



UNIVERSITEIT  
iYUNIVESITHI  
STELLENBOSCH  
UNIVERSITY

100  
1918 · 2018

*forward together · saam vorentoe · masiye phambili*

# Overcoming Career Circumscription and Compromise

Enacting a community service learning career guidance project with Grade 9 learners in eight low resource secondary schools

*Stephan Rabie, Michelle Visser, Izanette van Schalkwyk, Maureen Philander*

Career Guidance and Development to Grade 9 Learners from Selected Schools  
Presented by Department of Psychology and the Department of Industrial Psychology

# Background

- Making an occupational choice is traditionally based on social awareness and a subsequent process of elimination
- The process of career circumscription and compromise starts at a very young age, and is often completed before adolescence

## **Social Awareness**

- Develop a concept of adult roles
- Become aware of sex roles
- Become aware of social valuation of occupations
- Become aware of what parents consider acceptable occupations
- Become aware of occupational personalities

## **Process of Elimination**

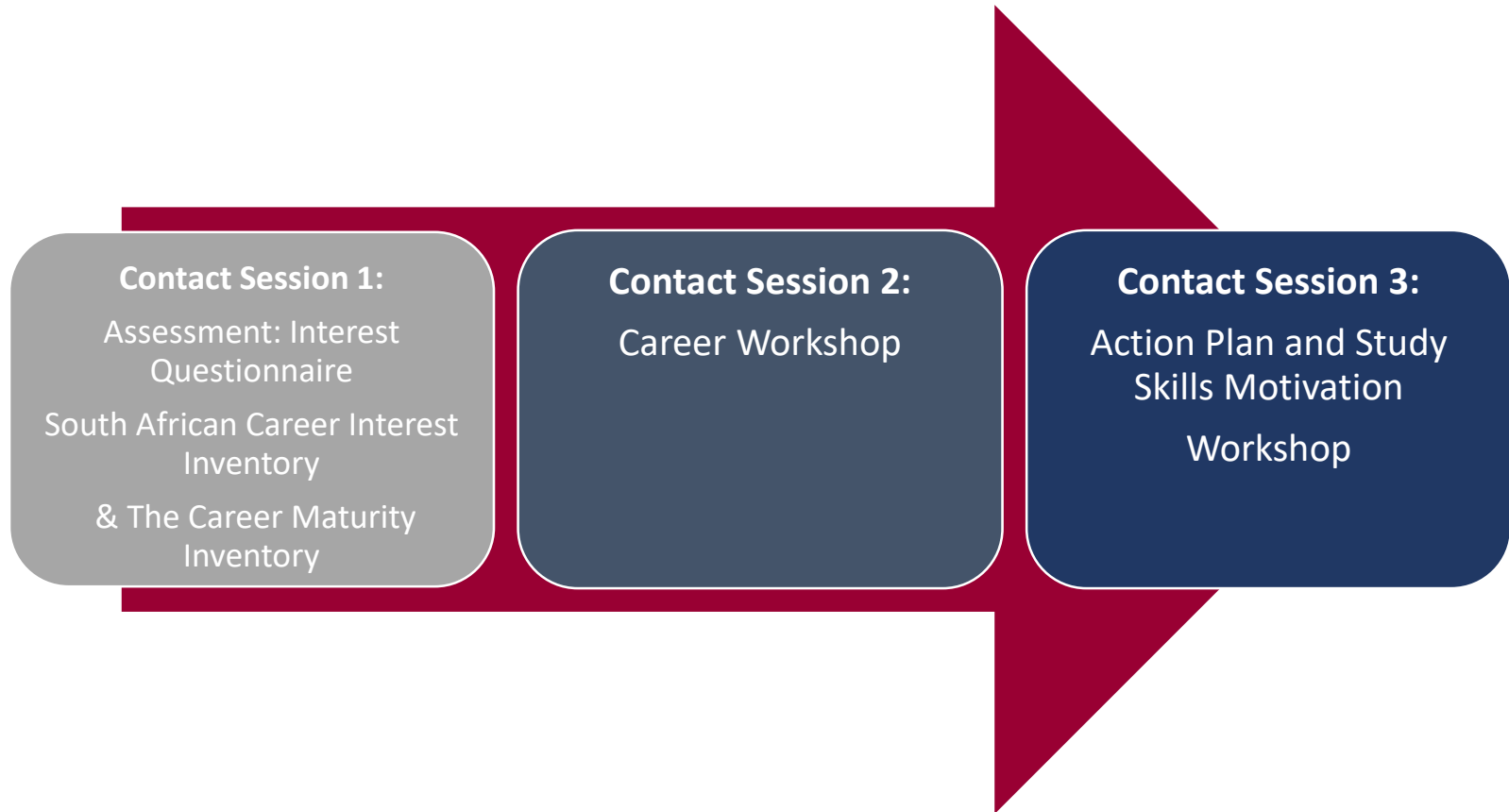
- Fantasy vs Reality
- Rule out “wrong” sex-typed occupation
- Rule out occupations with low prestige
- Rule out occupations that conflict with their interests, restrict their occupational choices to their social space

## Why intervene?

- With the shift in education to the OBE curriculum, one of the serious casualties in the higher education system has been the lack of career guidance and counselling
- In South Africa this remains problematic – career activities mostly occur at an ad hoc level
- Because of adverse socio-economic conditions, many learners have limited perspectives of career options and the paths to achieve their career aspirations
- Career guidance and counselling can:
  - Reopen discarded occupational choices
  - Promote self-insight and self-agency

- Within this context, the Departments of Psychology and Industrial psychology partnered to deliver a career development workshop in eight historically disadvantaged secondary schools in communities in the Western Cape:
- Cape Winelands – Kylemore Secondary School, Cloeteville Secondary School, Stellenzicht Secondary School, Kayamandi Secondary School and Makapula Secondary School
- Delft – Rosendaal Secondary School
- Franschhoek – Franschhoek Secondary School and Groendal Secondary School
- In total, the intervention was delivered to ~1 100 Grade 9 secondary school learners in the above mentioned secondary schools.

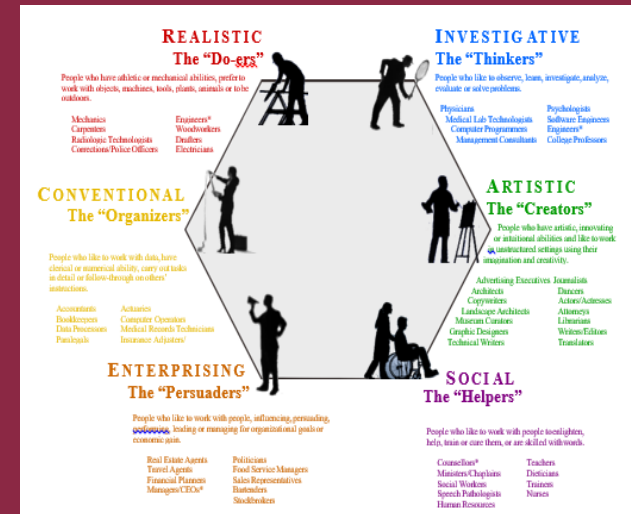
# Three Phase Intervention



# Contact Session I: Career Assessment SACII & CMI

## South African Career Interest Inventory (SACII)

- Available in Afrikaans, English and isiXhosa
- Was administered in the class – group setting
- Takes about an hour to complete
- Provides profile of the learners' interests

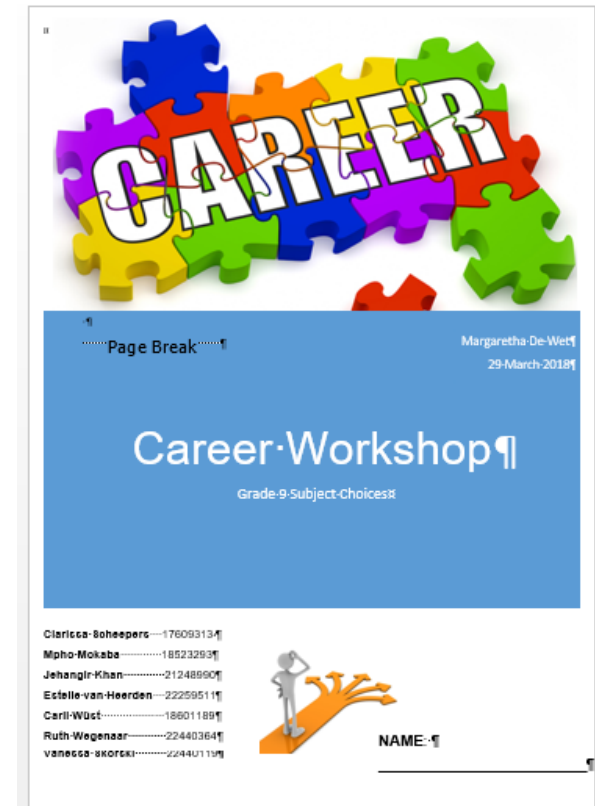
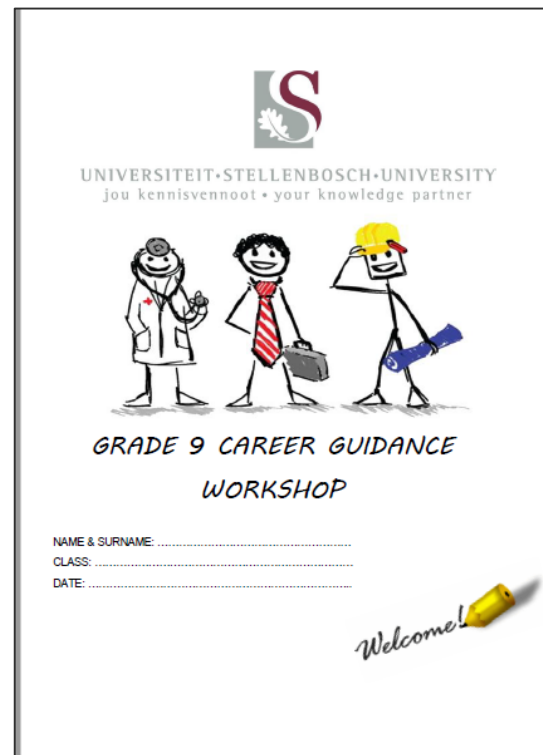
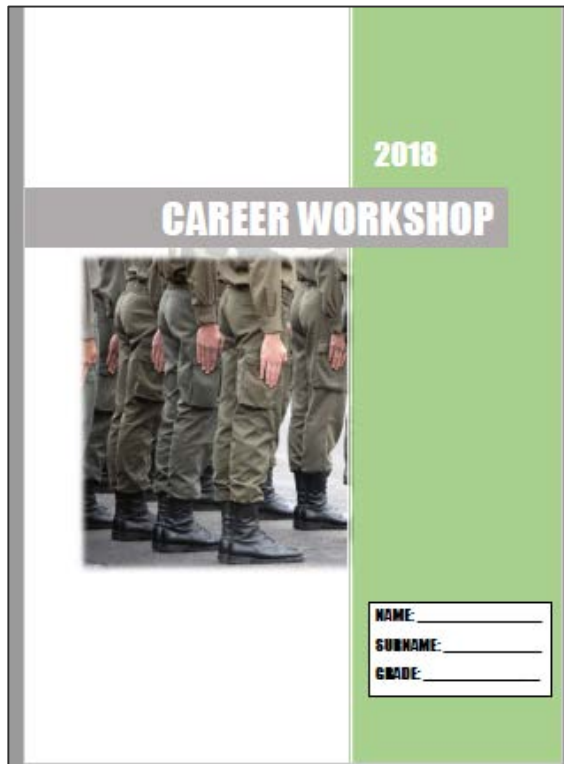


## Career Maturity Inventory (CMI)

- CMI is a 24 item questionnaire assessing the learner's career maturity
- CMI was implemented in English or Afrikaans depending on the learner's preference
- CMI was used as a pre-test & post-test measure to assess the impact of the intervention

1. Identification of relevant information for the final booklet
2. Train the Trainer Session
3. Booklet
4. Evaluation Sheet

# 6x Booklets initially presented by the Honours Class



# Example of Booklet: Workshop 1

6

3. Do you think that you are a role model to someone in your life? Why do you think so?

4. Do you think it is important to have a role model?



## 2.4 Strengths and Weaknesses

Everyone has strengths and weaknesses. It is important to know what your strengths and weaknesses are to be able to make a better career choice one day. If you know what you are good at, you can choose a career that supports those strengths. Remember, these are your **PERSONAL** Strengths, Weaknesses, Opportunities and Threats.

Let us see what your strengths and weaknesses are!

1. What are the three things that you believe you are good at?  
(For example, always on time, I am good at organizing.)

- A) .....  
B) .....  
C) .....



2. Now name the 3 things that you are not good at.  
(For example, bad in art and music, always late and unorganized)

- A) .....  
B) .....  
C) .....



7

## 2.6 Opportunities and Threats

First, let us look at the personal opportunities that you have for future studies or a career!

1. Please list the things that you have in your life that will make studying possible for you after school (e.g., strong motivation, internships, bursaries, supportive parents).

- A) .....  
B) .....  
C) .....



2. Please also list the 3 things that are out of your control that may be a threat to your future studies (e.g., transport, finances, and lack of support).

- A) .....  
B) .....  
C) .....



8

3. What are your career interests?



## 3.1 What is your SACII code?

This is based on the interest questionnaire that you completed:



--	--	--

## 3.2 What does my code mean?

Instructions

Look for the corresponding letters in your unique SACII code to see which careers you are may be interested in and the characteristics that are associated with these careers.

31

## *GRADE 9 Motivation and Study Techniques*

*Workshop 2*

*April 2018*



# Content of Booklet: Workshop 2

32

## 1. Purpose of the Motivation and Study Technique Workshop

Learners should be able to develop and draft their own career goals, followed by an action plan in order to achieve their dream career. Improving study techniques could ensure better scholastic achievement, which could open more career possibilities.

## 2. What is it all about?

### Objectives:

- To help learners to identify goals.
- To help learners to develop an action plan.
- To teach learners to use effective study techniques.
- To enable learners to learn more about themselves.

## 3. Career Flower

This is your very own career flower! Fill this in based on the information gathered from the workshop and let this help you guide your future career! Good luck and enjoy!

MY FAVOURITE SUBJECTS:

MY INTERESTS:

MY APTITUDES:

MY PERSONALTY TRAITS:

MY NAME:

MY ROLE MODELS:

MY THREATS:

MY STRONG POINTS:

MY TALENTS:

33

## 4. Goal Setting

### GOAL SETTING

*"A goal properly set is halfway reached." ~ Zig Ziglar*

Goal setting is the process of deciding what goals you want to accomplish and formulating a plan in order to achieve the result(s) you desire. Goals can be divided into short-, medium- and long-term goals, with short-term goals to be achieved within 12 months or less, and long-term goals to be accomplished between 3 and 5 years.



If you want to become an engineer one day (your long-term goal), then you have to set other goals to achieve this (short-term goals). In order to become an engineer, you have to make the right subject choices (short-term goals), obtain the desired marks (short- and longer-term goals) and be admitted to a university (long-term goal) offering a course/degree in Engineering.

### 4.1 A Guide to setting goals in career planning

You will have to be SMART in order to achieve both your short-term and long-term goals. Here is a guideline to assist in making SMART choices.



34

## 4.2 Short-term Goals

### 1. Where do you see yourself in 6 months to a year?

.....

.....

### 2. What do you want to achieve by then?

.....

.....

### 3. Personal goals

.....

.....

### 4. Career goals

.....

.....

## IS MY GOAL S.M.A.R.T.?

Goal:

Specific: What EXACTLY do you want to achieve?	Measurable: How will you know when you've achieved it?	Attainable: Is it something you have control over?	Relevant: Why is this applicable to your life?	Time-Based: When do you want to achieve your goal?

## Feedback from **School Learners**: Statistics

### **Sample description**

- The intervention was implemented at 8 schools, with 1098 secondary school grade 9 learners participating in the programme
- Average age = 15 years, ranging between 13 years to 19 years
- The sample comprised of 613 females (55.8 %) and 485 males (44.2 %).
- Majority of participants (62.2 %;  $n = 683$ ) indicated their ethnicity as Coloured, with 35.2 % ( $n = 387$ ) Black participants; 1.5 % ( $n = 17$ ) White participants; and 1.1 % ( $n = 11$ ) Indian/Asian participants.
- Most of the participants were Afrikaans speaking ( $n = 654$ ; 60.0 %), with 32.2 % ( $n = 354$ ) isiXhosa speaking participants; and 6.8 % ( $n = 73$ ) English-speaking participant

### **Feedback from School Learners (self-report)**

- The large majority of the participants provided positive feedback, with 81.1 % of the participants scoring the Career Workshop with the highest rating
- Prior to the workshop, whereas only 42.3 % of the learners reported feeling prepared to make future career choices, after the workshop, 67.0 % indicated feeling being better preparedness to make future career choices

# Measuring impact – Career Maturity Inventory

<i>TOTAL SCORE</i>	Sample	Pre-test Mean	Post-test Mean	P-Value
Total Sample	n = 791	7.96	8.94	.000*
School				
Franschhoek HS	n = 41	8.29	7.49	.309
Groendal HS	n = 105	7.59	9.50	.000*
Kayamandi HS	n = 138	8.59	8.74	.719
Kylemore HS	n = 93	8.24	8.40	.742
Makapula HS	n = 124	7.80	9.23	.001*
Rosendaal HS	n = 179	7.42	8.63	.004*
Stellenzicht HS	n = 111	8.18	9.80	.001*
<i>CONSULTATION SCORE</i>	Sample	Pre-test Mean	Post-test Mean	P-Value
Total Sample	n = 791	2.48	3.22	.000*
School				
Franschhoek HS	n = 41	2.05	3.10	.009*
Groendal HS	n = 105	2.32	3.46	.000*
Kayamandi HS	n = 138	2.67	3.15	.017*
Kylemore HS	n = 93	2.76	2.89	.588
Makapula HS	n = 124	2.35	3.10	.000*
Rosendaal HS	n = 179	2.44	3.06	.003*
Stellenzicht HS	n = 111	2.50	3.80	.000*

\*=p<.05

### **What did I learn about myself from the workshop?**

- No matter how hard the situation is at home, make use of the time at school
- Glo in myself. Die workshop was my inspirasie, hulle ons geleer wat ons nie van onself geweet het nie
- That education is the best weapon to success
- How much potential I have in myself and that I can do and be anything in life
- Don't dream, work towards something
- Cannot achieve your goals if you don't study your books
- There are other opportunities than going to the University
- Believe in myself, I don't have to be the same as my friends
- What subjects I need to choose to become a business woman

## Feedback from **Students (Facilitators)**

---

- Great to put theory into practice
- Wish we could do more of this kind of practical work; I'm stoked!
- This was hard work but the reward for us was seeing the learners flourish
- Would have been helpful to have the booklets at the beginning of the workshop
- Wow! Conditions at the schools were challenging but we survived!
- This was my first experience in the community and I learnt a lot.
- The teamwork was fantastic, we worked hard to make this be successful.
- Great learning opportunity
- Logistical challenges but we could adapt
- Having the LO teachers in the class was reassuring
- Had to think on our feet when we could not use the PowerPoint presentation
- First time for the Psych and Industrial Psych students to work together

## Feedback from the community

---



# Challenges and Opportunities

- Some classes did not have **electricity** for the projector or white boards for the projection; competing activities at the school on the day of the workshop; one **bus** broken down and several learners missed the workshop which then had to be presented at a later stage.
- There were **civil protests** in some communities which disrupted the planned workshops and had to be accommodated.
- While coordinating planning and logistical arrangements between the two academic departments were also challenging considering their **different timetables and programmes**, accolades go to the project team for the commitment to ensuring the project's success.

(That we got to version 16 of the coordination document gives an indication of the efforts expended).

## Strengths and Successes

- The **entire Grade 9 learner population at 8 schools** located in low resourced communities received career assessment and guidance to assist with their required subject choice selection for the Grade 10-12.
- All learners received their **personalised manuals** that they can use as a career resource for the final phase of their secondary education.
- **Good collaboration** was established with all 8 schools which bodes well for the sustainability of the project.
- An **effective project team** was established between the two academic departments at the university.  
The project will be written up as a co-authored chapter in an upcoming career textbook.
- The project has **strong potential** to be rolled out to more schools in the Western Cape dependent on funding.

## Plan of Action on Challenges/Solutions

While the project succeeded in its goal to train honours students to develop relevant career guidance workshop material and a manual for the objectives of the workshop and to implement the 3 workshops to 8 different schools in the 3 week period, the challenges encountered placed quite severe strain on the manpower resources of the two academic departments. Pertinent recommendations from the project debriefing meeting include:

- The goal of the project is deemed so crucial to the career planning of Grade 9 learners especially in impoverished and low resourced communities, that efforts must be redoubled to ensure the project's continuation albeit in a different format.
- Consideration should be given to the establishment of a career office at the Welgevallen Community Centre at the university for career assessment and career counselling for learners from other schools to access the same service.

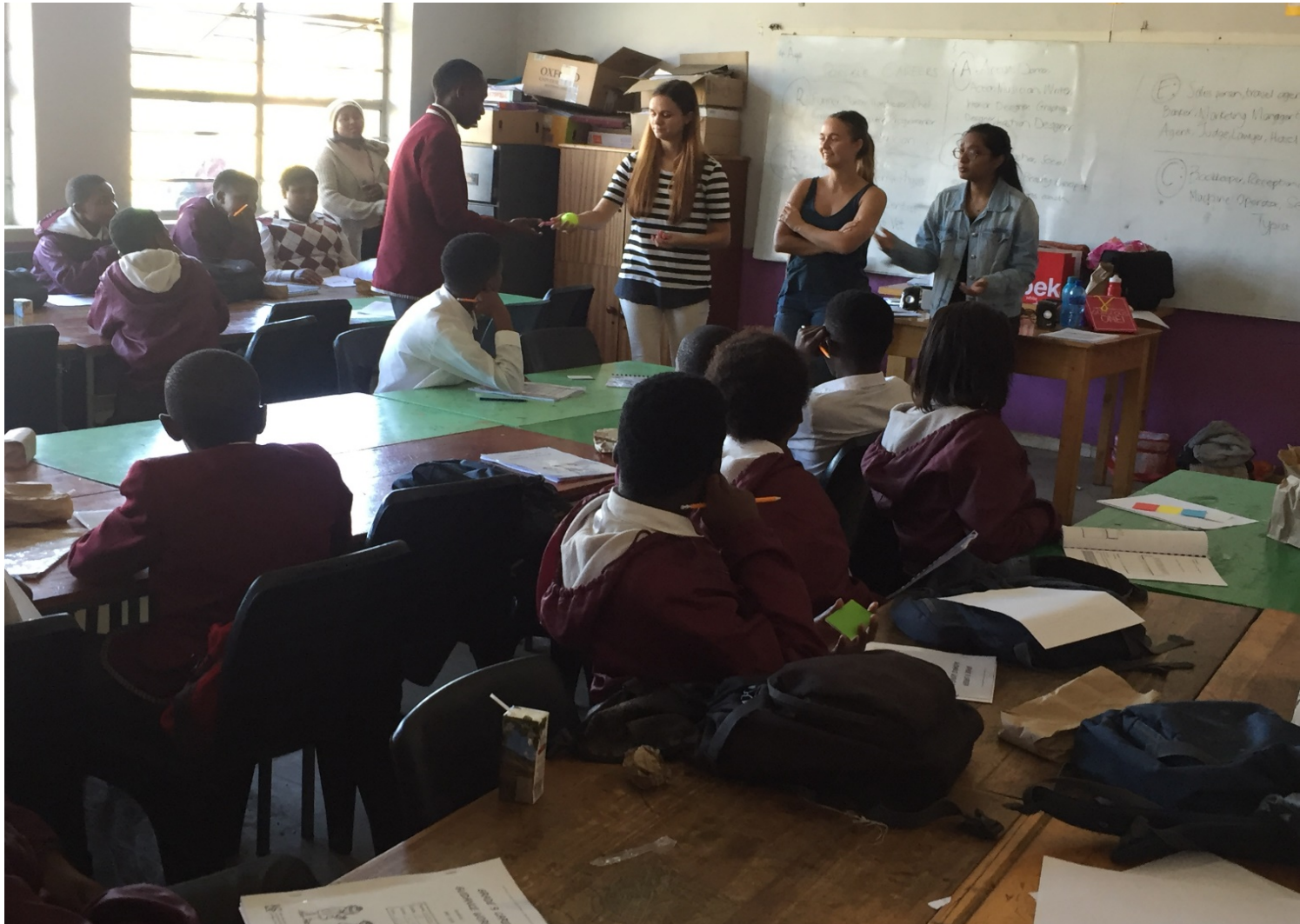
### Career Exploration and Development Project for Grade 9's

- This project was implemented as a collaboration between the Psychology Department and Industrial Psychology Department
- It is in sync with the **university's strategic objective** to be a knowledge partner and to be engaged in meaningful community interaction endeavours with its surrounding communities, particularly communities which have been marginalised and under-resourced
- The project also fits in with the **university's goal** to address pressing psycho-social needs to affect change at more grassroots level in the community
- The project established a meaningful **synergy for teaching, research and community interaction** to be established with opportunity for honours, masters and doctoral students to gain valuable skills
- Future plans may extend the project to learners from other schools in the Cape Winelands district

Moments captured













## Scoring the CMI after the first session at Kylemore HS



# Intervention Collage





Delft  
Action  
Kayamandi  
Grade  
Subject  
Challenges  
Skills  
Assessment  
Career  
Interests  
Motivation  
Choices  
Counselling  
Guidance  
Franschoek  
Stellenzicht  
Koprus  
Personal Plan

## **Project Leader/s**

- Prof. Tony Naidoo (Department of Psychology)
- Ms. Michelle Visser (Department of Industrial Psychology)

## **Project Team**

- Ms. Marietha de Wet (Department of Industrial Psychology)
- Dr. Stephan Rabie (Department of Psychology)
- Ms. Michèle Bonzaaier (Department of Industrial Psychology)
- Prof. Deon de Bruin (Department of Industrial Psychology)
- Dr. Izanette van Schalkwyk (Department of Psychology)
- Ms. Anel Kieck (Centre for Student Counselling & Development)

## **Student Coordinators**

- Liezel Shirley
- Caitlin Venter
- Andre Esau
- Lisa-Mae Strydom
- Jessica Fouché (Chair – Industrial Psychology Society (IPS))



*forward together · saam vorentoe · masiye pbambili*

Conclusion

Thank you/ Dankie/ Enkosi