approaches to career development**

Orientated towards postmodernism, constructivist approaches to career counselling focus on how people proactively derive meaning from their perceptions of events and relationships at work and within the family (Morrow, Rakhsha & Castañeda, 2001; Sharf, 2002; Stead & Watson, 1999). Two methods which have career development applications are personal construct theory and narrative career psychology (Sharf, 2002; Stead & Watson, 1999). Of particular importance to this study is personal construct theory.

Personal construct theory, based on George Kelley's constructive alternativism philosophy, suggests that individuals use their perception of events and relationships to formulate a system of dichotomous personal constructs, which they then use to interpret events and to predict outcomes. The repertoire of constructs is continuously tested and amended, as experience grows (Fransella, 2000; Sharf, 2002). For the

purpose of career guidance, there are four stages in the development of vocational construct systems.

In the initial stage the individual has not developed enough vocational-related constructs to understand him or herself relative to the labour market. Clarification of values, followed by a broadening of interests and the collection of information on careers help people develop more constructs on vocations.

In the second stage, people have developed constructs of their abilities, values and occupational possibilities. Techniques facilitating the organisation of vocational constructs into systematic occupational categories as in the Holland (1985) hexagonal model or Roe's level and field classification system are most useful at this second stage.

In the third stage, individuals learn to differentiate between constructs to explore career choices within fields. This is often achieved through work experience or discussions with people working within the occupations under consideration.

In the final or fourth stage, constructs have been differentiated and well integrated into a system which individuals use to make career decisions. Career guidance interventions tend to be focused on planning implementation of decisions.

Narrative counselling encourages the individual to understand his or her past and present career stories – the events, relationships, family, work experience, their needs and related goals - and to apply this understanding to actively construct a

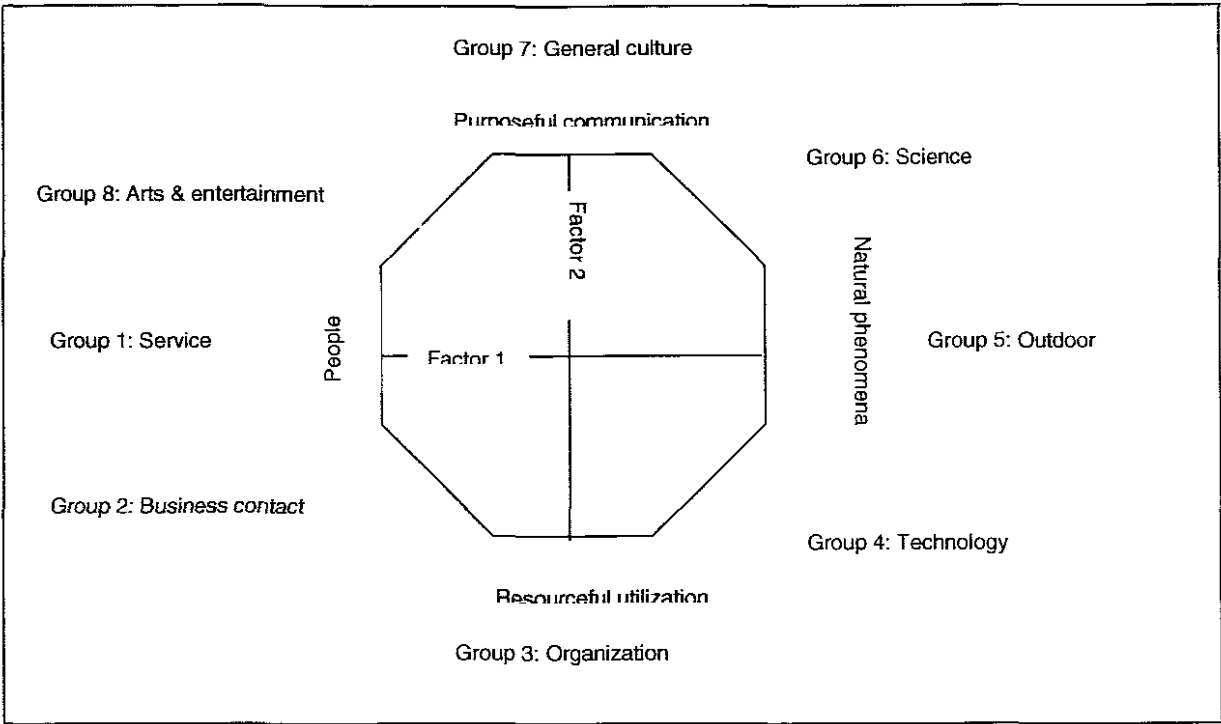
future career story. Through the narration process, people with the assistance of a counsellor, determine their life patterns as they examine the meaning they give to events, gain a sense of their identity and their future goals (Sharf, 2002). Through individuals deriving meaning from their career-related narratives, they actively develop their future career-related goals and the plan of action to achieve them (Stead & Watson, 1999).

### **2.2.5 Parental influence theories**

Current career development theory is being driven by the parental influence theory of Roe's personality development theory and the theories of attachment and family therapy. While research does not support a directly measurable parental influence on career preferences, understanding parent-child relationships and even involving parents in the career development process seems beneficial (Sharf, 2002; Stead & Watson, 1999).

Anne Roe's lasting contribution to career development has been the development of a career classification system (Roe, 1957). This consists of eight occupational groups focusing on activity; and six levels at which the activities may be pursued. The system was developed when she was researching the determinants of attitudes, interests and needs; and their influence on occupational choice (Roe & Lunneborg, 1990). The Roe occupational framework, depicted in figure 2, orientates people towards a combination of interpersonal relations or natural phenomena; and purposeful communication or resourceful utilization. The combination of these two

factors determines the career group and level of activity.



**Figure 2 : Two-factor classification of occupations [Adapted from: Roe, A. and Lunneborg, P. W. (1990). Personal development and career choice].**

This is the foundation of many career exploration and career choice assessment instruments and career planning learning programmes (Sharf, 2002).

**2.2.6 Social learning and cognitive theory**

The social learning theory of career decision making and the social cognitive theory stem from Albert Bandura’s concept of “triadic reciprocal interaction” (Sharf, 2002: 335), which focuses on the environment, behaviour and personal factors such as beliefs, memories and self-perception (Mitchell & Krumboltz, 1990; Sharf, 2002).

While both theories stress the importance of learning experiences, the social cognitive theory emphasises Bandura’s concept of self-efficacy and how past

learning experiences affect future learning, outcome expectations, goals and resultant career choices (Sharf, 2002).

John Krumboltz's social learning theory of career decision making is concerned with the way individuals affect and are affected by their environment. Through the interaction of the following four fundamental factors, individuals develop distinctive career paths (Lock, 1992; Mitchell & Krumboltz, 1990; Sharf, 2002):

- **genetic characteristics:** inherited qualities such as aptitudes
- **environmental conditions and events:** influence the availability of opportunities for example, state of the labour market; availability of training; labour and education-related legislation; technological developments
- **learning experiences:** may result in task-approach skills
- **task-approach skills:** are "used to cope with the environment, to interpret it in relation to self-observations and world-view generalizations, and to make overt and covert predictions about future events" (Mitchell & Krumboltz, 1990, p159) and include skills such as cognitive and process strategies (goal setting, future event prediction, finding information, generation of alternatives, value clarification); work habit; performance standards development; and emotional responses.

The social learning theory of career decision making and the social cognitive career theory highlight the importance of individuals acquiring accurate self-knowledge together with having access to and learning from accurate, unbiased occupational information which takes into account cultural diversity and previously disadvantaged groups such as women (Sharf, 2002).

### **2.2.7 Career decision making approaches**

David Tiederman and Robert O'Hara's developmentally-orientated process approach, Anna Miller-Tiederman's spiritual approach and Gary Peterson's cognitive information processing approach, represent a career-developed perspective that focuses specifically on the career decision-making process. Of particular importance to this study are the process and cognitive information processing approaches.

Tiedeman and O'Hara apply the processes of anticipation of and adjustment to decisions (Tiedeman & O'Hara, 1963; Miller-Tiedeman & Tiedeman, 1990; Sharf, 2002). The anticipation of choice process comprises the exploration, crystallization, choice and clarification development stages. While these stages do not necessarily occur sequentially, they provide a framework for understanding the career decision-making process. During the largely unstructured exploration stage (Tiedeman & O'Hara, 1963), individuals explore choices and strengthen their self-knowledge by, for example, identifying their interests. Over time, the choices clarify until the crystallization stage is reached. This is characterized by the awareness of the benefits and disadvantages of certain choices; further exploration occurs and interim choices are challenged (Tiedeman & O'Hara, 1963; Sharf, 2002). Gradually crystallisation evolves into a readiness to make a choice and finally a choice is made. When an individual does not have full confidence in his or her choice, the resultant doubt may delay implementation of the decision. When this happens, the clarification stage is entered and may even result in the individual cycling through the previous stages in order to make a more informed decision (Tiedeman & O'Hara, 1963; Sharf, 2002). Occupational information forms a key component of each stage of the career

decision-making process and the information requirements become more specific and detailed as one moves through the development stages (Sharf, 2002).

Cognitive information processing approaches, represented in this literature review by the work of Peterson, Sampson, Reardon and Lenz, focus on discerning the thought processes underlying decision-making to help individuals understand how their thinking affects their decision-making, and use these skills to integrate the knowledge of self and occupations in order to improve their career decision-making ability (Sharf, 2002). Central to the cognitive information processing approach to career guidance is the “pyramid of information processing” (Sharf, 2002, p 392). Figure 2, a graphical representation of the process, depicts the relationship between the main theoretical components of the theory, being the knowledge, decision-making competence and the metacognition domains, and the associated career choice related thinking.

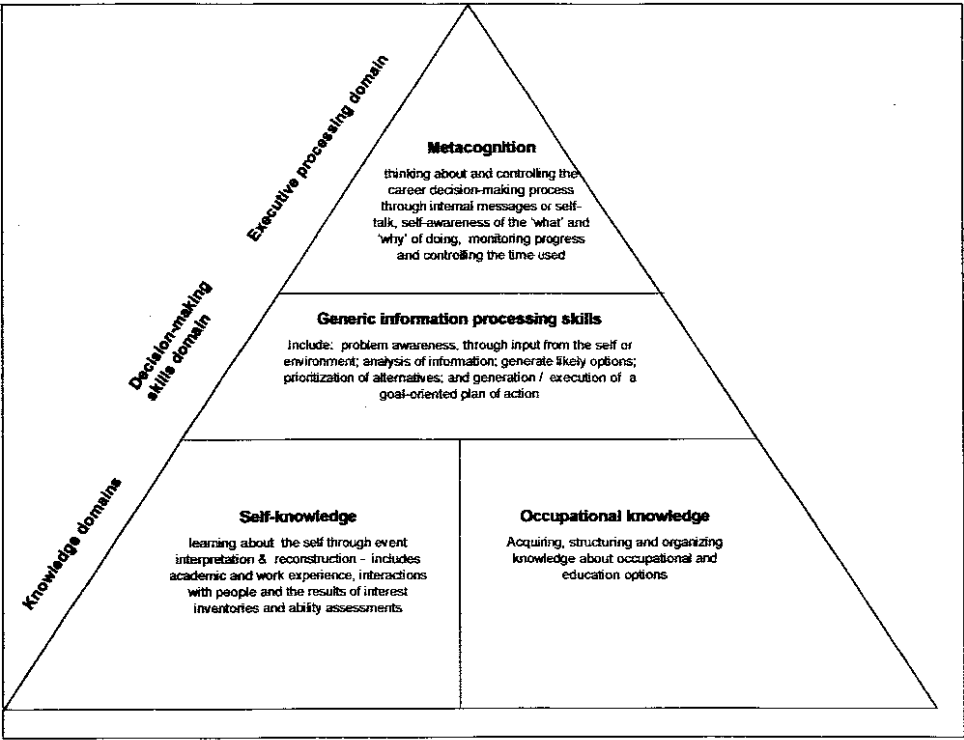


Figure 3: Sampson, Peterson, Lenze and Reardon’s pyramid of information processing (Adapted from diagrams in “Applying career development theory to counselling” by Richard Sharf , 2002: 393-399)



### **2.2.8 Sociological and economic perspectives of the labour market**

Writers such as Hotchkiss & Borow (1990) and Sharf (2002) have indicated the importance of external factors such as culture, socio-economic status and technological progress in career choice development within complex and dynamic labour markets (Langley, Du Toit and Herbst, 1996). Labour market information covering these factors is therefore essential for the career decision-making process. For the purpose of this study, the status attainment model, human capital theory and dualist theory were selected to provide insights into socio-economic factors, such as quality of schooling, technological or industrial growth trends and gender discrimination, which influence the entry into and movement within the labour market and thereby the career development of individuals (Hotchkiss & Borow, 1990; Sharf, 2002).

Status attainment theory focuses on the impact educational and career choices have on career and social status achievement, and the influence the socio-economic situation of a family has on these decisions (Hotchkiss & Borow, 1990; Sharf, 2002). The theory “calls attention to important variables that psychological theories tend to omit” such as “the importance of prestige, the status of the family, and encouragement to seek higher education” (Sharf, 2002 : 425). Specifically parental expectations, peer and educator encouragement, family socio-economic status and level of functioning play significant roles in the career options considered by adolescents. The theory indicates that working hard at school and obtaining a school leaving qualification open doors to later achievement and associated social status. “Status attainment theory underscores the importance of making special efforts to

open areas of the labour market to clients that they may otherwise have considered closed” (Sharf, 2002: 426). For example, young women may be encouraged to obtain an education in mathematics and science and to use these subjects as an entry point into mainly male-dominated engineering and scientific careers.

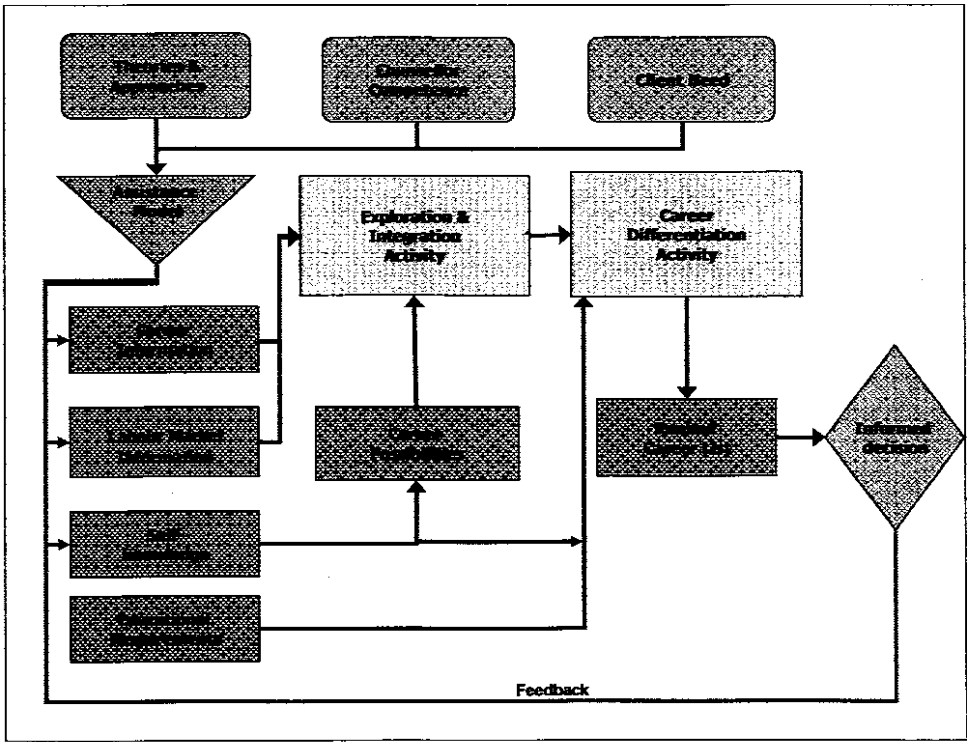
Human capital theory assumes that everyone has an equal opportunity to enter the labour market and suggests that people develop their abilities, through investing in their education and training, as an important component of a long-term process of career development and future earning power (Hotchkiss & Borow, 1990; Sharf, 2002). In effect, people are investing in their future reward or return on investment, be it monetary or other rewards, such as leisure or work-related satisfaction (Hotchkiss & Borow, 1990; Sharf, 2002).

Dualist theory, covering both dual economy and labour theories, assumes that people do not have an equal opportunity for labour market entry (Hotchkiss & Borow, 1990; Sharf, 2002). This theory highlights the complexity of the labour market and the structures it contains, such as core and peripheral organisations and labour markets. This classification of organisations and markets produces different work conditions, remuneration packages and advancement opportunities (Sharf, 2002). The theory suggests that secondary sector jobs require a lower education entry level than primary sector jobs and therefore tend to be more poorly paid, have less autonomy, and attract a lower status. This is highlighted in South Africa, where a dual labour market developed as a result of chronically high unemployment, and where a history of racially discriminated labour market entry is still evident (Sharf, 2002). These theories suggest that information about opportunities in the local primary sector be

made available to work seekers. This information should include job entry requirements, remuneration packages, job security and development opportunities (Sharf, 2002).

**2.2.9 The career-decision making processes**

A summary of the literature reveals that the career decision-making process is essentially client-centred. A career practitioner applies appropriate career guidance theory to best assist the client to make an informed career decision. This model of career decision-making is depicted in figure 4.



**Figure 4: Career decision-making process flow diagram**

**2.3 Exhibition-led learning**

**2.3.1 Introduction**

Mass career guidance in South Africa tends to be provided through classroom learning when convenient (Nicholas, Pretorius & Naidoo, 1999), supplemented by library-like knowledge sources, but only when available (Akhurst, Jassat & Adendorff, 1999). This provides incremental, linear learning focusing on giving people access to knowledge through formalised instruction. Experience in the career guidance centre shows that children and adolescents see career guidance offered in this way as boring and uninspiring (see Appendix A for researcher's experience in career guidance environments).

The career centre based, permanent exhibition-led learning concept was created to provide an interactive, enjoyable way for children and adolescents to explore the various stages of the career choice process and to access associated career information. The underlying philosophy of the career guidance centre's career-related interactive exhibits is that users find exhibition-led learning more engaging and enjoyable than reading through books and career information files because the different exhibits and activities exploit so many learning styles (Caulton, 1998).

### **2.3.2 The hands-on exhibition concept**

The concept of the hands-on permanent exhibition, discovery centre or constructivist museum originates from the nineteenth century children's museums in the United States of America and the traditional science museums of Europe and North America (Caulton, 1998). In these centres, exhibition-led learning, based on self-discovery, usually includes hands-on or interactive exhibits, with clearly defined educational objectives. This encourages visitors to participate and to take the initiative as they make choices, while exploring the various phenomena presented. Exhibition-led

learning is a valuable resource for teachers as it complements and enhances classroom teaching (Caulton, 1998).

### **2.3.3 Learning through exhibits**

Tim Caulton (1998), a British science centre director, indicated the importance of designing exhibits for the achievement of cognitive, affective and psychomotor educational objectives (Curzon, 1985; Krathwohl, Bloom & Masia, 1964) while taking into account Piaget's child cognitive development stages (Fisher, 1990), how children learn to solve problems making use of language during direct and mediated experiences (Caulton, 1998; Fisher, 1990; Vygotsky, 1962) and Gardner's multiple intelligence and associated different learning styles (Gardner, 1983).

The hands-on exhibition motivates visitors to construct knowledge from the exhibits through personal and social interaction, based on their existing knowledge base and personal, social and physical contexts (Caulton, 1998). This has learning potential for a variety of interest groups and learning ages, and uses a combination of hands-on exhibits, easily recognisable or familiar objects from daily living, computer-led activities and other media, such as photographs, diagrams, video clips and signage (Caulton, 1998).

By connecting with familiar objects and concepts, visitors are given the opportunity to reinforce or challenge their existing knowledge and to make meaning of their experiences, rather than memorising information and paraphrasing someone else's words. According to Caulton (1998), such learning experience design strategies focus on observing and understanding visitor responses and emphasize hands-on

problem solving, which encourages visitors to analyze, interpret, and predict information. Further, Caulton (1998) suggests that visitors do not simply add facts to what is already known, but constantly reorganise information and their view of the world as they interact with it. This type of learning experience encourages the visitor to play a significant role in the quality and extent of their learning; in other words, they are encouraged to take responsibility for their learning and to proactively construct knowledge and meaning while in the discovery centre or museum.

Exhibition-led learning places an emphasis on the learning process and the needs of the learner, rather than on the expert-developed body of knowledge (Caulton, 1998). Therefore interactive exhibitions are designed so that the “visitor discovers the educational objectives of the exhibit by interaction, rather than by being told” (Caulton, 1998, p 37). This process of discovery incorporates diverse learning styles, cultures, and individual learning needs, as visitors to the centre are given the opportunity to proactively explore and construct their own understanding of the concept or process being presented, rather than reactively accepting what is being taught (Caulton, 1998; Sharf, 2002; Stead & Watson, 1999).

Interactive exhibitions create a resource-rich learning environment, stimulating multiple intelligences as visitors explore a range of devices and environments requiring a number of interpretative techniques, such as verbal-linguistic, logical-mathematical, visual-spatial, body-kinaesthetic, musical-rhythmic, interpersonal and intrapersonal abilities (Chapman, 1993; Fisher, 1990; Gardner, 1983).

The environment needs to be welcoming, comfortable and easily understood. Material must be presented through appropriate verbal and non-verbal communication. Language, through the usage of labels and the verbal communications of staff, plays an essential role (Vygotsky, 1962) alongside non-verbal media such as objects, graphic images, models, audio-visual material and computer aids.

The exhibition, with its collection of exhibits, should allow for visitors to have their own agenda. The environment needs to combine entertainment and education in such a way visitors are attracted to the exhibits, motivating them to interact and want to know more, at which point labels become important (Caulton, 1998). Interactive exhibitions provide “places where children can find things that interest them, exploring them on their own and at their own pace, and creating their own understanding” (Caulton, 1998, p20).

## **2.4 Career psychology in the South African context**

### **2.4.1 Introduction**

The Republic of South Africa has experienced ten years of dynamic political, social, educational and economic transformation. This has resulted, among other things, in the reformation of education and training to implement and maintain an education system that provides the competencies essential for economic growth and people development in both their local contexts and in a technology-dependent global market (Department of Education, 2002, 2003). This dynamic era provides both

opportunities and challenges for young people as they progress towards maturity (Stead and Watson, 1999).

In an exploratory study of limited extent, Crossland, Ebersohn and Crossland (2003) established that the challenges facing young people were aggravated by the slow pace of curriculum reform implementation, inadequate career guidance in schools, poorly equipped educators with limited world-of-work knowledge and a lack of understanding of the importance of mathematics and physical science to career opportunities. The study revealed that educators were focussing on identifying problems rather than exerting their energy to find solutions.

Career psychology in South Africa, while strongly influenced by theories developed in the United States of America, was originally used to regulate entry into the South African labour market in accordance with apartheid philosophy and therefore along racial lines (Kay & Fretwell, 2003; Kraak, 2004; Stead & Watson, 1999). Limited career psychology research in South African has compelled the usage and adaptation of overseas theory, methods and instruments. The challenge for South African psychology researchers is to develop and evaluate models of career psychology appropriate to the South African context, while maintaining a global view (Stead and Watson, 1999). High unemployment, low competency levels (brought about by years of poverty and poor education), and higher levels of poverty throughout the country than those found in Europe and North America (Du Toit, 2003) require South African career psychology and related career guidance and career education practices to develop in order to better suit our unique situation (Stead and Watson, 1999).



Career guidance has become an essential component of education in twenty first century South Africa, as many young people from technologically disadvantaged rural communities strive to move from an agrarian way of life into an industrial and manufacturing-based urban economy. The burgeoning diversity and number of occupational opportunities in urban economies (Stead & Watson, 1999) mean that young people have to make realistic, informed career decisions regarding education and training - in most cases without the support of the family and its related networks, operating in a rural paradigm.

With a dearth of community-based facilities, a school-based career guidance programme is therefore essential to assist young people increase their ability to earn a living, cope with change and recognise and make appropriate use of opportunities (Plant, 2003). Career guidance as a labour market entry program is also essential for unemployed youth as they try entering the labour market from a milieu of high unemployment, poverty and limited skills and experience.

Lindhard (1987), a prolific author on the practical provision of career guidance and lifeskills to disadvantaged youth in the Western Cape, indicates that young people benefit from an empowering environment which helps them develop career decision-making competencies essential for a life-time of career development in a dynamic labour market. This process is usually found in the classroom supplemented by the use of a traditionally western library-like environment where files or books containing career information are provided. Young people are expected to use these resources to research their prospective careers. Experience in the career guidance centre

revealed that only a few schools in KwaZulu Natal were able to offer their learners even this facility, the vast majority of schools not even having access to basic books or information (Appendix A details the researchers experience). Some learners were able to obtain information from career guidance centres like the now-defunct Career Information Centre in Durban and the Eshowe Career Centre (Kay and Fretwell, 2003).

Career guidance interventions “should represent the active translation of theory and measurement into an interactive process that is beneficial to the client” (Watson & Nqweni, 1999, p 103).

The career guidance centre in Zululand grew out of this need for a non-discriminatory, non-threatening, self-directed educationally enjoyable experience for large groups of young people, educators and parents requiring career guidance en masse.

#### **2.4.2 Legislation and policy framework**

Legislation and government policy systematically ensured that a minority obtained career guidance and unhindered access to the labour market. However, from 1994, legislation and government policies have been changing to entrench the constitutional rights and responsibilities of all individuals, resulting in the introduction of career development related legislation providing a policy framework for the implementation of career development for all South Africans. The legislation of particular relevance to this study had as its origin the South African Qualifications Authority Act (1995) allowing for the establishment of the, One of the South African Qualifications Authority’s initial tasks was the development of the National

Qualifications Framework (NQF), which had, as its objective, the establishment of an integrated national education and training structure for South Africa. The framework aims to encourage entry into and movement within the education system as a whole, in order to provide quality education and training, resulting in the provision of the skills required for the economic and social development of the country (Kay and Fretwell, 2003). Of particular interest for this study, is the fact that the National Qualifications Framework (NQF) ensures, in principle, that all learners have access to professional career guidance services.

The Departments of Education and Labour both have career guidance responsibilities under the present legislation. The Department of Labour is responsible for providing services to people outside of the school system, while the Department of Education focuses on learners and people within the education system (Kay and Fretwell, 2003).

### **2.4.3 The new South African school curriculum**

Prior to 1994 legislation required white learners to receive a half-hour career guidance lesson, while there was no provision for black learners to receive any career guidance support. The restructuring of the school system in 1994, negatively affected career guidance posts. In 2001, a new General Education and Training (GET) national curriculum for the first ten years of schooling, including a reception year - Grade R, was implemented and revised in 2002. This resulted in two hours a week of Life Orientation being included in lesson schedules. Career guidance, one of a number of topics in the life orientation learning area, attracts approximately six percent of the time allocation, which equates to approximately 30 minutes every four

weeks. This year the Further Education and Training national curriculum for Grade 10 to 12 will be implemented, with Life Orientation as a compulsory subject (Kay and Fretwell, 2003; Department of Education, 2002, 2003).

The curriculum changes make provision for career guidance for all learners. However, the time allocated to this essential process is limited, educators are ill-equipped to provide services to learners (Crossland, Ebersohn and Crossland, 2003) and the support services provided by the Department of Education Psychological Services Facilitators is inadequate since each facilitator services approximately 150 schools in a district (Kay and Fretwell, 2003).

The responsibility for career education and career guidance is shared between the Departments of Education and Labour (Kay and Fretwell, 2003). The Department of Education directs its services to learners and educators within the education system, consisting of general, further and higher education and training; while the Department of Labour provides services to people who have left the schools system. Other legislation affecting career development includes the following Acts promulgated by the Department of Education or the Department of Labour:

- South African Schools Act (1996)
- National Education Policy Act (1996)
- Higher Education Act (1997)
- Employment Equity Act (1998)
- Skills Development Act (1998)
- Further Education and Training Act (1998)

- Skills Development Levies Act (1999)
- National Student Financial Aid Scheme Act (1999)
- Adult Basic Education and Training Act (2000)
- South African Council for Education Act (2000)
- General and Further Education and Training Quality Assurance Act (2001)

The legislation, in particular the Skills Development Act (1998) led the way for the development of the National Skills Fund and the Sector Education and Training Authorities, while the Higher Education Act (1997) made it possible for the Council on Higher Education (CHE) to be established. The legislation also provided the climate for the development of the National Skills Development Strategy (2001), the Revised National Curriculum Statement Grades R–9 and the National Curriculum Statement Grades 10–12 (Department of Education, 2002; 2003; Kay and Fretwell, 2003; South African Qualifications Authority, 2005; 2006).

Curricula have also been published for Adult Basic Education and Training and Further Education and Training. Included in the learning areas of the curricula is “Life Orientation,” a subject which promotes the holistic development of competencies required to make and carry out informed decisions on issues related to entry into the world of work, personal development, health promotion, social development and physical development (Department of Education, 2002; 2003). Two hours of the school and college week is allocated to life orientation and 6% of this to career guidance. In real terms, this equates to seven minutes per week and a total of five hours per year.

Key career decisions are made at the end of grade 9, when subject areas for the Further Education and Training band are chosen and again at the end of grade 12 or National Qualifications Framework (NQF) level 4, when learners make further study and work-related decisions.

The Employment Services Directorate of the Department of Labour (ESDS) provides employment and skills development services to people who have left the education system. This includes work seeker registration, placement in skills development programs (such as learnerships) and the provision of career guidance services.

Limited resources for delivery and minimal time allocation to career guidance through the life orientation learning area are compelling reasons for non-profit organisations to take on the role of providing support resources to learners, educators and work seekers. The private sector, consisting of publishers, registered counsellors and psychologists, market career information books or provide a fee-based career guidance orientated assessment and counselling service for those people who can afford their goods and services (Kay and Fretwell, 2003).

During the 1990's, local and international donors funded the career guidance non-profit sector and it flourished, providing services mainly to disadvantaged community members. However, post 1994, donor funding shifted away from this sector and many of the twenty-four career information centres were forced by financial constraints to stop operating. At present, the Career Resource and Information Centre (CRIC) in the Western Cape, the first centre in South Africa, is the only centre

from the original group still operating. Career Resource and Information Centre (CRIC) produced much of the career-guidance material used throughout the sector. Centres provided information and guidance services to youth through career libraries, the sale of booklets and sponsored group workshops. Present government policies seem to have been strongly influenced by the programs and policies developed in these organizations and many of the members of the sector have been employed in the youth, skills development and education sectors of government services (Kay and Fretwell, 2003). This culminated in the establishment of the Umsobomvu Youth Fund which provides a youth portal through which people with internet facilities are able to access, among other features, career information and career guidance (Umsobomvu Youth Fund, 2003). This service is supplemented by the introduction of outsourced Youth Advisor Centres being set up in major centres to run job creation or training programs together with Youth Advisory Centre Points in some Further Education and Training Colleges (Umsobomvu Youth Fund, 2003).

While legislation and government policy have created the framework for effective career guidance and career education, for many schools and people without access to the internet, government sponsored advisory services, commercially produced and sold books, a self-sustaining, non-profit based career guidance service organization which can accommodate large groups and individuals is a necessity.

#### **2.4.4 Career guidance research**

Limited career guidance research, with a theoretical focus, has been conducted in South Africa. Research on practical en masse service delivery is noticeably lacking. The main source of research, the Human Sciences Research Council (HSRC)

underwent restructuring after 1994, resulting in little or no research in career guidance and counselling. Stead and Watson (1999) in their definitive textbook on career guidance in South Africa indicate that a review of published research in South Africa reveals only 22 articles which may be used as the basis for the development of career guidance practice in South Africa. According to them the strongest need for career guidance is found in schools in disadvantaged areas. Research has, however, mainly been conducted at higher education institutions, with samples not reflecting the cultural proportionality of the demographics of the country. A review of South African career guidance context indicated that:

To date, much South African career research has required research participants to “speak” through measures which have seldom been developed in South Africa. How valid the scores of many of these important career measures are in the South African context is debatable (Stead & Watson, 1999: 219).

No published research articles were found covering a career guidance intervention including a permanent interactive exhibition for large groups of learners.

## **2.5 Résumé**

This chapter has reviewed the field of career psychology and exhibition-led learning with a focus on career development and decision-making theories, models and processes. The development of career guidance in South Africa was reviewed and research on practical mass career guidance provision to learners within general education and further education was found to be lacking. Due to the qualitative



nature of this study, the research context outlined in this chapter may be supplemented by other areas of literature if required, as the study progresses (Mertens, 2005). How the research was planned for and carried out is the subject of the next chapter.

## **CHAPTER 3 : RESEARCH METHODOLOGY**

### **3.1 Introduction**

The previous chapter discussed the theoretical and research background of this study and provided the context for the research design discussed in this chapter. In this chapter, the nature of the research is discussed and the means of managing the quality of the study is outlined. The methods used for data collection are identified and the data analysis techniques are defined.

Research, an objective systematic process of inquiry undertaken to influence theory about a phenomenon (Leedy, 1985; Mouton and Marais, 1994), is best described, for the context of this study, by Donna Mertens (2005, p. 2) as “a process of systematic inquiry that is designed to collect, analyze, interpret, and use data to understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts.”

The career psychology literature review, as discussed in chapter 2, provided a research context rich in North American and European career decision-making theories and approaches. The review of the South African literature and research indicated the strong influence of the northern American and European models. It became apparent that published research covering the practical application of career guidance theory in interventions for large groups of youth from disadvantaged communities was found to be lacking. Specifically there was a dearth of published research in South Africa covering the practical application of existing theory to provide beneficial mass career guidance interventions, such as hands-on, exhibition-

led career guidance. The research context as described in chapter 2 indicates that while the legislative framework has been put in place, there are limited resources for delivery and minimal time allocation to career guidance through the life orientation learning area. These are compelling reasons for research covering how theory is translated into practical interventions, which take on the role of providing support resources to learners, educators and work seekers from disadvantaged areas (Stead & Watson, 1999; Kay & Fretwell, 2003). It is essential that organisations involved in the process, document and research the efficacy of their processes in order to add to South African knowledge of grassroots implementation of career psychology theory which benefit large numbers of youth.

*In order to record the reality of the application of career decision-making theory in a South African disadvantaged youth context, including gathering data from numerous sources and the experiences of multiple groups of stakeholders, this study was conducted from a constructivist perspective (Mertens, 2005).*

The aim of the study was to establish an understanding of the factors which made the career guidance centre a valued community resource and which provided large groups of youth access to career decision-making resources in an empowering environment. The following initial guiding questions were identified:

- How did the centre develop?
- How does the centre provide career decision-making assistance?
- How is the centre experienced by its users?

The findings of the literature review, together with the aim and initial research questions focusing on real-life context, indicated that the qualitative case study method, gathering data from diverse sources and making use of appreciative inquiry and thematic analysis techniques would, provide the most appropriate framework for the study of the career guidance centre (Mouton and Marais, 1994; Mertens, 2005; Yin, 2003).

Qualitative case study research with appreciative inquiry and thematic analysis were chosen to contextualize and interpret findings drawn from wide-ranging empirical data , including stakeholder experiences (Leedy, 1985; Mertens, 2005; Mouton and Marais, 1994; Yin, 2003).

Therefore the following research forms were planned and used:

- document and photograph review to gather data on the development and delivery processes
- appreciative inquiry style questionnaire to gather data on how the centre's stakeholders experience it
- *thematic analysis of the stakeholder experiences*
- logic model development to provide a systematic, simplified view of how and why the centre developed and a basic evaluation of its context, implementation and outcomes

The development of the career guidance centre drew on and continues to draw on the knowledge and experience of many stakeholders representing many

backgrounds and a wide range of experience. These stakeholders, together with internal and external documentation, exhibits and photographs, provided a wealth of data from which a comprehensive overview of the development of the program could be recorded.

## **3.2 Research quality management**

It is evident from the literature regarding the assessment of quality of qualitative research that the discussion around research quality management is ongoing and the development of qualitative criteria for quality assessment will continue to evolve (Merrick, 1999; Mertens, 2005; Yin, 2003). Traditional quantitative research concepts of reliability, validity and objectivity have been paralleled within the constructivist paradigm by the concepts of trustworthiness and reflexivity (Merrick, 1999; Yin, 2003). The treatment of research quality formed an important component of the research design processes of this study, leading to the development of data collection and analysis protocols to ensure maximization of quality management.

### **3.2.1 Trustworthiness**

The trustworthiness of a study may be equated to validity, which is concerned with the accuracy and transparency of the process of data collection, capture, analysis and interpretation (Leedy, 1985; Mouton & Marais, 1990) and how the researcher approaches these tasks, ensuring that the processes are transparent to the reader (Merrick, 1999). Transparency is initially provided by declaring the researcher's orientation and possible sources of bias. Bias is made explicit and consciously minimised by the researcher through reflection and following the

research protocols in order to ensure faithfulness to the data and credibility for the reader (Merrick, 1999). This transparency provides an opportunity for readers to evaluate the research and its usefulness. To this end, it is declared that the centre founder is also the researcher therefore the researcher's credentials have been detailed in Appendix A to enable the users of this study to be aware of the contextual influences brought to bear by the researcher.

The emersion of the researcher in the development and operation processes and the transcripts from the appreciative inquiry questionnaires has ensured that there has been an intensive and long engagement (Merrick, 1999) with the material, together with long term persistent observation of the centre users and exhibits (Merrick, 1999) over a nine year period. In order to reduce bias necessarily present after such long involvement by the researcher, triangulation of evidence (Merrick, 1999; Mertens, 2005; Yin, 2003) with data drawn from different sources and the use of different methods of data collection and analysis from essential components of the quality management of the study. The credibility of this study has thus been enhanced by the incorporation of data from different stakeholder groups, documentation, photographs and the accounts, of the centre founder and staff since inception. Furthermore, the validity of information for this study is based on the premise that it was gathered from the program stakeholders representing the following groups:

- *individual users of the centre, including people from within the education system, and individuals from outside of the school system*
- *industrial organisations, including donors, committee members and corporate clients*

- education institutions, including partner programs, mentors, clients and committee members
- staff members and volunteers at the centre, both present and past
- community-based organisations, including clients and committee members

### **3.2.2 Reflexivity**

Qualitative research requires the researcher to play a pivotal role in the construction of knowledge as a component of the context they are studying. “Researchers’ reflections on their actions and observations in the field, their impressions, irritations, feelings and so on, become data in their own right, forming part of the interpretation, and are documented in research diaries or context protocols” (Flick, 2002, p. 6).

Reflexivity has been enhanced by providing a detailed account of the data collection and analyse process. Furthermore, the researcher’s involvement in the development and operation of the centre as its founder has been transparently reported in section 3.2.1. The following key principles of data collection where adhered to (Yin, 2003) during the study:

- multiple sources of evidence were used
- a record of the research design, including the case study protocol used for data collection and analysis together with the development of a case study database allowed for a chain of evidence to be established (see Appendix B the case study database, while Appendix C and D provide summaries of the context and implementation documents contained in the case study database)

### **3.3 Data collection**

Extensive data collection was drawn from multiple sources, making use of qualitative data collection methods. All data were recorded in the case study database (Appendix: B contains a list of all material contained in the database). The data collection process consisted of a review of all documentation, photographs and video footage and augmented by the responses received from an appreciative-inquiry style questionnaire.

#### **3.3.1 Document review**

A review of internal and external documents was conducted to establish documentary evidence of the context, development process, programme content and information about centre usage (Yin, 2003).

Documents included the centre's constitution, vision, mission, objectives, minutes, reports, visit registers, visit feedback and newspaper articles for the period between its inception in 1996 and May 2005 (Appendix C and D provide summaries of the documentation used). The following criteria were used to identify suitable information:

- document presented to an appointed committee tasked with the guidance of the development and/or management of the centre.
- statistics quoted representing the usage of the services of the career guidance centre
- document included information related to the inception process and/or the development of the centre.



- *photograph or video coverage of the centre usage and/or exhibits*

The centre's archives were inspected and relevant information was transposed by copy-typing onto spreadsheets - in the case of usage statistics - and into word-processed summary documents by date in the case of reports, minutes and newspaper articles.

### **3.3.2 Photographic and video footage review**

The second component of the data collection process was direct observation of the exhibition-led process recorded through digital photographs taken during the period May 1996 to May 2005. This data provided another source of evidence of visitor usage of the centre, the development and content of exhibits and the exhibition-led career decision-making process. All available past printed and digital photographs of the centre's events and exhibition areas were reviewed, together with video footage taken by independent stakeholder organisations, which provided a wealth of pictorial data (Flick, 2002; Hopkins, 1985). Many of the photographs were taken as a component of the ongoing evaluation and development of the centre (Appendix B, the case study database, provides details of photographic material).

### **3.3.3 Appreciative inquiry-type questionnaire**

The third component required that the experiences of all stakeholder groups be gathered and recorded through the use of appreciative inquiry-type questionnaires. This initially required the collection of data representatives from the management and service delivery structures of the centre, including the steering and management

committees, staff and volunteers. This was followed by gathering data from all previous centre users and partnership centres, such as educators and former learners, and on the experiences of learners and educators currently using the centre. Current users included the following stakeholder groups:

- a group of Grade Ten, Eleven and Twelve learners attending a week-long winter school, with a science and mathematics theme, hosted by the centre, in June 2005.
- Grade Ten, Eleven and Twelve school groups visiting the centre between May and August 2005
- educators who accompanied school groups visiting the centre between May and August 2005

The appreciative inquiry technique was chosen to identify the strengths of the career guidance centre from a stakeholders point of view and to create a starting point for future organisational development (Cooperrider, Sorensen, Yaeger, and Whitney, 2001). The appreciative inquiry technique was contextualised in terms of two questionnaires which differed by the complexity of the biographical data needed. The biographical section was simplified and reduced for learners (see Appendix E for a copy of the covering letter and the questionnaires).

The first questionnaire was used to gather data from adult stakeholders, deliberately selected from an identified population. The selected stakeholders were contacted to ensure their willingness to participate in the study and the questionnaires were faxed, emailed, posted or delivered to the participants. Replies were received by fax and email.

The population was defined as everyone who had either used or worked with the centre since its inception in 1996 and was determined from recollections by the founder, existing staff and committee members, together with an examination of the centre records. A register of stakeholders was drawn up. It was found that many people had either re-located or were not contactable by telephone, email, post or in-person, as their contact details were either not supplied or were no longer valid. Therefore, purposeful sampling (Bless & Higson-Smith, 1995; Mertens, 2005) was utilized to select stakeholder group representatives. Selection of participants was based on the following criteria:

- ability to adequately express themselves in English
- experience of the centre by visiting or being involved in its development, implementation or management processes
- contactable via email, facsimile, post or telephone
- willingness to participate in the study

The following categories of people - seventy-eight in all - were sent questionnaires:

- service delivery structure: three existing and seven previous staff members, volunteers and service providers working on the development of the centre exhibitions
- management structure: twelve steering and management committee members
- users: fourteen corporate and small, medium and micro enterprise (SMME) clients and donors; nineteen non-profit and community based organisation and public sector users mentors and partners; and twenty two educators and post-school learners who used the centre during the period 1996 to 2004

The second questionnaire was distributed by the centre staff to volunteer learners and educators immediately after their group had completed a centre program. The questionnaires were collected as the group left the centre.

Both questionnaires contained demographic questions designed to provide the basis for normative frequency analysis of the data. Three open-ended questions were used to elicit stakeholders' personal experience of the career guidance centre, untainted by predetermined options (Marks and Yardley, 2004). The following three open-ended questions were asked on both questionnaires:

- What was your experience of the Zululand Career Centre?
- What do you appreciate about the Zululand Career Centre program?
- How can the program be improved?

The following current user groups were surveyed during the period May to August 2005:

- learners, educators and government department visitors participating in centre programs such as a winter school and a mining week
- learner groups visiting the centre
- educators accompanying learner groups visiting the centre

### **3.4 Data analysis**

Thematic analysis was used for overall data analysis as it allows for the systematic construction of themes from a variety of data, with the aim of examining and understanding the phenomenon being studied (Boyatzis, 1988; Flick, 2002; Marks and Yardley, 2004). A logic model was used to analyse the data pertaining to the centre development process and the career decision-making process.

#### **3.4.1 Thematic analysis**

Through thematic analysis, themes were inductively drawn from the case study and raw data, in the form of written stakeholder answers to open-ended questions in the questionnaires (Boyatzis, 1998; Marks and Yardley, 2004).

The raw data from the appreciative-inquiry questions were prepared for analysis as follows:

- participant demographic details and their allocated participant numbers were entered onto a spreadsheet, making use of a proprietary, personal computer-based spreadsheet software package.
- the participant number, demographic details and answers to the questions were typed verbatim onto a proprietary, personal computer-based word processing package.

Demographic data were used to ensure that the diversity of the stakeholder population was represented. The spreadsheet was used to generate tables showing frequencies of the nominal data (Huysamen, 1983), including gender, race and

stakeholder group (Appendix F provides a summary of the demographics of the people surveyed).

Following the thematic analysis and code development process described by Boyatzis (1998), the transcripts of the open-ended questions were processed as follows:

- each transcript was read several times, noting anything interesting or significant
- a summary of comments was drawn up to capture the intuitive essence of the text
- potential themes were noted and scrutinized for their interconnection
- the themes which revealed themselves repeatedly were documented as key themes
- a coding manual was produced to provide an audit-trail of the analysis and to document the relationship between the code and the data.

### **3.4.2 Logic model**

The logic model technique (Yin, 2003) was used to analyse the context, implementation and outcomes of the centre, making use of the themes obtained from data provided by stakeholders, photographic material and documentation. Through the logic model approach a clear, relatively simple image of how and why the centre works was developed. The steps used to develop the logic model for the centre were the following:

- problem or issue
- community needs and assets

- desired results, including outputs, outcomes
- influential factors
- strategies
- assumptions

Finally the logic model for the centre is presented graphically with specific reference to context, implementation and outcomes (W. K. Kellogg Foundation, 2004).

### **3.5 Résumé**

This chapter discussed the research methodology deployed for this study and presented the research design, with a specific focus on quality management, data collection and analysis techniques. The results and discussion are reported in the following chapter.

## **CHAPTER 4 : RESEARCH RESULTS AND DISCUSSION**

### **4.1 Introduction**

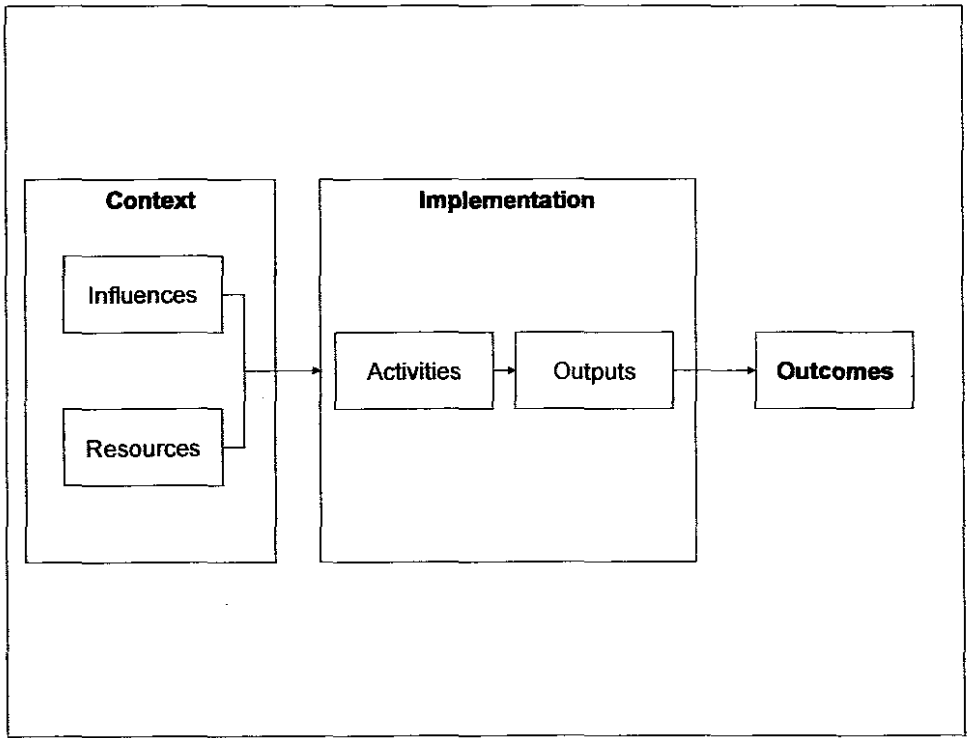
The development of the career guidance centre was explored using the qualitative, case study approach (Hopkins, 1985; Mertens, 2005; Yin, 2003) from its inception in 1996 to 2005. This allowed for the exploration through a multiplicity of data including thematic analysis (Boyatzis, 1998) and logic model development (Yin, 2003; K.W. Kellogg Foundation). The case study method increased the understanding of the unique opportunities and complexities of the career guidance centre's development. Accounts of the centre's stakeholders, including its founder, staff members, volunteers, former staff members and other involved sources, together with documentation and photographs drawn from the centre's archives and past studies were used to generate the data used in the study.

This chapter reports the research results and includes a description of the data collection and analysis processes. Reporting is provided in the format of the main themes, supported by a logic model, which emerged from the data. The logic model provides an analysis and evaluation of the centre development process, including the influence of career decision-making theory and the main themes which describe the stakeholder experience of the centre, generated through thematic analysis. The themes are discussed individually making use of the strategy of triangulation of evidence. The large quantity of evidentiary data sources are summarised in the appendix and are referred to in the text, where appropriate.



## 4.2 Context

The career centre operates within the economic, social and political environment of the industrial, urban and rural communities within the municipal district of uThungulu, in the province of KwaZulu Natal, South Africa. During this study, a wide variety of internal and external documents were reviewed (Appendix B provides a comprehensive database of documents reviewed) and summarized according to context (Appendix C provides a summary of the data reviewed). The logic model technique was used to analyse the data and present it diagrammatically.



**Figure 5: Logic model diagram (adapted from: W.K. Kellogg Foundation, 2004, p 36)**

The following factors and resources, including relationships and capacities, favoured the development of the career guidance centre in Richards Bay, the industrial heart of the City of Mhlathuze, which lies within the otherwise largely impoverished uThungulu district:

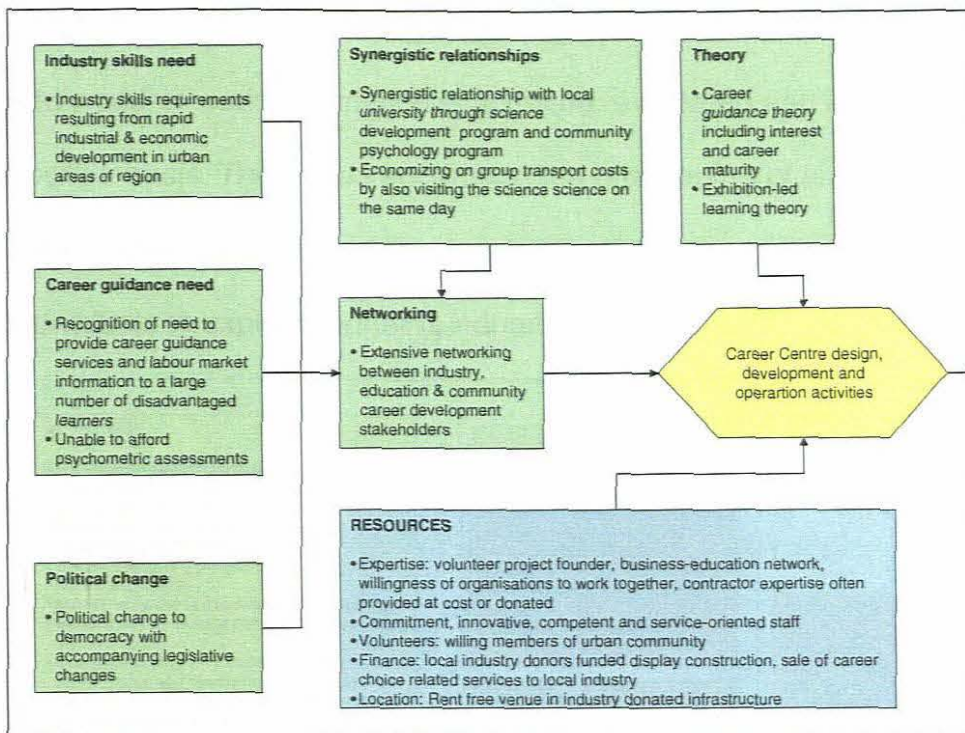
- recognition of the need to provide career guidance services to a large number of disadvantaged learners; including a burgeoning need for labour market information dissemination. The appreciative inquiry questionnaire process highlighted the need for career guidance. For example, according to a person who used the centre prior to 2004: *“As learners from poverty stricken backgrounds are desperate to be included in any program of learning, screening process needs to also include interest measurement. “*
- willingness among organisations to work together
- rapid industrial and economic development in the urban areas of the region, together with political change and its resultant legislative changes, which resulted in an ever-increasing need for technologically skilled local people
- a favourable physical location and existing infrastructure
- initial funding of the project development through donations, including a free venue and later financial sustainability through the sale of services to industry clients
- committed, innovative, competent and service-oriented staff including volunteers from industrialised urban community

The development of the career centre was based on community needs and synergistic use of resources and opportunities (Appendix C provides further information on these factors and their contribution to the development and usage of the centre). The large numbers of learners requiring career guidance assistance (Stead and Watson, 1999) made it imperative that the career guidance centre provide a self-exploration service that could complement any services being provided in the

existing education and training systems. The centre needed to be able to assist learners to learn the career decision-making process with minimum intervention by a facilitator.

To this end the founder of the centre, during a holiday in Britain, visited a number of science centres, children's museums and exhibitions to obtain ideas for the hands-on career exhibition. The information obtained and experience gained at exhibitions and museums for children was supplemented by information from science centres in Australia and the United States. Locally, the University of Zululand Science Centre, one of the first science centres in South Africa, also provided inspiration, specifically on how to adapt displays for a more rural learner audience.

Three years' experience as school counsellor in an under-resourced school in the area gave the centre's founder an opportunity to develop a classroom version of the future hands-on permanent exhibition. The permanent exhibition is in essence a self-help instrument. While conventionally self-help instruments are non-standardised questionnaires, the large numbers of learners in the groups which visit the centre do not allow for the time consuming or financially costly process of questionnaire duplication and use. The logic model below provides a graphical representation of the context.



**Figure 6: A logic diagram depicting the career centre context with specific reference to influences and resources**

### 4.3 Implementation

The implementation phase of the project included the setting up of governance structures, the design, development and construction of a gallery of hands-on exhibits for the permanent exhibition and posters for the mobile display.

The intention of the founder of the career guidance centre was to develop an innovative interpretation of the career choice process. The career guidance centres of the day were producers of career information material and the organisation of workshops. They also provided a reference library of career information. However, large groups of learners could not be accommodated in most of them. Following the lead taken by science development programs, the founder of the career guidance centre sought to introduce a sense of inquiry (Layman, Ochoa and Heikkinen, 1996) into the career choice process. The result was the idea of a hands-on exhibition

(Caulton, 1998) incorporating a learning cycle in which career-related self-knowledge and world-of-work information is acquired, evaluated and integrated on a continuous positive basis. This would encourage the broadening of an individual's number of known career options and the development of a list of appropriate career choices for individuals to explore further (Lindhard, 1987).

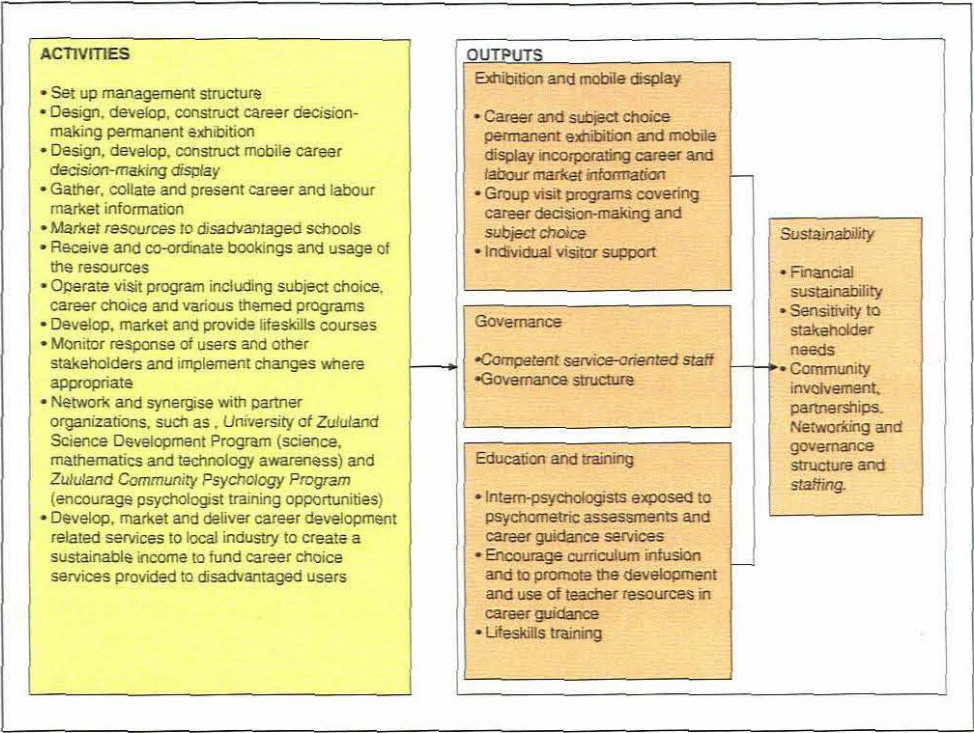


Figure 7: Implementation logic model with specific focus on activities and outputs

### 4.3.1 The exhibition program

During this phase a 300 m<sup>2</sup> floor area was utilized for the development of a permanent exhibition based on Holland’s theory of interest and personality (Holland, 1985) and the career decision-making process introduced by Parson (Sharf, 2002) and developed further by Super (1953, 1957). Together, these theories served as inspiration.

Based on John Holland's theory (1985) exhibits were clustered together into six career interest areas, and adapted to suit local conditions and careers. Bright colours, entertaining activities, cartoons, diagrams, photographs, text and objects were used to capture attention and encourage participation (Appendix B provides a summary of the photographic material data sources). Visitors physically interact with exhibits by opening a door, lifting a flap, drawing a picture, using magnetic pieces on a board to solve pictorial problems and using probes and pointers to get a response from the exhibit.

The exhibits encourage visitors to explore their interests and the types of careers this self-knowledge leads them to. Through the process, the users of the centre are encouraged to explore options (Appendix B provides directions on how to access photographic evidence). Labels are written in simple terms making use of a uniform font size and ratios in a proprietary, non-serif font. A staff member is always on hand to answer questions and to guide the learning process if required.

The career exploration and decision-making exhibition fits the career development process steps developed by Parson and Super (Sharf, 2002). In the place of a questionnaire, a permanent exhibition has been set up, which leads the visitor to the centre through the career development process of (Sharf, 2002):

- self-knowledge, career information and labour market information acquisition
- integration of self-knowledge and career/labour market information
- application of the integrated knowledge in a decision-making process

The career information is classified into a framework based on Holland (1985) and Roe's (1957) classifications, adapted to accommodate South African career names and competencies, to aid career-specific information retrieval and promote ease of access.

Career information becomes more detailed and specific as the visitor to the centre moves through the career decision making processes by incorporating layers of information, which are accessed progressively. The initial layer is both broad and shallow, without much detail. This minimal initial detail encourages further exploration of a wide variety of career ideas. As a visitor's self-knowledge increases and *specifically as interests crystallize, so the information available becomes more specific and detailed.* This process of increased detail of career information being provided as a client progresses through the career decision-making processes has been noted as a characteristic of the successful career guidance process by Sharf (2002) and Tiedeman & O'Hara (1963).

Each career area includes activities such as games, pictures, artefacts and tools, which represent the type of competencies and interests required by that group of careers. For example in the red area, which in the Holland model (1985) represents the investigative area, analytical problem solving activities are offered in order to attract visitors to the scientific careers displayed. Pictures of people working in various careers, depicting the working environment and some tasks and activities associated with that career complement these activities. Career guide reference books have been laminated and re-assembled into a flip file for in-depth research of specific careers. Information packs for educators and a small shop where educators



and learners could buy career and lifeskills information sheets and booklets was set up, however, it has subsequently been withdrawn due to excessive cost of operation. Educators are now provided with contact details of providers of material.

The centre policy was to change its exhibits every three to four years, depending on availability of funding. The centre also participates with the science centre in focus weeks in order to keep ideas and activities fresh. These include special programs such as paper week, mining week, metal mania and water week, some of which appear on the national calendar of events.

In the case of the permanent exhibition, learners use the displays while being directed by a facilitator and a worksheet. The understanding of the career development process and the self-knowledge they obtain from completing each step of the process leads learners to:

- broaden their career options (increase in the number of careers they know about)
- explore career possibilities
- engage with the important task of making an informed career choice

Groups of visitors move around the centre looking at displays and implementing the steps of the decision-making processes. At times someone will find something of particular interest to them and they will find their friends and show them the information or activity. The visitors then often engage in a discussion about their findings, leading to agreement on who it matches and who not. As visitors move around the displays and interact, those visitors who are not interested move on, while the ones who stay at an exhibit, interact and read labels, sometimes asking questions



of the centre staff member on duty. Other learners see the interest and the whole party gradually “flocks” to a particular display. Learners who have lost interest and have wandered off scanning the displays for the next interesting item and the “window shopping” process begins again (Caulton, 1998). The worksheets re-enforce the decision making process while encouraging learners to browse and explore.

#### **4.3.2 Outreach programmes**

Two outreach programmes are offered to schools in the region, the first being the mobile display; this service provides teachers with training in the use of the display. They are then responsible for the use of the display, which stays in their schools for a few days. The second outreach program takes the form of a workshop, in which learners are directed through the process by a facilitator who co-ordinates the use of worksheets and career information material. The facilitator, a career guidance specialist, is on hand to answer individual queries and to refer learners to appropriate professionals for further assistance if required.

#### **4.3.3 Career services provided to industry**

Psychometric services are provided to industry as a form of income generation. The appreciative inquiry questionnaire provided the following feedback from a person who made use of the centre services during the period 1996 to 2004:

*“Availability of psychometric assessments services.*

*Availability of lifeskills programs for youth. Availability*

*of career information from an interest and subject*

*choice perspective. Availability of world of work entry*

*information, including cv writing, attitude, self-employment. Innovative, user-friendly, attractive layout. User friendly for self-guided visitor”*

## **4.4 Outcomes**

### **4.4.1 Introduction**

This section of the logic model presents and discusses the outcomes of the programme, drawing evidence from the document review process, a review of photographic and video material and the thematic analysis of an appreciative inquiry questionnaire.

By the end of 2004 the following objectives had been achieved:

- a permanent career exhibition had been established, containing career and labour market information
- career and lifeskills information was being provided in a reference library
- career and lifeskills-related displays had been extended to cover new aspects and changes in the national education and training system.
- workshops for learners and educators covering study skills, self awareness, time management, self-employment, problem solving, career choice , subject choice, information accessing skills, retrenchment, coping with unemployment, leadership and team working had been provided

- assessment and counselling service provided by appointment to fee-paying individuals and small groups
- a network had been established involving government departments and schools, training providers, donors, non-profit organisations in the wider community the Science Centre and the Psychology Department of the University of Zululand.

A collection of four hundred and twenty five digital and printed photographs and three videos taken by the founder, visitors and staff of the career guidance centre over an eight year period was examined for themes, the sequence of display development, services provided and stakeholder groups. The following four themes emerged from the data:

- provision of career guidance and lifeskills services
- utilization of services by demographically representative groups of users
- synergistic stakeholder support
- dynamic, low budget and progressive development of displays

Thematic analysis of one hundred and twenty six, appreciative inquiry questionnaires was conducted (see Appendix E for the appreciative inquiry questionnaire and Appendix F for a summary of the biographical data provided by respondents) and the following eight main themes were identified in the data set:

- Person-centred exploration process
- Infrastructure
- Organization

- Diversity
- Innovation
- Educational value
- Contextual relevance
- Partnerships

When themes from the photographic material review and the thematic analysis of the appreciative inquiry questionnaire were reviewed together, the following combined themes emerged and are individually presented below:

- provision of career guidance services through a contextually relevant, person-centred exploration process
- utilization of services by diverse users
- synergistic stakeholder support and partnerships
- dynamic, low budget and innovative development of display infrastructure
- organization

#### **4.4.2 Provision of career guidance services through a contextually relevant, person-centred exploration process**

Several stakeholders appreciate the contextual relevance and person-centred exploration approach to the provision of career guidance services. A number of stakeholders and users mentioned the person-centred exploration process making

use of interactive exhibits. They described the process as a self-guided, user friendly, sensitive, empowering, practical, self-discovery process which helped with career choice, subject choice, career planning and goal setting. Users of the centre indicated that the centre and specifically the exhibits or displays helped them to make informed career decisions. Educators indicated that the process provided learners with career goals to work towards and therefore “motivates learners to work hard in their studies” and to take responsibility for their own development and attitude towards their future careers. Practically, the centre provides a method for self-knowledge development and exploration of interests and abilities. The importance of mathematics and science is emphasized and connected to local industrial careers.

An organisational user described his experience of the centre as follows:

*“Good supplement to “ordinary” counselling/career guidance activities. Nice open atmosphere - relaxed, informal. You can pace around at your own leisure – and come back again. No risk of “losing face” by asking wrong questions. Your uncertainty/ indecisiveness/ lack of knowledge is not exposed. An interactive way of obtaining counselling. Changes the focus away from the counsellor to the individual. Makes the individual him/herself responsible for his/her own guidance – and future. This is a fantastic example of what “empowerment” means. Counselling made “simple”. Very educative. Especially useful for people who do not know what they want to do – and therefore are not in a position to ask the right questions. You*

*are “guided” through very well. It is “hands-on” and thus very good.”*

While a teacher provided the following perspective of how learners make use of the centre:

*“ Being able to do work individually*

- they research at their own pace*
- lots of information displayed*
- encouraged learners to read and think critically*
- it gives learners a chance to explore*
- they give us a friendly and warm welcome*
- all learners are fully engaged to work*

*they enjoy, cause they come from different places, most of the places do not create such an opportunity”*

A young adult provides the following insight:

*“Centre contributed a lot to my personal and professional growth – helped to get a bursary to study further – I am an engineer today – a more confident, matured and proud person – I can’t count all my achievements without mentioning the career centre. There were days I felt useless, but the counselling offered was the best. I recommend the centre to other people.”*

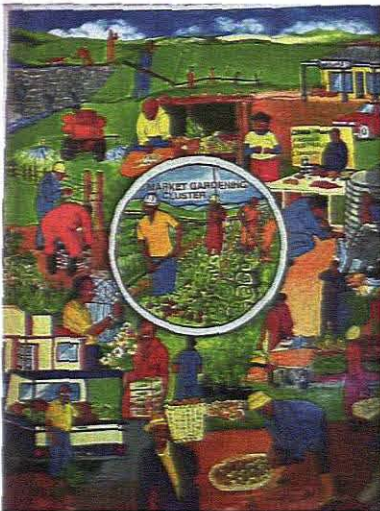
An industry user provided the following feedback:

*"Provides a connection between pupils and what is available in the labour market, specifically, what expertise are needed by each industry and it's disciplines."*

The following photographs are offered as a summary of the photographic evidence:



**Figure 8: Cartoon pictures of process control maintenance careers depicting affirmative action groups actively involved in career activities**



**Figure 9: Rural agricultural career poster depicting a wide variety of career options**

#### **4.4.3 Utilization of services by users**

The photographic evidence demonstrates how users are initially attracted by colourful displays. It can be seen that the inquiry process sustains interest through a succession of related exhibits. More in-depth information is available if required and

users can be seen accessing this (Appendix B provides direction to the photograph database). The photographs in this category depict the provision of individual and group career and lifeskills learning activities, psychometric assessment services and career and lifeskills information services provided through a hands-on exhibition.

The engagement in the inquiry process is reflected on the faces of the users captured on film. Users of the career guidance centre's services can be seen with facial expressions and body language which suggests engagement with the displays they are using. The photographs of users also reflect the demographic profile identified in the statistical records kept by the centre. The centre has been used by more than 180 000 people since its inception (see Appendix G for visitor attendance data) with the following user groups represented:

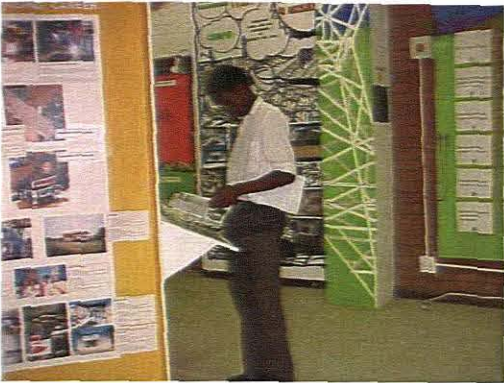
- school learners and educators from both primary and secondary school
- adult users
- gender and racial groups representative of the regions demographics

The following photographs are representative:



**Figure 10: Male learners engage with electronic career display**





**Figure 11: Adult male user accessing "flip file" information**



**Figure 12: Adult female users accessing contextually relevant display**



**Figure 13: Female learners making use of the mobile display**

The appreciative inquiry questionnaire provided the following evidence from an industry user:

*“Flexible. Able to assess candidates in rural locations. Able to assess candidates of varying literacy levels including illiterate people”*

A teacher, indicated it was appreciated that the

*“Centre does not discriminate by cultural background, economic status, race area of residence (rural / urban)”*

The importance of providing access to young children in order to encourage them to make informed decisions was highlighted by a number of educators:

*“Primary school learners need to be accommodated in order to develop love of science from a young age – mostly pupils encouraged when it is too late for them to see importance and gain interest”*

#### **4.4.4 Synergistic stakeholder support**

Stakeholder support is evidenced through photographs, newspaper articles and internal reports that highlight the operation of synergistic relationships with partnership organisations (see Appendix B for case study database).

For example, a series of photographs depict such milestones as the official opening of the centre at which Department of Labour officials were present, the opening of the Amathuba exhibit by the Danish Ambassador, the opening of the present exhibition

venue by the then Chief Executive Officer of Richards Bay Minerals, a local heavy minerals mining and smelting company, the visit by a female NASA Astronaut who provided a female engineering role model and a number of internationally acclaimed psychologists who presented at the annual university psychology conference hosted at the career centre. Each of these functions resulted from complex partnerships and many synergistic relationships.

There is further evidence in the form of management committee function attendance, names on the donor board, with an increasing number of donors to be seen when sequential photographs are examined. The presence of psychology interns and science centre equipment is evidence of the valuable partnership with the University of Zululand's community psychology program and the science development program (Edwards, 1999, 2001). Volunteers can be seen helping with workshops, facilitating user group activities and hard at work during various stages of display construction.

Of strategic importance is that the career centre is located adjacent to a science centre, which enables school groups to visit both centres, thereby economizing on transport costs.

#### **4.4.5 Dynamic, low budget, progressive development of permanent and mobile exhibitions**

Display development over time is clearly evident in the photographic record. The change in background marks the relocation of the exhibits from the original building to the present location. Displays are vibrant, colourful and low budget, with reactive, interactive and passive features. Users can be seen touching the displays, reacting to

stimuli for more information by opening doors and turning flip file pages. They can clearly be seen reading information and satisfying their need to retain information by copying down data. The steps of the career decision making process are evident in the displays as follows:

- determine your interest area
- determine interest area related occupations or careers
- determine school subject related occupations and careers
- determine occupations and careers through activity participation
- review generated careers list
- research options through use of career information flip files
- decide on limited number of most suitable possibilities
- investigate post school education options and requirements
- draw up a career development plan based on findings

Career and lifeskills information requirements are multi-layered and information is provided at different levels to satisfy diverse information gathering needs. It can be seen that the exhibits offer users the opportunity to broaden their career horizons and increase their awareness of the large number of careers available in the labour market.

However, it must be noted that regular maintenance and renewal of displays is required or the centre may become shabby and uninviting.

The following photographs depict the innovative nature of the centre's career decision-making process:



Figure 14: Subject doors open up to career possibilities

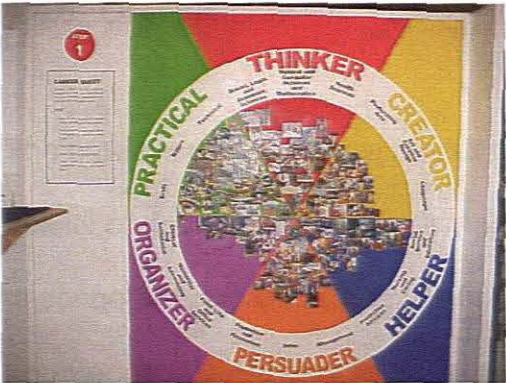


Figure 15: Photographs of career activities assist visitors to select interest area



Figure 16: Poster rack provides further information



**Figure 17: Rural development careers display**

#### **4.4.6 Organization**

The career centre staff are pivotal to the smooth operation of the centre and the quality of the experience which visitors to the centre enjoy. Visitors to the centre describe the staff as helpful, friendly, co-operative, professional, welcoming and knowledgeable. Several large groups indicated that more staff members should be available in the exhibition area. They indicated that at times the single available staff member was overextended and unable to provide all the individual assistance sought of him.

#### **4.5 Résumé**

The development of a career guidance centre relies on insights gained from a number of different disciplines, which include career psychology, organisational psychology, human resources management, media didactics in the form of exhibition development, consumer psychology and small business development.



The Zululand Career Centre, the first hands-on career guidance permanent exhibition in South Africa, began in modest premises in 1996, with the vision of helping large numbers of learners make informed career decisions. Within a few years the centre had moved to its second venue adjacent to the University of Zululand Science Centre, continuing a long tradition of science exhibition-led learning and extending it into the career guidance arena. The exhibits in the centre have been changed to reflect changes in the labour market and the needs of the revised new school curriculum.

The recorded experiences of the exhibition-led, career development process operating at the centre indicate that it provides a practical and empowering opportunity for self-knowledge development, through the hands-on exploration of interests, abilities and career information.

## **CHAPTER 5 : CONCLUSION**

To assist large numbers of disadvantaged youth to make informed career decisions, the career guidance centre was developed to provide mass access to a self-help career decision-making process. The challenge was to provide this service with very little short-term donor funding and to make the service sustainable financially without massive, long-term donor investment. The Zululand Career Centre has achieved this; evidenced by it reaching an average of 20 000 people per year and the appreciation expressed by users of the centre.

The permanent hands-on exhibition, funded through income-generating activities, including psychometric assessment for corporate clients and career guidance services for individual fee-paying clients, is the basis for the services provided to learners from disadvantaged communities visiting the career guidance centre. An added benefit is that teachers are provided with a supportive resource to aid them in their teaching of life orientation.

The centre provides the user with the following opportunities for career guidance and lifeskills information gathering and testing:

- following a self-help, display-led career decision making process
- gathering career and lifeskills information through the use of a combination of passive, reactive and interactive exhibits
- becoming aware of local labour market needs as reflected in the information provided by displays



The design of the career centre embodies several relevant psychological theories and is essentially a self-help exhibition-led process. Its development provided an opportunity for the innovative application of existing trait and type, life-span, constructivist, social learning, decision-making and socio-economic approaches within the South African context. The life-span and decision-making approaches provided the theoretical background for the problem-solving exploration processes used in the centre, while the trait and factor theories provided techniques for self-knowledge acquisition and career information classification. Social learning theory provided insight into the pivotal role the staff members of the centre would have to play in the learning processes, while the constructivist theories led to an understanding that users of the centre would be able to construct their knowledge of careers from their experiences with the centre displays and their own lived experiences. The importance of up-to-date, contextually relevant information was highlighted by the socio-economic approaches.

This study represents an overview of one method of practical mass career guidance service provision. Determining the impact of the process on users will create an opportunity for further research, as will a study to measure the validity and reliability of the process used.

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## **Appendix A: Researcher's background**

Lynn-Donné Crossland is a student and intern-psychologist in the Department of Psychology at the University of Zululand. She practices as a psychometrist (independent practice) in Richards Bay, focussing on career development-related assessments and has accumulated more than 15 years experience in the field of career guidance. Her interest in career guidance originated from her own career choice journey, followed by the completion of a Bachelor of Commerce Honours degree in Industrial Psychology and registration with the Health Professionals Council of South Africa as a psychotechnician, and later as a psychometrist, leading to registration as a psychometrist (independent practice).

Work experience in education (senior school), recruitment, psychometrics (career development, recruitment and selection, bursary selection) and lifeskills training have collectively provided Lynn with a broad perspective of the problems encountered by people when making career choices. Her essentially privileged and Eurocentric background, provided her with the opportunity to study industrial psychology and an *interest in career guidance was kindled. This did not prepare her for the reality of teaching career guidance and accounting in a disadvantaged school in Esikhawini, near Richards Bay during the last three years of the apartheid period. While working in this environment, Lynn quickly became aware of the lack of career guidance services available to youth from disadvantaged communities.*

Making use of her knowledge of career decision-making; specifically, the theories of John Holland (1985) and Donald Super (1957), provided Lynn with a framework for

career guidance service delivery. She set up and operated a career information library in a disadvantaged school and developed a school outreach program in the form of an annual career exhibition for disadvantaged schools in Esikhawini, which was later incorporated into the annual Zululand career exhibition<sup>1</sup>; an event originally organized by and for the benefit of the more privileged urban schools in Richards Bay and Empangeni. The need for career guidance for all youth in the region motivated Lynn towards founding the Zululand Career Centre, initially operating as a volunteer, she drew on more than 10 years of informal discussions with teachers and learners from both rural and urban schools regarding their career guidance challenges.

The appreciative inquiry questionnaire provided the following insights:

*“Met the project founder – creative, enthusiastic, community career developer, with a vision to establish a career centre – given unstintingly of her time ... “*

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<sup>1</sup> The annual Zululand exhibition is reported in the case study database of internal and external documents reviewed – newspaper articles and internal reports.

## **Appendix B: Case study document database**

Case study database includes the following items which are accessible from the compact disc (CD) attached to the back cover of this document:

- numbered, anonymous, transcribed responses to appreciative inquiry questionnaire survey questions (CD file name: appreciative inquiry outlines)
- a list of case study documents including management committee meeting agendas and minutes, announcements in the form of press articles, community newsletters, reports, constitution and statements of vision, mission and objectives (CD file names: case study document database; career centre timeline of events). See Appendix C for a summary of contextual data and Appendix D for a summary of implementation data.
- questionnaire and tabular materials including demographic data from appreciative inquiry questionnaire (Appendix E and F)
- a selection of photographic material depicting the centre development, usage and the direct observations of the founder, staff, stakeholders and visitors (CD file name: photographic and video material and CD folder name: Photograph summary)
- a list of video material reviewed (CD file name: photographic and video material)
- a list of documents and website which provided support for contextual information (CD file names: contextual documents and schools in the Zululand school region)
- service records including visitor, assessment and activity statistics (Appendix G)

## **Appendix C: Program context**

### ***Favourable factors influencing the development of the centre***

A number of factors and available resources favoured the development of the career guidance centre:

- a favourable physical location and existing infrastructure
- rapid industrial and economic development in the urban areas of the region
- recognition of the need to provide career guidance services to a large number of disadvantaged learners
- recognition of the burgeoning need for labour market information dissemination
- willingness among organisations to work together
- initial funding of the project development and later financial sustainability through service delivery to industry clients
- sensitivity to stakeholder needs and expectations
- committed, innovative, competent and service-oriented staff

These factors and how they contributed to the development and usage of the career guidance centre are discussed in more detail in the sections that follow.

### ***Physical location and infrastructure***

The career guidance centre is situated at the Zululand Chamber of Business Community Park, in Alton, an industrial suburb of the City of uMhlatuze, located 180 km north of Durban, on the north eastern coast of the Republic of South Africa.

uMhlatuze resides within the municipal district of uThungulu, in the province of KwaZulu Natal, incorporating the business centres of Empangeni and Richards Bay. The centre is located in the industrial heart of Richards Bay; the powerhouse of uMhlatuze. As one of the fastest growing urban and industrial areas in South Africa, it is ironic, but fortuitous, that it is located within one of the most disadvantaged rural areas in the Republic of South Africa (see Appendix B for reference to the contextual documents "Impact," 2005, 2003).

The City of uMhlatuze came about as a result of the post-apartheid amalgamation of the urban areas of Richards Bay, Empangeni, Esikhawini, Ngwelezane, Nseleni, Felixton and Vulindlela. Richards Bay, specifically, is a relatively new industrial and business centre, where world-class industrial plants, mines, agro-processing plants and a deep water harbour use world-class technology (see Appendix B for reference to the contextual document "Impact," 2005).

The local chamber of business, founded in 1926, evolved over time, eventually settling in its present home in the Zululand Chamber of Business Community Park. *BHP Billiton, an international player in the commodities business, donated the collection of office buildings, halls and infrastructure, to the chamber of business on completion of a smelter construction project.* The buildings of the former contractor village provide an affordable and central location in the industrialised and economic heart of the region for the career and science centres, together with other development initiatives and small businesses. The park offers the opportunity for organisations to synergise and share infrastructure and resources (see Appendix B for reference to the contextual document "SA Success," 1997).

In 1996, BHP Billiton invited the career guidance centre to make use of one third of the hall they rented from the community park for their visitor centre. The career guidance centre moved into this rent-free accommodation during April and started to develop displays (see Appendix B for details of the chronological development of the career guidance centre).

### ***Regional industrial and economic characteristics***

The combination of an industrial, urban and rural context provides many community and individual opportunities and challenges. Richards Bay, the deepest port in South Africa and the industrial heart of the City of uMhlatuze, has experienced 30 years of rapid industrial, commercial, infrastructural and tourism development. The port, roads, railway lines and an airport link Richards Bay to the highly urban and commercialised Gauteng region and beyond to the rest of Africa and the world, providing almost limitless markets and export opportunities (see Appendix B for reference to the contextual document “Impact,” 2005).

One of the central issues has been how to ensure that the industrial development benefits the people of the district. It is encouraging to note that industries in uMhlatuze, have actively invested generously in skills development and solutions to social problems. This corporate social investment has contributed substantially to community development, which has been achieved with a relatively high degree of co-operation among the large industries, government departments and organisations within civil and traditional society (see Appendix B for reference to the contextual documents: SA Success, 1997; “Impact,” 2005).

The career guidance centre is just one of the industry-supported projects that provide an empowering environment for finding sustainable solutions to social development issues like education, training and labour market entry in the area (see Appendix B for reference to the contextual document : "Impact," 2005).

### ***Labour market and career guidance needs***

Exacerbated by the HIV/AIDS pandemic, local industry continuously faces the threat of a skills shortage. In the region, there is a specific need for technically trained people who are literate in mathematics, physical science and English and are skilled problem solvers. It is therefore essential to promote the acceptance of mathematics and physical science as essential school subjects and to encourage people of all ages to acquire and make use of problem solving skills.

To maximise the synergistic relationship with the science centre and local industries, the career guidance centre provides career development services to learners, educators, parents and unemployed youth from an area stretching geographically from the Tugela River in the south to Kosi Bay, near the Mozambique border in the north and westwards to inland of Vryheid and Nongoma. This area includes the District Municipalities of uThungulu, uMkhanyakude and Zululand. In terms of the KwaZulu Natal Department of Education school regions, the area represents the Zululand School Region, incorporating 2000 public and independent schools, 96% of which are poorly resourced (see Appendix B for reference to the contextual document: Schools of the Zululand school region).

the Zululand Community Psychology program (Edwards, 1999, 2001)

- the launch of the Community College initiative
- co-operation between industry, government , civic and traditional society
- the advent of the democratic dispensation in South Africa

The centre staff worked closely with both the staff of the regional office of the Department of Education and Department of Labour to ensure that all programmes were aligned to labour market demands and the emerging education and skills development legislation.

Networking with business through local structures set up by the Chamber of Business provided the opportunity to access labour market information first hand. In Richards Bay many of the industries make use of leading edge technology, necessitating technically competent staff with sound mathematical and English literacy, coupled with an extensive technical knowledge and understanding of scientific principles. To reflect industry skills needs, the career guidance centre exhibits a predominance of science-related careers and activities. The annual Careers 2000 Zululand Exhibition highlighted the services offered by the career guidance centre and the science centre, the entry requirements for careers in the various local industries and the education opportunities offered by local and national education and training providers.

Business partners raised the profile of the career guidance centre by submitting it in national and international community social investment competitions, such as the Education Africa Awards, Global Best Business Education Partnerships and the Mpumalelo Awards.



Non-profit partnership organisations are those that work together, benefiting from the natural synergy created through their association. The University of Zululand's Science Development program's Science Centre, which is located adjacent to the career guidance centre, provides learners with the opportunity to explore both science and careers for the same transport cost. The Zululand Chamber of Business corporate donor sponsored programs like the Community Park, Education Trust, Community Bursary Fund, Youth Training Project and the Partnership Education Network Project provide a synergistic approach to career development awareness and ultimately to the ongoing development of a pool of skilled people in the region.

The centre's psychometric services provided opportunities for psychology interns from the University of Zululand's Zululand Community Psychology project to obtain valuable experience in psychometrics, associated with industry selection and placement and for individual and small group career counselling and career development.

The partnership between the Department of Labour and the career guidance centre was never formalised and eventually, due to policy changes and the diverging objectives of each organisation, the informal partnership dissolved. The background to this divergence was that while the career guidance centre focused mainly on grade 9 to 12 learners, the Department of Labour focused on unemployed people, with special emphasis on out-of-school youth. However, unemployed people are still referred to the career guidance centre, for career information, by the Department of Labour and they continue to receive a free service.

**Staff**

Most career guidance centre staff members, including the founder, started as volunteers and were offered a stipend and eventually a small salary when posts became available. As the career guidance centre became more financially sustainable, staff salaries were increased, though competitive rates have never been reached. Staff are passionate and committed to providing quality career guidance and helping people to help themselves.

***Need assessment through networking, consultation and a pilot project***

Through networking, submitting and discussing funding proposals and working within the career guidance community, the centre founder was invited to stakeholder meetings regarding the selection of test sites for the implementation of a career guidance pilot project called Masenze Sonke.

The co-operative and economic characteristics of the region drove the decision to focus a career guidance pilot project in this region in 1994. The Masenze Sonke Pilot Project, initiated by a Durban-based training and development non-profit organisation, focused on the provision of career information and basic career guidance counselling skills to the educators of adolescent learners. The formation of a broad consortium of skills development stakeholders in the region and European funding enabled the pilot project to go ahead (Olive Organization Development and Training, 1998).

A successful outcome of the Masenze Sonke project was a focus of attention on the need for affordable and cost-effective career information and guidance services in the uThungulu District and enhanced an existing network of industrial, education and

skills development organisations. This was the basis for the career guidance centre idea being initiated in 1995 (Olive Organization Development and Training, 1998).

### ***The consultative and governance development process***

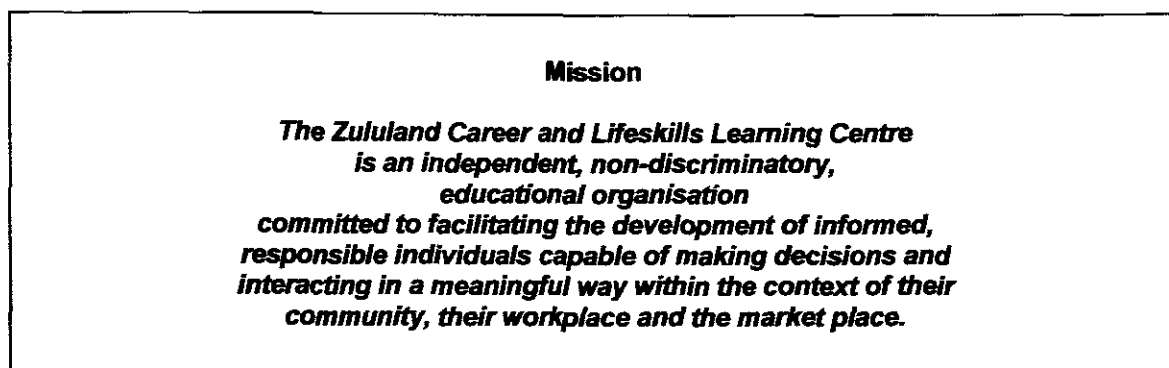
The research and planning phase of the project followed in the first half of 1996, led by the volunteer director of the centre and a steering committee comprising the stakeholders identified through the Masenze Sonke Project.

This phase provided the opportunity for the concept to be developed and involved much consultation with government departments, human resource and community social investment specialists from local industry and adolescent learners making career choices.

Tangible support was gained from stakeholders; for example, a rent free venue was made available to the centre within the multi-disciplinary resource complex known as the “Community Park.”

*The steering committee minutes of 7 May 1996 document the progress made in this consultative phase (see Appendix B for case study database).* The fourteen people on the committee represented a wide range of relevant stakeholders: representatives from government, non-profit organisations, the chamber of business, large industrial companies, local schools and other community based organisations. Their initial tasks were to draw up a constitution for the centre, to clarify its legal status, to raise funds and to assist in the development of the permanent exhibition and the career information library. During the meeting the name “Zululand Career and Lifeskills

Learning Centre.” the mission statement and objectives for the career guidance centre were adopted.



**Figure 18: The mission adopted at the steering committee meeting on 7 May 1996.**

The following objectives were set:

- To provide career information and a permanent career exhibition
- To encourage curriculum infusion through promoting, the development and use of teacher resources in career guidance.
- To actively seek community involvement, partnerships and networking.

Structures were agreed upon and a Management Committee of seven members was drawn from the Steering Committee. The Management Committee had the following stakeholder representation:

- Officials from the Departments of Education and Labour. The KwaZulu Natal Department of Education provided representation from General, Further and Higher Education, as well as from Adult Basic Education and Training (ABET) and psychological support services. Frequent contact with district and circuit

superintendents was maintained. The Department of Labour was represented by staff from the provincial office and the local labour centre.

- Chief Executive Officer: Zululand Chamber of Business
- Community Social Responsibility Officers: Industry Donors
- The Director: Zululand Career and Lifeskills Learning Centre

One of the outcomes of the discussions at this stage was a clear indication of an “employability gap.” The education process was not preparing school leavers to enter the labour market and their knowledge and skills fell far short of market expectations. Changes in both education and labour policy and legislation had been put in place, but the development of implementation systems and delivery did not keep pace with the skills demand in the region.

Management Committee meeting minutes of 1996, August 20, record the acceptance of the career guidance centre’s constitution. The minutes also recorded that the Department of Labour would be employing a counsellor and that there was an informal agreement that this person would be based at the career guidance centre and would make use of the facilities, rent-free. The local labour centre based an employment counsellor at the centre to assist with career guidance with a specific focus on the career development of work seekers and unemployed youth. This was the start of the fascinating process of the development of a working partnership between a government department and a community initiative (Olive Organization Development and Training, 1998).

## ***Appendix D: Programme implementation***

### ***Official opening***

The Centre was officially opened on 28 February 1997 as a component of the opening ceremony of the Zululand Chamber of Business Community Park. The centre was accepted as an Associated Member of the Zululand Chamber of Business Foundation, the Non-Profit arm of the Zululand Chamber of Business. This meant that the Centre was adopted as a project of the Zululand Chamber of Business, which then took the responsibility for financial administration.

### ***Name change, exhibition update, relocation and expansion***

The name of the career guidance centre chosen by the steering committee has subsequently been changed to suit the transforming usage patterns of its stakeholders. “Zululand Career and Lifeskills Learning Centre” became the “Zululand Career Centre.” Similarly, the original permanent exhibition has been updated and in some instances, whole displays have been changed to keep abreast of the dynamic career education environment in South Africa.

Early in 1998, after much consultation with stakeholders, including donors, the career guidance centre relocated to larger premises within the Community Park, in what is known as “the education node” located next to the University of Zululand Science Centre. The renovation of the new venue and the move were funded by long-term centre donor, Richards Bay Minerals, a heavy minerals mining and smelting operation in the region. The relocation enabled the centre to expand its exhibition, set up a designated assessment room and a lecture room for video presentations and

indoor activities, adjacent to the science centre. This feature further enhanced the synergy between the two programs, in that school visits could be co-ordinated and groups could move easily between the two centres.

A specific display area was set aside for an exhibit designed to encourage entrepreneurial and creative thinking in both rural and urban settings. This area became known as the Amathuba (opportunity) display, after securing sponsorship by Danida.

### ***Sustainability***

Since its inception, sustained financial support has always been a problem with such projects and the career guidance centre, by design and necessity, needed to be self-sustaining through the generation of income. The centre relied on the sale of services to cover the cost of administration and staffing, while development of new displays and specific projects were funded through bulk donations from local corporate donors.

Sustainability has been achieved by providing a psychometric assessment service to local corporate clients. A registered psychometrist employed by the centre and supervised by local psychologists performs the assessments. By making use of these psychometric services, industrial companies in Richards Bay continue to support the provision of career information and career development services to rural learners; an effective example of a synergistic partnership.

In addition to psychometric services, fee-generating workshops and career development services are offered to schools and individuals. Visitors to the centre are also charged a nominal entrance fee. Initially access was free, but after consultation with stakeholders; specifically donors and the adjacent science centre, in recent years school groups have been charged a nominal entrance fee, far below the rate charged by commercial science centres. Though relatively small, this income assists with the upkeep of the exhibition area and the provision of material used in group activities.

### ***Sensitivity to stakeholder needs and experiences***

The use of ongoing action-research techniques such as display usage observation, appreciative inquiry questionnaires for staff, management committee members' feedback through scheduled meetings and visitor responses has motivated the centre to match service delivery to the emerging needs of stakeholders.



## **Appendix E: Appreciative inquiry questionnaire and covering letter**

P O Box 10720  
MEERENSEE  
3901

11 May 2005

Dear Stakeholder

### **Research: Zululand Career and Lifeskills Learning Centre (ZCC)**

My name is Lynn Crossland, I am a Counselling Psychology Masters Student at the University of Zululand. I am completing a dissertation focusing on career guidance and which covers the establishment, evaluation and future development of our regional career guidance centre called the Zululand Career and Lifeskills Learning Centre (Zululand Career Centre or ZCC).

As a valued stakeholder in the facility, I would value your input. Please would you therefore complete the questionnaire which follows, and help me to be able to:

- Evaluate what has been achieved by the Zululand Career and Lifeskills Learning Centre (also known as the Zululand Career Centre) over the last 9 years, since it's inception in May 1996 and official opening in February 1997.
- How the program can be further improved
- Develop a vision of what the centre should achieve with the program over the next five years.

Please return the completed questionnaire to Lynn Crossland by:

**Email:** [masenze@iafrica.com](mailto:masenze@iafrica.com)

**By Post:** Lynn Crossland, P O Box 10720, Meerensee, 3901.

**By Fax:** 753 4098

Thank you for taking the time out of your busy schedule to complete the questionnaire. We appreciate your valuable input.

Yours sincerely

Lynn Crossland

## Biographical section: Stakeholders

### Biographical Data

Please complete this Biographical section. All data will be held in strictest confidence. Analysis and reporting will not include names, specific job titles or organisations. The data in this section will be used for statistical purposes only.

Name and Surname		Gender (Please place an "X" below the appropriate item)	Female		Male	
Organisation Name (The name of the organisation you represent when you make contact with the ZCC. For example: Dlangezwa High School)		Race (Please place an "X" below the appropriate item)	Asian	Black	Coloured	White
Contact Telephone Number:		Education (Please place an "X" below the appropriate item) where GET is up to grade 9; FET is grade 12 or matric and HET is any post school degrees or diplomas)	GET	FET	HET	
Position or job title (for example: learner, unemployed, self-employed, manager):		Date questionnaire completed:				
How are you /how were you associated with the Zululand Career Centre? (for example: visited the career guidance centre with our grade 12 pupils)						

## Biographical section: Learners

Please complete this questionnaire. All data will be held in strictest confidence. Analysis and reporting will not include names, or school names. The race, gender and age data will be used for statistical purposes only.

Name and Surname		Gender (Please place an "X" below the appropriate item)	Female		Male	
School Name		Race (Please place an "X" below the appropriate item)	Asian	Black	Coloured	White
Date questionnaire completed:		Date of Birth (please fill in the date, month and year you were born)				
How are you /how were you associated with the Zululand Career Centre? For example, I am a learner visiting the career guidance centre with my school.						

## **Appreciative inquiry question section**

### **Program Evaluation**

Please type or write your answers to the questions in the area provided below each question. If this space is insufficient for your answer please continue on another piece of paper; please make sure that it is clearly marked with your name and the question number:

What is/was your experience of the Zululand Career Centre?

What do you / did you appreciate about the Zululand Career Centre program?

How can the program be improved?

## Appendix F: A summary of the biographical data provided by participants

responding to questionnaires during the period 1 September 2004 to 31 August 2005

**Table 1: Questionnaire replies received from three sets of questionnaires submitted between May 2004 and September 2005. Data presented by stakeholder group and gender.**

Stakeholder groups	Total	Gender		
		Female	Male	Not provided
Organizational stakeholders	21 (17%)	11 (9%)	10 (8%)	0
Past users	16 (13%)	11 (9%)	5 (4%)	0
Present users	89 (71%)	57 (45%)	31 (25%)	1 (1%)
<b>Total</b>	<b>126 (100%)</b>	<b>79 (63%)</b>	<b>46 (37%)</b>	<b>1 (1%)</b>

**Table 2: Demographic analysis of questionnaire replies received between May 2004 and September 2005. Data presented by stakeholder group and race**

Stakeholder groups	Race (Categories are affirmative action categories and are used purely to indicated advantaged and previously disadvantaged groups)				
	Asian	Black	Coloured	White	Not provided
Organizational stakeholders	0	3 (2%)	1 (1%)	17 (13%)	
Past users	1 (1%)	5 (4%)		10 (8%)	
Present users	8 (6%)	76 (60%)	1 (1%)	2 (2%)	2 (2%)
<b>Total</b>	<b>9 (7%)</b>	<b>84 (67%)</b>	<b>2 (2%)</b>	<b>29 (23%)</b>	<b>2 (2%)</b>

**Table 3: Sub group analysis of questionnaire replies received between May 2004 and September 2005**

Stakeholder sub groups	Total	%
Community Based Organisation	1	1
Data not provided	12	10
Foreign Aid Organisation	2	2
Foreign High School (disadvantaged)	5	4
Government Department	1	1
Independent Combined School	3	2
Individual	2	2
Industry	5	4
Non-profit Organisation	9	7
Public Combined School	2	2
Public High School (mainly disadvantaged)	71	56
Public Primary School	10	8
Small Business	2	2
University	1	1
<b>Total</b>	<b>126</b>	<b>100</b>

## Appendix G: Career centre visitor attendance data

**Table 4 : Number of people using the services of the centre between 1996 and 2004<sup>2</sup>**

Year	Total headcount	Career counselling & workshops	Permanent hands-on exhibition	Career exhibitions	Psychometric assessments
1996	2425	20	110	2274	21
1997	18467	787	8620	8813	247
1998	16590	150	8576	7574	290
1999	10380	224	6736	3201	219
2000	17795	1547	13685	1999	564
2001	25219	3629	17995	3000 <sup>3</sup>	595
2002	21590	361	15749	3975	1505
2003	31820	4053	13705	12200	1862
2004	37624	3571	13622	19200	1231
<b>Total</b>	<b>181910</b>	<b>14342</b>	<b>98798</b>	<b>62236</b>	<b>6534</b>

**Table 5 : Centre usage by outreach and “in-centre” services**

Year	Outreach services	Career centre based services	Total
1996	2274	151	2425
1997	8813	9654	18467
1998	7574	9016	16590
1999	3201	7179	10380
2000	2038	15757	17795
2001	5681	19538	25219
2002	3975	17615	21590
2003	15558	16262	31820
2004	19720	17904	37624
<b>Total</b>	<b>68834</b>	<b>113076</b>	<b>181910</b>

<sup>2</sup> Follows the academic year : January to December

<sup>3</sup> Missing data replaced by an average of exhibition headcount for the years 1999, 2000 and 2002