ENHANCING THE EMPLOYABILITY OF YOUNG ADULTS FROM SOCIO-ECONOMICALLY CHALLENGED CONTEXTS

by

Erna Wilhelmina Gerryts

Submitted in partial fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

in the Faculty of Education
at the
UNIVERSITY OF PRETORIA

Supervisor: Prof. J. G. (Kobus) Maree

MARCH 2018

You cannot bring about prosperity by discouraging thrift.

You cannot help small men by tearing down big men.

You cannot strengthen the weak by weakening the strong.

You cannot lift the wage-earner by pulling down the wage-payer.

You cannot help the poor man by destroying the rich.

You cannot keep out of trouble by spending more than your income.

You cannot further the brotherhood of man by inciting class hatred.

You cannot establish security on borrowed money.

You cannot build character and courage by taking away men's initiative and independence.

You cannot help men permanently by doing for them what they could and should do for themselves.

- William Boetcker

Declaration

Full names of student: Erna Wilhelmina Gerryts

Student number: 02599775

I declare that the thesis **Enhancing the employability of young adults from socio-economically challenged contexts**, which I hereby submit for the degree PhD in Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

....

ERNA W. GERRYTS

30 March 2018

Ethical clearance certificate

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER:** EP 16/10/01
DEGREE AND PROJECT	PhD
	Enhancing the employability of young adults from socio-economically challenged contexts
INVESTIGATOR	Ms Erna Gerryts
DEPARTMENT	Educational Psychology
APPROVAL TO COMMENCE STUDY	6 February 2017
DATE OF CLEARANCE CERTIFICATE	20 March 2018

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CC

Ms Bronwynne Swarts
Prof Kobus Maree

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Ethics statement

Full names of student: Erna Wilhelmina Gerryts

Student number: 02599775

1. I understand what plagiarism is and I am aware of the University's policy in this regard.
2. I declare that this is my original work. Where other people's work has been used (either from a printed source, internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, or will not allow, anyone to copy my work with the intention of passing it off as his/her own work.

_____

Erna W. Gerryts

STUDENT

_____

Prof. J.G. (Kobus) Maree

SUPERVISOR

Dedication

In memory of my parents

Donnie and Elna van der Westhuizen

His mercy extends to those who fear him, from generation to generation.

Luke 1:50

Acknowledgements

Abstract

ENHANCING THE EMPLOYABILITY OF YOUNG ADULTS FROM SOCIO-ECONOMICALLY CHALLENGED CONTEXTS

STUDENT: Erna W. Gerryts

SUPERVISOR: Prof J. G. (Kobus) Maree

DEGREE: Philosophiae Doctor (PhD) (Educational Psychology)

The devastating unemployment rate in South-Africa has the biggest effect on young adults from socio-economically challenged backgrounds. This study used career counselling with life design principles to explore the growth capacity of unemployed young adults' career adaptability skills to enhance their employability. The study is embedded in a constructivist paradigm with elements of social constructivist and pragmatism with an interpretive stance. Both quantitative and qualitative methods were implemented, using a quasi-experimental pre-test/post-test comparison group-design to explore the possible effect of the intervention. The outcomes of the study show it was possible to positively influence the career adaptability and employability skills of young adults in socio-economically disadvantaged contexts through career and employability counselling.

Key words:

Employability, career adaptability, career counselling, unemployed, young adults, socio-economically challenged.

Language Editor

DECLARATION

I herewith declare that I,

Isabel M. Claassen (APSTrans (SATI)),

full-time freelance translator, editor and language consultant

of
1367 Lawson Avenue, Waverley, Pretoria
(cell 082 701 7922)

and
accredited member (No. 1000583) of the South African Translators' Institute (SATI)

completed the *language editing** of the thesis entitled

ENHANCING THE EMPLOYABILITY OF YOUNG ADULTS FROM SOCIO-ECONOMICALLY CHALLENGED CONTEXTS

which had been submitted to me by

Erna W. Gerryts

Student number: 02599775

in fulfilment of the requirements for the degree

PhD (Educational Psychology)

University of Pretoria

E-mail: gerryts.erna@gmail.com
Cell: 072 141 2905

Date completed: 17-03-2018

*Please note that no responsibility can be taken for the veracity of statements or arguments in the document concerned or for changes made subsequent to the completion of language editing. Also remember that content editing is not part of a language editor's task and is in fact unethical.

External Coder

Educational Pshycologist • Opvoedkundige Sielkundige
PhD (UP) PR No: 0333182

BA, HOD, BEd Hon, MA, PhD (UP)

22 March, 2018

To whom it may concern

EXTERNAL CODER'S CONFIRMATION OF RESEARCH FINDINGS

Hereby I, the undersigned, confirm that I have acted as Mrs E. Gerryts's external coder. I have reviewed and verified her data analysis and concur with her findings. I believe that the themes and subthemes identified in her study have been reported accurately.

Yours sincerely

Dr. Alfred H. du Plessis

083 288 8442 | alfpsych@gmail.com | www.alfredduplessis.co.za | 438 Durr str, Waterkloof Glen, 0181

Table of Contents

List of abbreviations

ABET	Adult basic education and training
AI	Artificial intelligence
APA	American Psychological Association
BF	Biographical form
BMDR	Body-map drawing reflections
CAAS	*Career Adapt-Abilities Scale*
CCG	Career construction genogram
CCGR	Career construction genogram reflections
CCT	Career Construction Theory
CCUP	Career Counselling with Underserved Populations model
CIP	*Career Interest Profile*
CV	Curriculum Vitae
FRP	Final reflection papers
GDP	Gross Domestic Product
IoE	Internet of Everything
IoPTS	Internet of People, Things and Services
IoS	Internet of Services
IoT	Internet of Things
MCM	Maree Career Matrix
NDP	National Development Plan
NEDA	National Eating Disorders Association
NEET	Not in education, employment or training
NSC	National Senior Certificate
POPUP	People Upliftment Programme
sd	standard deviation
SE	Self-efficacy
SES	Socio-economic status
STEM	Science, technology, engineering and maths
TUKSELA	TUKS Engineering Leadership Academy
UNISA	University of South Africa
UUK	Universities United Kingdom
UUYA	Unskilled and unemployed young adults
VOC	Vereenigde Oostindische Compagnie

List of Figures

List of Tables

1. CHAPTER 1: ORIENTATION

1.1 INTRODUCTION

The researcher wishes to introduce readers to this research study by quoting applicable fragments from the vision statement in the executive summary of the South African National Development Plan (NDP) 2030:

> We, the people of South Africa, have journeyed far since the long lines of our first democratic election on 27 April 1994 … We began to tell a new story then. We have lived and renewed that story along the way.
> Now in 2030 we live in a country which we have remade. We have created a home where everybody feels free yet bounded to others; where everyone embraces their full potential. We are proud to be a community that cares … we have agreed to change our narrative of conquest, oppression, resistance …
> We felt our way towards a new sense of ourselves: …
> It is a story of unfolding learning … We have come some way … Who are we? … We have learned a great deal from our complex past; adding continuously to our experience of being African …
> Therefore, in 2030, we experience daily how:
> We participate fully in efforts to liberate ourselves from conditions that hinder the flowering of our talents … our story keeps growing as if spring is always with us. Once, we uttered the dream of a rainbow. Now we see it, living it. It does not curve over the sky. It is refracted in each one of us at home, in the community, in the city, and across the land, in an abundance of colour. When we see it in the faces of our children, we know: there will always be, for us, a worthy future.

This vision statement for South Africa 2030, written in the language of a story/narrative, inspires the people of the country to actively master what they passively suffered (Savickas, 1997, p. 11) in the past. It is written from a collective mindset representing the people of South Africa. The visionary statements are inclusive (referring to 'we'), developmental ('renewed', 'remade') and striving through wisdom ('unfolding learning') to develop a new self (identity) by looking at the past (by knowing 'who we are'), and then liberating the self to grow ('flowering', 'as if spring is always with us') towards prosperity. The statements also imply that pain and struggle serve as a motivator and a catalyst to improve life for the next generation in their quest towards a meaningful and admirable future.

This description provides a colourful backdrop to the aspirations of post-apartheid South Africa. The new South Africa is 23 years old (1994-2017) and faces vast socio-economic challenges. The government's NDP aims to eliminate poverty and reduce inequality by 2030 (National Planning Commission, 2012). Much progress has been made towards an inclusive society through the introduction of a rights-based constitution that advocates a non-racial, non-sexist democracy that belongs to all the people of the country.

However, challenges remain that need urgent attention. The South African government identified these challenges as poverty, inequality and joblessness (unemployment) and the aim is to find new ways to address these challenges (Pandor, 2016). Although all of these are burning issues that contribute to the current socio-economic climate in the country, this study will focus on unemployment.

1.2   UNEMPLOYMENT

As stated in the Government Gazette of 12 June 2016, "[t]he biggest economic challenge is unemployment". The official unemployment rate in South Africa as measured in the first three months of 2017 (Statistics South Africa [Stats SA], 2017) stands at 27.7%, which is the highest unemployment rate since September 2003. The expanded unemployment rate, which includes unemployed workers who have given up hope and are not looking for a job anymore, is even higher, at 36% (Ministry of Higher Education and Training, 2016).

Historically, South Africa has always had a high rate of unemployment and entered 'the top 10' world ranking for the first time in 1997 with an unemployment rate of 22.9%. The worst levels of unemployment were recorded in 2002 and 2003 with a rate of 27%. The country's worst employment ranking (5th in the world) was in 2000 with 26.7% (BusinessTech, 2015, n.a). These statistics stretch over almost 20 years and are affecting mainly young African people between the ages of 15 and 34. Approximately one in every three young adults in South Africa is unemployed.

The unwieldy part is the intergenerational cycle of poverty and hopelessness that has been created over time. A very recent report released by Statistics South Africa entitled 'The Social Profile of the Youth, 2009 – 2014' revealed that the new generation of black Africans (aged 25 to 34) are less skilled than their parents and any other race or age group in the country (Merten, 2016). Merten also reports on a 2% drop in black African professional, managerial and technical workers over the past 20 years. These appalling statistics have significant consequences.

According to scholars (Paul &Moser 2009; Hartung, 2010), unemployment has an increasingly negative impact on people's physical and mental well-being. Mental health symptoms (mixed symptoms of distress, depression, anxiety, psychosomatic symptoms, subjective well-being and lack of self-esteem) are significantly more prevalent in unemployed individuals than in the employed (Paul & Moser, 2009). Unemployed people often report symptoms of stomach pain, chest pain, diabetes and hypertension; they show

increases in cortisol levels and tend to use substances such as tobacco and alcohol more frequently (Koen, 2013).

The previous paragraphs presented the facts of unemployment in South Africa and explained possible effects that unemployment may have on individuals. These facts are devastating and allude to the problems that are inherent to unemployment. The following section proposes a possible pathway to address unemployment.

1.3   POSSIBLE JOURNEY TOWARDS A RESOLUTION

I introduce this research study by suggesting the following: A profound understanding and application of employability (as opposed to 'employment' or 'joblessness') may potentially help to relieve the economic challenge of unemployment in South Africa. The following paragraphs aim to provide a basic understanding of employability versus unemployment (joblessness) and employment. I will subsequently introduce and propose an approach to enhance employability in South African young adults by concentrating on career counselling services to enhance adaptability skills that will improve employability.

1.3.1   Employment vs employability

The online Business Dictionary defines employment as "the state of being employed" (Online Business Dictionary, 2016). The online Cambridge Dictionary defines employment as "the fact of someone being paid to work for a company or organization" or "to have a job" (Cambridge English Dictionary and Thesaurus, 2016). Employment therefore entails a transactional relation between an external party (company or organisation) and an individual. The individual offers services for a salary and the company offers a salary/money for service. If no services are required or the company has no money to pay salaries, individuals end up as jobless or unemployed.

Employability, however, primarily advances the individual and puts control into his/her hands. When the term 'employability' is divided into its two components, 'employ' (to give work to or to make use of) and 'ability' (possession of the skills or means to do something, or talent, skills or proficiency), a new understanding is formed. The term literally means to engage individual skills or to make use of personal talent, skills and proficiency for action.

Fugate, Kinicki and Ashforth (2004) define employability as "person-centered active adaptation and proactivity" (p. 16) and as a "psycho-social construct that embodies individual characteristics that foster adaptive cognition, behaviour and affect, and enhance

the individual-work interface" (p. 15). Employability predisposes individuals to improve their situation proactively, rather than to wait for others to improve their situation and then respond.

The question that immediately arises then is: How can employability be fostered, given the background and history of the high unemployment rate in South Africa? Coetzee, Ferreira and Potgieter (2015) found a positive relationship between employability capacities and career adaptability based on research conducted with human resource professionals. Koen (2013) describes career adaptability as 'preparation' or 'preparedness' for instilling employability. It seems that career adaptability positively influences and enhances employability and vice versa. Career adaptability will briefly be addressed in the next paragraphs.

1.3.2 Career adaptability

Bimrose, Brown, Barnes and Hughes (2011, p. ii) describe career adaptability as "the conscious and continuous exploration of both the self and the environment to … achieve synergy between the individual, their identity and an occupational environment". The development of career adaptability supports and encourages individuals to be autonomous and to be prepared to take responsibility for their own career development (Bimrose et al., 2011). Koen (2012) adds that adolescents with higher career adaptability are more successful in career transitions.

Career adaptability can be a driver (Bimrose et al., 2011) that complements and extends employability. Employability as an end-goal can be achieved through acquiring career-adaptable competencies and adopting a different mindset toward learning and personal development (Bimrose et al., 2011). The development tasks that are provoked by transitions or crossroads in careers (also named adapt-abilities) would be: Do I have a future? (concern); Who owns my future? (control); What do I want to do with my future? (curiosity); Can I do it? (confidence) (Savickas, 2002, 2005, 2008; Savickas & Porfeli, 2012). Obstacles related to self-talk, maladaptive strivings and interpersonal problems manifest themselves within these four dimensions (Del Corso, 2013).

Armed with supporting evidence that employability attributes increase through the training and development of career adaptability skills (Bimrose et al., 2011; Koen, 2013), I proceed to discuss career counselling in the next section and then look at the current state of career counselling in the country.

1.3.3 Career counselling

With employability and career adaptability in mind, the definition of career

counselling proposed by Savickas (2011, p. 92) who quotes Super (1951), seems appropriate:

> The process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into reality, with satisfaction to himself and to benefit society.

Savickas (2011) distinguishes between vocational guidance, career education and career counselling. Vocational guidance objectively positions individuals in the world of work by using assessments to match different occupations that people with similar personalities hold. Career education characterises individuals according to their readiness to take on developmental tasks appropriate to their life stage to implement new attitudes, beliefs and competencies that would further their careers (Savickas, 2011). Career counselling designs a work life and links to life-design counselling, whereas vocational guidance identifies occupational fit and career education increases career development (Savickas, 2011).

Career guidance and education are essential services/processes to expose learners from an early age to the world of work and to create awareness of the influence of different life roles as we go through life stages. Career counselling creates ambition and inspiration, and it facilitates a process for clients to be informed by meaningful people and role models to install adaptability in their future careers.

1.4   RATIONALE FOR THE STUDY

In the next paragraphs, I state my personal interest in the topic and why I have found it worthwhile to embark on this research project (Maree & Van der Westhuizen, 2009; Vithal & Jansen, 2004).

1.4.1   Personal interest

For the past six years, I have worked with students (mainly engineering students from different disciplines) in an initiative called the *TUKS Engineering Leadership Academy (TUKSELA)* at the University of Pretoria. *TUKSELA* aims to develop soft skills in final-year engineering students to assist them to effectively bridge the gap between university and industry. Some of these students do not find employment despite their engineering degree, because the poor state of the mining industry and the current difficult economic time prevent their bursary companies from accommodating them as employees. I subsequently started a support group for these unemployed mining engineering graduates who all happened to be black African students. Through my contact with this group I realised how uninformed I am

with regard to cultural differences in the process of maturation to adulthood in the different African cultures.

In 2016, *TUKSELA* suddenly came to a standstill due to funding, and my personal contract at the University of Pretoria was terminated. For the first time, I also experienced unemployment and joblessness and had to lean into my second or part-time income and passion, namely to go into full-time private practice, focusing on career counselling. I had to learn to adapt to the change and move forward, exploring new ways and markets to build a sustainable practice. At times, I felt vulnerable. I found myself unwilling to accept what I could not change and had difficulty to move on. This experience instilled in me empathy and understanding for people who find themselves in a similar career situation/transition, but who have less experience, fewer qualifications and no means of support.

1.4.2   People Upliftment Programme (POPUP)

Through a colleague, I contacted the relationship manager of People Upliftment Programme (POPUP), a non-profit organisation that offers market-related as well as cost-effective skills training and development for unemployed and under-privileged people in the city of Pretoria. Having earlier run a shelter, *POPUP* nowadays aims to lift people up from conditions such as crime and addiction caused mainly by poverty.

Apart from offering specific skills training (e.g. hospitality, trades, computer literacy, day care and early childhood development), *POPUP* presents a workplace readiness programme that all students have to complete before being allowed to embark on a specific skills programme. According to the leadership team of *POPUP*, they were rather disappointed with the results of their previous programme as some of the students who completed both a specific skills programme offered by *POPUP* and the workplace readiness programme, still failed to pitch for arranged interviews with employers. It was as if the students were not ready for the responsibility, lacked the confidence to be employed, and were unable to anticipate that their lives could take a different direction. I explained to the management team what my aims were with the planned research intervention and they generously agreed to accommodate my involvement as part of their workplace readiness programme.

1.5   WHY I BELIEVE THE TOPIC IS WORTH PURSUING

Section 1.4 covered the reasons for my personal interest in the research topic. In the next paragraphs, I motivate the need for this research study from an objective point of view.

1.5.1 Employability

My aim was to explore the effect of an intervention that would focus on the enhancement of employability skills in students at *POPUP* so as to assist the leadership team in their initiatives to enable young people to earn a living in a meaningful way. Maree (2016c,) states that career counsellors should do their work in such a way that their clients become more adaptable and, most importantly, employable. Maree (2016c) calls this process 'employability counselling', which echoes the very heart of the intervention that I had planned.

Employability and career adaptability go hand in hand. According to Bimrose et al. (2011), it is constructive to foster adaptability within individuals to create a synergy between them, their identity and an occupational environment. The development of employability involves a focus on supporting and encouraging individuals to autonomously take responsibility for their own career development (Bimrose et al., 2011), in contrast to being reactive to or dependent on organisations and industries that themselves fight for survival in a difficult economic climate.

1.5.2 Contribution

This study explored the career adaptability and growth capacity of unemployed young adults as a precursor to employability. I hoped to influence young people challenged by disadvantaged socio-economic backgrounds to become more employable, despite their challenging circumstances.

1.6 PURPOSE

The purpose of this study was to enhance the employability potential and develop the career adaptability of unskilled and unemployed young adults (UUYA) in South Africa who had not had access to tertiary education before.

1.7 RESEARCH QUESTIONS

1.7.1 Primary research question

The primary research question that was explored in this study was formulated as follows:

- *How can the employability of young, unskilled and unemployed South African adults be enhanced?*

1.7.2 Secondary research questions

To be able to understand the main question, the following secondary research

questions were also explored:

- *What are the main challenges related to career counselling that are faced by the majority of unskilled and unemployed young South African adults in this study?*
- *What are the employability needs of unskilled and unemployed young adults in this study?*
- *How can career adaptability be fostered and developed in unskilled and unemployed individuals?*
- *How is employability enhanced by improving the career adaptability of unskilled and unemployed individuals in the African context?*

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Employability

Koen (2013) defines employability as the potential of an individual to gain employment and to stay employed. Employability mainly involves two stakeholders: employers who value the productivity of workers in their particular industry, and employees who value their own well-being in the workplace (Janssen et al., 2015). Employers are interested in employees who would benefit their organisation and they try to recruit the best available people who would fit their environment.

Fugate et al. (2004) regard employability as a psycho-social construct comprising individual characteristics. Employability comprises person-centred constructs that help workers to effectively adapt to work-related changes in the economy. Employability turns the responsibility for work and career management towards individuals and away from employers (Fugate et al., 2004). The onus is on individuals to acquire the knowledge, skills, abilities (and other characteristics) valued by prospective employers at a certain time. Employability does not ensure actual employment (Fugate et al., 2004), but it enhances the individual's probability of attaining employment. Employability represents a 'synergistic' combination of three dimensions, namely career identity, personal adaptability, and social and human capital (Fugate et al., 2004).

1.8.2 Unemployment

The South African Reserve Bank's official and strict definition of unemployment is as follows: "only those people who take active steps to find employment, but fail to do so, are regarded as unemployed". An expanded definition of unemployment includes "everyone who desires employment, irrespective of whether or not they actively tried to obtain a job"

(South African Reserve Bank, 2016).

1.8.3 Career adaptability

Career adaptability is a systemic concept that relates to the context within which the individual functions. Career adaptability also involves the self, identity and (coping) resources to deal with change and transition. As mentioned by Savickas et al. (2009), behaviour is not only a function of the person but also of the environment. Career adaptability seems to be the narrative/story of a living system (Vondracek, Ford & Porfeli, 2014) in which individuals develop and improve their probability to thrive.

1.8.4 Young adulthood

For the purposes of this study, young adulthood refers to the age group 19 to 35 years. The main reason for this demarcation was that most students at POPUP fall in this age group. In terms of human developmental theory, these ages are late adolescence and young adulthood.

1.8.5 Socio-economically challenged

Socio-economic status (SES) is associated with social standing, which is measured as a combination of educational level, income status and occupation (APA, 2017). Studies of SES often reveal inequities in the access to and distribution of resources (APA, 2017). Since 'challenged' is to present with a difficulty (Merriam-Webster online, n.d.), socio-economically challenged would refer to deficiency in social standing. It would be accounted for in low education levels, low income capacity and a possible lack of occupation.

1.9 THEORETICAL/CONCEPTUAL FRAMEWORK

This research study was guided by Career Construction Theory (CCT) (Savickas, 2005), and specifically by the construct of career adaptability(Del Corso, 2013) within CCT.

1.9.1 Career Construction Theory (CCT)

CCT as pioneered (Maree, 2013b) by Mark Savickas (2005) constituted the theoretical foundation for this research study. The main reasons for using CCT to explore ways of enhancing the employability skills of young adults from socio-economically challenged contexts are explained in this section.

The theory (CCT) blends three core career theoretical traditions (Maree, 2013b) or perspectives (Savickas, 2005). From the perspective of individual differences psychology, CCT examines vocational personality or what different people prefer to do. Secondly, from the perspective of developmental psychology, CCT examines the process of psychological adaptation and how individuals cope with vocational development tasks, transitions and

work-related traumas. Thirdly, from the perspective of narrative psychology, CCT examines the dynamics by which life themes translate meaning into vocational behaviour and why individuals fit work into their lives in diverse ways (Savickas, 2005). Career adaptability specifically falls into the second perspective since it answers how individuals adapt to changing contexts by exploring their attitudes, beliefs and competencies (Savickas, 2005) to solve problems and cope with work roles. The other two perspectives guide how people adapt, and they determine what brings purpose and meaning to individuals in their work. They also explore individual career-related abilities, needs, values and interests (Savickas, 2005), enabling them to move forward. The construct of career adaptability within CCT plays a significant role in the study.

1.9.2 Career adaptability

Each person has specific **a**ttitudes, **b**eliefs and **c**ompetencies (Savickas, 2002; Del Corso, 2013) – also called the ABCs of career construction (Savickas & Porfeli, 2010) – which he/she uses to adapt to the world he/she lives in. Attitudes, beliefs and competencies are resources used on a basic level for survival, but the process of adaptation helps individuals to maintain a coherent sense of identity and become who they wish to be in the world (Savickas, 2011).

Career adaptability comprises four dimensions (Savickas, 2005) namely concern, control, curiosity and confidence. Personal challenges related to career adaptation manifest along one or more of these four dimensions (Del Corso, 2013). All four dimensions have a core question that intimately relates to an individual who is working through that construct/s. Figure 1 graphically depicts the four dimensions of career adaptability (Savickas, 2005) and shows the particular questions relating these terms to the person.

Concern Do I have a future?	**Control** Who owns my future?	**Curiosity** What do I want to do with my future?	**Confidence** Can I do it?
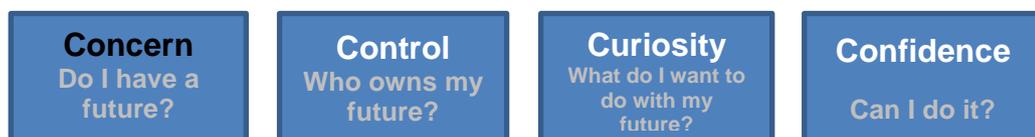
Figure 1: The four dimensions of career adaptability with their core question

1.9.3 Conceptual framework

Athanasou, Mpofu, Gitchel and Elias (2012) describe the conceptual framework of a research project as the thinking instrument of the researcher that serves as a guide to the admissible questions and types of evidence that would address the research questions. To address the primary research question, namely how to enhance employability of emerging

adults from socio-economically challenged backgrounds, the following conceptual framework was proposed (Figure 2).
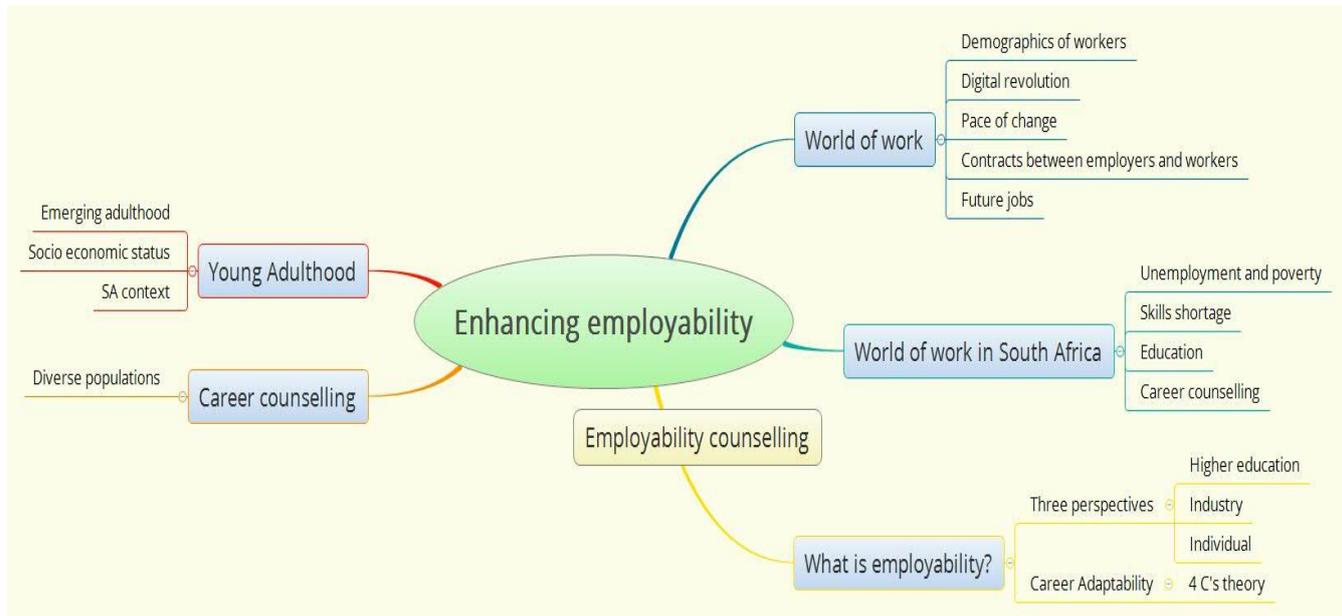
Figure 2: Conceptual framework

A discussion of the transformed world of work globally and locally was suggested as part of the conceptual framework of this study. Young adulthood as part of the life span with applicable life roles (Hartung, 2011; 2013) would also be explored, with emerging adulthood under the magnifying glass to discover the relevant needs experienced in this in-between stage. An investigation into the role of SES and its influence on emerging adults, as well as into the life stage of emerging adulthood from a South African context was furthermore suggested.

Next would follow a discussion of employability and career adaptability, and the interchangeable effect between these concepts based on literature. Career counselling (life design counselling and career construction) would be explored next as a means to develop career adaptability and foster employability. In addition, employability counselling would be explored to inform the proposed intervention.

1.10   PARADIGMS

A research paradigm is "a set of assumptions or beliefs about aspects of reality which gives rise to a particular world-view" (Nieuwenhuis, 2007). Willis (2007) alludes to the fact that a paradigm can serve as a framework to guide research and practice in a field. Terre Blanche, Durrheim and Painter (2006) describe a paradigm as an all-encompassing system of interrelated practice and thinking that defines the nature of an enquiry. The selected

paradigm also serves as an organising principle (Nieuwenhuis, 2007) that guides the researcher philosophically in the selection of techniques, instruments, participants and methods used in a study (Denzin & Lincoln, 2005).

Three components, namely 1) ontology (what is reality), 2) epistemology (the relationship between the knower and non-knower) and 3) methodology (how the unknown will be known) (Maree & Van der Westhuizen, 2009) served as lenses to provide different views on what was being researched and how these versions related to each other. These three components as applied to this study are briefly mentioned next and will be further discussed in Chapter 4.

1.11 ONTOLOGY

1.11.1 Interpretive, constructivist and social constructionist

The ontological assumptions of this research study are interpretive, constructivist and social constructionist. The interpretive approach determines that individuals construct reality themselves and make personal meaning through their contact with others in social contexts. Both social construction and constructivism formed part of the study because employability and career adaptability originate not only from individual agency (not included in social constructionism) to adapt to the changing context, but also from their environment and social interactions, which constitute the departure point in social constructionism.

1.11.2 Pragmatist

Elements of the study also originated from pragmatism. Because of the mixed-methods nature of my study, world-views were sometimes blended (Guba & Lincoln, 2005; Johnson, Onwuegbuzie & Turner, 2007) for optimal understanding. Pragmatism aims to solve practical problems and often follows a 'what-works' strategy (Armitage, 2007) which I found essential for the intervention to enhance career adaptability and employability. Employability principles together with career counselling techniques were implemented to equip young adults with skills that are needed to find a job in today's world of work in South Africa.

1.11.3 Narrative

The study was rooted in a narrative (storied) approach towards conducting the research project, as well as collecting and analysing the data. In respect of CCT, Savickas (2011, p. 16) remarked: "we live inside language because language contains the self …". He also emphasised the importance of career practitioners to attentively listen to the language of their clients. According to Maree (2013), narrative career counselling implies reflexive

construction, deconstruction, and new words to co-construct (together with a counsellor) a new self to open new worlds for clients to reconstruct (Savickas, 2011) themselves. Maree (2013) states the heart of a narrative approach as the belief that clients are the main actors (McAdams & Olson, 2010) who act out (Scharf, 2010) their lives in their career and life stories.

1.12   EPISTEMOLOGY

Epistemology implies *how* we can find or get to know the truth by exploring the relationship between the researcher and what is to be known (Terre Blanche et al., 2006). In career counselling, the postmodern approach affirms the client as the sole expert on the self, and the counsellor and client work in a collaborative relationship (Maree et al., 2010). There is less emphasis on the counsellor who was previously seen as the expert provider of vocational information and as the interpreter of psychometric assessments (McIlveen & Patton, 2007). The client is now viewed as an active agent in the counselling relationship.

The over-dependence in career counselling on test results, which largely ignored personal meaning making, now belongs to a traditional approach. Postmodern career counselling accentuates personal and clients' stories, as opposed to objective assessments that provide scores to fit clients into a 'normal' curve (Maree, 2004; Hartung, 2005). This approach explains the use of the mixed-methods research design.

1.13   RESEARCH DESIGN

The research design adopted in this study to explore ways of enhancing the employability of emerging adults was a mixed methods design. Both quantitative and qualitative data was collected and analysed to gain a more complete understanding of the research enquiry (Creswell & Plano Clark, 2011).

1.13.1 Quasi-experimental pre-test/post-test comparison group design

A quasi-experimental, pre-test/post-test comparison group design[1] was used in my study. In a quasi-experimental design, the research substitutes certain statistical 'controls' in the absence of physical control of the experimental situation. The comparison group pre-test/post-test design is the same as the classic controlled experimental design, except that the participants could not be randomly assigned to either the experimental or the control group. The participants in the present study were selected according to the predetermined criteria

---

[1] See Section 4.3.2.

of the organisation (*POPUP*) (see Section 4.4.1).

1.14 RESEARCH METHODOLOGY

1.14.1 Participants and sampling

Quasi-experimental designs do not randomly assign participants to groups but make use of the available candidates. They often use intact groups for particular reasons (Creswell, 2008). For the purposes of the current study, students from four different skills programmes formed part of the study, and purposive and criterion sampling was used to select participants from POPUP (Salvokop). Participants and the sampling criteria are discussed in Section 4.4.1.

1.14.2 Data collection

Qualitative and quantitative data was collected simultaneously and subsequently integrated to analyse the research problem. Quantitative data was collected by the Career Adapt-Abilities Scale *(CAAS)* (Maree, 2012), *South African form*. The *CAAS* was used as a pre-test to evaluate the participants' career adaptability on four dimensions, and as a post-test to determine the possible effect of the intervention.

Qualitative data was gathered through written reflections based on informal purposive activities (career construction genogram (CCG), body map drawings, interview skills exercises, and recorded individual presentations) that formed part of the intervention, and through the administration of the Career Interest Profile (*CIP*, v5) (Maree, 2016). The data collection process is discussed in Section 4.4.2 and outlined in Table 19[2].

1.15 DATA ANALYSIS AND INTERPRETATION

Four groups participated in the research project. All four groups attended skills-generating courses at *POPUP* (Salvokop) in different disciplines. The first group consisted of 14 individuals attending the hospitality skills course, while the second group consisted of 11 individuals attending the sewing skills course. The third group of 37 individuals attended the computer skills and office administration course (this group was divided into two groups of 17 and 20 respectively). The last group (22 individuals) attended an Adult Basic Education and Training (ABET) course and did not attend the workplace readiness programme with the other participants. This last group of individuals served as the 'control' group and they were not involved in the intervention programme. The intervention took place over a period

---

[2] See 4.4.2

of eight weeks and had to fit in with the corporate schedule of *POPUP*.

Data analysis was conducted among the four groups before and after the intervention. The scores on each construct of the *CAAS* (Savickas & Porfeli, 2012) – concern, control, curiosity and confidence – in each of the different groups (1-4) were compared to the average score on each construct for that of the other groups. The overall career adaptability score was also compared before and after the intervention among the four groups.

Secondly, the pre- and post-intervention data in every group was compared according to each construct of the *CAAS* (Savickas & Porfeli, 2012) to determine whether the intervention had an effect on the career adaptability scores of the participants. The control group completed the *CAAS* at the same time as the other groups, without participation in the intervention.

Thirdly, the pre- and post-intervention data of the experimental groups were compared to that of the control group.

1.16   HYPOTHESIS

The hypothesis on which I based my study was that the quasi-experimental groups who attended the planned intervention would display improved results on the different constructs of career adaptability as measured by the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012). I therefore predicted that the post-intervention results of the experimental groups would be positively higher that their pre-intervention results and that there would not be a significant change in the second data set of the control group.

1.17   DATA ANALYSIS

The mixed method approach enabled meaningful outcomes in respect of the research questions as the data was collected through formal/quantitative assessment and narrative/qualitative methods.

1.17.1 Triangulated analysis design

The triangulated analysis design (Creswell, 2008; Ivankova et al., 2007), also termed 'convergent parallel design' or 'concurrent design' (Ivankova et al., 2016), was implemented in my study. The quantitative and qualitative data was collected and analysed simultaneously to investigate emerging themes. Both sets of findings were subsequently compared to explore themes that had emerged in both sets of data, in order to facilitate comprehensive conclusions.

1.18   QUALITY ASSURANCE

Reliability and validity need to be established in and across both sets of data in a mixed method research design. In a quantitative study, the terms 'reliability' and 'validity' are used to describe quality guarantees. In the context of qualitative data, the term 'trustworthiness' (Nieuwenhuis, 2016) is used to describe reliability, validity and application. In Section 4.9 the quality assurance for both data sets is discussed in detail.

1.19   ETHICAL CONSIDERATIONS

During the research process I undertook to adhere to the ethical guidelines by trying to serve the best interests of participants at all times. The ethical principles relevant to my study included confidentiality, privacy and anonymity; informed consent, voluntary participation, and protection from harm. I respected the privacy and identity of all participants and throughout the intervention presented the findings of the data gathered during the research process by giving feedback repeatedly and in a respectful manner. The ethical principles involved are discussed in detail in Section 4.10.

I also adhered to the guidelines for obtaining informed consent from all participants by informing them about the nature and purpose of the research study and what I expected of them. I emphasised the fact that participation was completely voluntary, and that all data would be treated with extreme confidentially. Before the intervention, I discussed participants' right to withdraw at any time should they wish to do that. I also obtained ethical clearance from the Faculty of Education at the University of Pretoria.

1.20   OUTLINE OF CHAPTERS

Chapter 1:   Introductory orientation

Chapter 2:   Literature review

Chapter 3:   Intervention

Chapter 4:   Research design and methodology

Chapter 5:   Research results

Chapter 6:   Discussion and literature control

Chapter 7:   Findings, conclusions and recommendations

2.   CHAPTER 2: LITERATURE REVIEW

Unemployment has a direct impact on more than a third of South African adults if the expanded unemployment rate of 36% (Ministry of Higher Education and Training, 2016) applies. The effect of this figure is devastating to the health and well-being of individuals, families and communities, as well as to the economy of the country. In an attempt to alleviate some of the effects of unemployment, I explored possibilities to enhance the employability of young unemployed adults from socio-economically challenged backgrounds. In this report, I start by discussing the world of work and current trends that lead to changes globally. I observe the playfield where employability skills are required and desirable. I explore the world of work in South Africa and its dynamics, as it constituted the background to my research. I then discuss the theory of employability from three perspectives, attempting to gain a holistic view of the construct and to structure the information in a meaningful and purposeful way to inform the intervention that was used in my study. Next, I give a synoptic overview of the key learnings of employability based on the explored literature, which leads to the exploration of the theory of career adaptability in the next section.

Career adaptability is investigated by exploring the two words separately at first, after which the full construct with its theory on the four C's (concern, control, curiosity and confidence) is investigated. Literature on how to develop career adaptability is explored next. The dilemmas in young/emerging adulthood and the influence of poverty in this development stage are subsequently explored, because young adulthood in the South African context seems differently affected by the changed world of work than are emerging adults from industrialised countries. Lastly, I observe and apply career counselling techniques with culturally diverse populations in preparation for the proposed intervention (discussed in the next chapter).

2.1   INTRODUCTION

Lifetime employability instead of lifetime employment is put forward as the new protection in the labour market (Forrier & Sels, 2003).

Employability, in its broadest sense, implies the relationship between two role players, the one being the world of work, and the other the person/individual. The first role player – the world of work globally and locally (South Africa) – has challenges especially in deficient socio-economic circumstances but it also offers opportunities in this specific time and age we live in. The second role player is the job seeker who has a specific culture,

life stage and life role, unique individual characteristics and relationships within his/her family, and a biographical story, and who reacts to the unique developmental opportunities offered as a means to design a future life and career. In the next paragraphs, I shed light on the world of work as background against which to explore employability.

2.2   TRANSFORMED WORLD OF WORK GLOBALLY

In their fourth annual publication on global human capital trends, Deloitte (2016) supported by the World Economic Forum (2016), detects four major global drivers that would force institutions and companies to stay relevant. Demographic upheaval, digital technology, an even faster pace of change, and new social contracts between companies and workers are what drives companies in our current era. These drivers and the way they affect the world of work are discussed in the next paragraphs.

2.2.1   Demographics of workers

The demographics of employees in corporate companies have changed (Bimrose, 2010). Workers are both younger and older, and they are more diverse than before. According to Deloitte (2016), millennials (people born after 1982) currently make up more than half of the workforce globally and they have a substantial impact on the workplace. Millennials have high expectations pertaining to values in the workplace such as striving for a good work/life balance, wanting to make a positive difference in society, expecting continuous learning and growth opportunities, and wanting to be remunerated to be able to retire comfortably. They often do not stay for long at one company but are rather loyal to their values (Deloitte, 2016). On the other hand, baby boomers (people born between 1946 and 1964, according to Buckley, Viechnicki and Barua (2015)), who are working into their 70s and 80s, need to adapt to being supervised by young managers to whom they supposed to serve as mentors and coaches (Deloitte, 2016).

Employees are also more diverse due to the global nature of work and they require company cultures to be inclusive to focus on shared beliefs for the business (Deloitte, 2016). The scope of diversity pertains to race, ethnicity, gender, sexual orientation, SES, age, physical abilities, religious beliefs, political beliefs, or other ideologies (Patrick & Kumar, 2012). Companies need to put conscious practices in place to create a better understanding among employees and also between employees and employers.

2.2.2   Digital revolution

The second major global driver is digital technology (Deloitte, 2016; Bimrose, 2010). The internet has been available for public use since 1991 (Bryant, 2011; Castells, 2015)

when it had about 16 million wireless subscribers world-wide. Following the explosion of wireless communication early in the 21st century, 7 billion people (out of 7,7 billion people on earth) were subscribed to the internet in 2013 (Castells, 2015). In 2016, humankind was almost entirely connected although there is inequality regarding bandwidth, price, and efficiency of the service in different areas of the world (Castells, 2015). Globally we are on the brink of a new industrial revolution that will inevitably change the role of employers (organisations, companies, and governments) and employees in all industries. The Fourth Industrial Revolution is about to unfold (Schwab, 2016) and has the potential to change irreversibly the basics of the way in which we live, work and relate to one another. Schwab (2016) contends that the first industrial revolution (1784) was signified by the development of steam and water equipment to mechanise production; the second industrial revolution (around 1870) used electrical power (electricity) for optimisation; and the third (1969) automated production by using electronics and information technology. The fourth industrial revolution (near future) is signified by the use of cyber-physical systems where technologies are combined and the lines between the physical, digital, and biological spheres are blurred.

Industries and organisations in all countries experience forms of digital disruption caused by the need to digitise their production systems and transform not only product offerings, but also the way they manage their business. Digital disruption refers to the transformation caused by emerging digital technologies and business models. These new technology applications require that the value of existing products and services as offered by industry be re-evaluated. An example is the Uber taxi service, which is digitised. Traditional taxi services struggle as their clientele prefer to use a taxi service that is reachable and traceable on a mobile device. This service changes the behaviour of consumers to expect similar accessibility from other business competitors, but it also affects employees and the skills they need to be marketable and employable.

Another technological innovation that is part of the Fourth Industrial Revolution is the Internet of Things (IoT) (Deloitte, 2016). Through Artificial Intelligence (AI), things and digital objects are connected to the internet and become active participants in business processes (Eloff, Eloff, Dlamini & Zielinski, 2009). This is already seen in robotics, nanotechnology, 3D printing, genetics, and biotechnology. Everyday objects will as early as 2020 have network connectivity (Schwab, 2016), thus allowing them to send and receive data. A practical example of this is a programmed irrigation system that is linked to the weather forecast services. On a day when rain is predicted, the irrigation system would just do nothing. Such a device would save water because of its connectedness to real-life

happenings.

The ultimate goal for the IoT is to translate into the Internet of Services (IoS). The IoS is defined as "the vision for next-generation services provided over the Internet" (Eloff et al., 2009) and therefore companies need to generate innovative service-based business models. This will introduce another dimension into the world of work and will inevitably change jobs.

Future connectivity will link people, things and services (the Internet of People, Things and Services (IoPTS)) to "utilize digital services and physical objects to produce and consume services in a web-based service industry" (Eloff et al., 2009, p. 1). This is often referred to as the Internet of Everything (IoE) (Saini, 2015). The services referred to are slowly materialising and rolled out in what is called the Fourth Industrial Revolution.

2.2.3 The pace of change

Change is the new normal.
                (Maree, 2016b, slide 8)

Parallel to changed demographics and the digital revolution, the rate of change is increasing (Deloitte, 2016). Businesses and companies need agility in the way they manage and work to be able to adapt to the fast pace of change. Business model innovators such as Uber and Airbnb put pressure on companies to reposition themselves to meet business challenges that are new to what and in what way they have been operating before.

2.2.4 New agreements between companies and workers

Generally, more than a third of workers around the globe are contract and part-time workers in corporate companies (Deloitte, 2016). Companies easily hire people for specific skills dedicated to projects. Employees are reluctant to join a company and climb their career ladder in that same company. There seems to be less loyalty between employees and employers, but an openness to a variety of ways in how to employ people.

2.2.5 Jobs in future

The Fourth Industrial Revolution predicts great hope for prosperity and future job creation, but many jobs will be taken over by robots/devices and certain jobs will simply cease to exist. The way products and services are utilised will be changed. This needs proactive adaptation by companies, governments, societies and individuals (Deloitte, 2016). Many occupations will undergo major change, and new job and occupation categories will displace others to various extents. The skill sets needed for many occupations from a variety of industries are likely to be transformed. How and where people work will lead to challenges for management and governing practices (Schwab & Samans, 2016).

2.3   WORLD OF WORK IN SOUTH AFRICA

South Africa is the only African economy that belongs to the G20 forum. This group of 20 countries represents the world's leading industrialised and emerging economies that account for 85% of the world Gross Domestic Product (GDP) and represent two-thirds of the global population (WEF, 2017). Despite this, the growing population of unemployed youth is a matter of serious concern (WEF, 2017) in South Africa – as in the rest of Africa. The total population of South Africa is close to 55 million, and people under the age of 25 years make up 48% of this figure (Human Capital Report, WEF 2016).

The majority of South Africans (66%) consider planning for the transformation of the workforce to be a leadership responsibility. We seemingly do not understand the disruptive forces that have an impact on these changes (WEF report, 2016) and do not take personal responsibility for our careers.

South Africa is one of the most unequal societies in the world (Maree, 2013) and has a Gini coefficient[3] of between 0.66 and 0.70 (World Bank, 2016). Besides the fact that this number is so high (and proven to be very difficult to reduce), it represents an indicator of social stress because it directly accentuates inequality between people.

2.3.1   Unemployment and poverty

As stated in Section 1.2, almost a third of young South Africans are unemployed, according to official rates. South Africa is in the top 10 countries on unemployment rankings world-wide. The unwieldy part is the effect it has had on the youth of South Africa over generations, creating a cycle of hopelessness that becomes part of families over years. One of these symptoms is the fact that 12 million mothers/caregivers receive a social government grant (Ferreira, 2015) of R 360 per month for child support – to care for children, some of whom are part of child-headed households. Sixteen million South Africans live on social government grants.

The *South African Early Childhood Review 2016* (a joint publication between Ilifa Labantwana, the Children's Institute at the University of Cape Town and the Department of Planning, Monitoring and Evaluation in the Presidency), recently claimed that 63% of young South African children live in poverty. Indicators used to announce this figure were maternal and primary health interventions, nutritional support, support for primary caregivers, social

---

[3] Gini coefficient is the measure of the deviation of the distribution of income among individuals or households within a country from a perfectly equal distribution. A value of 0 represents absolute equality, a value of 100 absolute inequality.

services, and stimulation for early learning. Children growing up in poverty may be affected later due to not having received the care they needed, and they may never catch up with regard to education. Unemployment and poverty directly influence children, youth and young adults (18-34 years) in South Africa.

2.3.2 Skills shortage

Poverty adds to the skills shortage in South Africa. People often do not have the funds to skill themselves so as to stand a chance to find suitable employment. On the other hand, organisations are often unable to fill certain positions because of the lack of skills of available workers.

Companies report a lack of industry-specific qualifications/certifications in skills trades. The root of the dilemma lies in the inadequacy of education of the workforce (Business Tech, 2015; Kruger, 2016). Many students who are enrolled in tertiary institutions in South Africa are studying in fields that are irrelevant to the needs of business (Kruger, 2016). Business needs for science, technology, engineering and maths (STEM) skills are not met sufficiently and this leaves companies unable to fill crucial posts.

The roles that are the most difficult to fill globally are those of skilled trade workers, sales representatives and engineers (Fin 24, 2015). Technicians and drivers are in the fourth and fifth places, followed by executive and management, accounting and financial staff (Fin 24, 2015). These figures confirm that South Africa has a major shortage specifically in technical skills. Engineers and skilled trade workers top the list (Steyn, 2015).

The South African government recognises skills development as a key component to transformation and economic growth. Government encourages companies and organisations to spend 1,5% of their payroll on the training of their workforce and they can claim up to 50% of the money that was spent on staff skills development back from government.

2.3.3 Education

Cross-national assessments[4] of educational achievement portray the South African education system as the worst among participating middle-income countries. Moreover, we perform worse than many low-income African countries (Spaull, 2013). Quality of schooling has been a major area of concern since 1994 and still carries remnants from the apartheid regime when government spent as much as nine times more on schooling for whites than on education for other cultures (Van Niekerk, 2012).

---

[4] Trends in International Mathematics and Science Study (TIMSS; 1995, 1999, 2002, 2011); Progress in International Reading and Literacy Study (PIRLS; 2006, 2011), Southern and East African Consortium for Monitoring Educational Quality (SACMEQ; 2000 and 2011).

Lots have been done to rectify this complex situation, but the general climate in the South African school system is often one of inertia, low teacher morale and a lack of accountability (Van Niekerk, 2012). Van Niekerk (2012) contends that underlying value systems and ideologies are closely linked to education in South Africa. The underlying value system pre-1994 had a broad Christian character, but the "lived value system was that of … ethnocentrism and attitudes of both superiority and obedience … to the state" with the aim to legitimise a separate education system to maintain white supremacy and privileged social and economic positions (Van Niekerk, 2012, p.142).

Education played a central role in the liberation struggle against apartheid, which generated complicated side effects such as youth militancy, politics of 'immediatism' (people wanting immediate effects) and a breakdown of the culture of teaching and learning (Christie, 2008). Strikes also had a negative effect on the education of learners. Consequently, learners and teachers often still view themselves as disadvantaged non-receivers (victims) of education, and Van Niekerk (2012) argues that a victim mentality is instigated from deep feelings of insecurity and a need for acceptance. He believes that, honing the mentality of being a 'victim of apartheid', people believe that things happen to them and that they do not need to be accountable – they easily blame circumstances and events from the past and others for being unhappy.

Another equally destructive mindset is the so-called 'culture of entitlement' in South African education (Morrow, 2009), which assumes success and achievements without hard work and efforts from learners and teachers. The perception exists that education can be given and is not earned through hard work. Educationists world-wide accept that active involvement, combined with an attitude of willingness to take personal responsibility are the basics for any successful achievement (Van Niekerk, 2012).

These mindsets still have a deep-rooted influence on the current school-going and tertiary education generation and their families. Transition from school to tertiary institutions is often problematic because of the poor quality of schooling at the primary and secondary levels, which mainly affects black youth. Passing the National Senior Certificate (NSC) exam does not markedly increase employment opportunities either.

Without commenting on the standard of the annual NSC exam (written in Grade 12), many students who never make it to Grade 12 are not accounted for. Out of every 100 pupils who start school, 50 pupils will make it to Grade 12, 40 of them will pass, and only 12 will qualify to enrol at a university (Spaull, 2013). These school leavers (18 to 24-year-olds) who are not in the position to attain a form of tertiary education are at a marked economic

disadvantage – their opportunities to ever find a job are very limited.

Christie (2008) alludes to four purposes of schooling in general: (1) to prepare people for the world of work; (2) to create responsible citizens for the state; (3) to teach them democratic values; and (4) to develop the individual to reach his/her potential. I agree with these purposes by seriously promoting career counselling services to all possible schools in South Africa.

2.3.4 Career counselling in South Africa

Historically and today still, career counselling finds itself in a similar situation. Maree (2009, p. 437) comments on and advocates for South African career counselling, as "the majority of black persons are still not receiving adequate career counselling" in South Africa. Many students exit school and enter tertiary institutions without having been exposed to any career counselling whatsoever. Many young people who finish Grade 12 are under the impression that they only need a degree to be employed. Often disappointment awaits them, and they experience unnecessary failure at a sensitive life stage that leaves them unskilled and unemployed at home without knowing what to pursue further.

Recently (3 June 2016), the South African government sent out a call for participation to practitioners to engage in building a system of integrated career development services for South Africa. It has four aims, namely to provide career development services across the lifespan; to improve access to career development services; to establish a *Career Development Services System* to create an enabling environment for career development services to take place; and to establish coordination and leadership in career development services.

South Africa does not have enough counsellors and psychologists to service the need of our diverse cultural population. Moreover, relatively privileged counsellors from different cultures facilitate career counselling without having enough knowledge of, for instance, career beliefs in the particular culture that may silence clients during career facilitation (Maree, 2013b).

Assessment methods and practices are other contentious issues in the South African context. Traditional assessment modes are not standardised and validated for indigenous environments. Much has therefore been done to advocate a combined qualitative and quantitative approach to optimally serve the community. Maree (2013b) suggests building on research that was done elsewhere and to conduct research locally to develop an approach that is "more appropriate for local needs" (p. 27). To address this aim, Maree developed various assessment instruments (e.g. the *CIP,* 2016 and the *Maree Career Matrix (MCM),*

2016) that can be used in an ethically sound manner in most settings.

In the current South Africa, traditional career assessment methods and career counselling are still used pre-dominantly. Using an integrated quantitative + qualitative approach to career counselling is not common practice. In most cases, South African citizens need to accept any form of employment simply to earn a living (Maree, 2015) and perhaps they believe that postmodern career counselling will not help them find employment. Career counsellors may also believe that an integrated quantitative + qualitative approach to career counselling is too time-consuming, expensive, and more suited to individual, Western and North American (career) counselling settings (Maree, 2015).

2.4   WHAT IS EMPLOYABILITY?

In my study of it, I realised how multi-dimensional (Guilbert & Gouvernet, 2015; Fugate & Kinicki, 2008) the concept of employability is. By exploring several definitions, I came under the impression of its wide range. Scholars employ different lenses/perspectives in their attempts to grasp the complex mosaic (Forrier & Sels, 2003) that employability encompasses.

Reference is often made to a demand-side and a supply-side (Jonck & Minnaar, 2017; Sin & Neave, 2014) of employability. The supply-side is constituted by higher education institutions/organisations and students/individuals (what they offer), while the demand-side involves the views of employers and industry on what a person needs to be employable. Guilbert, Bernaud, Gouvernet & Rossier (2016, p. 69) support the importance of implementing a "systemic integrative approach to and a wider interpretation of employability". Adopting this proposition, I explore employability from three perspectives: education, industry and the person.

An educational perspective on employability occupies itself with preparing and developing students to be able to find employment. An industry perspective busies itself with recruiting the best people to benefit the organisation. There is often disharmony between these two perspectives. What companies need from tertiary education training is often different from what is offered to students. As markets evolve and the world of work changes, higher education institutions often do not adapt fast enough to accommodate these shifting labour market needs. Between what industry wants from employees and what the education system offers lies the individual perspective–young adults/graduates/employees who try to start making a living amidst ever-changing and unpredictable economic and political situations.

Below, I firstly provide an overview of how an understanding of the term employability has evolved over the past two decades in the higher education arena. Secondly, I explore the concept of employability from an industry perception and then discuss the interpretation of employability from an individual perspective.

2.4.1 Educational perspective

Tertiary institutions all over the world are becoming increasingly aware that academic content offered at universities and academic institutions need to be relevant and transferable to the workplace. More tertiary institutions realise the importance of skills development (adding to theoretical knowledge) and assist students by changing structures (e.g. staff, resources, mission) to reorganise academic institutions. They change the way courses are offered (e.g. more multi-disciplinary offering), arrange industry network opportunities (e.g. invite visiting speakers from industry) and provide professional networking experiences (Hooker & Whistance, 2016) to deliver more employable students. Tertiary institutions also address employability through curriculum development (e.g. including employability modules and elements of employability to current modules) and they create extra-curricular opportunities (Artess, Hooley & Mellors-Bourne, 2017) to develop employability and increase students' awareness of and insight into workplace demands.

2.4.2 Educational theories on employability

Higher education practitioners have explored employability since the late nineties (Dearing, 1997; Hillage & Pollard, 1998). Their conclusion then was that employability involves four elements (Cole & Tibby, 2013): (1) employability assets, namely knowledge, skills and attitudes; (2) deployment, which requires career management skills, and the skills to search for a job; (3) presentation, namely ability to apply for a job such as writing a CV and acquiring interview techniques; and (4) personal circumstances such as family responsibilities and external factors that have an impact on employability assets to enter the labour market. These elements clearly portray individual components as well as systemic components. Bowden et al. (2000) contributed to the discussion and argues that part of being employable – over and above the preparation of students for the labour market – is that students also need to be developed as responsible citizens.

Cole and Tibby (2013) outlined broad ideas about employability in the higher education context and suggest that employability is a lifelong process that applies to all students, whatever their situation, course or mode of study. They emphasise that employability interlinks the support of students towards developing knowledge, skills,

behaviours, attributes and attitudes that will ensure success in life and employment. Cole and Tibby (2013) also view employability as the joint responsibility of everybody at a tertiary institution and insist that students should be committed to lifelong learning.

Knight and Yorke (2003) developed the *USEM* model (see Figure 3) for employability in an attempt to generate a theory for academics to incorporate employability into their practices at tertiary education level. *USEM* is an acronym for:

Understanding: subject matters and how organisations work;

Skilful practices: academic content that promotes employment and everyday life tasks;

Efficacy beliefs: reflect the student's notion of self, self-awareness, and possibilities to develop;

Metacognition: the knowledge of how to learn and reflect, so as to be able to solve problems.
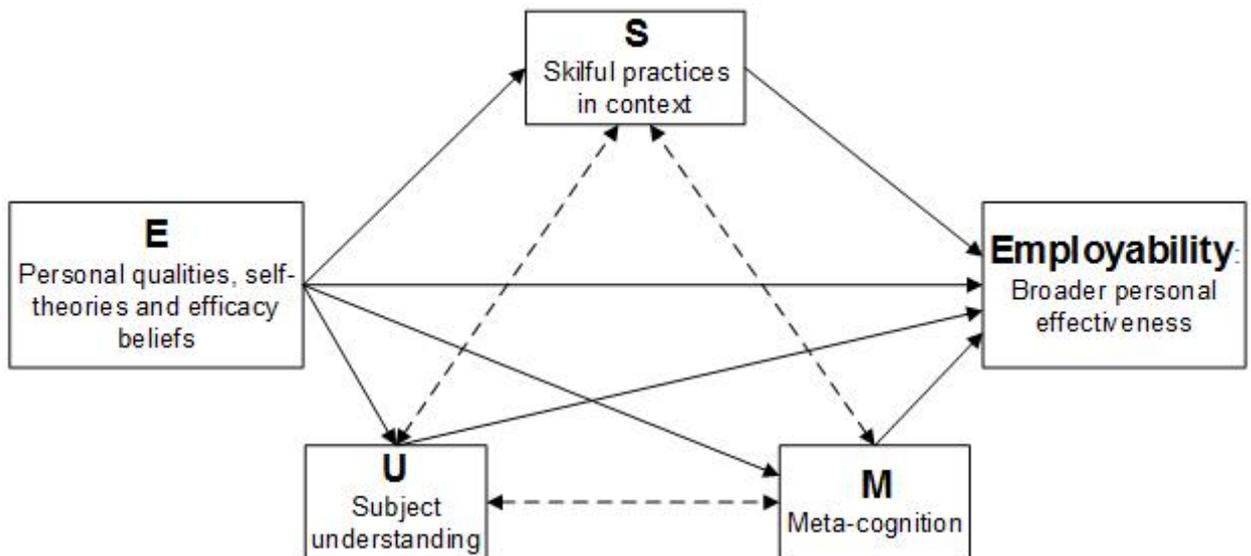
Figure 3: The USEM model of employability (Knight & Yorke, 2003) (adapted from Cole and Tibby, 2013, p. 7)

Yorke (2006, p. 8) defines student employability as:

> A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

Dacre Pool and Sewell (2007) developed the *CareerEDGE model of Graduate Employability* (see Figure 4) to add to the *USEM* model of Knight and Yorke (2003) by making the concept of employability less theoretical and more accessible to parents and students (Cole & Tibby, 2013).
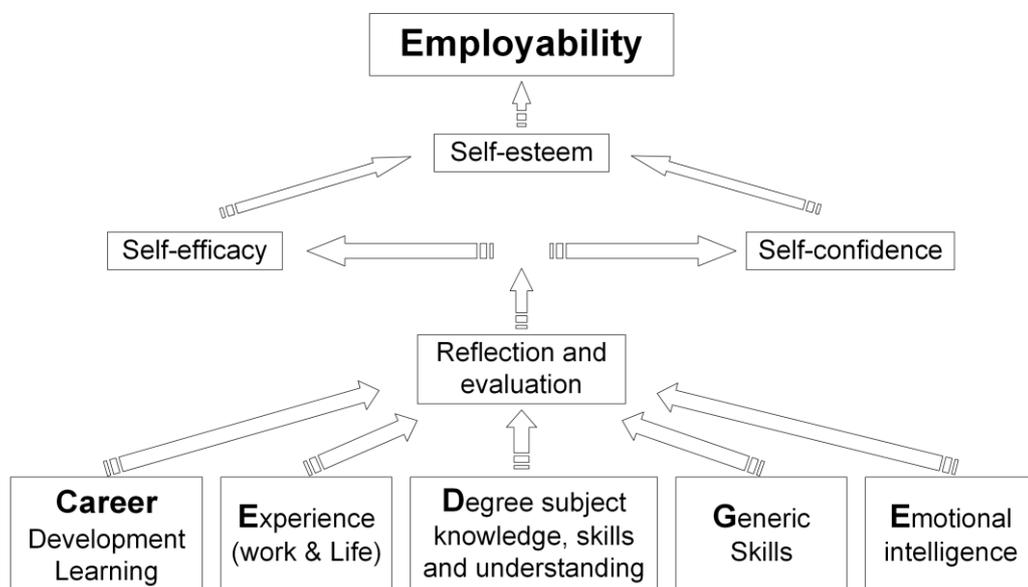
Figure 4: The CareerEDGE model of Graduate Employability
(Dacre Pool & Sewell, 2007, p. 9)

Degree subject knowledge, skills and understanding represents a central concept in the model. Students would study a specific subject discipline in depth to gain a higher qualification that opens up opportunities for better employment. If graduates enter an occupation that has relevance to their degree, employers would select and judge them on how successfully they have completed the course. Although subject knowledge and skills are of high importance with regard to employability, that alone would not secure graduates a job in which they would be successful and satisfied (Dacre Pool & Sewell, 2007). *Generic skills* refer to the skills that can support studies in any discipline and that can be transferred to different contexts – whether higher education or workplace contexts (Dacre Pool & Sewell, 2007).

Dacre Pool and Sewell (2007) include *Emotional intelligence* in this model. Goleman

(1998) suggested that all models of employability should include emotional intelligence. In times when job security is low and jobs are replaced by 'portable skills', the qualities that form part of the character, the personality/soft skills and competence are the ones that keep people employable. People with higher emotional intelligence enjoy better career success, build stronger personal relationships and enjoy better health than those with lower levels of emotional intelligence (Brackett, River & Salovey, 2011).

Career development and learning refers to students' ability to present themselves verbally, but also through application forms, their CVs and in interviews with potential employers. Students with more *Experience* are more in demand than those who do not have experience. Dacre Pool and Sewell (2007) encourage students to acquire related work experience through their studies.

Through *Reflection and evaluation,* students would know what they need to develop more to be employable (Dacre Pool & Sewell, 2007). Personal development programmes are suggested as tools to give students opportunities to plan, record and reflect to be able to facilitate suitable career decisions.

Building self-efficacy (SE) and adding self-confidence to enhance self-esteem "provide a crucial link between knowledge, understanding, skills, experience, personal attributes and employability" (Dacre Pool & Sewell, 2007, p. 285). Dacre Pool and Sewell (2007) refer to Bandura's *Social Cognitive Theory* (1995), which explains the enhancement of self-esteem.

Bandura (1995) promotes three pertinent sources that enhance SE beliefs. The first is to *master experiences*. The more students are exposed to realistic work environments (Dacre Pool & Sewell, 2007), real-life student projects and career learning activities, and have the opportunity to apply what they have learnt, the better. A second source to develop self-esteem (according to Bandura), is *vicarious experiences*. If students have the opportunity to identify with peers who achieved successes similar to the ones they are aiming at, then they are likely to reach that same success. *Social persuasion* is the third source suggested by Bandura (1995) to enhance self-esteem. When someone has been persuaded that they possess the capabilities needed for a specific task, it will encourage them to put in more effort and stay motivated to achieve their goals.

The biggest contribution of the *CareerEDGE model of Graduate Employability* seems to lie in the addition of concepts that relate to building the self-esteem of students. A graduate who believes he/she can do what is needed to gain a job and believes that he/she will be successful in the occupation they choose, is more likely to be successful than the

graduate or student who has low SE beliefs (Dacre Pool & Sewell, 2007).

Sin and Neave (2014) warn that higher or tertiary education is only one of the factors – along with personal and external factors – that makes for employability. A qualification does not ensure employment. It is quite possible to be employable but not be in employment (Brown, Hesketh & William, 2003; Sin & Neave, 2014) or to have a degree but struggle to find employment. Employability designates (Yorke, 2006; Sin & Neave, 2014) graduate potential to obtain and function in a job. Employment is actual job acquisition (Yorke, 2006). Higher education is an advantageous factor to employability, but more than tertiary education is needed to be employable.

In the world of work today, with protean and boundaryless careers, it is likely that non-traditional career paths and ways to obtain employment will become the norm (Sin & Neave, 2014). A tertiary qualification is not an assurance to land a job. Therefore, employability only partially depends on what a higher education institution provides – even if it has a larger focus on employability in what it offers. The choice about the particular skills that students develop and what they decide to become or acquire lies with the individual student (Harvey, 2001; Sin & Neave, 2014). Bridgestock (2009) added career building and career management skills to her conceptualisation of employability (see Bridgestock's model of employability (Figure 7)). She argues that in a changing world of work, generic skills required from industry employers are not enough and suggests that graduates need to pro-actively navigate and self-manage their career building process once they are employed.

CBI (an influential non-profit, non-political Royal Charter company in the United Kingdom) and Universities United Kingdom (UUK) (2011) combined efforts to address employability nationally in the UK (see Figure 5). The CBI/NUS-model combines the views/insights of academics and the requirements that business decision makers have for employees to be employable. The CBI/NUS (2011) model comprises of attitudinal attributes, skills, and personal traits that are needed to benefit society/business from a systems perspective. Employability is defined as:

> A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.
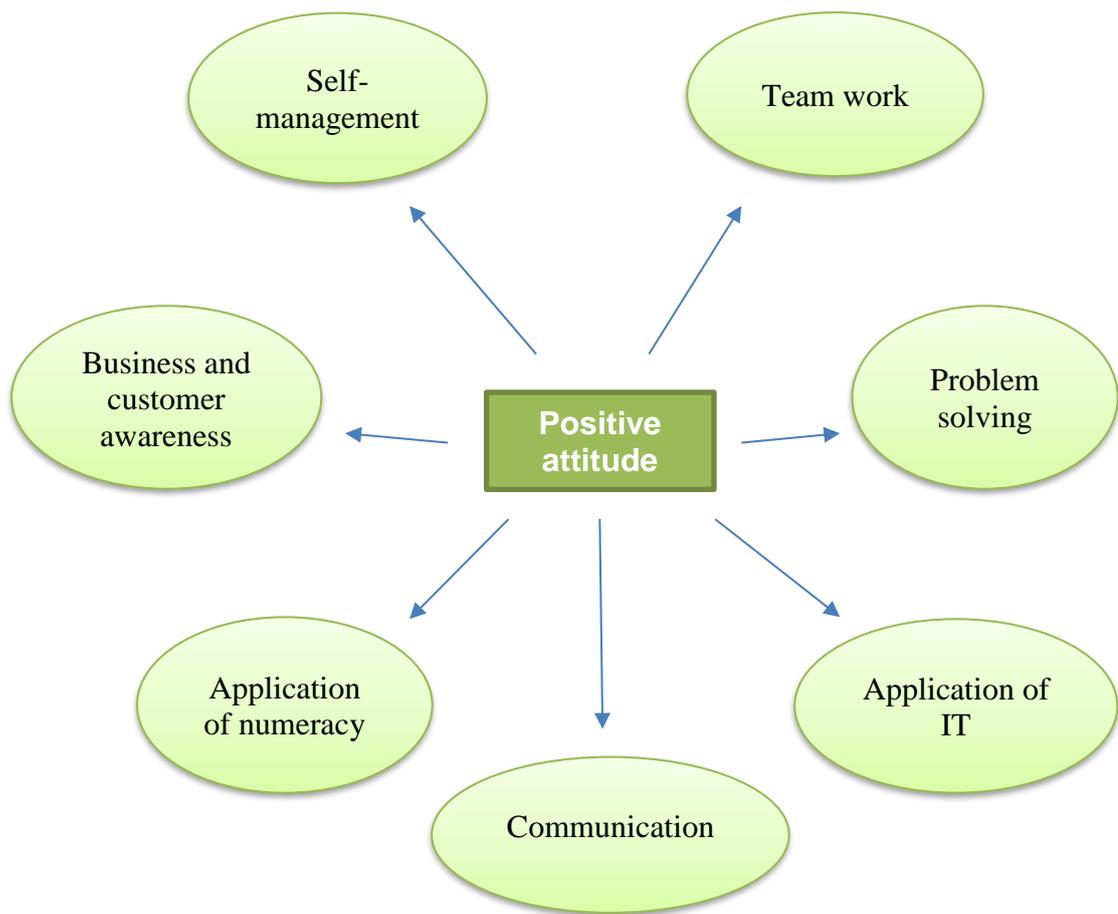
Figure 5:   The CBI/NUS (2011) model of employability

A positive attitude is described as the key foundation of employability. A positive attitude involves a readiness to take part, openness to new activities and ideas, and a desire to achieve results. The other key competences of this hybrid model (higher education and business sector) are described in Table 1.

Table 1:   A table to describe the constructs of the CBI/NUS (2011) model of employability

Self-management	Readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve your own performance based on feedback/reflective learning.
Team work	Respecting others, co-operating, negotiating, persuading, contributing to discussions, awareness of interdependence with others.
Business and customer awareness	Basic understanding of the key drivers for business success and the importance of providing customer satisfaction and building customer loyalty.
Problem solving	Analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.
Communication	Application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning skills.
Application of numeracy	Manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. estimating, applying formulae and spotting likely rogue figures).
Application of information technology	Basic IT skills, including familiarity with commonly used programmes.

The educational perspective on employability has evolved over the last two decades. The concept developed gradually as contributors became more aware that employability assets need to be developed at tertiary level for graduates to function optimally in industry. Higher education can be seen as an incubation phase to become prepared to work in industry. Table 2 summarises the major contributions from the educational perspective as described this far.

Table 2: **A summary of the input from major contributors in the educational environment on employability**

Dearing, 1997; Hillage and Pollard, 1998	Students need to develop: *Employability assets:* subject-specific knowledge, skills and attitudes. *Deployment skills:* career management skills, and the skills to search for a job. *Presentation skills* to find a job, e.g. writing a Curriculum Vitae (CV) and mastering interview techniques. *Skills to master their personal circumstances:* family responsibilities and external factors that have an impact on their employability assets.
Cole and Tibby (2013)	Employability is a lifelong process that applies to all students, irrespective of their situation or mode of study that develops knowledge, skills, behaviours, attributes and attitudes needed in life and/or employment.
Knight and Yorke (2003)	*USEM model* focuses on *Understanding:* subject matters and how organisations work; *Skilful practices:* academic content that benefits employment and everyday life of students; *Efficacy beliefs:* reflect student's notion of self, self-awareness, and possibilities to develop; *Metacognition:* knowledge on how to learn through reflection to solve problems.
Yorke (2006)	Defines employability as a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.
Dacre Pool and Sewell (2007)	*CareerEDGE model of graduate employability* adds concepts that relate to building the self-esteem and SE beliefs of students.
Sin and Neave (2014)	Higher education is advantageous for employability, but more than tertiary education is needed to render a person employable.
CBI/NUS (2011)	Strong focus on **positive attitude,** together with self-management, team work, business and customer awareness, problem solving, communication, practical numeracy and basic IT skills.

2.4.3   Educational perspective on employability: Summary

Tertiary educators are increasingly aware of the importance of skills transfer in students as an addition to having theoretical knowledge to be marketable in the workplace. To send out students to industry as marketable 'products' who able to add value to business and their communities, teaching methodologies are revisited, and opportunities are created for network experiences with industry partners.

Individual aspects such as emotional-social intelligence, life experience, self-perception and positive attitude (character skills) are as essential as academic and technical skills (Dacre Pool & Sewell, 2007; CBI/NUS, 2011). Educational theorists emphasise employability as a holistic concept that involves the person and the system of which they are a part (Dearing, 1997; Hillage & Pollard, 1998). Acquiring employability is acknowledged

to be a lifelong learning process (Cole & Tibby, 2013) for the individual. An industry perspective on employability will be explored in the next section.

2.4.4 Industry/Organisational perspective

In the current world of work, workers are progressively more responsible for their own careers. In one sense, it is favourable for workers to gain greater control over the shape of their careers because that allows them to steer their career path towards their personal ambitions. On the other hand, the final decisions for successful employment are mainly in the hands of employers and hiring organisations who subjectively assess individuals as being deserving of a job or not (Sin & Neave, 2014; Hogan, Chamorro-Premusic & Kaiser, 2013; CIPD, 2016). With new agreements and contracts between workers and employers (e.g. part-time) (see Section 2.7), the power still seems to lie more with employers (CIPD, 2016). Employment contracts give less job security than previously, and yet employers are the main suppliers and decision makers for jobs and career development opportunities.

Acknowledging the 'power' of organisations in the employability contract, it is crucial to find out what employers and organisations want or perceive as essential before signing up workers. In the next section, I explore employers' views on employability and recruitment.

2.4.4.1 Employability and recruitment

… employability is an attribution employers make about the probability that job candidates will make positive contributions to their organisations
<div align="center">(Hogan et al., 2013)</div>

Hogan et al. (2013) claim that there is consensus among employers regarding the general qualities they seek in employees. "From the employers' perspective, the single-most important characteristic determining employability is interpersonal skill or social competence" (Hogan et al., 2013, p. 8). This statement is based on research since the early nineties (Noe, Hollenbeck, Gerhart & Wright, 1994, Hogan & Brinkmeyer, 1994; The Guardian, 2006). Equally important as interpersonal skills is the ability to work in a team (Chen et al., 2009). Hogan et al. (2013) define interpersonal skill/social competence as the ability to "be rewarding to deal with" and to be "considerate and well mannered" (p. 8) and to have "corporate sense" ("the ability to put on a socially desirable performance at work") (p. 9).

The mode of work today is less formal and less structured with less routine, and requires working with co-workers from different cultural, educational and technical backgrounds (Hogan et al., 2013). The new work mode requires working collaboratively

with colleagues more often, which explains the high value that is placed on interpersonal skill in the workplace.

Another important factor that is valued from employers' side for recruitment involves self-presentation skills. Self-presentation skills such as "posture, gesture, use of personal space, facial characteristics and eye contact" (Hogan et al., 2013; Warhurst & Nickson, 2001) are needed in interviews and meetings. Verbal language (pronunciation and projection) and efficiency in English form part of self-presentation skills.

Hogan et al. (2013) state that career success and employability depend on behaving in socially desirable ways when interacting with recruiters, employers and managers. Context is the variable that would allow an individual to behave in a socially desirable manner or not. It seems important for employees to be able to adapt and to some sense be compliant to a new environment. The antithesis of employability (unemployability) would then be a combination of irritability, rudeness, social insensitivity and incompetence (O'Boyle et al., 2012) which is undeniably not what employers want from potential employees.

Perceptions of employers about factors they see as important for candidates/possible employees to make a positive contribution to their company would determine employability (Hogan et al., 2013). These factors are quite straightforward: Would the person fit into the organisation socially? Is he/she capable? Is he/she willing to work hard? Hogan et al. (2013) developed an integrative model of employability, explaining the attribution perspective of employers on employability (see Figure 6).
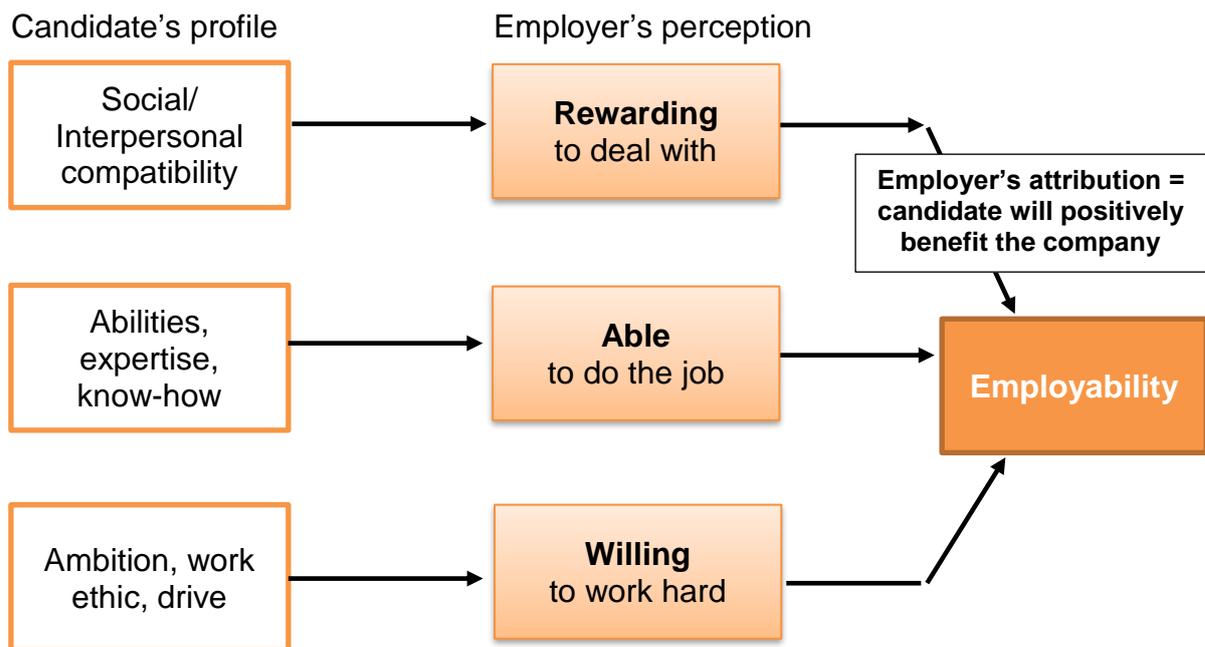
Figure 6: Determinants of employability (Hogan et al., 2013)

Employers' ratings of a possible candidate to recruit would be functions of three factors: firstly, social/interpersonal compatibility – getting along with the team and management and adapting to the organisations values; secondly, ability and expertise to do the job; and thirdly, ambition, work ethic and drive. A candidate with this profile creates perceptions that it would be rewarding to deal with him/her, that he/she is able to do the job and that he/she is willing to work hard.

A South African study (Jonck & Minnaar, 2017) explored the employability of graduates as perceived by employers in the Free State province. The 503 employers indicated three main attributes employers want in graduates, namely interpersonal skills, personal and career management, and academic skills. These were rated as the most important attributes South African employers want. The study confirms the importance of having interpersonal skills to be regarded as employable.

2.4.4.2 Employability and talent management within companies

The concept of 'talent' relates to employers' view (CIPD, 2016) on the employability transaction between organisations and workers. In human resource circles, talent management is recognised as the "process of attracting, developing, and retaining people" (CIPD, 2016, p. 7). The term can easily be misunderstood from different contexts. From a business or industry viewpoint, talent refers to the added value talented people bring to make themselves useful for the business.

Employability attributes from a talent management perspective within organisations

have a somewhat different emphasis than attributes desired in the recruitment process. To *remain* employable within a company, individuals attempt to meet the expectations of their employer, which can be divergent from their individual career path (CIPD, 2016). Employees can easily lose sight of their personal career focus in a job where they are remunerated well and then stop navigating their personal career ambitions. Here again I want to allude to Bridgestock's (2009) addition of career building and career management skills in her conceptualisation of employability (see Figure 7). Bridgestock (2009) emphasises the individual responsibility of employees to acquire skills to manage themselves and to personally navigate their careers by being curious about new learning and career opportunities. Exploring new prospects would create opportunities to expand professional relationships and motivate employees to stay relevant and marketable.

Career management
Intentional management of work, learning and other aspects of life
Through reflective, evaluative and decision making processes

☐ Career management skills

Self management skills
Appraisal and knowledge of self e.g., values, abilities, aptitudes, interests, work/life balance

Discipline specific skills
Skills necessary to performance at work which are specific to certain occupations or fields

Acquisition, display, and use of

Career building skills
Skills necessary to navigate and advance in the world of work e.g., finding and using information about labour markets, locating and applying for work and learning opportunities, creating professional relationships

Generic skills
Skills necessary to performance at work which are transferable to multiple work situations e.g., working with technology, written and verbal communication

Underpinning traits and dispositions
Precursors which underlie the successful development/application of career management skills e.g., openness to experience, intrinsic career motivations, career self-efficacy

Figure 7: Conceptual model of graduate attributes for employability
(Bridgestock, 2009, p. 36)

In a study conducted in the UK (CIPD, 2016), human resource practitioners and line managers were questioned on what they perceived to be the five most important attributes of a talented employee. Attitudinal aspects such as good work ethic, going above and beyond

in the job, and positive attitude were on top of the lists of both groups. From an organisational perspective, I conclude with what seems logical: Smarter, nicer and more hard-working people will always be in demand (Chamorro-Premuzic, 2015). Table 3 provides a summary of the employability attributes in the explored literature from an industry perspective (these will be discussed next).

Table 3:   A summary of employability attributes from an industry perspective, as explored in literature

Employability attributes beneficial in the recruitment process	
Hogan et al., 2013	Employers look for interpersonal compatibility, expertise related to the work field, ambition and willingness to work hard.
Chen et al., 2009	Ability to work in a team
Hogan et al., 2013; Warhurst and Nickson, 2001	Self-presentation skills
Jonck and Minnaar, 2017	Interpersonal skills, personal and career management abilities, and academic skills
Employability attributes within a company	
Bridgestock, 2009	Personal career building and management skills
CIPD, 2016	Good work ethic, doing more than what is expected in the job, and having a positive attitude.
Chamorro-Premuzic, 2015	Being presentable and clever, pleasant (positive outlook) and hard-working

2.4.4.3 Industry perspective on employability: Summary

Organisations have the decision-making power in the appointment of new employees into their companies. Although applicants may be employable, employers decide whether they would be a good fit into the organisation based on certain perceptions. Employers seem to appoint candidates who are rewarding to deal with (interpersonal skill and social competence), able to do their job (have specialised skills), and willing to work hard (have ambition, work ethic and drive) (Hogan et al., 2013). The final decision to appoint a person is based on the employer's perception about the applicant's adaptation into the company context.

To *stay* employed requires other criteria. Attributes that employers appreciate from employees are work ethic, doing more than is expected, and having a positive attitude (CIPD, 2016). In the process to comply with what is expected of them in the workplace, employees often lose sight of their own career ambitions and spend all their energy on doing what is expected of them and obeying the needs of the employer. In this process, employees may 'lose' their marketability by not pro-actively managing their careers and they are often rudely

jerked back to reality by for instance retrenchments in the organisation.

Adapting to the culture and expectations of employers, but also staying aware of the labour market and what is required, seems to be crucially important to be able to gain and keep employment. In the next section, the individual perspective on employability is discussed.

2.4.5 Individual perspective

In this study, the focus was on the development of employability in young adults from socio-economically challenged backgrounds. The emphasis in the research was on the individual level (keeping in mind what is offered, suggested and required from other perspectives), because the research participants were young adults who studied at a skills training organisation and wanted to develop workplace readiness knowledge and skills. In other words, the researcher tried to establish how individuals can be influenced and motivated to change their own situation with regard to employability. According to Wedekind and Mutereko (2016), the 'person' perspective of the concept of employability shifts the emphasis away from work as being security to placing autonomy in the hands of the individual. This perspective emphasises the individual's contribution to his/her own employability situation.

Theory on employability is often approached from a person perspective. Wedekind and Mutereko (2016) refer to employability as the ability to retain work and grow in an occupational pathway. Sin and Neave (2014) allude to employability as a multi-faceted characteristic of an individual, striving to obtain the skills and attributes he/she deems necessary in the job market. Rothwell, Herbert and Rothwell (2008, p. 2) define employability as the "perceived ability to attain sustainable employment appropriate to one's qualification level". These three authors view employability as skills or traits of individuals and techniques of applying those skills in an appropriate context. To be able to function in a particular context, the concept of adaptation becomes magnified. Fugate et al. (2004) accentuate individual adaptability as a distinguished dimension that is part of being employable.

2.4.5.1 Employability and its link with adaptability in individuals

Fugate et al. (2004) consider employability as a psycho-social construct with individual characteristics that grow *adaptive* cognition, behaviour, and affect. Improvement of a situation would be the result of an individual's ability to change for the better. Employability from a person perspective predisposes individuals to improve their situation proactively and to consciously adapt to given situations, rather than to wait for others to

improve their situation. Fugate et al. (2004) distinguish between three component dimensions of employability and subsequently established a heuristic model of employability (see Figure 8). These dimensions are career identity, adaptability, and social and human capital. Table 4 lists the main content in each of these dimensions.
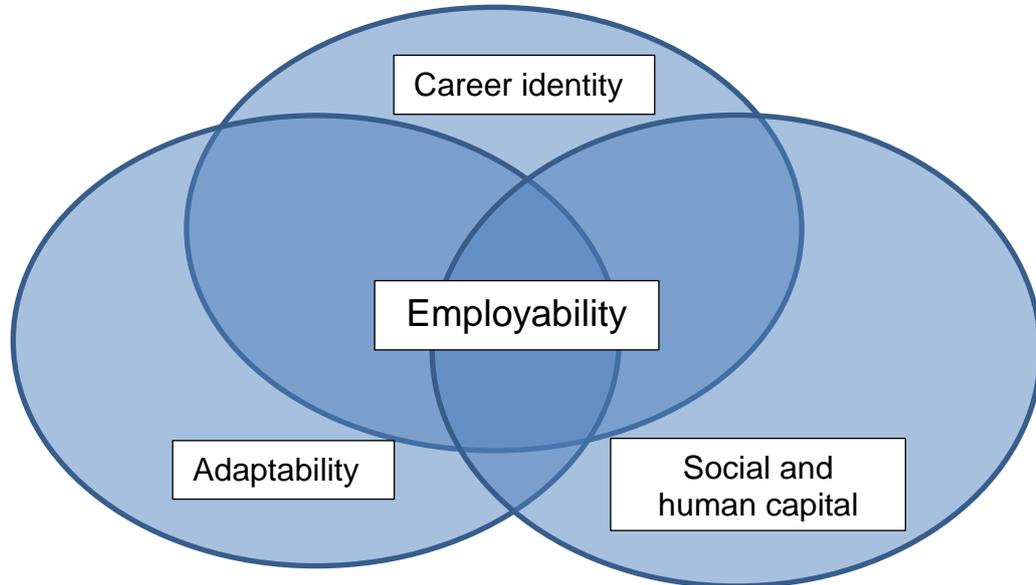
Figure 8: Heuristic model of employability (Fugate et al., 2004, p. 19)

Table 4: A summary of the main points in the dimensions of employability based on the heuristic model of employability (Fugate et al., 2004)

Career identity, uniqueness	- Career aspirations, goals, hope and fears - Personality traits, values, beliefs and norms - Interaction and identity style linked to the personality - Definition of self in the workplace - Longitudinal: narrative life story with distinctive themes - Identification and realisation of career opportunities
Personal adaptability	- Personal attitude of adaptability focused externally to implement adaptive behaviours in the work domain - Optimism - Propensity to learn about the self and the working environment - Openness to change and new experiences at work - Change is seen as a challenge and not a threat - Internal locus of control: belief that external events can be influenced - Work transitions are made more easily to improve the life situation - Self-efficacy (SE) is required to be adaptable to influence determination and ambition in times of uncertainty; SE helps the individual to identify and realise career opportunities
Social and human capital	- Social capital is the interpersonal and social element of employability accumulated through social networks that may bring access to career opportunities through the built network (the stronger the relationships and larger the network, the more the individual can benefit) - Human capital represents education and experience, which seem the strongest predictors of career progression

Each of these dimensions comprises different skills, knowledge and behaviours and together they create the competency to find and keep a job (Koen, 2013; Fugate et al., 2004). The emphasis in this model of employability is adaptability and I found it particularly useful for my study. Fugate et al. (2004) refer to adaptability as readiness to cope and the willingness to explore personal career possibilities (Savickas, 2005; Koen, 2013).

Fugate and Kinicki (2006) describe employability as a *disposition* in employees or potential employees. They consider dispositional employability as "a constellation of individual differences that predispose employees to (pro) actively adapt to their work and career environments" or *"employability is a disposition that captured individual characteristics that foster *adaptive* behaviours and positive employment outcomes"* (Fugate & Kinicki, 2008, p. 504). Adaptability seems to be the vehicle that drives an individual's employability competence.

Fugate and Kinicki (2008) also contend that employability involves individual characteristics that bridge the gap between the individual and the environment. Employability is more than knowledge, skills and abilities required, and it embodies "a broad, latent, higher-order trait that facilitates proactive adaptability" (p. 505). This adaptability reaches beyond the motivation to fit and survive the workplace, as this could point to *reactive* employee adaptability orientation (Fugate & Kinicki, 2008). Employee 'initiative and proactivity' (Fugate & Kinicki, 2008, p. 505) are emphasised to lie at the heart of employability. Both reactive and proactive characteristics are required from individuals to be employable. Employability would be continuous readiness for change and a pro-active willingness to adapt to change. *Adaptability* or the willingness to move and adapt is a crucial part of being employable.

Employable individuals do not only engage in their jobs and larger careers trying to meet the demands of the environment/context, they also proactively create and understand opportunities. Employability in this sense is a person-centred and psychosocial concept that crystallises in active adaptation and proactivity at work (Crant, 2000; Fugate & Kinicki, 2008). Individuals who are employable proactively pursue their occupational interests and experience better job satisfaction, which then influence their performance (Fugate & Kinicki, 2008; Crant, 2000).

Bridgestock (2009) added career building and career management skills to her conceptualisation of employability. She argues that in a changing world of work, generic skills required from industry employers are not enough and that individuals need to pro-actively navigate and self-manage their career-building process. To proactively engage in

the work environment enhances career adaptability and leads to increased perceptions of control in employees (Aspinwall & Taylor, 1997; Fugate & Kinicki, 2008). Table 5 summarises the main theory from an individual perspective, which is concluded by the reflection that follows after Table 5.

Table 5: **A summary of the literature on an individual perspective to employability**

Wedekind and Mutereko, 2016	Employability gives *autonomy* to the individual, as opposed to the perception that a job/work provides security. It is the ability to retain work and grow within an occupational pathway.
Sin and Neave, 2014	Employability is a *multi-faceted* characteristic of an individual, his/her striving to obtain the skills and attributes needed in the job market.
Rothwell et al., 2008	Employability is the "perceived ability to attain sustainable employment appropriate to one's qualification level" (p. 2).
Fugate et al., 2004	Employability is described as a *psycho-social construct* containing individual characteristics that grow *adaptive* cognition, behaviour, and affect. It describes three main dimensions: career identity, adaptability, and social and human capital.
Fugate and Kinicki (2008)	Dispositional employability predisposes employees to *(pro) actively adapt* to their work and career environments.

2.4.6   Individual perspective: Summary

Employability from a person perspective eludes to the fact that an individual has control over and can be autonomous about his/her personal career. Individuals can proactively contribute with initiatives such as staying interested in new opportunities, striving towards greater career satisfaction and engaging in lifelong learning to be employable. Employability from a person perspective firstly requires awareness of one's own unique offering (*career identity*), which involves individual traits, interests, values, skills, experience, and knowledge of your life themes. An individual perspective on employability must secondly be *adaptable,* which relates to being optimistic and open to change, having developed personal control and being self-confident in unsecure times. A third component of employability from an individual perspective is having effective interpersonal skills and a network that would acknowledge your education and experience (Fugate et al., 2004).

2.5   EMPLOYABILITY: SYNOPTIC OVERVIEW

In literature, the concept of employability is explained from three perspectives. The reason for exploring employability from three angles was to try and obtain a holistic view of the construct, to break it down within these categories and make the concept more digestible,

and lastly to use the information to inform/advise the content of the proposed intervention. Table 6 is a reflective synopsis of the key learnings on employability that informed the intervention used in this study.

Table 6:   A reflective synopsis of the key learnings on employability

Perspective	Key learnings on employability
Higher education	• A tertiary qualification (subject knowledge and skills) is an advantage for being employable. • Success in higher education instigates a sense of achievement in students that enhances their SE, self-esteem and confidence, which makes them more attractive to potential employers. • The attitude of students determines what skills (apart from subject knowledge) they would acquire during their years of study to make them more suitable job candidates. • A positive attitude (readiness to take part and an openness to new ideas) is the key foundation to being employable. • Individuals ought to stay students for life (lifelong learning) to keep their relevance in the fast-changing workplace and preserve their employability.
Industry	• Interpersonal skills and social competence distinguish between potential candidates and successful employees. • In recruitment, interviewers scout for social compatibility, ability, expertise and work drive. • To remain employable, employees need to have good work ethic, do more than is expected and have a positive attitude.
Individual	• Adaptability is a core component to grow/develop employability. • The employable individual manages his/her career by developing adaptable characteristics. • Adaptability characteristics goes beyond positive reacting/surviving an environment but involves taking proactive initiative to use future opportunities. • Employability in the recruitment process would be to effectively communicate personal ability to do a job, being willing to work hard and displaying interpersonal skills that seem rewarding to deal with. • Employable individuals have career identity (know themselves and follow their occupational interests), adaptability and social and human capital, all of which are facilitated by active personal career adaptability.
Intervention should influence:	• SE, self-awareness and confidence • Positive attitude • Proactive attitude • Lifelong learning awareness • Interpersonal skills (rewarding to deal with) • Work ethic – do more than what is required • Adaptability • Communication skills • Network/connections (socially and professionally) • Applicable qualification and experience for a job

The intervention that is planned with participants ought to influence as many as possible of the factors that were listed in the above table to enhance their employability. Adaptability is listed as one of the factors to influence employability, but researchers (Koen, 2013; Fugate et al., 2004; Savickas, 2005; Coetzee et al., 2015) repeatedly emphasise the influence of career adaptability for the development of employability. The construct of career adaptability and the means to develop employability skills in individuals (by employing career adaptability knowledge and skills) are explored in the next section.

2.6   CAREER ADAPTABILITY

As mentioned in Chapter 1, a South African study conducted on human resource professionals found career adaptability to positively relate to employability capacities (Coetzee et al., 2015). Career adaptability can also be seen as the preparation to instil employability (Koen, 2013). In an attempt to positively influence their employability skills, young adults from previously disadvantaged backgrounds will be exposed to career adaptability skills and concepts in a planned intervention (see Chapter 3).

Although career adaptability is one concept, the two words will first be explored independently. Only then will the full concept be described.

2.6.1   Career

'Career' can be defined as "a series of jobs in a profession or occupation that a person has through their life" or "part of a person's life spent in a particular occupation" (Collins, 2011). These definitions only refer to career as a job. In the contemporary industrialised society, careers have become less "predictable, sequential, and ascendant" (Vondracek et al., 2014, p. 3).

Maree (2013) and Savickas (2013) shed light on the different terms used to describe careers in the 21st century workplace. Careers are described as follows:

- *Boundaryless* (a move towards being independent of traditional agreement with organisations) (Arthur, 1994)
- *Protean* (people's ability to remain resilient and deal with the effect of new technologies and new concepts of work by being in control of their own career) (Hall, 1996)
- *Kaleidoscopic* (a career created on one's own terms and defined by own values, choices and parameters) (Mainiero & Sullivan, 2005)
- *Post-industrial* (people no longer have stable work identities but are expected to redefine themselves continually in work contexts)

- *Portfolio* (people contract their skills in various contexts but also have self-employed agreements)

- *Customised* (people are less willing to sacrifice personal time in the interest of their careers, and they tailor-make their career portfolio according to personal or organisational needs) (Savickas, 2013; Maree, 2013).

The concept of 'career' has become much wider than the totality of work one does over a life time. Work plays an increasingly central and dynamic role in people's lives, with the result that career has become a lifestyle concept (Niles & Harris-Bowlsby, 2009). Super (1976) used to view career as the course of events constituting a life, whereas Herr et al. (2004) described career as the total constellation of roles played over the course of a lifetime. A career emerges from the constant interplay between the person and the environment (Niles & Harris-Bowlsby, 2009). Career is also a determinant of social status (Super, 1976) and self-concept (Super, 1981). Super (1976) linked personal and situational factors in his career development theory. Certain life-roles (e.g. being a student or a parent) play out in certain theatres (e.g. home, community, or school).

The Latin origin of the word career is *carrus,* which refers to a 'wheeled vehicle' if translated literally. Savickas refers to the original meaning of the word 'career' as 'care' and not as 'path' (Maree, 2010). The term 'holding environment' is also used in literature (Savickas, 2009a, 2009b; Maree, 2010) and refers to the concept of parenting/care giving. Most often, mothers and caregivers carry and protect little ones by holding them physically. 'Holding' refers to the dependency of the baby, but also the role of the parent/care giver creating an environment of safety and security. As we mature, we should start 'holding' ourselves and use our careers as "a carrier (or holder) of meaning" to achieve continuity (Maree, 2010) at crossroads in career and life transitions (Gerryts, 2013).

Instead of using the term 'career', Vondracek et al. (2014) prefer to use 'vocational behaviour and development', due to the vocational behaviour patterns that extend and evolve over considerable periods of time and persist across a diversity of contexts. Career or vocational behaviour and development need to stand "in the very centre of integrative, multidisciplinary conceptualisations of human development" (Vondracek et al., 2014, p. 6). The perspective on career as being part of human development fits well in with the scope of research that pertains to young adulthood.

In summary, for the purposes of this research project, career will be seen as vocational behaviour patterns that function as a carrier and container (holder) of well-being (lifestyle), sense of self and meaning in a constantly changing/dynamic context. In the next

paragraphs, I will attempt to describe the concept 'adaptability'.

2.6.2 Adaptability

The bamboo that bends is stronger than the oak that resists – Zen proverb

According to Savickas (2013b) adaptation is one attribute shared by humans, animals and plants, because we all need to survive on earth. To adapt is to improve our chances of survival and Savickas (2013b) therefore distinguishes between growth (to increase), development (improvement) and adaptability (improving our chances to stay alive). To be able to adapt to one's environment literally regulates survival.

Adapt means to fit (in) or to be quick to learn or understand (Merriam-Webster, n.d.), Savickas (1997, p.194) refers to adaptability as "the quality of being able to change, without great difficulty, to fit new or changed circumstances". Individuals are considered adaptable when they act in an appropriate manner in a specific situation (Maree, 2010). Adaptation can also be described as "to make more suitable by changing". Two distinct elements that seem prominent in adaptability is flexibility (being able to stretch or bend) and being able to adjust or change if necessary. Career adaptability is next discussed as a single concept.

2.6.3 Career adaptability

Every person faces a series of transitions in his/her life. These transitions pertain to health (age, accidents, terminal illness, pregnancy), employment (redundancy, retrenchment, relocation of the employer organisation, strikes), and intimate relationships (getting married or divorced, having children, death of a spouse, terminal illness of a partner) (Savickas et al., 2009). Characters may be stable, but the environment and context are constantly changing, which requires the individual to continually choose and adjust (Niles & Harris-Bowlsby, 2009).

Super (1976), who originally applied adaptability to adult career development, reflected on "career decision making readiness" (p. 44) of adults in the workplace where changing occupational opportunities and changes in life-roles required new career decisions (Niles & Harris-Bowlsby, 2009). The term 'career maturity' was used to evaluate adult individuals' readiness to make career decisions. (Young people are obviously also subjected to environmental obstacles and challenges that influence their career development.) Since career maturity has an embedded evaluative component (Savickas, 2013) and implies that maturity should be reached, the cyclic and on-going nature of adaptability is undermined. Savickas (1997) states that "career adaptability should replace career maturity as the critical construct in the career developmental

perspective" (p. 247).

Career adaptability developed to become a key construct (Savickas, 2005) in vocational psychology to assist individuals to navigate work transitions and manage their careers (Galvin & Berger, 2013). Several scholars have defined career adaptability. The significant definitions for the purposes of this study are listed in Table 7.

Table 7:   Definitions of career adaptability

Author/s	Definition
Hall (2002, p. 161); Maree (2013b)	Career adaptability is a meta-competency to indicate a person's ability to identify for himself or herself those qualities that are critical for future performance and to make personal changes necessary to meet these needs.
Dix and Savickas (1995)	The development of coping mechanisms and behaviours in response to both career transitions and career change.
Savickas (1997, p. 257)	Career adaptability is "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions".
Bimrose, et al. (2011)	Career adaptability is the capability of an individual for making a series of successful transitions where the labour market, organisation of work and underlying occupational and organisational knowledge bases may be all subject to constant change.
Attwell (2011)	Career adaptability is the conscious and continuous exploration of both the self and the environment where the eventual aim is to achieve synergy between the individual, their identity and an occupational environment.
Savickas (2008, p. 4, 5)	Career adaptability is "…an individual's readiness and resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration".
Glavin (2013)	Career adaptability as an individual's readiness and resources for coping with repeated vocational choices, occupational transitions and work traumas that characterise the post-corporate global economy.

All these definitions embrace one concept, namely "abilities for adjusting to changing work environments" (Stoltz, 2015, p. 266). Career adaptability and employability involve the self: identity and (coping) resources deal with change and transition. Career adaptability and employability seem to be the result of the narrative of individuals who developed and improved their probability to thrive.

2.6.4   Four C's of career adaptability

As career counsellors realised the importance of career adaptability, Savickas (1997; 2010) developed four dimensions of career adaptability, namely 1) *concern* for the work role

and career; 2) *control* to manage the career; 3) *curiosity* regarding possible career opportunities and options; and 4) *confidence* in making career choices (Maree, 2013b; Savickas, 2010). The development of the constructs of career adaptability resulted in the development the *CAAS* by Savickas and Porfeli (2012) to measure these four constructs in individuals. The *CAAS* was tested and validated internationally by a team of psychologists and this resulted in the *CAAS – International form.* There are 24 items in the questionnaire and each construct is represented by six different items.

Career concern shows the individual's involvement in thinking about and planning their careers. If an individual is concerned about his/her career, he/she is likely to think and act pro-actively about this work and career. *Career control* signifies how much responsibility individuals take to build and manage their careers. *Career curiosity* represents the extent to which individuals explore their own personal interests and values but also the extent to which they explore the changing world of work. *Career confidence* explores the individual's confidence to make well-informed career decisions (Glavin & Berger, 2013). The *CAAS – South African form* (Maree, 2012) was used quantitatively as the pre- and post-test in this study to determine possible shifts in the career adaptability of participants, based on the intervention to enhance their employability. In the next section, I explore theory to inform the promotion of career adaptability in career counselling.

2.7   DEVELOPMENT OF CAREER ADAPTABILITY

Glavin's (2013) definition of career adaptability refers to repeated choices, transitions and workplace traumas that individuals may encounter in the current and future global economy. Enabling resources in individuals to hone career adaptability, would require skills similar to being healthy and physically fit. Career fitness implies the ability to adapt to occupational roles that change our social integration (Savickas, 2008) to various extents. An example is the medical student with dreams to work in an emergency clinic in a remote area in Africa, but who loses her leg in an accident as a second-year student. This student has to change her career dreams to fit her new physical situation or she becomes a victim of the situation over which she had no control. Similarly, the early retiree needs to find something useful to do when he is retrenched by his company and realises his pension is not at all sufficient for him and his wife to live from.

Savickas (2008) formulated a question for each of the four constructs (or C's) of career adaptability. These questions verbalise something of the dilemma that individuals have to deal with when confronted with unexpected choices, traumas or transitions. Each of

the constructs is defined and portrays a certain attitude and belief. Table 8 provides a brief glance at the information that pertains to each of these constructs.

Table 8:   Summary of the theory of career adaptability
(adapted from Del Corso, 2013, p. 121)

	Career concern	**Career control**	**Career curiosity**	**Career confidence**
Core question	Do I have a future?	Who owns my future?	What do I want to do with my future?	Can I do it?
Definition	Being aware, involved and prepared for the future (Savickas, 2005).	The degree to which an individual engages and exerts control over their future through decision making, determination, and agency (Savickas, 2005).	How individuals gather *occupational information* and *self-knowledge* in attempting to fit into the world of work (Savickas, 2005; 2008).	The degree to which individuals feel a sense of SE to overcome obstacles as they work to implement their career goals (Savickas, 2005).
Attitude and belief	Showing concern for the future and engage in planning by being aware, involved and prepared.	Individuals need to show an attitude and belief that they can decide their future. They must demonstrate an ability to make decisions by being assertive, disciplined, and wilful (Savickas, 2005) in an unpredictable environment.	Display an inquisitive attitude and engage in exploration through experimenting, risk taking, and inquiring (Savickas, 2005). Having *information* about own abilities, interests, values and also *knowledge* about the requirements, routines and rewards of different occupations.	Ability to manage anxiety, think through complex problems, make difficult choices and cooperate with others (dealing with personal emotional reactions in unexpected situations of change).

Del Corso (2013) theorises about possible reasons for the absence of the four career adapt-abilities. Career counsellors can benefit from taking note of these possible explanations to know potential areas for exploration when working with clients.

Career concern seems absent when individuals have alternatives to full-time employment such as financial support from government; possible family or illegal activities that serve their needs better than full-time employment; or a short-term focus. The same applies when they struggle with mental illness or experience trauma, or if the experience difficulty to think about upcoming change, e.g. new job, retirement or retrenchment.

Career control is probably absent when the system of influence within which the individual functions is not supportive. Family members (parents, spouses, influential members in the community) in a rigid, constricted or fused family system make it difficult for the individual to pursue his/her own career goals. Constraining psychological influences such as self-defeating thoughts, external locus of control, or mental impairments may also hinder the individual in exerting control over work situations.

Career curiosity is affected when individuals struggle to build a cohesive self as they move through various jobs, tasks, responsibilities and work roles. Their identity feels fragmented and they feel confused about who they really are.

Career confidence suffers due to mistaken beliefs within an individual's 'private logic' about his/her social roles, self-worth, gender, race or age. These false beliefs about themselves limit individuals to formulate and implement career goals. Low levels of career confidence would influence their response to stressors in the work environment (Del Corso, 2013).

I found the knowledge of possible factors that could impair or restrain career adaptability extremely useful and took that into account in the intervention with student participants. I was able to meet with them over a period of six to eight weeks in which I noticed some of these limiting factors and alerted students to its impact in their lives. Del Corso (2013) suggests ways in which career concern, control, curiosity and confidence can be enhanced and I found it useful to incorporate them in the intervention. Table 9 summarises these pointers.

Table 9: **Ways to guide the enhancement of career adaptability** (Del Corso, 2013)

	Career concern	Career control	Career curiosity	Career confidence
How to guide enhancement?	• Encourage ways to always stay alert and to be aware of what is happening presently and in the future regarding the job market. • Pay attention to job forecasts, changes within the industry, economic and political climates, and possible future changes.	• Encourage individuals towards coping attitudes that enable them to view their career as an unfolding progressive story that does not have a 'right' or 'wrong' path (Savickas, 2005). • Motivate the honing of an attitude to embrace change, uncertainty, and unpredictability to handle chance events by managing anxiety.	• Focus on building a cohesive sense of self to inform identity. Help clients to see their identity and lives as storied. The only consistent structure in a person's life is himself. • Identify repetitive patterns (themes) that relate to the client's life goals. Savickas sees these patterns as life themes that reflect the needs, interests, and values striving towards the ideal self (Savickas, 2005).	• Assist individuals to find the language to narrate their skills and abilities. • Encourage individuals, e.g. mentoring can effectively assist an individual to grow confidence and SE) within their field. • Observe how others respond successfully to similar challenges

These pointers as suggested by Del Corso (2013) would be at the core of the intervention to influence employability in students. Career adaptability applies to all stages in the lifespan (Maree, 2013; Savickas, 2009c). An individual's developmental level of career adaptability would assist in keeping his/her identity and self-concept intact as different life roles are undertaken and different life stages emerge. In the next section, the specific dilemmas pertaining to young adults will be explored.

2.8 YOUNG ADULTHOOD

The participants in this study were young adults between the ages of 19 and 40. They were not employed and came from socio-economically disadvantaged backgrounds. Their aim was to complete their skills training programme and find a job with the assistance of the organisation (*POPUP*) where they were studying. These young adults had to be able to take greater control over their lives and careers, and they needed knowledge about the world of work and greater self-awareness to be employable. A question that was asked was whether their age or life stage played a role with regard to the career dilemmas in which they found themselves.

In his theory on psycho-social development in which he identified eight different psycho-social stages, Erikson (1968) described the main psychosocial task in adolescence as identity formation. He defined adolescence as the transitional period between childhood and adulthood (Sokol, 2009), which theorists later calculated to be from 12-18 years of age. Young adulthood, according to Erikson's theory, is seen as the ages between 19 and 40 years and deals mostly with identity regarding intimate relationships (Sokol, 2009).

Traditionally, adulthood was associated with five milestones focusing on completion of school; leaving home; entering the workforce; getting married; and becoming a parent (Settersten & Ray, 2010). However, becoming an adult nowadays seems more challenging than ever before (Lloyd, 2005). Young adults in industrialised societies and developing countries visualise work and life from a dramatically different perspective than 40-50 years ago and they do not regard adulthood in the same way. In the 21st century, individuals reach adulthood at an individual pace and some never achieve all five milestones, because they deliberately decide not to marry or to have children. In fact, young adults postpone and/or reach these markers sometimes entirely out of order. Whereas some decide to become professional before they consider leaving home, others have children before they get married. Many never commit to a monogamous relationship or they leave school to start working and go back to study long after they became financially secure (Henig, 2010). These years of 'wandering' are also referred to as the *Odyssey years* (Brooks, 2007), due to the improvised nature in which young people try to make sense of their lives.

Arnett (2000) proposed a development period called *emerging adulthood* to describe similar social tasks as set out by Erikson's stages of adolescence and young adulthood in young people from industrialised countries. He describes emerging adulthood as a stage of 1) *identity exploration* that pertains to work, studies and love relationships; 2) *instability* specifically with regard to where they reside (original family, romantic partner or friends); 3) *self-focus* deciding for themselves what they want to do and who they want to be with; 4) *feeling in-between* where take responsibility for themselves but do not feel like an adult yet; and 5) *possibilities* by having an optimistic mindset that they would make a better life than their parents (Arnett, 2000; Munsey, 2006).

What emerging adults themselves want from life is a job that pays well, a job that is personally meaningful, and to have a lasting bond with a partner (Arnett, 2004). Emerging adults view adulthood as individualistic character qualities rather than reaching certain milestones. Their subjective sense of adulthood, according to a variety of studies (Arnett, 1997, 1998; Sheer et al., 1994) are *accepting responsibility for the self* and *making*

independent decisions. A third more tangible criterion viewed by emerging adults as what it is to reach adulthood is *becoming financially independent* (Arnett, 2000).

The exploration of different possible life directions regarding love and work. and the establishment of a world-view has become a prolonged process towards maturity – especially in industrialised countries (Arnett, 2010). The stage of emerging adulthood leaves talented young people hesitant and sometimes disillusioned to decide and enter a set-out career path because of the high perceived workforce and societal demands. It seems as if our world (the way we love and work) has changed to the extent that the development of young people towards maturity has been affected.

As seen in Arnett's theory of emerging adulthood, identity development is not completed in adolescence but spans into young adulthood and beyond (Sokol, 2009; Kroger, 2007). Meaningful occupational, political, religious, interpersonal and relational decisions are imminent in young adulthood. Young adulthood is a time to develop and consolidate goals, particularly in the areas of career and family (Vaillant & Milofsky, 1980). Identity adaptation in middle adulthood (ages 40-65) and late adulthood (ages 65 and beyond) would relate to changes in life circumstances, and to the evaluation and examination (Sokol, 2009) of roles that the individual still need or want to fulfil. Our identity changes, as we assume different responsibilities or positions over our lifespan.

One of Super's (1951, 1976, 1981) greatest contributions is the emphasis he placed on the development of self-concept over the lifespan (Careers, New Zealand, 2012). He realised that people have different life-spaces due to personal factors (e.g. needs, values, interest, aptitude) and situational factors (e.g. family, country of residence, economic factors, gender or racial bias). These personal and situational factors shape the self-concept and present career developmental tasks with which we must cope. Age is therefore not the only factor that plays a huge role in career development – personal and situational factors also need to be taken into account. Identity and self-concept need to adapt dynamically as life progresses.

The period between adolescence and adulthood nowadays seems to prolong in Western societies in comparison to previous generations. Young or emerging adults take time to explore their identity in terms of a career and intimate relationships, and they have the capacity and support to endure logistical instability for longer. They take time to discover their independency and explore personal decision making in their attempts to reach adulthood by their own definition – to be financially independent. Is the current generation of young adults different from previous generations? In the next section, young adulthood

will be explored from a generational theory perspective.

2.8.1   The current generation of young adults

Generation theory claims that the period in which a person is born would affect the development of their values and views of the world (Codrington, 2008). People born in the same era face similar events and are impacted by that which would inform them on how to deal with the world in their time of existence. The behaviour and attitudes of people from the same generation would correspond regardless of their country of community of birth (Codrington, 2008). Viewing the different generations in terms of their year of birth and attaching certain views to work and life constitute a way to view differences in the workplace. Certain traits are assigned to a specific generation in order to differentiate how these people prefer to work and live (Hankin, 2005).

According to research by Deloitte (2016) on global human capital trends in 2015, people born between 1980 and the mid-2000s, who are referred to as the millennial generation (or generation Y), currently make up half of the workforce in the USA. Millennials expect fast-tracked responsibility and paths to leadership positions. They seek greater purpose from their work and they want more flexibility in how that work is done. Employers often accuse young new recruits of having a sense of entitlement, not being loyal to the company, easily leaving the organisation if offered a slightly better option, wanting too much and giving conditionally. Millennials or young adults in organisations often have different attitudes and work habits and are perceived to be difficult to manage. In the next section, I explore young adulthood from a non-Western and African perspective.

2.8.2   Emerging adulthood in different cultural contexts

In his research on emerging adulthood, Jeffrey Arnett (2003) realised that conceptions about the passage to adulthood are different in minority groups in the USA (e.g. African Americans, Latinos and Asians Americans). Collectivistic values and traditional gender-specific roles are alive in these minority groups, namely that men should be the providers for the family from a young age and women should be at home, caring for the children and running the household. Lower SES also plays a role. SES would force adolescents to take up responsibility for the family earlier than in the case of affluent families. This situation results in young adults taking up adult roles earlier than in cases where young adults were not forced by circumstances to take up family roles of responsibility (Arnett, 2003). In the next paragraphs, these concepts are explored from a South African perspective.

2.8.3 Emerging adults in the South African context

Before 1994, South Africa was governed by the white Afrikaans population (so-called "Afrikaners") which has its roots in a West European culture. Afrikaners are a minority group in South Africa and speak a language called Afrikaans, which developed in the 17th century when the Cape was used as a halfway post to India from Europe by the *Vereenigde Oostindische Compagnie* (VOC). Black South Africans, on the other hand, mainly belong to four different ethnic groups that constitute the majority cultures in South Africa (±80% of the population) (Stats SA, 2016). The four ethnic groups are Nguni, Sotho, Tsonga Shangaan, and Venda. The groups are different in size and speak their own languages with different dialects in each group. South Africa has 11 official languages, with isiZulu being the mother tongue spoken by around 23% of black South Africans. The other languages are Afrikaans, English, Ndebele, Northern Sotho, Sotho, Swazi, Tsonga, Tswana, Venda and isiXhosa. Most South Africans are at least bilingual.

Under the political regime before 1994, institutional segregation of population groups (Amoateng & Richter, 2007) and dualistic family policies existed by idolising Westernised families as the model for families in the country (Harvey, 1994). Since then much has been done by the South African government to correct this mindset and philosophy. Globalisation, shifts in technology, modalities of production, population migration, the population structure and urbanisation (Belsey, 2005) were factors that played a role in changing the structure and nature of families in South Africa.

2.8.3.1 Families in South Africa

According to the White Paper on Families in South Africa (2012), the nuclear family (consisting of parents with their biological or adoptive children) is the most common type of family in South Africa (40%). Extended families with at least three generations in one household are also commonly found (36%). Black South African families are traditionally extended with a father figure at the head of the family. Extended family patterns are vertical (multigenerational) and/or horizontal (a brother with his family live with the older brother). In African communities, composite households can occur where the father has more than one wife and everybody stays together with their children. Urbanisation, housing problems, political factors, economic underdevelopment, combined with poverty significantly changed family structures towards the nuclear family. Other common family types found in black African families are absent-spouse, single-parent, child-headed and siblings-families (children or young people raising their siblings) (Department of Social Development, 2012).

Black South African families share a number of characteristics despite ethnical

differences, such as that their children are important, they have strong family ties, being married has implications, and a happy family life is important (Viljoen, 1994). Polygamy and *lobola* (significant payment given by the groom to the family of the bride) are traditions that are seen to prevent divorce and marital disintegration. Traditionally, children are not encouraged to leave the home, but to contribute to the household income. The sons are encouraged to stay with the parents even if they are married, given that there is sufficient space for all. Once the home is physically too small for the whole family, the eldest brother and his family will leave the parents' home to start their own home. The youngest brother is traditionally bound to look after the parents when they are old, and he would stay in the house of the parents. This support system in black communities is based upon regulations, values, socialisation patterns created through feelings of social responsibility, and reciprocal support (Nzimande, 1996) traditionally practised in rural areas. The main purpose is the maintenance of the group's character throughout the extended family. As individual workers and young adults become economically independent, the extended family becomes a smaller supportive factor for survival.

A large number of black South African young adults experience tremendous pressure to study and become educated to be able to support families who have been poverty stricken for generations. Young adults who are educated and have a job are obliged to support the members of the family who are unemployed. Students who receive bursaries to study often use their bursary money to support the family at home, rather than to use the grant for rent or living cost while they are studying. Young black South African women often become mothers at a young age without being married, which results in many single mothers being dependent on the government's social grants and relying on their own mothers to care for their babies.

Culture and traditions are innate to every individual. Although young adults are brought up to cherish the cultural values of their family of origin, the South African context is often described as being that of a rainbow nation. The participants in this study were from different ethnic groups and cultures, but they all come from a background of low SES. SES and its influence on young adults are discussed in the next section.

2.9   EMERGING ADULTHOOD AND SOCIO-ECONOMIC STATUS (SES)

The participants in my study came from socio-economically challenged backgrounds. SES is associated with social standing and is measured by combining educational level, income and occupation (APA, 2017). High social class is associated with

privilege, power and control. Studies of SES often reveal inequities in the access to and distribution of resources (APA, 2017). Research has shown that students from socio-economically disadvantaged backgrounds all over the world have poorer academic outcomes in all core subjects across grades (Martin, Mullis, Foy & Stanco, 2012; Mullis, Martin, Foy & Arora, 2012; OECD, 2011; Sandoval-Hernandez & Cortes, 2012) than their wealthy peers (Erberber, Stephens, Mamedova, Ferguson & Kroeger, 2015; Coleman et al. 1966; Crane, 1996; Sirin, 2005; Sutton & Soderstrom, 1999).

Devlin and McKay (2011) listed characteristics of students with low SES in higher education to inform teaching practices and strategists about the particular needs and experiences of low SES students. I included this information in order to be cognisant of these factors during the career intervention that was intended to influence the students' career adaptability skills and employability. Table 10 provides a summary of the characteristics of low SES students and what low SES entails.

Table 10: Characteristics of low SES students in higher education (Devlin & Mckay, 2011)

Expectations	Expectations about teachers, teaching, assessment and higher education culture are often different from reality (Roberts, 2011; Brooks, 2004).
Aspirations	Aspirations of low SES students are sometimes lower than those of traditional students (Bowden & Doughney, 2010; Shallcross & Hartley, 2009; Walpole, 2008; Hahs-Vaughn, 2004; Tett, 2004).
Confidence	Low SES students can be reluctant to *seek support* from staff with subject-related queries, because they are often unsure about the validity of their questions and possible reactions from staff on their queries (Benson et al., 2009). Students with low SES can lack *confidence and self-esteem*, which may affect their overall sense of 'belonging' in higher education and choices about seeking support (David et al., 2010; Murphy, 2009; Charlesworth et al., 2004).
Skills	Students with low SES may not have the academic, research, computer, writing and language skills set of traditional students (Kirk, 2008; Fitzgibbon & Prior, 2006).
Levels of preparedness	Levels of academic preparedness of low SES students are often different to those of traditional students (Murphy, 2009; Northedge, 2003; Berger, 2000). Academic preparedness refers to the content knowledge and skills that students need in for instance reading and mathematics.
Time	Attempting to balance their studies with financial pressures, family responsibilities and long hours of employment, low SES students are under more time constraints than traditional students (David et al., 2010; Murphy, 2009; Henderson et al., 2009; Benson et al., 2009; Hayden & Long, 2006; Moreau & Leathwood, 2006; White, 2006; Northedge, 2003; Winn, 2002; Douglass et al., 2007).
Family support	First-generation university students sometimes do not have significant levels of support from family or friends (Murphy, 2009; Brooks, 2004; Hahs-Vaughn, 2004) because they do not know what tertiary education entails.
Rates of completion	The rates of completion of low SES students are often slightly lower than those of traditional students (Collier & Morgan, 2008; Fitzgibbon & Prior, 2006; Titus, 2006).
Priorities	Some studies have found that education can be lower on the list of priorities for students from low SES backgrounds. For example, Crozier et al. (2008, p. 175) suggest that a university degree is often a "means to an end" and that these students are "pragmatic in their course and university choices" as, more often than not, these students "don't have a choice at all".
Finances	Low SES students often struggle with financial issues that affect their choices, mode of study and overall experience (Simister, 2011; David, Crozier, Hayward et al. 2010; Hayden & Long, 2006; Perna, 2000) and they are pressurised to give priority to work rather than education (Greenbank, 2006).

The aspects mentioned above should motivate teachers, lecturers and educators to respect their students as individuals from different backgrounds and with diverse learning needs and valuable prior experiences. They reminded me as researcher to be sensitive and observant of the dominating and devastating effect that poverty may have on young adults participating in the study.

2.10 CAREER COUNSELLING FOR YOUNG ADULTS FROM CULTURALLY DIVERSE POPULATIONS

To administer career counselling to clients who are from a different culture than the counsellor poses certain challenges. Counsellors should take note of nuances (Pope, 2015) in dealing with culturally diverse clients in order to be more effective. Culture is a complex term (Pope, 2015) and in this instance refers to specific identifiers that distinguish people, such as ethnicity/race, gender, age, ability, disability, status, wealth, religious beliefs, health, dietary preferences, etc. Often, many of these identifiers are surrounded by contentious issues and a loaded history. Some of them are chosen and some are of natural origin.

Culturally appropriate career services pertain to how and what to do when counsellors encounter clients who are very different to themselves. In his Career Counselling with Underserved Populations model (CCUP), Pope (2015) provides practitioners with 13 keys which I found useful for the career intervention in this study. Table 11 provides a summary of the 13 keys as proposed in the CCUP model. The keys that were applicable and of practical use to the group intervention in this study are indicated in the last column of the table and will be discussed next. I found 11 of the 13 keys to be directly applicable to the career counselling intervention with young adults from socio-economically disadvantaged backgrounds.

Table 11: A summary of the career counselling with underserved populations model (CCUP) (Pope, 2015)

#	Key content	Description	Applicable to intervention: Yes/No
Key 1	Own bias and prejudice	Counsellors need to be honest about their own biases (internalised negative stereotypes/attitudes towards other 'cultures') and take responsibility for such bias to be effective in working with their clients.	Yes
Key 2	The process of cultural identity development	Counsellors need to know how identity development works to effectively deal with different 'cultures'. Jackson (1990) identified the process of identity development in minority 'cultures' as follows: Stage 0: Naivete Stage 1: Acceptance Stage 2: Resistance and naming Stage 3: Redefinition and reflection Stage 4: Multi-perspective internalisation	Yes

#	Key content	Description	Applicable to intervention: Yes/No
Key 3	Special issues of specific cultures	Counsellors need to have knowledge and awareness of specific issues in certain cultures, e.g. non-verbal communication, voice tone, facial expressions or the lack thereof.	Yes
Key 4	Issues of discrimination	Counsellors should rather address possible issues of discrimination than wait for clients to bring that up. Counsellors should prepare clients on how to deal with discrimination before it happens.	Yes
Key 5	Group career counselling	Some racial and ethnic cultures who value group survival, interdependency and collectiveness over individual survival, have a strong appeal for group counselling.	Yes
Key 6	The role of the family	In career counselling with ethnic cultures who value collectivism, the role of the family should be addressed.	Yes
Key 7	Dual-career couples	This aspect was not addressed in the intervention.	No
Key 8	Career assessments	Counsellors need to be aware of the possible biases that exist within assessment of different 'cultures'.	Yes
Key 9	Internalised negative stereotypes	Counsellors need to alert clients to and assist them to overcome internalised oppression, e.g. feedback messages from society that labels a person/group as 'evil', 'lazy', 'over-sexed' or 'stupid'.	Yes
Key 10	'Coming-out' issues	This aspect pertains more to sexual and gender issues and was not the focus of this intervention.	No
Key 11	Societal stereotyping on occupational choice	Certain 'cultures' are stereotyped for certain jobs or occupations and this may limit individuals' occupational choices.	Yes
Key 12	Supportive atmosphere	Counsellors need to communicate their support of different 'cultures' in their practices.	Yes
Key13	Provide positive social advocacy	This aspect was not addressed in the intervention as this was not part of the aim or purpose of the study.	No

To be of optimal use to the participants in this study, I decided to be frank about my possible personal cultural biases – which could be perceived by participants as not being authentic (Pope, 2015). In this intervention, I was from a minority group (white and Afrikaans) who in the previous political dispensation (before 1994) was considered 'advantaged' with regard to status and education. These perceptions could still exist in the minds of some of the participants (or my own) because of the way we (the participants and I) had been raised. Many of the parents of the participants were victims of a system that

discriminated against South Africans purely on the grounds of skin colour. Most of the participants in my study were born under a non-discriminating political regime (after 1994), but remnants of the older system may still exist.

The represented 'culture' of participants in this study lay in the fact that they were from poor, and low-income groups. I had to manage from my side the complexity with regard to identity and self-esteem that poverty and the lack of opportunities bring, and I had to create a space of equity and worthiness during the contact times of the intervention.

Pope (2015) is adamant that one needs to be cognisant of one's own identity development as a career counsellor from a specific culture group. He alludes to the fact that we all are a product of many 'cultures'. Apart from being part of a nationality, a gender group, and having specific beliefs, each of these so-called cultures are in one of the mentioned development stages where sensitivity and empathy need to be applied. In this study, I was a career counsellor (50 + years of age) who facilitated career counselling activities with young adults (19-35 years of age). Their identity was still developing towards different cultures with which they wanted to associate according to the stages mentioned by Pope (2015).

According to the third key in Pope's (2015) model, specific issues are related to a certain culture. In Section 2.9 of this study, being socio-economically disadvantaged, SES and the characteristics that may feature in higher education students from low SES groups are addressed.

The fourth key mentioned by Pope (2015) involves addressing issues of discrimination and assisting clients to deal with it before the actual discrimination occurs. Low SES is often visible as people justify themselves and judge others on their material possessions and opportunities they have or don't have. During the intervention, I was alert to all potential instances of discrimination from outside the group as well as from among the participants to prevent any form of discrimination.

Most of the participants in my study came from black South African ethnic groups who value collectiveness and have a strong group focus (Maree, 2013), as opposed to individuality. Group career counselling interventions seemed to be an ideal solution to the situation in South Africa where many young people had not been exposed to career counselling at school and had to find their way without any career advice or guidance. Group career counselling could also be a cost-effective way to expose more young people to career counselling services before they leave school.

In the sixth key in his model, Pope (2015) refers to the important role that family

plays in collectivist cultures. Big decisions such as getting married or choosing a career would almost always be decided in consultation with the extended family. When coming from a collectivist culture, members are often unaware of the significant role the extended family plays within their context, due to their subjective involvement in the family of origin. The *career genogram* as suggested by Pope is one of the activities that facilitate family career influences and hence it was used in the intervention. The *career genogram* and the value that could be gained from this qualitative assessment and intervention are discussed in more detail in Section 3.7.6.

The use of culturally sensitive career assessments is the eighth key in the *CCUP* model (Pope, 2015). Very few career assessment instruments are culturally relevant to serve the diverse population of South Africa as a whole (Maree, 2013). In the intervention for this study, dynamic assessment methods were used together with a South African developed questionnaire, The *CIP,* v5 (Maree, 2016) and the internationally developed *CAAS, South African form* (Maree, 2012) that had been validated for the South African population. These instruments are culturally unbiased and could be used in culturally diverse settings (see also Section 2.8.4).

The ninth key that counsellors need to know when working with culturally underserved populations is how to assist clients in overcoming internalised negative stereotypes. Pope (2015) suggests for counsellors to use culturally appropriate self-esteem interventions such as self-talk. In my study intervention the *body-map technique* was incorporated as a means of creating self-awareness in participants and getting the opportunity to give positive feedback to others about themselves. The body-map technique is discussed in more detail in Section 3.7.5.

Pope (2015) suggests as the tenth key in the CCUP model for counsellors to obtain knowledge and create awareness about stereotypical jobs/occupations for certain 'cultures'. The word does not apply only to ethnic groups or racial cultures, as was mentioned previously. An example in point is that of black South Africans who traditionally used to be blue-collar workers who worked in mines, forests, and on farms, conducting physical tasks or hard labour. Many black South African women used to be cleaners and house workers. White Afrikaans South African men used to be the 'boss' and were known for aggressive behaviour towards blue-collar workers. If these labels were to be applied stereotypically, a flagrant injustice would be done to the people of South Africa.

The last key that was found to be useful in this study and that could make or break the potential usefulness of my intervention involved the vitally important role of the

atmosphere that would be created in the intervention with regard to differences. A supportive atmosphere towards cultural difference would create trust and willingness to cooperate and learn, and this could be very useful to students who had never had the opportunity to undergo career counselling of any nature. According to Maree (2015b, p. 236), "in disadvantaged settings, it is important to adopt a flexible and accommodating approach to enable young people to express themselves truthfully and unreservedly, so as not to curb their self-expression and self-construction..." This statement accentuates the responsibility that rests on every career counsellor who works with cultures different from his/her own.

2.11   CONCLUSION

Employability seems a straightforward and obvious issue that involves two major stakeholders. One role player is the individual who needs a job and attempts to find and keep one. The other role player is represented by providers of employment wanting the services of workers who are smart, presentable and hard-working. Both these parties are in danger of becoming extinct, should they not stay relevant and keep up to date with the major drivers in the current and future global economy.

The world of work is transforming as the demographics of employees are changing. Millennials (people 35 and younger) make up most of today's workers and employees are more diverse due to the global nature of the economy. Digital technology has also progressed extensively, and most people on the planet are differentially connected to the internet. Economists (Eloff et al., 2009; Schwab, 2016; Deloitte, 2016) predict that we are on the brink of a fourth industrial revolution that will introduce the IoT and AI. These are predicted to be followed by the IoE, which will connect all people, things and services. The rate of change is increasing, and organisations and individuals need agility to keep up with the fast-changing economy. There exists less loyalty between employers and employees, which manifests in new ways to hire people. Employees are employed for the lifetime of a project on a part-time contractual basis for the specific skills they can offer, and they are no longer employed at one organisation for their entire lifetime.

Although these global changes in the world of work also affect South Africans, distinctive conditions in the South African context needed to be acknowledged to create a proper understanding of the background to my study. Over and above harsh conditions, I realised that many of the challenges lay in the mindsets of people and were passed on from one generation to the next.

South African society is regarded as one of the most unequal societies in the world

(Maree, 2013). Roughly one in three people is jobless and young adults are the major group affected by unemployment (Ministry of Higher Education and Training, 2016). More than 60% of young children grow up in poverty and therefore suffer developmental consequences (South African Early Childhood Review, 2016). Another startling fact is that 48% of the South African population is under the age of 25 years (Human Capital Report, WEF 2016). These facts about the demographics of South Africa and the ever so difficult situation for young people provide the backdrop to my study.

The outlook and attitude of many South Africans towards work and education in these circumstances are my great concern. Taking ownership to manage one's personal career development, instead of being a victim of events in the past, is one of the mindsets that need to be developed. Another concerning mindset is grasping the value of hard work to achieve goals and personal dreams, instead of feeling entitled to get what you want/need because of previous deprivation, without earning it through hard work.

Exploring employability from three main perspectives (Guilbert et al. 2015) – educational, industry, and individual – gave structure and a framework to the vast amount of information written on employability. I listed my key learnings (see Section 2.9.4) from these perspectives. These key learnings gave conceptual clarity on what would be required in the intervention to influence employability skills. Adaptability was found to be an essential requirement for being employable. By exploring ways to influence career adaptability in literature, I realised that the other requirements identified in my key learnings on employability (such as attitude, SE, self-esteem and confidence, pro-activity and communication skills) would also be influenced if the intervention had career adaptability in focus. It seemed that well-developed career adaptability skills would result in employability attributes.

Traditional developmental theory (Erikson, 1968) assumes young adults to busy themselves with identity forming that pertains to intimate relationships. Globally, young people nowadays take longer to settle, find work, and to start families than in previous generations. This phenomenon is referred to as the *odyssey years* (Brooks, 2007) and a new life stage called *emerging adulthood* (Arnett, 2000) has developed. Although these trends have influenced affluent societies in South Africa, most South African young people are in a different situation because of their poor financial means. The extended family principle that guides many African families, hones collectiveness and serves to support the bigger community. Young people take up responsibility roles from early on and do not leave the home – they help to support the family financially, even if it means that a teenage girl has to

fall pregnant and have a baby to use a government social grant to support the family. In cases where young adults become economically independent (maybe because of a study opportunity) the extended family fulfils a smaller role.

I prefer to use the term 'young or emerging adults' when referring to the participants in my study. Behaviours (see Section 2.12) that signify the life stage of *emerging adulthood* as promoted and introduced by Arnett (2000) do not necessarily apply to South African young adults with lower SES and in the wider cultural context. The participants in my study were young South Africans in the age bracket 19 to 40 years old, which are considered the years of early and emergent (becoming) adulthood.

High social class is associated with privilege, power and control, and implies schooling, income and occupation. Socio-economic disadvantage leads to involuntary *responsibility* instead of privilege, *helplessness* instead of power, *disorganisation* and *chaos* instead of control. My personal view as educator and psychologist widened as I became aware of the needs and experiences of low SES students (Devlin & McKay, 2011). The balancing act between study time and income earning or family responsibilities raised empathy with the participants in my study because I experienced this myself in some way, though on a different scale.

Exploring the 13 key points of the CCUP (*Career Counselling with Undeserved Populations*) model of Pope (2015) and applying these points to my study was a process of unmasking. The key points reminded me again to be sensitive to the dominating mindset and practices of a Westernised approach to career counselling, which is often implemented exclusively through assessments and beliefs. Conscious of the cultural and ethnical differences that were physically obvious between the participants and myself, I became aware that the dominating 'culture' of the participants of my study was poverty. Poverty affected their identity formation and created stereotypical mindsets that did not only hinder their development, but also had the potential to lock these young people in destructive mindsets that could negatively influence future generations.

In Chapter 3, I discuss the career intervention that was aimed at enhancing the employability skills of the participants in my study. My intervention was based on the knowledge that had been gathered from the literature study as reported in this chapter.

3. CHAPTER 3: INTERVENTION

3.1 INTRODUCTION

In this chapter, I discuss the intervention that would fulfil the purpose of my study, namely to enhance employability potential and develop the career adaptability of unskilled and unemployed young adults (UUYA) in South Africa. The intervention was grounded in career counselling principles and based on employability literature as explored in the previous chapter. As mentioned before, I prefer to name the intervention 'employability counselling' (Maree, 2016c) because the name reverberates the purpose and focus of my intervention.

The intervention firstly employs both career counselling principles, namely the investigation of family career influences, career interest and individual career narratives, and the application of career adaptability development. All of these principles and techniques are discussed broadly. Moreover, employability principles are examined. In the previous chapter, employability was explored from three perspectives, namely a higher education perspective, an industry perspective, and an individual perspective (Guilbert et al., 2015). Key learnings were elicited from the literature exploration on employability. Practical applications of the theory were used; for example, interview skills in a simulated interview setting; discussions on how to present yourself; presentation skills; and an actual presentation in the form of a one-minute speech that was recorded in front of an audience and played back to participants for self-evaluation and regulation. These activities and the career counselling techniques comprised the intervention that was hoped to enhance employability potential and career adaptability in the participants.

Next, I provide a theoretical overview of the intervention. I then discuss the practical application of the theoretical career counselling models of intervention in general and explain how these models were applied in the intervention. Employability aspects that were derived from the literature review and applied in the study are presented, after which I introduce the full intervention. Lastly, the assessments, techniques and activities that were used in the intervention, are discussed.

3.2 OVERVIEW OF THE INTERVENTION

The intervention replicated the research design of my study. The study employed a mixed methods research design, as both qualitative and quantitative methods were used. The focus was on qualitative methods, but one quantitative assessment was also used in order to

confirm the relevance of the intervention. The methodology that was used is discussed in depth in Chapter 4.

In career counselling where career construction principles are implemented, and qualitative methods are used, the assessment and the counselling process are 'inextricably linked' (Patton, 2011; Mahoney, 2003; McMahon & Patton, 2006; Schultheiss, 2005). The assessment process incorporates counselling as the client becomes more self-aware during the encounter/intervention. Assessment becomes far more than the mere gathering of facts (Patton, 2011). This is also true about the qualitative assessments and activities that were employed as part of the intervention in my study.

Most assessments that were used as part of the intervention were informal and qualitative. These assessments were idiographic (not statistically compared to norms) and idiosyncratic (individualistic) in nature. The focus was on the meaning making and subjective experience of each participant, rather than to make generalised deductions about an individual compared to a population. The purpose was exploration. The *CAAS* (Savickas & Porfeli, 2012; Maree, 2013) that was used for the pre- and post-test is a quantitative formal assessment and was administered (twice on different occasions) to assess the effectiveness of the intervention in a non-biased way.

The intervention was structured to fit a group situation. Although participants had access to a career counsellor (for in case they had individual queries), the activities were organised for group settings. The intervention ran over six weeks and the intervention took place in two periods of one hour each, on two different days of the week (12 contact sessions).

The intervention aimed to be culturally appropriate and avoided discrimination against diversity and culture in any form (see Section 2.10). All assessments, techniques and activities that were used proved to be unbiased in respect of race, religion, gender, etc.

The next section deals with the career counselling strategies that grounded the intervention.

3.3 CAREER COUNSELLING STRATEGIES

Career counselling is usually based on three distinguishable models of intervention (Savickas, 2010, 2015b). The *Vocational guidance* model focuses on individual differences, lends itself to increasing self-knowledge and occupational knowledge, and attempts to match the self to an occupation. *Career development* interventions focus on the individuals' status of development and aim to enhance attitudes, beliefs, and skills to develop further. *Life*

design interventions focus on career construction by using personal narratives to co-construct the client's future. Table 12 presents these models of intervention in more detail (Savickas, 2010).

Table 12: Models for career intervention (Savickas, 2010b, 2015b)

Vocational guidance	Career development	Life design
• Enhance self-knowledge	• Assess development status	• Construct career through small stories
• Increase occupational information	• Orient individuals to developmental tasks	• Reconstruct the small stories into an identity narrative
• Match self to occupation	• Develop the attitudes, beliefs and competencies needed to master those tasks	• Co-construct the next chapter in the client's life

I mentioned these models of intervention (Savickas, 2010; 2015b) to state the range and dynamics of career counselling approaches. Many counsellors who work in career counselling only focus on vocational guidance and career development but ignore life design. In my study, the participants had never been exposed to vocational guidance, career development or life design counselling at school. Against this background, I realised that the intervention should accommodate the needs of the student participants firstly. They probably wanted to find jobs and to be employed urgently. The intervention therefore contained fragments from all three intervention models to prepare participants for the workplace. The intervention was presented as part of the module, *Workplace readiness,* which is offered to all students who study at *POPUP*[5] (the organisation where the research was done).

Based on the career intervention models presented in Table 12 (Savickas, 2010b; 2015b), the student participants needed enhanced self-knowledge and occupational knowledge to know where they would 'fit' (*vocational guidance*). Participants needed conducive attitudes that would assist them to develop themselves and conquer any self-limiting beliefs that might have hampered them due to difficult life circumstances. Apart from attitude, they needed to take action, grow their dreams by working hard and, through dedication, take responsibility for their personal career in future (*career education*). Personal narratives were also used to inform students how to take the next steps towards building and constructing their future career (facets of *life design*) (Hartung, & Santili, 2018). Figure 9 graphically depicts the link between the models of career intervention and the intervention

---

[5] The name of *POPUP* is stated with their permission.

itself.

Career intervention models (Savickas, 2010b; 2015b)		
Vocational guidance	**Career development**	**Life design**
• Enhance self-knowledge	• Assess development status	• Construct career through small stories
• Increase occupational information	• Orient individuals to developmental tasks	• Reconstruct the small stories into an identity narrative
• Match self to occupation	• Develop the attitudes, beliefs and competencies needed to master those tasks	• Co-construct the next chapter in the client's life

Career counselling techniques that were used in the intervention		
Body map Career genogram Career adaptability lecture *CIP* Part 2, 3	*CAAS* Career adaptability lecture Career story narratives	*CIP* Part 4 (career story narratives) One-minute presentation about future career ('*end in mind*')

Figure 9: Career counselling techniques that were used in the intervention based on all three career intervention models (Savickas, 2010)

Activities that served to provide vocational guidance as part of the intervention were body mapping, the CCG, a lecture on career adaptability (see slides in Addendum D) and Part 2 and 3 of the *CIP* (Maree, 2016). Part 2 of the *CIP*-listed career categories that enabled participants to select fields of interest and occupations in those categories that interested them. Part 3 of the *CIP* was viewed as a reflection based on Part 2, as participants were required to say which specific career they would currently choose and why, as well as which career they would not like to pursue.

Aspects of the intervention that addressed areas of *career development* (second career intervention model), were the administering of the *CAAS* (Savickas & Porfeli, 2012; Maree, 2012), the introductory lecture on career adaptability, the rap[6] based on habits, and the participants' career story narratives.

Aspects of the intervention that were in line with the *life design* intervention model, included Part 4 of the *CIP,* which contains open questions that facilitate career story-telling. The one-minute speech that every participant delivered at the end (second-last meeting) of the intervention, served as an introduction of themselves and gave participants the

---

[6] See Figure 13 where 'rap' is explained.

opportunity to formulate their dreams and plans for their future career. Aspects of employability that were addressed in the intervention are discussed in the next section.

3.4   EMPLOYABILITY COUNSELLING

The term 'employability counselling' is not common. I came across it recently in Maree (2016c) who pleads for career counsellors to be of best use to their clients by assisting them to be able to embrace change and be adaptable in the current unpredictable world of work. Human Resources Development Canada (HRDC) formulated employment counselling as "a set of interventions designed to help clients identify and resolve issues which must be faced in making and carrying out employment-related decisions" (Busque, 1995), and in the context of this discussion their definition seems to provide substance to the concept. The HRDC developed a four-dimensional employability framework to understand and work with the different issues pertaining to employability (Amundson, 2003; Patsula, 1992). Table 13 presents the four proposed dimensions of employment counselling.

Table 13: Employability dimensions for employment counselling (HRDC, 1998)

Career exploration	Exploration analysis and selection of career or occupation options
Skill enhancement	Acquisition of skills required for a specific vocation, but also of generic skills such as literacy, interpersonal and self-management skills. This is job preparation or the training for a specific job.
Job search enhancement	Identification of job vacancies, contracting of employers, completion of job applications, behaviour during job interviews, and the process of being hired. This dimension includes actual integration or re-integration of unemployed workers into the job market.
Job/work maintenance	Embracing the skills and attitudes needed to stay employed and to be successful in the workplace.

These concepts highlight traditional career development over the life time of clients and reinforce the misconception that career counselling is needed only when subject and study choices need to be made. In the modern world of work, all four of these actions – career exploration; skills enhancement; jobs search enhancement; and the maintenance/enhancement of skills – need to function simultaneously for participants to stay marketable. Counselling to enhance employment entails career counselling, but also focuses on skills that would enable individuals to search for and find jobs, and to be able to adapt to what the market expects from them to keep a job and/or to be sought after.

In the next section, I explain how I arrived at employing the specific techniques that were used for the intervention in the study.

3.5   EMPLOYABILITY-ENHANCING STRATEGIES

The deductions that were made from the literature review on employability (in Chapter 2) regarding what the intervention should involve, to influence employability potential, were earlier summarised in Table 6. Table 14 is a replication of the last row from Table 8 and is repeated here for the sake of the discussion.

Table 14: Replication of a part of Table 6

Intervention should influence:	**1. SE, self-esteem and confidence** **2. Positive attitude** **3. Proactive attitude** **4. Lifelong learning awareness** **5. Interpersonal skills (rewarding to deal with)** **6. Work ethic – do more than what is required** **7. Adaptability** **8. Communication skills** 9. Network/connections (socially and professionally) 10. Applicable qualification and experience for a job

I expected the intervention to affect the first eight aspects in the time what was available for the intervention. The last two (9 and 10) would be influenced by the skills training programme that participants embarked on at *POPUP*. In Figure 11 I indicate what activities I foresaw would influence specific employability aspects.
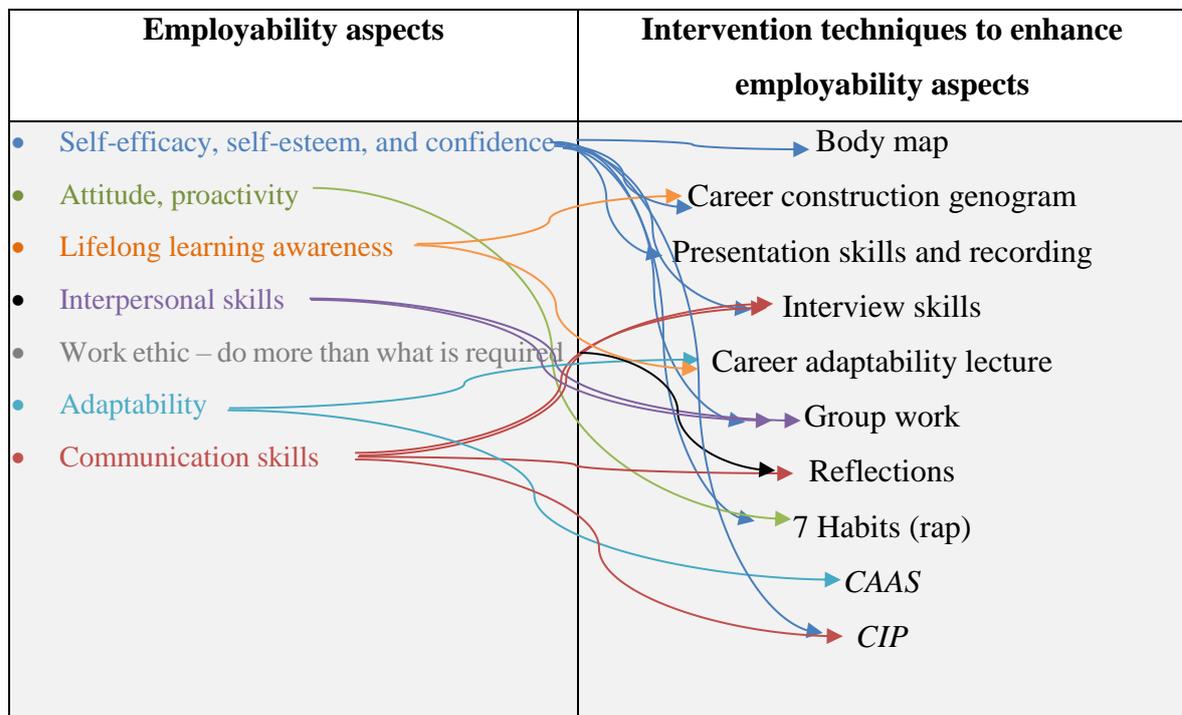
Figure 11: Aspects of employability that would be influenced by different activities and assessments of the intervention

I foresaw that the self-efficacy, self-esteem and confidence levels of participants would be influenced positively by most of the activities in the intervention. I planned to address attitude through the *rap* that formed part of every contact session. Their awareness of the need for lifelong learning would hopefully be affected by what participants learnt through the career construction genogram and the lecture about career adaptability. Interpersonal skills could be affected by the activities dealing with interview skills and the opportunities for group work. Participants' work ethic was likely to be influenced just by following the intervention, doing what was required of them (homework), and attending the contact sessions. I expected adaptability to be positively influenced by the self-awareness that would result from the lecture on career adaptability and from engaging with the *CAAS* assessment and understanding the feedback. Communication skills would hopefully be influenced positively by the presentation skills, interview skills, *CIP* (Maree, 2016) and by the reflections that they would hand in.

3.6   SYNOPSIS/SUMMARY

In the previous paragraphs, I attempted to explain why the actual activities that were used in the intervention had been selected. My explanation focused on the career intervention model (Savickas, 2010) framework and employability theory gathered from the literature review. These were collated in the previous chapter as 'references' to what would be necessary in this kind of intervention, known as called employability counselling intervention. Although it is theoretically possible to distinguish between career counselling and employability counselling, there are many overlapping principles that do not belong exclusively to either career counselling or employability as such.

In the next section, I present the intervention that was used and then discuss each activity in more detail.

3.7   INTERVENTION

The different sessions of the intervention were planned to achieve definite outcomes. Table 15 provides an outline of the sessions that were implemented, with their eventual outcomes.

Table 15: The planned intervention

Session	Content	Activities	Outcomes that influenced employability
1	• Introduction • Lecture: Current challenges in the world of work and the need for career adaptability.	• 'Seven habits' rap (see Table 9) • Biographical information form to be completed • Pre-test: Career Adapt-Abilities Scale (*CAAS*) (Maree, 2012; Savickas & Porfeli, 2012)	The rap served as an ice-breaker and attitude influencer. Students were introduced to challenges of the current world of work, got to know what career adaptability is, how the scoring for *CAAS* worked, and why it needed to be adaptable.
2	• Self-awareness, self-esteem, and confidence	• Body-map technique	Self-awareness The exploration and recognition of personal strengths.
3	• Family influences	• Career construction genogram (CCG) • Group discussion	The role family played in individual careers.
4	• Explore interest	• Completion of the Career Interest Profile (*CIP*) (Maree, 2016)	Participants got the opportunity in class to complete the *CIP* (Maree, 2016).
5	• Interest	Group discussions on fields of interest as portrayed in the *CIP* (Maree, 2016) (part 2, 3)	Participants gained knowledge and personal awareness of their interest fields and shared that with their small group.
6	• Career stories/narratives	Worksheet: role models Facilitated group discussions on Part 4 of the *CIP*.	Career story-telling. Sharing with the small group their aspirations (what do I aspire to). Group discussion to facilitate career exploration.
7	• Career stories/narratives	Participants completed the life-script template as they had been informed in the previous sessions on the *CIP*.	Participants reflected and formulated their life-script, e.g. Ideal work setting, I want to keep myself busy with … Self-advice.
8	• Communication: Interview skills	General guidelines on presentation of myself Interview techniques	Group discussion on physical presentation: What to wear, non-verbal communication, projection of voices, etc.
9	• Interview skills	Interview simulation	Participants got the opportunity to mimic interview situations to prepare them for real interviews.
10	• Communication: One-minute speech recordings	Recordings of speeches	Participants prepared a one-minute speech, they got the opportunity to present themselves and what they aspired to in front of an audience.

Session	Content	Activities	Outcomes that influenced employability
11	• Communication: One-minute speech playback and feedback	Speeches were played back in class. Participants critiqued themselves.	Participants got the opportunity to see themselves while they presented; they got the opportunity to give feedback to fellow students on their impressions about their speeches.
12	• Conclusion Post-test: *CAAS* (Maree, 2016)	Students watched recordings of themselves and their fellow classmates.	Self-confidence and self-efficacy based on their presentations

In sessions 1 and 12, the *CAAS* (Savickas & Porfeli, 2012; Maree, 2013) was administered to serve as the pre- and post-test and to verify the possible value of the intervention for the career adaptability of the participants. A detailed description of each activity as mentioned in the intervention plan is discussed next.

3.7.1 'Seven-habits' rap

To create a sense of cohesion within the groups while doing group work, I wrote a rap song (see Figure 10) based on the well-known seven habits of highly effective people (Covey, 2004). The words were meant to persuade and inculcate a positive attitude in students throughout the intervention and to serve as an ice-breaker in the first session.

The inspiration to write the rap came from two books that I read as a master's student in search of content to raise ethical leaders at school level. The books that inspired me were *The leader in me* (Covey, 2008), and *The 6 Most Important Decisions You'll Ever Make* (Covey, 2006). The first book by the father, Stephen Covey, was about success stories in schools that implemented the philosophy of the well-known seven habits. However, what inspired me most was the book by his son, Sean, which was meant as a workbook for teenagers addressing (at an early age) important life decisions that would influence their whole life. The book was grounded in the philosophy of his father's 'seven habits'. Since rap is a genre that is familiar in African cultures and used to present the voice of the black inner-city youth in New York (Clark, 2007), I got the idea to present the seven habits in a rap style. Rap is a type of music where the words are said rather than sung in a rhythmic fashion. Rap music originates from inner city street cultures and is often associated with hip-hop music.

The seven-habits rap was recited at the beginning of every session and the students later initiated the 'song' themselves. I anticipated that the repetition of the rap would result

in the students' easy recall of its principles and message. Some of the students were shy at the start, but others revealed themselves later on as rap artists from their home townships. In Figure 10, I share the rap's words and rhythm as it was used during the intervention.

Figure 10: A rap based on the *The seven habits of highly effective people* (Covey, 2014)

3.7.2 Form containing biographical details

In my discussions with the management of *POPUP* prior to the intervention, they informally mentioned that all students who were attending skills programmes in the organisation had recently finished school and that they could not afford further education. That was all I knew about the prospective participants and wanted to know more about their background to be able to understand their individual situations better. I decided to include a biographical form (BF) or an information sheet to provide me with first-hand information about the participants (see Addendum C). The main purpose was to get an idea of where the students came from and what they had done before they enrolled in the skills programme at *POPUP*.

3.7.3 Career Adapt-Abilities Scale (*CAAS*)

The *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) assesses psychosocial resources for managing occupational transitions, developmental tasks and work traumas (Savickas, 2005). Mark Savickas (2005) identified four dimensions of career adaptability to assist workers in responding and adapting to the new world of work (Galvin & Berger, 2013). The adapt-abilities are concern, control, curiosity, and confidence. *Concern* measures the individuals' involvement in planning and thinking about their career. *Career control* represents how much responsibility individuals take to manage and control their careers. *Curiosity* measures how much individuals explore the world of work in general. *Career confidence* measures how confident the individual feels to make well-informed career decisions. Confident individuals would believe in their ability to overcome challenges, and they would make sound decisions by collecting and analysing sources of information.

The *CAAS* contains 24 items (six items on each construct). Personal challenges related to career adaptation manifest along one or more of these four dimensions (Del Corso, 2013). The higher the overall score and the score on each construct, the more adaptable the individual perceives him/herself to be. The pre- and post-test scores on each construct as well as on the overall score were compared to verify the possible value of the intervention.

3.7.4 Lecture: Introduction and the need for career adaptability

The introductory lecture (see slides in Addendum D) on the theory of career adaptability and the need to be employable started with an overview about the road to adulthood, what is expected of adults traditionally and how the African concept of emerging adulthood differs from the Western concept. The constantly changing world of work and the need to be adaptable were addressed next. The analogy of the bamboo that bends and therefore lasts longer than the oak tree that resists (stays firm) in times of storms was used

to demonstrate the need to be adaptable in the today's working world. Career adaptability was then defined and the constructs and scoring on the *CAAS* (Savickas & Porfeli, 2012; Maree, 2013) were explained. The reasons for the absence of the constructs were also explained and demonstrated with practical examples. (The PowerPoint slides that were used are attached as Addendum D.)

3.7.5 Body-map technique

The aim of the body-map technique is to facilitate a process whereby an individual could look at him/herself from a new perspective – both physically and characteristically. Body mapping is an innovation that was developed from the *Memory Box Project* in Cape Town, South Africa (Vasquez, 2004; Gastaldo, Magalhães, Carrasco & Davy, 2012). The University of Cape Town launched this project in 2001 as part of its *AIDS and Society Research Unit*. The aim with the *Memory Box project* was to assist people living with HIV/AIDS in telling their life-stories in alternative ways (Vasquez, 2004). A *body map* is a life-size human body image (Gastaldo et al., 2012), a physical profile of an individual's body on paper. *Body mapping* is the process of creating a body map by using art-based techniques 'to visually represent aspects of people's lives, their bodies and the world they live in' (Gastaldo et al., 2012, p. 5).

Body mapping (as well as other narrative techniques) is a way to empower those who are sometimes 'stigmatized and isolated' (Vasquez, 2004) to open up, and allow others to enter their world and experience how it is to live in their own bodies (Cornwall & Welbourn, 2002). In a medical context, the use of body maps is therapeutic and encourages well-being. Together with the drawing of body maps comes the stories people tell about their own body map. Personal narratives create both self-awareness and awareness of others, and they recognise and identify vulnerabilities and strengths in each other (Skultans, 2000).

How it worked in practice in the intervention, is that every participant received a long sheet of paper. The paper was the same quality as newspaper but clear and not printed on – big enough for an average human body to fit onto the full paper. Participants assisted one another to draw the body map. Every other person drew the outline of their fellow participant's body on the paper while the other was lying down on the paper, stretched out on the floor. Once the outer dimensions of each participant had been drawn, every person worked on his/her own image on paper.

Once the drawings were finished, they were stuck onto the class room walls in such a way that every participant could have a clear view of his/her own body map (by viewing the self on the same life-size height). Each participant then used another colour and wrote

strictly only positive comments with regard to his/her personal body features on the body map. Once they had written positive comments based on physical appearance, they also had to write positive comments on the map regarding other strengths (emotionally, psychologically, spiritually) of which they were aware in themselves. Once that was done, students walked around in the class observing the body maps of their fellow participants and gave *compliments* or 'gifts' (strengths they observed) by writing them in the corner of the person's body map. The rule was that all the comments needed to be constructive, complimentary, and uplifting. This exercise was done under strict supervision to ensure that students only focused on strengths within one another and in the self.

Each participant was allowed to take their body map home and had to write a reflection about the body-map exercise. They also had to write about what they appreciated or not from participating in the exercise and whether this experience had brought them any insights.

Solomon (2002), who collaborated in the *Memory Box project*, wrote a facilitation guide to users of body maps in which she alluded to the possible different uses of body maps. Table 16 summarises these uses.

Table 16: Uses of body mapping (Solomon, 2002)

	Type of use	Purpose of use
1.	**Therapeutic**	**To develop fresh insights, find new directions, explore identity and social relationships**
2.	Treatment information and support	Valuable in a medical environment to educate about physiology and medication.
3.	**Research**	**A qualitative, participatory research tool in the form of data that can be followed up/supported with feedback from participants (e.g. interviews or writing)**
4.	Advocacy	To promote a cause because they communicate feelings, thoughts and ideas.
5.	Inter-generational dialogue	To help people of different generations to talk to each other (the process can be used with children, caregivers, parents, and guardians, to build trust and understanding)
6.	Team building	To build positive group relationships and help people in the group appreciate their differences
7.	Art making	To teach art, drawing, colour and composition, as well as to help people to open up to their own creativity
8.	**Biographical**	**To show and tell people's life stories (biographies)**

The aim and purpose of using body maps as part of my research project are found in number 1 (therapeutic), number 3 (research), and number 8 (biographical). Firstly, I selected

the body-map technique for this intervention to facilitate participants' self-awareness and to enhance their self-confidence and self-esteem. The aim was for participants to gain new insight into themselves as they focused on personal strengths. Secondly, this exercise was meant to teach participants to focus on what is positive and to embrace an attitude conducive to the realisation of possibilities. Thirdly, the body-map technique was selected as an instrument to share with fellow participants and tell their own stories to make themselves heard. The body-map technique was also chosen for its qualitative research potential. Students were encouraged to take a picture (with their mobile phone) of their personal body maps and to write a reflection based on their experience of drawing and sharing their body maps. These reflections were used for data collection purposes.

The career construction genogram is discussed in the next section.

3.7.6 Career construction genogram (CCG)

A genogram is a structural family map that represents at least three generations of a family and outlines the structure and emotional processes of the family (Bitter, 2009) on one page. It is also a qualitative method to explore family structure and is often used in family therapy. The genogram was first used or introduced by Bowen (1978) who coined the concept of multi-generational family therapy. Bowen viewed the family as an emotional unit. He advocated the development of a mature and unique personality through healthy family relationships and assumed that unresolved emotional fusion or attachment was the main reason for not achieving that (Bitter, 2009).

The CCG is a further development of Bowen's genogram applied in career development counselling contexts. Developmental career psychology promotes the use of qualitative instruments that can be used across cultures. The CCG is a narrative technique that encourages clients to tell and re-tell their stories (Maree, 2007) as part of a process to design their future lives. The CCG is also a reflective activity that provides insight into the family system. The method to draw a genogram was explained to them after which they had to draw a genogram of their own family on A3-sized paper. They had to indicate the present or past job/career held by every person in their family had and were asked to indicate with which family members they had good relationships. After the exercise in class, participants were requested to write a reflection on what they had learned about themselves by reflecting on their family members and their careers.

According to Chope and Van Velsor (2010, p. 95), the "family background, history, support, conflicts, nurturing, exposure to new ideas or protection from them" dynamically influence career interests and choice. They use the example of a 17-year-old boy who is the

middle child between two brothers, both with autistic disorders. The youngest brother's impairment is so severe that he cannot speak at all. The oldest brother severely isolates and has no friends while at university – to the extent that he speaks to no-one outside his family circle. This family situation will always have an impact on this (middle child) young man, who wants to become a medical doctor. It is not surprising that his only aim is to minimise pain in others and in this process, he forgets his own needs by not demanding anything from his parents but only trying to support them the moment he walks into their home.

To emphasise the important influence that family can have on career development, I explore in the following paragraphs who and what a family is, the influence of family resources in career development, and the influence of family relationships on career.

3.7.6.1 Role of family in career development

Vocational development already starts in childhood (Maree, in press). The family structure, different roles assigned to family members, their value systems, and the attitudes members acquire by being part of a family are some aspects that need to be explored in career development (Palos & Drobot, 2010). The influence of families on interest development and career decision making constitutes an integral part of career exploration (Chope & Van Velsor, 2010). Who the family is, where they are situated, what they do within as well as outside the household, and how they approach life in general, directly influence vocational development in children and emerging adults. If the family is integral to career development, *what* is a family and *who* is family?

Family is a strong social structure known across all cultures. A family can be entered by birth (blood), or through marriage or adoption. Family structures across cultures have varied throughout history (Walsh, 2012). The family can take on many forms, such as the *multi-generation household* (more than one generation staying together); the *nuclear family* (intact two-parent family household with a male breadwinner supported by female homemaker wife); *dual-earner* families (two people working for an income, traditional gender roles are not typical); *single-parent* households (only one parent supporting a family); *children-headed* households (no parents are alive and children look after themselves and after one another); *adoptive* families (children are not biologically connected to parents); *remarried* families (divorce or death having made remarriage possible, and stepfamily becomes part of the family); *unmarried* families (parents are staying together without being married legally); *childless* family (married couple without children); and *grandparent* families (grandparents raising their children's children). These family formats are sometimes combined, which makes the structure quite complicated. Family usually comes into

discussion when children (not age-related) are involved. For the effective functioning and well-being of children, the format of the family seems less important than the processes to create caring and committed relationships (Walsh, 2012).

3.7.6.2 The influence of family resources on career development

Other significant factors around family that contribute to vocational development are the 'capital' or resources owned by the family. Palos and Drobot (2010) outline three types of capital that have an effect on educational and career development. The family's financial capital – (material support that would give access to resources and information-gathering activities of a vocational nature), *human capital* (skills and abilities that parents have and that are readily available to children) and *social capital* (the parent-child relationships and interactions and the family's social support network) – provides a context that is favourable for academic studies and career exploration. Children from affluent families (having all three types of capital) are in a more favourable situation than children who come from socio-economically deprived situations. For example, the children in a family that goes on overseas holidays and frequently travels in their own country are much better informed about cultures, currencies, technology, different opportunities, and diverse races than a family who stays in an informal settlement in a remote part of a country with no internet connection and struggling to make ends meet.

The transmission of the family capital to the children depends on the parents' availability and the amount of time they can set aside, their communications skills (Bryant, Zvonkovic & Reynolds, 2006) and the relationship between parents and significant family members. Young people may sometimes have financial capital provided by parents, but they lack in social capital due to ineffective relationships within the family system. In other cases, young people may have close connections with their families but the family struggles financially. Both these situations create challenges.

3.7.6.3 Relationships with family members

The nature of the relationship and interactions that developed between parents and children establish a basis for the vocational exploring process (Palos & Drobot, 2010). Family relationships are related to the development of careers, and to employability. Career counselling theorists and practitioners link attachment and parental style to vocational development (Chope & Van Velsor, 2010) and to possible problematic issues in the workplace.

A relational perspective explores the interactions between parents and children (and extended family members) and is fundamental to the vocation-exploring process (Palos &

Drobot, 2010). Open communication and support offered, as well as trust between a parent and a child can influence career-exploring activities, career aspirations, future plans, and the perception of experience barriers that occur in the process of choosing a career (Pablos & Drobot, 2010). A healthy and caring relationship with one family member (even in dire circumstances) can bring hope, self-worth, create interest and pave the way for a young adult to a productive life ahead.

The type of attachment developed by children at a young age seems to affect the career-related decisions they make (Palos & Drobot, 2010). Attachment is defined as:

> an emotional bond between an infant and one or more adults such that the infant will (a) approach them, especially in periods of distress; (b) show no fear of them, particularly in that stage when strangers evoke anxiety; (c) be highly receptive of being cared for by them, and (d) display anxiety when being separated from them (Reber & Reber, 2001).

Attachment would influence a child's openness to exploring and learning experiences. People with secure attachment from early on are more willing to get involved and to explore the environment; they are more curious, and ready to develop positive relations with others and seek their support (Hartung, 2015). Palo and Drobot (2010) claim that people with secure attachment are more open to guidance and vocational exploring. Family members who are emotionally connected often share interests, and such a relationship can be an introduction or doorway to a specific career field or industry. Young people who perceive themselves as isolated from their families (for whatever reason) have greater difficulty to make decisions or to persuade themselves to have the confidence to take career action.

Attachment also has a link with the workplace and employability. Rosenberg (2016) links insecure attachment to underperformance during stressful times at work or when negative emotions arise at work. Insecure attachment makes it hard for people to avoid negative emotions and it distracts their mental attention and performance at work. Negative emotions seem to take up a bigger share of the cognitive resources of an insecurely attached person than of those with secure attachment (Leyh, Heinisch, Kungl & Spangler, 2016).

In summary, the family format is less important than the relationships within the family for the optimal functioning of young people. Family resources matter in the development of children and their exposure to the world. Attachment and caring relationships at a young age have an influence on the individual's career choice, performance in the workplace and employability skills. In the next paragraphs, I explore interest as part

of my intervention.

3.7.7 Interest

As previously mentioned, most of the participants never had career counselling before. This means they were not exposed to an opportunity to express their career interest in a structured or organised way. Some of the participants did not even know that one can do interest assessments. For this intervention, the success of the *Career Interest Profile (CIP)* (Maree, 2016) in multi-cultural contexts convinced me to use it.

3.7.8 Career Interest Profile (*CIP*)

Everyone has a painful story to share and if one finds a career that they are more passionate about, they are able to heal others and at the same time heal themselves (Kobus Maree quoted by *Good Work Foundation*, 2017).

The *Career Interest Profile (CIP)* (Maree, 2016) was initially established as a narrative career counselling assessment that could be successfully used with all culture groups in the South African context. Today, the *CIP* is also used in different countries because of its success in servicing people in multi-cultural contexts (Di Fabio & Maree, 2013). The *CIP* is not restricted to a certain age group, and it resembles what Savickas (1993) proposed and advocated for counselling approaches to be successful, namely that clients would accept an approach that fits the spirit of their current age. The *CIP* has the goal to stimulate clients to tell and reflect on their career and life stories (Maree, 2013).

There are 'objective' and 'subjective' parts to the *CIP* that enable a researcher to collect 'objective' and 'subjective' data. The objective part lists 19 career categories and asks participants to rank the career categories in order of preference or dislike, based on their feelings and actions (Maree, 2010). In the intervention, participants were asked to only select and rank the first five career categories that they preferred.

The subjective part extracted small personal narratives from the individual, for example, strengths, challenges, what he/she enjoyed or did not enjoy doing, role models, favourite stories, TV shows, websites, personal mottoes and favourite quotations, biggest successes and failures up to now, etc. The subjective data was rich in meaning making and provided good opportunities for discussion between client and counsellor. The objective and subjective data on interest often reflected and confirmed one another and assisted clients and counsellors to co-construct career themes to make "well-informed and appropriate career decisions" (Maree, 2011, p. 181).

The administering, feedback and group discussions relating to the *CIP* took up three sessions of the intervention. In the first session, Part 3 was completed (Career category

preferences/dislikes) and discussed in small groups of three to four members each. The remaining sessions (as indicated in the programme) were utilised to discuss role models and short personal narratives, and to write a personal life script.

What strongly motivated me to use the *CIP,* was my experience in practice and the findings in my master's degree study (Gerryts, 2013), which portrayed the *CIP* as the assessment from which I as the researcher could elicit the maximum information to assist clients. Regrettably, traditional career assessment and guidance still constitute the dominant way in which career counselling is conducted in South Africa. The *CIP* utilises an integrated quantitative and qualitative approach to career counselling (Maree, 2015) which I fully embrace and which I truly believe is essential for any career counsellor.

3.7.9 Communication skills

Both interview and presentation skills were prioritised and selected as oral communication skills sets that needed to be part of the intervention programme. Interview and communications skills expose and prepare participants for situations in which they would find themselves before being appointed in jobs/positions. Both these skills (being prepared for interview situations and introducing/presenting yourself in front of others) can be viewed as recruitment training. From the literature study in Chapter 2 regarding the perspective that industry holds on what is perceived as employability, interpersonal skills and social competence (Hogan et al., 2013) came out as priorities. Communication and recruitment skills are part of career development, which is defined by Watts (2003) as the lifelong process of managing the progression in learning and work.

Both interview and presentation skills require participants to be self-confident and to sell themselves and their skills in conversational settings. To prepare participants for the recruitment process, they need to know what to expect of an interview situation, how to dress appropriately, what typical questions they could expect, and to be prepared to answer those questions confidently. These skills will be used thoughout their careers. Participants were exposed to simulated interview situations, which are discussed in the next section.

3.7.9.1 Interview skills

This facet of the intervention programme started with a group discussion on interview situations. Topics such as being on time, how to dress appropriately for an interview, listening attentively to what is being asked, non-verbal language and eye contact with panel members, and how to introduce yourself, were discussed. Next, a list of possible interview questions (See Addendum F) was handed to every participant, after they were divided into groups of four to five individuals (depending on the size of the group). An

interview situation was subsequently simulated. The furniture in the room was arranged to mimic an interview setting. Every participant got an opportunity to be the interviewee, while the others in the small group acted as panel members and picked five questions between them to ask the interviewee. As the group rotated, everybody had an opportunity to be interviewed. Then the group got together, reflectively discussed what had happened during the interviews, and shared possible learnings from their experiences. Participants were encouraged to give constructive feedback to improve each other's listening and responses.

3.7.9.2 Presentation skills: One-minute speech

This module of the intervention programme aimed to assist participants in presenting themselves to significant people whom they would meet in future situations. They would be in a situation where they could practise how to introduce themselves and talk about their future dreams and careers. This module concluded the intervention.

Every participant gave a one-minute prepared introductory speech about themselves. By this time students had been through the intervention and were expected to be more self-aware and know more about their strengths, interests, career goals/dreams and how they planned to get there (realise their dreams). Every participant got an opportunity to introduce themselves (who they were), what they were currently busy with (e.g. what skills programme they did) and what they saw as the end-goal of their career (their career dream). These presentations were video-recorded and played back to them in front of their group in the final contact session. In the final contact session, participants were asked to 'critique' their own short presentation once it was played back to them. They also had to tell the rest of their group what they felt proud of and where they wanted to improve. The rest of the class were invited to give constructive feedback to each participant (if time permitted this).

3.8   CONCLUSION

In this chapter, I tried to justify the selected assessments and activities that were used in the intervention that constituted my study. The career intervention model (Savickas, 2010) and the theory from Chapter 2 on employability were used to verify the need for these activities to enhance employability potential. The intervention plan was presented, and each module of the intervention plan was discussed with supporting theory to give an idea of the possible depth and richness of data that the narrative techniques might offer.

The next chapter is devoted to a discussion of the research methodology and ethical considerations that were applicable to my study.

4. CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In this chapter, I discuss the methodology and strategies that were implemented to address the primary and secondary research questions. The research design was a mixed methods design (quan + QUAL), and the paradigm was mainly interpretive with elements of pragmatism. The methodology that I adopted was a quasi-experimental pre-test, post-test comparison group design.

Employability counselling as introduced in Chapter 2, can be comfortably categorised under career development, which forms part of career counselling. Because job security lies in employability rather than in employment, individuals need adaptability and flexibility around their identity, life roles and work tasks to be able to adapt to the fast changes of the labour market. Watts (2003) notes that careers are not 'chosen' anymore, but rather constructed over a lifetime as an ongoing process. Interpretivism is the paradigm I used as the guiding principle of my research (Sefotho, 2015) as it mainly deals with career construction and development. This paradigm will be explained in the next section.

4.2 RESEARCH PARADIGM

As we think, so do we act.
                    (Lincoln & Guba, 1985; Nieuwenhuis, 2016)

A research paradigm can be described as a framework that influences the way knowledge is studied and interpreted (Mackenzie & Knipe, 2006). It can also be defined as "a set of assumptions or beliefs about aspects of reality which gives rise to a particular world-view" (Nieuwenhuis, 2016, p. 52). A paradigm is also referred to as a 'mental model' (Greene, 2007). As mentioned before, the selected paradigm serves as an organising principle (Nieuwenhuis, 2016) that guides the researcher philosophically in the selection of techniques, instruments, participants and methods used in the study (Denzin & Lincoln, 2005).

4.2.1 Interpretive

My study was firstly interpretive by nature. Interpretivism is influenced by both hermeneutics ("the study of meaning and interpretation in historical texts" (Nieuwenhuis, 2016, p. 60), and phenomenology (the subjective interpretations and perceptions of human beings about life) (Nieuwenhuis, 2016). Reality is seen as not objectively determined but socially constructed. Interpretivism can be referred to as constructivist (Nieuwenhuis, 2016), implying that individuals can construct meaning from their own worlds. The interpretivist

researcher aims to "understand, explain, and demystify social reality" (Nieuwenhuis, 2016; Cohen, Manion & Morrison, 2007) through the eyes of participants. Thus, phenomena are understood based on the meaning that people assign to them. Table 17 summarises the basic assumptions of interpretivism as described by Nieuwenhuis (2016).

Table 17: Assumptions of the interpretive paradigm (as described by Nieuwenhuis, 2016)

	Assumption	Explanatory principles
1.	Human life can only be understood from within.	- Life cannot be observed from an external reality. - The focus is on subjective experiences, how people construct their world through shared meaning making, and how people relate and interact with each other. - Research techniques are used to understand how people interpret and interact within their social environment.
2.	Social life is a distinctly human product.	- Reality is not objectively determined but socially constructed. - To study people in their social contexts brings understanding of the perceptions they may have of their own activities. - Understanding of the uniqueness of a context brings understanding of the constructed meaning making from people in that context.
3.	The human mind is the purposive source of origin and meaning.	- Through uncovering how meanings are constructed, we gain insights into the meanings communicated by others in their context. This improves understanding of the whole.
4.	Human behaviour is affected by knowledge of the social world.	- There are multiple explanations of phenomena, and realities can differ across time and place. - Increased understanding of the social world and different realities assists the researcher to make research decisions in his/her attempts to make sense of the world.
5.	The social world does not *exist* independently of human knowledge.	- The researcher tries to understand through the eyes of participants, but he/she describes through the filters of his/her own knowledge and experience to make meaning.

The interpretive nature of my study determines that individuals construct reality themselves and make meaning through their contact with others in social contexts.

4.2.1.1 Social constructionist and constructivist

Researchers working within an interpretive paradigm acknowledge that the subjective experiences (Maree & Van der Westhuizen, 2009) of people are valid, multiple and socially constructed (Crous, 2011). Constructivist approaches admit to the subjective value of experiences and the uniqueness of each situation, which can be referred to as idiographic (Maree, 2008). The focus in constructivist designs is on the "meanings ascribed by participants" in the research study (Charmaz, 2008), as opposed to the gathering of facts or the description of acts. The views, values, beliefs, feelings, assumptions and ideologies related to life events of clients inform their meaning-making. Researchers working in this

paradigm believe they can understand the experiences of others who interact with them by listening to how they make meaning of their lives in relation to others in their context. In short, construction "refers to the ways we build our own understanding of the world around us and how we fit into it" (Firestone, 2013).

Social constructionist and constructivist approaches correspond in many ways. Young and Collin (2004) distinguish between these theories according to the basis or departure point of knowledge. Constructivist theory has the individual in mind as the basis of knowledge, while social constructionism has social processes as the basis of knowledge (Schultheiss & Wallace, 2012). The main reason why both social construction and constructivism was included in this research was because career adaptability stems from individual agency (which is not included in social constructionism) to adapt to the changing context, and from social interactions (which is the departure point in social constructionism) to guide the process of acquiring skills to instigate adaptation – which enhances employability.

4.2.1.2 Narrative

Language is used as an instrument of discourse to construct alternative understandings and perspectives. Through language, discourses are constructed to present or represent versions of events or people (Burr, 1995) although dominant discourses are critically reflected on. Relationships are significant from a social constructionist perspective and meaning is perceived to be derived through words and relationships (Gergen, 2001).

The current study is rooted in a narrative approach towards conducting the research project, as well as collecting and analysing the data. The term narrative comes from the verb *narrare* (Latin) which means to narrate, recount or 'to tell (as a story) in detail' (Creswell, 2008, p. 512). Creswell describes narratives as the "focus on the studying of a single person through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual". Narrative is a literary (Creswell, 2008) and popular (Nieuwenhuis, 2010) form of qualitative research that focuses on the micro-analytic picture, as opposed to broader pictures such as cultural norms and abstract theories.

Language plays a key role in narrative research as it provides the means required to share the self. Postmodern career counselling makes optimal use of conversations (Eloff, 2002). In career construction theory, Savickas (2011) remarks that "we live inside language because language contains the self …" (p. 16). He also indicates that the career practitioner needs to pay close attention to the language of the client. In the co-construction of a new self, the client needs new words to open new worlds for him/herself.

4.2.2 Pragmatism

In mono-method (either quantitative or qualitative) studies, only one paradigm constitutes the lens through which the world is described. In mixed methods studies (as the study in hand), it is possible to blend elements of one paradigm with another to be able to do research that represents the best of both world-views (Guba & Lincoln, 2005; Johnson, Onwuegbuzie & Turner, 2007).

My research study is also embedded in pragmatism. Pragmatism is oriented to solve practical problems in the real world (Feilzer, 2010), rather than on assumptions about the nature of knowledge. Pragmatic researchers link their approach to the purpose and nature of the research questions (Creswell, 2003) and often follow a 'what-works' strategy (Armitage, 2007). Its intuitive appeal (Tashakkori & Teddlie, 1998; Creswell, 2003) allows the researcher to study areas that are of interest and permits him/her to implement appropriate methods. In a pragmatic approach, the researcher may also use the findings in a positive manner and in line with the values held by the researcher (Creswell, 2003; Armitage, 2007).

The intervention made in my study (as described in the previous chapter) stems from career counselling and development but employs employability principles to equip young adults with skills that are needed to find a job. These principles focus on what works in practice and tries to equip participants with skills that will enhance employability.

4.3   RESEARCH DESIGN

The research design serves as a 'blueprint' for the research (Yin, 2003), as it deals with what to study, what data is relevant, what data should be collected and how the results need to be analysed (Philliber et al., 1980). The evidence that was collected in my study addressed the initial research questions. In the next paragraphs, I discuss the methodologies that were used to find the answers to my research questions.

4.3.1   Mixed methods design

The research design adopted in this study to explore ways of enhancing the employability of emerging adults, was a mixed methods design. Mixed methods research is a procedure for collecting, analysing and combining both quantitative and qualitative data at some stage of the research process within a single study to gain a more complete understanding of the research problem (Creswell & Plano Clark, 2011). In my case, both numeric data and text information were collected to answer the research questions. The data, both qualitative and quantitative, was brought together in ways that merged, connected or were embedded at one or more points in the study (Ivankova et al., 2016).

According to Ivankova et al. (2007) the strengths of both quantitative and qualitative research strategies provide optimal answers to the primary research question and in their opinion mixed methods research allows researchers to "get the answers to both 'what' (confirmatory) and 'why' (explanatory) questions" (pp. 262-263). This method also helps the researcher to gain a more complete understanding of the research problem by comparing the qualitative and quantitative results. The focus of the study in hand was on incorporating best ways to answer the research question itself, rather than on dealing with the methodological considerations only. Tashakkori and Teddlie (2003) note that mixed method approaches also provide opportunities to express different viewpoints by means of possible deviating findings.

A further reason for adopting a mixed methods design was to try and render the best service to research participants and future clients. Maree (2013b) states that loyalty in career counselling should never be towards a theoretical approach; instead, counsellors should aim to be useful primarily to their clients, in the best possible ways. I therefore promoted a combination of quantitative and qualitative approaches in career assessment and counselling to best serve clients in career counselling practice. The same principle would be followed in the employability counselling intervention.

In summary, Greene, Caracelli and Graham (1989) succinctly defined five broad purposes of mixed method studies which would leave no doubt about the rationale for their usage. These purposes are triangulation, complementarity, development, initiation and expansion. Table 18 explains each of these purposes/rationales as described by Greene et al. (1989).

Table 18: The purposes of using mixed methods in research studies (Greene et al., 1989)

	Purpose	**Explanation**
1.	Triangulation	Seeking convergence and substantiation of results from different methods that study the same phenomenon.
2.	Complementarity	Seeking elaboration, enhancement, illustration, and clarification of the results of one method to the results of the other method.
3.	Development	Using the results of one method to help inform the other method.
4.	Initiation	Discovering paradoxes and contradictions that lead to a reframing of the research question.
5.	Expansion	Seeking to expand the breadth and range of enquiry by using different methods for different enquiry components.

Four of these purposes were applicable to my study (i.e. triangulation, complementarity, development and expansion). In the next section, I address the type of

mixed methodology that was applied in my study.

4.3.2 Type of mixed methods approach

Johnson et al. (2007) identify three types of mixed methods research, based on the priority given to qualitative and quantitative methods in a study. In studies where qualitative and quantitative methods are equally important (QUAN+QUAL), Johnson et al. (2007) refer to *equal status* mixed methods studies. Studies in which the quantitative is more important than the qualitative approach make use of *quantitative dominant mixed methods* research (QUAN + qual). My study was a qualitative dominant mixed methods study (quan + QUAL). The most important part of the data was the qualitative data. The addition of quantitative data was likely to complement, develop, triangulate and expand (Greene et al., 1989) the outcomes of the results.

4.3.3 Quasi-experimental pre-test/post-test comparison group design

To explore ways in which the employability of young adults can be enhanced, I used a quasi-experimental, pre-test/post-test comparison group design. The next paragraphs contain an explanation of how the research study was executed.

A quasi-experimental design can be implemented to answer the question of whether an intervention has been effective and successful (Mouton, 2012). In the current study an intervention was planned that would involve the participants to be as collaborative as possible. The outcome of the intervention would indicate if the planned career intervention had a positive effect on the career adaptability of the participants.

In a quasi-experimental design, the research substitutes certain statistical 'controls' in the absence of physical control of the experimental situation. The comparison group pre-test/post-test design is the same as the classic controlled experimental design, except that the participants cannot be randomly assigned to either the experimental or the control group. The participants in the present study were selected according to the predetermined criteria of the organisation (POPUP).

My study was an experimental design in that the causal effect of an isolated variable was examined. The isolated variable was an intervention programme that focused on principles of career adaptability to positively influence the employability skills of previously disadvantaged young adults. The intervention programme was made available to four different groups who attended skills programmes at *POPUP*. One other group whose skills programme did not allow for the workplace readiness programme to be run at the same time as the intervention served as the 'control' group. The control group was exposed to an adult learning literacy and numeracy programme (ABET, level 4) that would allow them entrance

into a skills programme at a later stage in the year. They did not follow the planned intervention (part of the workplace readiness module) at the same time as the rest of the participants. The control group was exposed to the workplace readiness module when they followed a specific skills programme as offered by the organisation.

The dependent variables for all participants were their scores on the career adaptability constructs as measured by the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012). The *CAAS* was administered before and after the intervention programme. To determine whether the intervention programme had influenced the career adaptability scores of the experimental groups, the mean scores from the pre- and post-test were compared. The process that was followed is outlined in Figure 12.
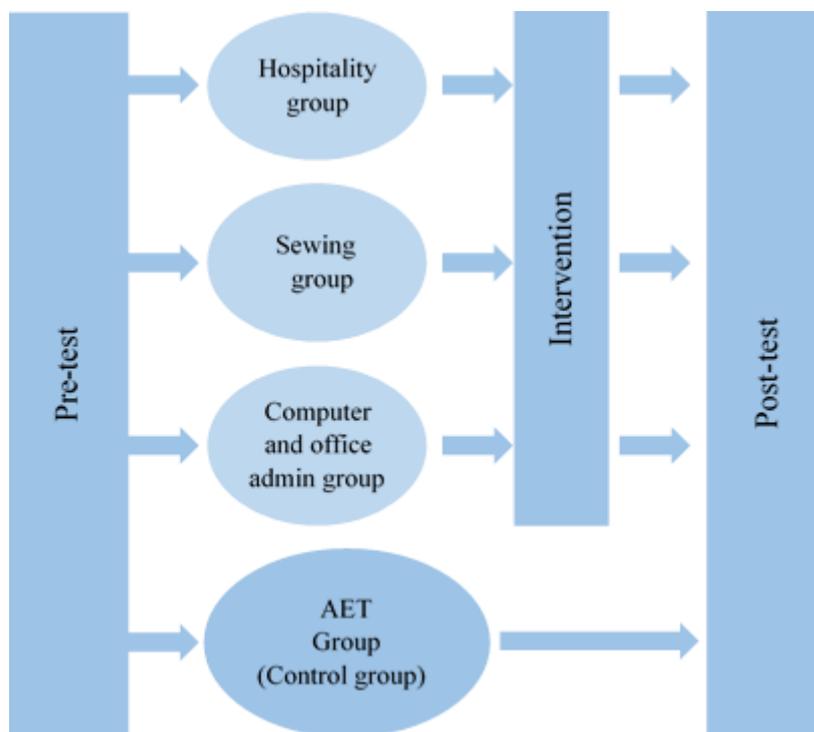
Figure 12: The pre-test post-test comparison group design

4.4   RESEARCH METHODOLOGY

The next paragraphs explain how participants were selected and recruited for the study.

4.4.1   Participants and sampling

Quasi-experimental designs do not randomly assign participants to groups but make use of the available candidates. Often intact groups are used for distinct reasons (Creswell, 2008). For the purposes of my study, students from four different skills programmes were included.

Both purposive and criterion sampling were used to select participants from *POPUP* (Salvokop). Students are usually selected to join a skills programme (hospitality, sewing and

computer literacy and office administration) if they comply with the minimum numeracy and literacy levels. A formal Grade 12 qualification is not a pre-requisite, but learners need to comply with ABET (Adult Education Training) level 4. My proposed employability intervention formed part of the workplace readiness module which was a compulsory module for all students at *POPUP* during their training.

Criterion sampling (Nieuwenhuis, 2008) was also implemented, which implied that the number of participants and their distinctive characteristics had to be described in the design phase of the research project. The contributing participants in my study were students who complied with the criteria that *POPUP* had set for proposed students who wished to be part of the workplace readiness programme. These requirements were as follows:

- Participants should be between the ages of 18 and 45 years.
- Participants should be unemployed.
- Participants should not have a degree or a diploma.
- Participants should be willing to be part of the proposed intervention.

4.4.2 Data collection

My research question focused on the enhancement of employability through the development of career adaptability skills. Qualitative and quantitative data was collected simultaneously and subsequently integrated to provide a comprehensive analysis of the research problem.

The *CAAS-South Africa* (Maree, 2013) was used to assess the psychosocial resources for managing occupational transitions, developmental tasks and work traumas of each individual. Since the results of the *CAAS* usually provide a different score on the four dimensions of career adaptability (as described by Savickas and Porfeli (2011)), the *CAAS* was used as a pre-test to evaluate the participants' career adaptability on these four dimensions, and as a post-test to determine the possible effect of the intervention.

Qualitative data was gathered through written reflections based on activities that formed part of the intervention, and through the administration of the *Career Interest Profile* (*CIP*, v5) (Maree, 2016). The data collection process that was used is outlined in Table 19.

Table 19: Data collection plan

Research design	Group	Data-generating activity	Description	Method of documentation
Quantitative	Experiential groups and control group	All participants completed the *Career Adapt-Abilities Scale (CAAS)* (Maree, 2012; Savickas & Porfeli, 2012)	The *CAAS* was administered to all participants before and after the intervention (pre- and post-test).	Responses were gathered from the *CAAS* questionnaire.
Qualitative	Experiential groups	Biographical form with historical detail	Every participant from the three experimental groups completed this form and provided information on their background and experience.	Responses were gathered from the biographical form.
Qualitative	Experiential groups	Reflections from the following activities: family genogram; body-map activity; overall reflection on the full intervention	Written reflection was handed in by each participant from the experimental groups.	Responses were taken from the individual reflections on each activity.
Qualitative	Experiential groups	Career Interest Profile *(CIP)* (Maree, 2016)	Qualitative interest assessment.	Written responses were gathered from the questionnaire.
Quantitative	Experiential groups and control group	All participants completed the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012)	The *CAAS* was administered to all participants before and after the intervention (pre- and post-test).	Responses were gathered from the questionnaire.

4.5   DATA ANALYSIS AND INTERPRETATION

Four groups participated in the research project. All four groups attended skills-generating courses at *POPUP* (Salvokop) in different disciplines. The first group consisted of 14 individuals who attended the hospitality skills course; the second group also consisted of 11 individuals attending the sewing skills course; the third group of 37 individuals attended the computer skills and office administration course, and the fourth/control group (22 individuals) attended the ABET course and did not attend the workplace readiness programme in the next quarter. The last group of individuals served as the control group.

The intervention took place over a period of six to eight weeks, based on the

corporate schedule of *POPUP*. The groups attended the intervention programme on two different occasions in the week for one hour per group. The hospitality and sewing groups attended the employability intervention in their skills groups because these groups were small enough to allow quality attention to all students. The third group (computer skills and office administration group) consisting of 37 students was divided into two groups (17 +20) in order to offer the same service to them as to the other skills groups. Although this group was divided into two groups for practical reasons, they were referred to as the third group.

Data analysis was conducted before and after the intervention among the four groups. The scores on each construct of the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) – namely concern, control, curiosity and confidence in each of the different groups – was compared to the average score of the other groups on each construct. The overall career adaptability score was also compared before and after the intervention among the four groups.

Secondly, the pre-intervention data and post-intervention data in every group was compared according to each construct of the *CAAS* (Savickas & Porfeli, 2012) to determine whether the intervention influenced the career adaptability scores of the participants. The control group also completed the *CAAS* at the same time as the other three groups, but without attending the intervention.

Thirdly, the pre-intervention and post-intervention data of the experimental groups were compared to the pre-intervention and post-intervention data of the control group.

4.6   HYPOTHESIS

My hypothesis for the study was firstly that the participants who attended the intervention would display improved results on the four different constructs of career adaptability as measured by the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) before the intervention. I therefore cautiously predicted that the post-intervention results of the participants would be influenced positively by the intervention and that some of the constructs would show an improved score on the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012).

4.7   DATA ANALYSIS

The reason why I used a mixed methods approach was to converge and match the collected data to the formal/quantitative assessment and narrative/qualitative methods. Thus, I hoped to elicit meaningful outcomes to the research questions.

4.7.1 Triangulated analysis design

The triangulated analysis design (Creswell, 2008; Ivankova et al., 2007) – also termed 'convergent parallel design' or 'concurrent design' (Ivankova et al., 2016) – is best suited when "both types of data are collected simultaneously about the same phenomenon to compare and contrast the different findings to produce validated conclusions" (Ivankova et al., 2007, p. 266). In the current study, the quantitative and qualitative data was collected and analysed simultaneously to investigate emerging themes. Then both sets of findings were compared to explore themes that emerged in both sets of data. This method facilitated well-substantiated and comprehensive conclusions (Ivankova et al., 2007). Figure 13 graphically depicts the triangulation or convergent mixed methods design. Distinct quantitative and qualitative data-analysing techniques that were used are discussed in the following paragraphs.
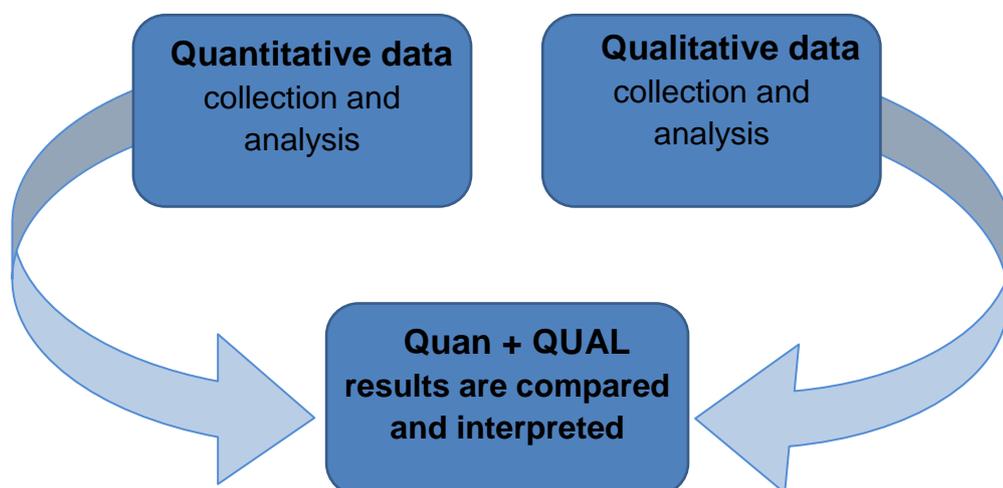
Figure 13: Convergent parallel mixed methods design (Ivankova et al., 2016)

4.7.2 Quantitative data analysis

The *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) was administered to all the groups before and after the intervention programme. The scoring of the *CAAS* was done according to the prescribed scoring method. The generated data was analysed using quantitative data analysis techniques.

The following statistical procedures and comparisons were carried out in collaboration with the Department of Statistics at the University of Pretoria.

- One-way frequency tables were drawn up as an organising and summarising technique to analyse response frequency. Cronbach's alpha was used to determine the internal consistency of participant responses.

- Two-way frequency tables were then compiled to analyse relationships between variables.

- Inferential statistics were used to make further comparisons within and between the groups. The type of statistical comparison that were used depended on the distribution of the data. Shapiro Wilk tests were performed and confirmed that the differences between the pre- and post-tests on the four career adaptability constructs come from a normal distribution.

- Therefore, parametric tests could be performed. Paired t-tests were used and Cohen's *d* was used to determine the effect size of the difference between the pre- and post-test scores.

4.7.3 Qualitative data analysis

Qualitative data analysis is based on interpretive philosophy and aims to examine meaningful and symbolic content of qualitative data (Nieuwenhuis, 2016). Perceptions, attitudes, understandings, knowledge, values, feelings and experiences, are analysed in an attempt to understand the construction of a phenomenon.

In my study, the qualitative data was collected by means of an historical/biographical questionnaire, written reflections, the *CIP* (a narrative interest questionnaire) (Maree, 2016) and a written life script, based on the *career construction interview* (Savickas & Hartung, 2012). The collected data included written narratives or stories based on the experiences of young adults.

Qualitative data analysis is a process and has specific features (Creswell, 2008). Qualitative data analysis is *inductive*. This refers to the process of starting with detailed data and progressing to general themes. Data collection and data analysis often need to happen *simultaneously*. It is an *iterative* process that rotates between data collection and analysis. In my study the same data had to be read and analysed *several times*, and the data was *interpretive*, which implied that every individual/researcher had to bring his/her own perspective to data interpretation (Creswell, 2008).

Narrative analysis was done to analyse the qualitative data of my study. In narrative analyses, the researcher searches for narrative strings (commonalities that run through and across texts), narrative threads (major emerging themes), and temporal themes (past, present and future contexts) (Nieuwenhuis, 2016).

The qualitative data in my study was analysed according to the following six steps as described by Creswell (2003; 2008). I first prepared and organised the data by transcribing all field notes in a standard format, including font size, margin added to each page with clear

differentiation between participant answers and interviewer comments. Secondly, I read through the data several times to familiarise myself with the content and I made notes. Thirdly, I identified and defined main themes or categories that had been derived from the research aim, namely the enhancement of career adaptability through the use of the narrative data. In the fourth place, I derived text segments by identifying actual phrases or units of meaning that were often used by the participants by reading the data multiple times. I subsequently categorised the phrases or units of meaning under the identified themes. In each main theme, I lastly identified sub-themes which related to the main themes and contributed to a deeper understanding and new insights.

4.7.4 Integration of results

The integration of the quantitative and qualitative methods is an essential part of mixed methods research (Creswell & Plano Clark, 2011). The two types of data are compared to optimally understand the research problem. In a convergent parallel design, the data sets are mixed in the data-analysis phase (Ivankova et al., 2016) by either transforming qualitative codes into numbers and then comparing those numbers with the quantitative results or by clustering the quantitative results and assigning themes to them to compare to the other themes that emerged from the qualitative results.

4.7.5 Triangulation

In mixed methods designs, the term triangulation is used and can be interpreted as 'a means mutual of measures and validation of findings' (Nieuwenhuis, 2016, p. 122). In my study, triangulation of the pre- and post-test results and reflection papers was carried out to identify similar themes from different data sources (types).

4.7.6 Crystallisation

The metaphor of a crystal reminds one of an infinite variety of shapes, substances, transmutations, dimensions and angles (Richardson, 2000), which further informs our understanding of research findings. Crystallisation provides a complex and deeper understanding of the phenomenon (Nieuwenhuis, 2016). The use of multiple data sources and types and taking cognisance of possible researcher bias that may cloud the crystallised reality (Nieuwenhuis, 2016) will contribute to a clearer picture. The aim in data analysis is to see clearly and from many possible angles as themes/patterns emerge. Crystallisation takes place when researchers go beyond reading the gathered data only and when they reflect deeply on their experiences in the data analysis phase to identify recurring themes (Nieuwenhuis, 2007). Crystallisation adds to the trustworthiness of the study, because readers of the results will be able to see the patterns.

4.8 QUALITY ASSURANCE

Reliability and validity need to be established in and across the two sets of data. In Section 4.9.1 below, the terms 'reliability' and 'validity' are discussed and how they were applied in this study. In the context of qualitative data, the term 'trustworthiness' (Nieuwenhuis, 2016) is used when reliability and validity and their application, are discussed.

4.8.1 Quantitative data

Reliability refers to the consistency of measurement or the extent to which results are similar over different forms of the same instrument or occasion of data collection (McMillan & Schumacher, 2001). The only quantitative instrument that I used in my study was the *Career Adapt-Ability Scale (CAAS)* (Maree, 2012; Savickas & Porfeli, 2012), as standardised for the South African context. The *CAAS* was used as pre- and post-test measuring. All participants completed the *CAAS* for the pre-test and post-test at the same time. The pre-test was administered to all four groups prior to the intervention (control group included). After the intervention, all four groups again completed the *CAAS*. The intervention stretched over eight weeks.

Validity refers to the extent to which inferences made on the basis of numerical scores were appropriate, meaningful and useful (McMillan & Schumacher, 2001). The actual design and procedures used in an experiment may hold certain threats for the validity of the results, and these are discussed in the next paragraphs.

Internal validity refers to problems that threaten our ability to draw cause and effect outcomes because of the experimental procedures or the experiences of the participants. Some of the following were seen as possible threats to the internal validity in my study:

- **History:** Because the different groups in my study did not come at exactly the same time twice a week, it was a challenge to keep to exactly the same activity with each group every time. The dynamics in the groups were different and I was forced to be as consistent as possible in the given context to ensure validity.

- **Regression**: Extremely high or low scores in the pre-test could result in a natural tendency to regress towards the mean in the post-test. This was not the case.

- **Mortality**: Some participants could drop out from the research because of unforeseen external factors such as illness, circumstances with their own children or transport. There were less students that completed the post-test because of personal circumstances.

- **Testing**: Participants could well become familiar with the outcome of measures and they

might remember some of the responses – this would influence the validity of the post-test. Participants did not get their personal results of the pre-test before the post-test was not administered.

Threats to external validity are obstacles that threaten our ability to draw inferences from the sample data to other persons, settings and past and future situations (Creswell, 2003). The following were possible threats to the external validity of my study:

- **Interaction of selection and treatment**: This threat to external validity involves the inability to generalise beyond the experimental group. It was a real threat because the number of participants in my study was limited.

- **Interaction of setting and treatment**: This threat arises from the inability to generalise from the setting of the actual experiment to another setting. My study is not generalisable because of the small numbers.

- **Interaction of history and treatment**: External validity is threatened when experiments are conducted at a specific time. It may not be possible to obtain similar outcomes if the research was conducted at another time. The intervention occurred as part of the workplace readiness programme in the morning as part of the skills training that participants were doing. The outcomes could differ in another setting and timeslot of the day.

4.8.2 Qualitative data

The criteria to ensure trustworthiness (credibility, transferability, dependability and conformability) in qualitative data as suggested by Guba (1981) are discussed in Table 20, as well as how these criteria were applied in my study to ensure the quality of the qualitative data analyses.

Table 20: Criteria for trustworthiness in the qualitative data (adapted from Cook, 2016)

Criteria for trustworthiness in the qualitative data	How these criteria were applied within my study
Credibility The extent to which the findings are believable (Cook, 2016) and congruent to reality (Nieuwenhuis, 2016). **Strategies to ensure credibility** (Nieuwenhuis, 2016): - Establishing a purposeful fit between the research methods, design and theory, as well as the nature of the enquiry. - Establishing a relationship with the organisation and an early familiarity with detail about participants allows well-defined purposive sampling. - Reflective notes and member checking are practical tools to enhance the credibility of a research study.	- Employability enhancement through the development of career adaptability principles (Koen, 2013; Coetzee et al., 2015) was successfully done in other contexts. The research methods, design and theory of my study was implemented to optimally answer the research questions. - As researcher, I am familiar with the organisation, *POPUP,* through a network of other professionals in the welfare industry. Information about the programmes and criteria for students was available on the website of the organisation and open to the public. Participants were all unemployed. - I made use of frequent reflective notes and one of the main data collection techniques was to receive frequent reflections from all participants – this allowed for member checking.

Criteria for trustworthiness in the qualitative data	How these criteria were applied within my study
Transferability The generalisability and transferability of the findings through rich description of the context, participants and research designs (Nieuwenhuis, 2016). **Strategies to ensure transferability** (Nieuwenhuis, 2016): - How typical are the participants in this study? Are participants typical of the phenomenon being studied – how are participants being selected? - How typical is the context to which the findings apply? Do I have a complete understanding of the context being studied to describe a full and purposeful picture?	- I described and explained the typical context of an unemployed young adult in South Africa from a socio-economically challenged context. - Criteria for being a student at POPUP were well defined in Section 4.4.1 (Participants and sampling) - POPUP is located in an area in the mid-city of Pretoria, close to an informal settlement (Bagdad) where there is no running water or sanitation services. Students at POPUP also come from Mamelodi, Soshanguve, Garankuwa, Attridgeville and Pretoria-West and are exposed to similar conditions. - A BF was completed by all participants to get detail on the typical socio-economic situations of participants and their backgrounds.
Dependability Reliability of the qualitative data (Nieuwenhuis, 2016). The extent to which the researcher can replicate the findings with similar participants in a similar research context (Merriam, 2009). **Strategies to ensure dependability** (Nieuwenhuis, 2016): - Keeping a research journal. - Documenting category labels and making changes to the categories as I work. - Making notes of observation while working with the data. - Documenting the process to be traced by another person. - Understanding how I arrived at the interpretations.	- Throughout the data collection process, I kept a research journal to capture the full process, perceptions and ideas. - During the process of data analysis, I kept documentation and notes on categories and labels and other data. - An external coder was employed as part of my study to assist and externally comment on coding and interpretations.
Confirmability The degree of neutrality of the data. Making sure that participants shaped the data and not the bias, motivation or interest of the researcher (Lincoln & Guba, 1985). The findings can be confirmed by others (Cook, 2016). **Strategies to ensure confirmability** (Nieuwenhuis, 2016): - Triangulation - Confidentiality of participants - Stating limitations: collection and analysis - External decoder	- By using triangulation, the qualitative and quantitative data would need to correspond or confirm the finding in more than one way. - The confidentiality of participants was protected in all feedback reports, visual and audio material. - I report on the limitations to data collection and data analyses in my study. - As mentioned previously, an external decoder also went through the data. Furthermore, all findings were discussed with my supervisor to enhance the neutrality of the study.

Next, I discuss the ethical considerations that were applicable to my study.

4.9 ETHICAL CONSIDERATIONS

For research to be ethically justifiable it firstly needs to have scientific merit, employ appropriate methodology and feasibility (Allan, 2008). Wassenaar (2006) refers to the salience of quality (the *how*) when research is conducted. A second requirement for research to be ethically justifiable is that the potential benefits for the participants and society during and after the research should exceed the possible risks and costs involved in the research (Allan, 2008). Researchers need to confirm that what they foresee to be of benefit to participants, is perceived similarly by the study participants who are from different cultures or societies than the researcher.

Ethical research protects the dignity, rights (Allan, 2008) and welfare (Wassenaar, 2006) of research participants. In my study I endorsed the eight ethical guidelines by Emanuel et al. (2004) (described in the following paragraphs) concerning collaborative partnership, social value, scientific validity, selection of participants, the risk/benefit ratio, ethical review, informed consent and on-going respect for participants and study communities.

4.9.1 Collaborative partnership

A collaborative partnership serves to ensure that the research that is conducted addresses the needs or enquiries of the participants, and that it does not only benefit my research project (Emanuel et al., 2004). I saw my role as researcher to be that of a 'research instrument' in the data-gathering process and tried to extract as much information as possible from the clients in an ethical way. I realised that I may have not only certain biases, but also blind spots and a lack of necessary skills. My role in this study was that of researcher and not psychologist, and I was fully aware of the fact that potential destructive thoughts and attitudes might emerge during the study. In such cases I referred participants to a colleague who is well-equipped to work with young adults and who was readily available for counselling if needed.

4.9.2 Social value

Social value entails that the problem being researched and the interventions planned in the study, need to be of worth/value to the participant and/or to society (Wassenaar, 2006). I intended the participants in this study (as described in Section 4.4.1: *Participants and sampling*) to benefit from the intervention and to become more confident as their self-awareness increased.

4.9.3 Scientific validity

The research design, methodology and data analysis should be rigorous, justifiable and feasible (Wassenaar, 2006) to arrive at reliable and valid outcomes. In my research enquiry, the application of my planned research design, the execution of the proposed methodology in a comprehensive way, the meticulous analysis of the data, and guidance by my supervisor and other research associates, led to valid outcomes.

4.9.4 Fair selection of participants

The selection of participants in this study was done ethically as it was based on the criteria as set out by *POPUP* for participation in their skills programmes. My intervention formed part of the *Workplace readiness* module that is presented to the enrolled students at the organisation. At the first session, I explained the full intervention and research process and provided each student with the consent form (Addendum A). In the consent form, I requested each student's consent to use their data for research purposes. Each student handed their own consent form to the researcher and indicated in it whether they gave consent to be part of the research sample or not. Only the researcher knew which students indicated that their data could be used in the study or not. All students were part of the intervention because it was dealt with as just one of the usual modules presented by the organisation. Students who did not agree that their data could be used for research purposes were excluded from the study, but they still formed part of the intervention. Fellow students did not know who consented to be part of the research study and who refused. Participation was therefore kept confidential.

After every lecture, students handed in a reflection based on the specific activities/lecture of that day. This feedback of students was handed in anonymously. No names were used on the reflections and not even the researcher was able to link the handed-in reflections to specific students (qualitative).

The researcher gave a pseudo name/number to every student who consented to the use of their data for research purposes in order to be able to identify their quantitative data. This name/number was used for the pre-test and post-test to trace possible differences between the pre-test and post-test per individual (quantitative).

4.9.5 Risk/benefit ratio

I committed myself to the prevention of any possible harm to the participants on an emotional, physical or psychological level. The participants were meant to gain personal growth through this intervention to make the time spent on the intervention enriching and worth their while.

4.9.6 Independent ethical review

The Faculty of Education at the University of Pretoria to which my study proposal was submitted has its own Ethics Committee that reviews proposed research projects. This Committee granted ethical clearance to start with the data collection phase of this project.

4.9.7 Informed consent

The participants were requested to give their written permission to partake in the research study after being informed of the purpose and consequences of participation. To acquire informed consent, I discussed the informed consent letter with the participants and explained procedures regarding recordings of the sessions, assessments to be done, as well as possible advantages and disadvantages of participation (see Addendum A). The participants, who were of legal age and therefore eligible to give consent, were informed about their right to withdraw from the project at any stage if they did not want to continue. I respected their decisions and granted withdrawal without any consequences.

4.9.8 Respect for participants and the study community

According to Easter et al. (2004), this principle necessitates that participants are treated with respect during interventions and that all individual information is kept confidential. in my study, I undertook to protect the identity of all participants by keeping results/profiles of their assessments in a safe place. No information that might lead to the identification of any individual in any form of reporting has been divulged, and recordings will be destroyed once the study has been completed. Pseudonyms are used in the report. The data was discussed with my supervisor and research associates and I undertook to execute the research with utmost respect, sympathy and sincerity (Leedy & Ormrod, 2005).

4.9.9 Possible ethical dilemma

I realised that the participants in my study comprised a captive population in a bounded system because the research was conducted as part of a skills training module that would lead to their awarding of a qualification for which they enrolled. The research intervention was run as part of the Workplace Readiness module that all students are obliged to do. In the words of Given (2008, p. 67), they were "constrained … for access to them as research participants".

To work with a captive population gives rise to a possible ethical dilemma. The most obvious problem is that participants might feel that they dare not refuse participation. I was cognisant of the importance to accentuate to the potential participants that participation in the study would not have any benefits for them. Students who decided not to participate also had to be convinced that they would not be discriminated against. As stated in 4.11.7

(Informed consent), special care was taken to make sure that participants were not forced to take part in the intervention and that they could withdraw at any stage if they wished to.

4.10   CONCLUSION

In this chapter, I described the research paradigms, design and methodology of my study. I discussed how I planned to answer the research questions and how the two data sets (qualitative and quantitative data) were analysed. The plan for quality assurance of both data sets was also discussed. I subsequently explained the ethical considerations and possible dilemmas that were foreseen in the study.

In the next chapter, the quantitative results are dealt with.

5.   CHAPTER 5: RESEARCH RESULTS

5.1   INTRODUCTION

In this chapter, I report on the qualitative and quantitative data of my study. Firstly, I discuss how the organisation, *POPUP,* made time and provision for the research to be conducted on their premises at Salvokop. I then report some biographical facts about the participant groups, after which I give a brief description of the groups based on my experience and dealings with them. The qualitative data sources (biographical questionnaire, body-map reflections, career construction genogram reflections (CCGR and final reflections) are discussed individually and linked to career adaptability so as to note the possible value of the intervention for the employability of participants.

The quantitative data source was the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012), which was administered before and after the intervention. The pre- and post-intervention data results are reported on later, the descriptive statistics are tabulated and the internal consistency of the responses of participants is stated. Finally, the differences between the pre- and post-tests are reported, and the effect size of the differences is stated. The two sets of data (qualitative and quantitative) are discussed in the next chapter and then triangulated to validate the findings. First of all, I discuss the participants in my study.

5.2   PARTICIPANTS

POPUP is an organisation with a philosophy based on Christian principles. Applicants need to have a Grade 12 certificate to enter a skills programme. Sometimes, in meritorious cases, students with a Grade 11 certificate are allowed if they pass the screening test for numeracy and literacy skills. As part of the training at *POPUP*, students have to attend a 15-day life skills programme called *Foundations for life*. When the students started with the intervention programme in my study, they had recently completed this life skills module. When I met the participants for the first time, they had just started to attend their specific skills programmes (e.g. hospitality, sewing, computer skills and office administration). In between these skills programme periods, the organisation made it possible for students in their timetable to attend per group and participate in the intervention. The latter was offered over eight weeks in two periods of an hour each, twice a week.

5.2.1   Control group

I only met with the control group on the first and last day of the intervention while they completed the *CAAS* as the pre- and post-test to the intervention. The control group

were students who did not qualify to be admitted to a skills programme at *POPUP,* based on their literacy and numeracy skills which did not meet the requirements to do one of the skills programmes. While the other students attended a skills programme, the control group was engaged in numeracy and literacy training to be able to qualify for a skills programme during the next intake of students and therefore they did not attend the intervention. Several of the participants in the skills programmes (and participants in my study) had gone through a similar preparation programme on literacy and numeracy skills the year before they started with the specialised skills programme. There were 22 participants in the control group.

5.2.2 Quasi-experimental group

Four different groups that were involved in my study are described next. These descriptions are informed by the biographical form (BF) (Addendum C) as the first qualitative source of information and by my own point of view as facilitator and researcher. I listed the participants' responses to the BF in a table format, as this made it easier to extract certain facts about the participants and understand their situation and needs. Table 21 summarises the demographic facts regarding the research participants (see Section 6.3), based on the BF that was completed in the first session of the intervention programme.

Table 21: Demographic facts about participants

	Skills programme	Group size	Average age	Male (M)/ Female (F)	Highest educational qualification	Receiving a government grant
1	Hospitality	14	22-23 years	F: 11 M: 3	Grade 11: 1 Grade 12: 11 Tertiary Diploma/certificate: 2	2
2	Sewing	11	30-31 years	F: 9 M: 2	Grade 11: 1 Grade 12: 6 Tertiary Diploma/certificate: 4	2
3	Computer skills and office administration 1	17	22-23 years	F: 13 M: 4	Grade 12: 15 Tertiary Diploma/certificate: 2	5
4	Computer skills and office administration 2	20	23-24 years	F: 17 M: 3	Grade 12: 18 Tertiary Diploma/certificate: 2	4

The table is self-explanatory, but a few interesting facts can be deduced from it. Most participants in my study were females in their early twenties who had obtained a Grade 12 certificate (only two participants had completed Grade 11 as their highest qualification). Ten of the participants had an additional qualification, for instance certificate programmes in security services, hair care, home-based care, or an introductory course in computer skills. The sewing group comprised more mature young women who had experience in different work situations. Thirteen of the 62 participants (roughly 21%) were receiving some form of government grant which implies that they did not earn a big enough income to support their own young children. In the following paragraphs, I share a number of subjective observations from my involvement with these groups over a period of eight weeks.

5.2.3 Hospitality group

I met the hospitality group first, every time I went to *POPUP*. It became clear that they preferred practical application rather than theoretical explanations. They especially enjoyed the practical activities (e.g. body map, interview skills and presentations). For *POPUP*, discipline is non-negotiable and all students had to be in class at 08:00. Most of the days the students were already inside the venue when I arrived. The discipline that these students displayed was impressive. Some of these students had a part-time work, for instance at an old age home to help with care, doing washing and cleaning, and others were working at take-away franchises in the afternoons, evenings and on Saturdays when there were no classes at *POPUP*. As noted in Table 21, the average age of this group was 22-23 years.

These students made positive comments on the skills facilitator that they had in the hospitality programme. This facilitator was experienced and created different opportunities for the participants to practically demonstrate what they had learnt during the skills programme. *POPUP* receives sponsorships from different companies in industry. Whenever these stakeholders visited the premises, the learners from the hospitality programme would do the catering and be the hosts at such functions.

5.2.4 Sewing group

The sewing group had the second timeslot in the intervention programme every time. The average age of the sewing group was 30-31 years of age and these participants were older than the rest of the group. The group mostly comprised experienced women who wanted to master the sewing skills offered by *POPUP*. The sewing skills programme was a lengthier programme than the other skills programmes. This group occasionally participated in fairs and markets to sell the crafts they had made as part of their training. Items such as cushion covers, door stops, and aprons were made to sell. The lecturer/facilitator at *POPUP*

responsible for this class was an experienced home economics teacher and business woman who had a wealth of experience to share with potential and upcoming small business owners in this industry. This skills programme also had a module on how to run your own business once you have acquired the necessary sewing skills. Since I am personally interested in sewing and art, I once visited their classroom to see what they do, and I was impressed by what they achieved.

There were also two young men in this class who both already had personal fashion labels in the clothing industry. One of them was a drawing artist who makes sketches, prints them on T-shirts and sells his products to the public. The second young man was a talented rapper, apart from an expert in his craft work. When I introduced the rap for the first time, he was somewhat shy but had an intrigued look on his face. I could not help to softly ask him what his thoughts were. He took the opportunity to tell me that he had written several raps and that he often performed them in his township. At our second meeting, he performed one of his own raps in class. Every person in the sewing class was astonished and saw at him differently ever since. This young man used his raps to inspire other young people to live a godly and sober life, rather than to give in to peer pressures (e.g. smoking dagga and doing drugs) commonly found in townships.

I sometimes found the students in this class to be somewhat downcast with life's sorrows. It was also in this class that I had to refer a student for counselling because of early childhood experiences that had not been resolved. These adults were nevertheless more open to speak about life and had amazing stories to tell about how they got to *POPUP* and how they wanted to manage their own future lives.

5.2.5   Computer skills and office administration: Groups 1 and 2

Both these groups were bigger than the first two groups, and at first I found them both more taxing to work with than the first two groups. I soon realised that these two groups of participants were more energetic and mainly consisted of school leavers with little work experience. At first, I got the impression that they saw me as a teacher who would hand out information and that I was going to lecture them about choosing between 'right and wrong' and what to do. I also got the impression that they perceived themselves to be dependent on me to make personal decisions for them. I tried to explain as best I could that the sessions we had were not for marks but purely for personal enrichment, and that participation in the process was voluntary.

The rap especially worked well within these two groups. Every meeting (in all groups) started with the rap routinely and from the second week onwards, the students started

to initiate the rap from their side. Once we had done the rap, it was as if the scene was set and then all were ready to start the day's work. It was in these two groups that I realised that school leavers saw their stay at *POPUP* as an in-between year to get ready to apply at other institutions. Both groups also commented very positively on the *Foundations for life* module that they followed at the start of their journey at *POPUP*.

5.3   QUALITATIVE RESULTS

5.3.1   Thematic analysis

The four data sources used in my study, namely the BF, the body-map drawing reflections (BMDR), the CCGR and the final reflection papers (FRP), are discussed in detail in the next sections. A thematic data analysis was performed by the researcher who read the data several times to inductively arrive at themes based on the feedback of the participants (see a detailed description of the methodological process in Section 4.8.3).

The coding system for the data sources is explained in the next section.

5.3.2   Coding system

The four data sources are indicated by an alphabetical letter (A-D) as a way to refer to that particular data source. The BF is indicated by A, the body-map drawing reflections by B, the CCGR by C, and the final reflections by D. Each participant's response by way of any of the four data sources is indicated by a number (see Table 22). The page and line number of a specific comment from participants are also indicated by numbers as is seen in Table 22. The data references have four indicators, e.g. A;4;1;7-8 where A refers to the data source (in this case the BF), 4 refers to the participant number; 1 refers to the page number of the specific resource; and 7-8 refers to the line number on that page.

Table 22: The four-digit coding system used to reference data (transcriptions)

	Data source	Participant number (e.g.)	Page number (e.g.)	Line number (e.g.)
A	Biographical form (BF)	1-62	1-5	1-184
B	Body-map reflection	1-30	1-3	1-104
C	Career construction genogram reflection (CCGR)	1-25	1-3	1-155
D	Final reflection	1-61	1-13	1-608

5.3.3 Relation to career adaptability

Once the themes had been identified in the four different data sources (A-D) and confirming quotes had been documented, these themes were linked (where possible) to the four constructs of career adaptability theory to identify possible growth areas following the start of the intervention programme. The literature study revealed adaptability to be a core component for developing employability (see Section 3.5, Table 8), which was the purpose of the intervention. The themes were linked to the four career adaptability constructs as shown in Table 23. Each sub-scale of the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) has a core question and a definition of the specific construct and it sheds light on the attitude and belief held by the individual who achieves that specific construct. The three aspects (core questions, definition, and attitude and belief) of the sub-scale/construct will be the determining factor to link the themes to the four career adaptability constructs.

Table 23: A tabulated summary of the theory of career adaptability
(as described by Del Corso, 2013)

Concern	
Core question	Do I have a future?
Definition	Being aware, involved and prepared for the future (Savickas, 2005).
Attitude and belief	Showing concern for the future and engaging in planning by being aware, involved and prepared.
Reasons for absence of the adaptability	1. Alternatives to full-time employment such as financial support from government, family or illegal activities serve their needs better than full-time employment. 2. A short-term focus. 3. Struggling with mental illness or experiencing trauma. 4. Having difficulty to think about upcoming change, e.g. new job, retirement, retrenchment.
Control	
Core question	Who owns my future?
Definition	The degree to which an individual engages and exerts control over his/her future through decision making, determination, and agency (Savickas, 2005).
Attitude and belief	Showing an attitude and belief that they can decide their future; demonstrating an ability to make decisions by being assertive, disciplined and wilful (Savickas, 2005) in an unpredictable environment.
Reasons for absence of the adaptability	1. Career control is affected by the *system of influence* in which the individual functions. 2. Constraining *psychological influences* such as self-defeating thoughts, external locus of control or mental impairments. 3. Family members (e.g. parents, spouse, influential members in the community) in a rigid, constricted or fused family system that makes it difficult to pursue one's own goals.

Curiosity	
Core question	What do I want to do with my future?
Definition	How individuals gather occupational information and self-knowledge in attempting to fit themselves in the world of work (Savickas, 2005; 2008).
Attitude and belief	Displaying an inquisitive attitude and engaging in exploration through experimenting, risk taking and inquiring (Savickas, 2005). Having information about own abilities, interests and values, as well as knowledge about the requirements, routines and rewards of different occupations.
Reasons for absence of the adaptability	Difficulty in building the cohesive self as the individual moves through various jobs, tasks, responsibilities and work roles.
	Identity feels fragmented and feelings of confusion on who he/she really is (identity).
Confidence	
Core question	Can I do it?
Definition	The degree to which individuals display a sense of SE to overcome obstacles as they work to implement their career goals (Savickas, 2005).
Attitude and belief	Ability to manage anxiety, think through complex problems, make difficult choices and cooperate with others.
Reasons for absence of the adaptability	Mistaken beliefs within the individual's 'private logic' about social roles, self-worth, gender, race or age result in limitations with regard to the implementation of career goals.
	A lack of career confidence would affect an individual's response to stressors in the work environment (Del Corso, 2013).

In the next section, I present the qualitative results per data source. I start with the themes and sub-themes that emerged in the biographical form to shed light on the needs and careers of young adults from previously disadvantaged backgrounds.

5.4   BIOGRAPHICAL FORM (BF)

In the next paragraphs, I describe how I went about to arrive at the themes that emerged from the BF. Firstly, I labelled each participant in the different groups by appointing a number to every participant form. All names of participants were then removed. Group 1 (Hospitality skills programme) handed in 14 BFs (1-14); in Group 2 (Sewing skills programme) 11 participants completed the form (15-25); Group 3 (Computer skills and Office administration programme) handed in 17 forms (26-43), and the fourth group (also Computer skills and Office administration programme) made 20 forms available (44-64).

Table 24: Number and coding of biographical forms (BFs) **received per group**

A. Biographical forms (BF)	Number of Biographical forms (BFs)			
Total	62			
Group		Participant number	Page number	Line number
Group 1 (Hospitality)	14	1-14	1	1-41
Group 2 (Sewing)	11	15-25	1, 2	42-69
Group 3 (Computer skills and office admin)	17	26-42	2, 3	20-117
Group 4 (Computer skills and office admin)	20	43-62	3	118-184

I subsequently transcribed the content of the forms in a table format. In the first column, I typed the information from the first question (i.e. *Can you tell me a little about your life before you started at POPUP?*) and went on to do the same with the other eight questions (see Addendum C) for all participants in the four groups. I paid special attention to the first question: *Can you tell me a little about your life before you started at POPUP? (What did you do before POPUP?)* and the seventh question (2.3) *What was your reason to apply at POPUP?* to arrive at themes because I found these two questions to be the most relevant to understand the needs and motivations of participants before they started with the skills programmes. I made a table on a spreadsheet with the following headings:

My life before I joined *POPUP*?	Themes	Reasons for applying at *POPUP*?	Themes	Work experience	Education level	Age

I then completed the table by adding the exact words of all the participants in the different columns. Each participant's responses were captured in a different row. In the columns named '*Themes*', I wrote down the main ideas extracted from the transcriptions. In the first column (*My life before I joined POPUP*), quotes from participants who commented on three main aspects were listed. Participants either mentioned employment, studies or their personal circumstances and attitude. Some participants immediately started to discuss employment and employment-related topics, while others immediately discussed tertiary studies, or their emotional situation and attitude. I identified these three areas as broad themes, and they became main themes with sub-themes. Table 25 gives an outline of the different sub-themes that emerged from the three main themes. I added the last broad category '(*Ways of*) COPING' as a main theme, because some of the participants *only*

mentioned personal resilience and did not mention any of the other three themes directly. Table 25 is a summary of the themes obtained from the different groups with supporting participant quotes to confirm my verdicts.

Within each of the main themes (*Employment; Studies; Self-perception and attitude; Coping*) sub-themes started to emerge. Under the theme *employment*, it became clear that some participants had a job, but they wanted to further their skills or aimed to improve their work conditions. Other participants were retrenched or were contract workers and their contracts were not renewed. In the theme *studies*, the main hindrance for students not to study at other tertiary institutions was the necessary funding. Other students did not qualify to get into a university or university of technology. One of the participants failed a first time at a tertiary institution and had difficulty to recover from that.

Many participants reported that they had been stuck and felt confused before they grasped the opportunity that was awarded to them at *POPUP*. These comments of participants were listed under the theme, *Self-perception and attitude*. Other participants had given up hope and later did not care about a career any longer. Some participants were so disappointed for not being able to pursue their initial career plan that they became disillusioned, passive, and destructive to some degree. Then, on the other hand, there were students who had a positive attitude despite their distresses. Some students had volunteered at other institutions to gain experience, others kept on applying for jobs and studies, while others spent time in a library and created innovative products. Table 25 outlines the themes and sub-themes as discussed above.

Table 25: Themes from the biographical form (BF)			
Theme 1: Employment			
(Includes the feedback from participants who described their employment situation before starting a skills programme at *POPUP*)			
Sub-themes		Inclusion criteria	Exclusion criteria
1.1	Had a job but wanted to study further/ needed more skills	Any phrases, sentences or words that referred to participants who had jobs but wanted to study further to gain more skills.	Any phrases, sentences or words that did not refer to participant jobs or their desire to study further.
		Examples of participants' responses: *'I spent the past 10 years working in the food industry and that developed my interest in learning more about food and to become more professional in this field' (A;3;1;7-9).* *'I was doing freelance work as a ... designer ... [I applied at POPUP] to advance my life and add more knowledge and skills that will help me in my career' (A;19;1;56).*		

	Sub-themes	Inclusion criteria	Exclusion criteria
1.2	Had a job but wanted better conditions	Any phrases, sentences or words that referred to the improvement of their working hours and income.	Any phrases, sentences or words that did not refer to the need for participants to improve their working hours and income.
		Examples of participants' responses: 'I didn't have time to focus on other things apart from my job' (A;10;1;29-30). 'I worked at [a fast food company] – very long hours. I came here to get a qualification' (A;20;1;57-58). 'I was working as a domestic worker and realised that the salary I'm earning is not enough to save money to further my education and to take my two daughters to further their education' (A;38;2;105-107).	
1.3	Retrenched. Work contract terminated	Any phrases, sentences or words that referred to participants whose working contracts had been terminated or who had been retrenched.	Any phrases, sentences or words that did not refer to terminated jobs or retrenched participants.
		Examples of participants' responses: 'I was a causal worker at a retail store then the contract ended' (A;32;2;88). 'I worked at a baby care centre until 2015 when the centre closed and then I stayed at home' (A;37;2;101-102).	
1.4	Did not have a job and could not find one	Any phrases, sentences or words that referred to participant's inability to find employment.	Any phrases, sentences or words that did not reflect participant's inability to find a job.
		Examples of participants' responses: 'I studied and applied for jobs and applied for more opportunities to study … never had a formal job' (A;24;2;65-66).	

Theme 2: Studies
(Includes the feedback from participants who mentioned tertiary studies before starting a skills programme at *POPUP*)

	Sub-themes	Inclusion criteria	Exclusion criteria
2.1	Wanted to study but finances were a problem	Any phrases, sentences or words that referred to wanting to study without having the financial means for that.	Any phrases, sentences or words that did not refer to wanting to study and not having the financial means for that.
		Examples of participants' responses: 'I had always wanted to study further but did not have the finances to do so' (A;9;1;26-27). 'Before coming to POPUP, I did nothing, and I also hoped that something could come up as I was disadvantaged to further my studies, but I tried all in my power to overcome the situation' (A;45;2;79-81).	
2.2	Failed at tertiary level	Any phrases, sentences or words that referred to failing at another tertiary institution.	Any phrases, sentences or words that did not refer to failing at another tertiary institution.
		Examples of participants' responses: 'I was attending a college in 2012 here in Pta. Things did not go well so I went back home in … Ever since I've been struggling to get up and do my thing until I heard about POPUP' (A;15;1;42-43).	

	Sub-themes	Inclusion criteria	Exclusion criteria
2.3	Could not get into a tertiary course	Any phrases, sentences or words that referred to an inability to be admitted into another tertiary course.	Any phrases, sentences or words that did not refer the failure for admission at another tertiary course.
	Examples of participants' responses:		
	'I applied for studies but was not accepted. I was just staying at home' (A;35;2;96-97).		
	'I was at home busy applying at universities and colleges but didn't get space' (A;53;3;154-155).		

Theme 3: Self-perception and attitude
(Includes the feedback from participants who described their perception of self and attitude towards life before starting a skills programme at *POPUP*)

	Sub-themes	Inclusion criteria	Exclusion criteria
3.1	Stuck/ confused with no plans	Any phrases, sentences or words that referred to being stuck or confused to the extent they could not make constructive career plans.	Any phrases, sentences or words that did not refer to confusion or the inability to make other career plans.
	Examples of participants' responses:		
	'I was weak before I started at POPUP. I had lots of unforgiveness, not knowing my life purpose. I was also ignorant and arrogant not having my own dreams for success' (A;11;1;31-33).		
	'I was staying at home. I was broken and lost' (A;40;2;111-112).		
	'I didn't know where I was going and what I wanted to do in life' (A;52;3;150-152).		
	'... totally forgot what I wanted in life' (D;8;3;146).		
3.2	Lost hope, did not care	Any phrases, sentences or words that referred to hopelessness and carelessness about the future.	Any phrases, sentences or words that did not refer to hopelessness and carelessness in the future.
	Examples of participants' responses:		
	'I was a person who was very weak; listening to people about what they think of me and believe them, I had a low self-esteem, not have hope about my future, broken spirit and not ambitious' (A;1;1;1-3).		
	'I was spiralling out of control, I felt nothing good could happen in my future. I did not know how to be a better mother for my son and sister to my little brother as we don't have parents' (A;18;1;52-54).		
	'My life before POPUP was just life without hopes, low self-esteem and without values and vision' (A;27;2;73-74).		
	'I was a different person who used not to love and accept the person I am. I was like a person who do anything without realising the after effects that I might face' (A;26;2;70-72).		
	'I just sat at home feeling sorry for myself and I gave up on life' (A;39;2;109-110).		

	Sub-themes	Inclusion criteria	Exclusion criteria
3.3	Addicted	Any phrases, sentences or words that referred to relying on a bad habit.	Any phrases, sentences or words that did not refer to a bad habit.
		Examples of participants' responses:	
		'My life was a blank page, just sitting at home, changing guys all the time and I was stuck because I did not have money to go to varsity' (A;13;1;37-38).	
		'I was a drop-out and I smoked weed a lot. I knew God but I didn't follow up on that … and a drank a lot too' (A;21;2;59-60).	

Theme 4: Coping

(Includes the feedback from participants who described coping mechanisms and resilience in spite of difficult circumstances before starting a skills programme at *POPUP*)

	Sub-themes	Inclusion criteria	Exclusion criteria
4.1	Actively explored ways to improve my situation	Any phrases, sentences or words that referred to pro-active ways in which participants could cope with or improve their difficult career situation.	Any phrases, sentences or words that did not refer to pro-active activities within a difficult career situation.
		Examples of participants' responses:	
		'I spent most of my time writing music, exploring ways to improve my self-esteem. Being in a library also helped me to have patience with others' (A;6;1;18-19).	
		'Before I came to POPUP I was doing job hunting, applying for bursaries and learnerships' (A;33;2;91-92).	
		I was looking for opportunities to upgrade my life. I used to work but I realised that I am destined for greater things. I quit retail work to find a better opportunity. I realised that it is never too late to change my life now (A;60;3;172-174).	

Eighteen students initially commented on and struggled with *employment*. From the 18 participants, 17 participants had some form of work and wanted to improve their work conditions. The number of participants who mentioned studies and struggled to get into *tertiary education* were 14. From these participants, 10 participants reported the lack of finances as the reason for not being able to study further. The other four participants did not qualify, applied too late or failed the first time at tertiary level. The number of participants who struggled with *self-perception and mind-set* (and reported first on their emotional state) were 21. From the 21 students, 16 reported that they were confused (did not know what to do or what they were able to do) and had lost hope in this process. Nine students reported that they were *coping* despite their unfavourable circumstances.

5.4.1 Linking themes in the biographical form (BF) to career adaptability constructs

Mapping these responses of participants made me realise that the participants started at *POPUP* with much concern about their careers and future. Some of these participants had come a long way to be where they were before they started their skills programmes at

POPUP. Taking the *core questions*, *definitions* and *attitude and belief* on the constructs of career adaptability (see Section 5.3.3) into account, I mapped the link between the career adaptability constructs and the identified themes to display possible career adaptability skills that existed in the participants before the intervention (see Table 26 below).

I assigned the four career adaptability constructs to the themes that had emerged in the Biographical form by deducing inclusion and exclusion criteria for the constructs, based on the career adaptability theory (Del Corso, 2013) as summarised in Table 26 (Section 5.3.3). The inclusion and exclusion criteria that were used to relate the themes from the Biographical form to the four career adaptability constructs are outlined in Table 26.

Table 26: Inclusion and exclusion criteria for career adaptability constructs

Concern	Inclusion criteria	Exclusion criteria
	Displaying concern for the future through activated awareness, engagement in planning and preparation for own career.	No display of concern either through awareness, involvement or planning of career future.
Control	**Inclusion criteria**	**Exclusion criteria**
	Demonstrating decision-making ability by being assertive, disciplined and wilful in unpredictable situations.	Absence of decision-making ability in unpredictable situations.
Curiosity	**Inclusion criteria**	**Exclusion criteria**
	Showing inquisitive attitude through active exploring of self-knowledge and occupations. Having information about own abilities, interests, values and also knowledge about different occupations.	No display of explorative attitude and no engagement to gain knowledge about self and occupations.
Confidence	**Inclusion criteria**	**Exclusion criteria**
	Displaying a sense of self-efficacy to overcome career obstacles and to implement career goals.	Inability to assert self-efficacy to overcome career obstacles to implement career goals.

Table 27 indicates the relationship between the themes from the BF and career concern, career control, career curiosity and career confidence by making use of the criteria that were outlined in the previous table (Table 26).

Table 27: Linking the themes from the biographical form (BF) to the four career adaptability constructs

	Biographical form (BF)				
	Themes and sub-themes	**Concern**	**Control**	**Curiosity**	**Confidence**
1	**Employment**				
1.1	Had a job but wanted to study further/needed more skills	*	*	*	*
1.2	Had a job but needed better conditions (income and/or working hours)	*	*		*
1.3	Retrenched. Work contract terminated	*			
1.4	Did not have a job and could not find one	*	*	*	*
1.5	Had a part-time job or small business, but income too low	*	*	*	*
2	**Studies**				
2.1	Wanted to study but finances were a problem	*	*		*
2.2	Failed at tertiary level	*	*	*	
2.3	Could not get into a tertiary course	*	*		*
3	**Perception of self and attitude**				
3.1	Stuck/confused with no plans	*			
3.2	Lost hope, did not care				
3.4	Addicted				
4	**Coping**				
4.1	Actively explored ways to improve my situation	*	*	*	*

Table 27 indicates that most participants were already concerned about their future careers before the intervention programme. The table also indirectly indicates that participants would probably show some improvement on career control, career curiosity and career confidence after their participation in the intervention. In the next section, I report the results from participants' reflections based on the body-map drawings.

5.5   BODY MAP

*… the pain you feel today is the strength you feel tomorrow**
                                                                                                    (Participant)

Watching the participants while drawing and creating their body maps was insightful to me. It was interesting to see how some participants (especially the females) stood in front of their own body maps and could not find something positive to say about their own body

shape. This was the case specifically with the minority races in the groups, namely white and coloured girls. I realised that culture plays a role in our perception of our physical bodies as females. It was as if a Westernised mindset had a preconceived idea that the body should be slim and lean and that it was less acceptable for others and themselves if they did not have the perfect *Barbie* doll figure. The black girls were different. They were proud of their African body curves and easily complimented themselves and each other on their body images. The male participants were very conscious of their length compared to their male friends.

The above* quote came from the group of more mature participants (sewing group). Most of these women had their own children. They were less concerned about their bodies as such, but commented on their other strengths and characteristics. The younger participants especially enjoyed the body-map activity and it was as if they found much of their identity in their physical bodies.

The writing of reflections was optional throughout the intervention programme. Not all students wrote reflections on the body map and the family genograms. In total, I received 30 reflections specifically related to the body-map activity. For the thematic analysis of their reflections on the body maps, I transcribed all data in one format. The data was read several times to inductively arrive at themes based on the feedback of the participants (see detailed description of the methodological process in Section 4.8.3). The four-digit coding system (as described in Section 5.3.1) was used as reference for the body-map reflections (see also Table 28 below).

Table 28: Number and coding of body-map reflection papers received

A. Body-map reflections	Number of body-map reflections	Participant number (e.g.)	Page number (e.g.)	Line number (e.g.)
Total	30	1-30	1-3	1-104

Table 29 presents the themes and supporting quotes that emerged from the reflections and feedback comments on the body-map drawings.

Table 29: **Themes that emerged from the reflections and feedback comments on the body-map drawings**

Theme 1: Realise the value of self-discovery	
1	**Inclusion criteria**	**Exclusion criteria**

	Inclusion criteria	Exclusion criteria
1	Any phrases, sentences or words that referred to participants who acknowledged the value of self-discovery and self-awareness.	Any phrases, sentences or words that did not refer to acknowledgement of the value of self-discovery and awareness.

Examples of participants' responses:

'I now know that I need to work on knowing myself. I thought I know everything about myself' (B;5;1;20-22).

'It feels great to visit internal me' (B;8;1;32-34).

Theme 2: Self-knowledge/awareness

	Inclusion criteria	Exclusion criteria
2	Any phrases, sentences or words that referred to gaining more self-knowledge and becoming aware of the self.	Any phrases, sentences or words that did not refer to gaining more self-knowledge and becoming aware of the self.

Examples of participants' responses:

'I liked this exercise because: I realised who I am, how do I look and what skills do I have. I realised that I am friendly, like to smile a lot and I have beautiful curves. I even realised that I am unique' (B;9;1;35-37).

'I got the chance to see what I liked about my physical parts. I saw the abilities and skills that I wasn't aware of. I now know the real me – the spiritual and the emotional side. I learned my strengths by just looking at myself in a drawing' (B;10;1;38-40).

Theme 3: Appreciation of physical uniqueness

	Inclusion criteria	Exclusion criteria
3	Any phrases, sentences or words that referred to being physically unique.	Any phrases, sentences or words that did not refer to physical distinctiveness.

Examples of participants' responses:

'I have learned that I am unique, and I love my body' (B;24;2;81).

'I learned that my body is beautiful, and that God made me perfect just the way I am. My body is perfect, and no mistakes done. I learned to accept my body because I am fearfully and wonderfully made – UNIQU by God. I learned that we are different, and we can't compare our bodies or compete with our bodies' (B;14;2;53-57).

'I am unique, and no one is like me. I may not like some of the things in my body, but I have accepted it and learned to love and appreciate myself. The important thing is that I am me and I just love myself the way I am!' (B;18;2;66-68).

Theme 4: Feedback from other class members

	Inclusion criteria	Exclusion criteria
4	Any phrases, sentences or words that referred to self-awareness and knowledge through feedback from fellow class members.	Any phrases, sentences or words that did not refer to self-awareness and knowledge through feedback from fellow class members.

Examples of participants' responses:

'I learned that I have physical strengths that I didn't even know about – funny! I also found out more about how people see me' (B;13;2;48-49).

'I have learned that there are people who like things about me that I do not like. I liked the part where I had to identify the body parts that I like the most. I like my physical body …. To see how I look in a drawing' (B;26;2;82-84).

Theme 5: Inspired to grow		
5	**Inclusion criteria**	**Exclusion criteria**
	Any phrases, sentences or words that referred to decisions to change or engagement in decisions to grow/develop.	Any phrases, sentences or words that did not refer to decisions to change or engagement in decisions to grow/develop.
	Examples of participants' responses:	
	'I loved the exercise because it made me realise that I have physical strengths that other people love and that I'm proud of. I love my emotional strengths especially the loving happy strong and caring strengths. I would love to improve on my abilities' (B;3;1;11-14) *'I know I can't change myself physically, but I can change my negative emotions' (B;7;1;30-31).*	
Theme 6: Self-confidence		
6	**Inclusion criteria**	**Exclusion criteria**
	Any phrases, sentences or words that referred to improved self-confidence.	Any phrases, sentences or words that did not refer to the improvement of self-confidence.
	Examples of participants' responses:	
	'The body-map exercise gave me courage as a person and lifted my self-esteem' (B;11;1;43-44). *'I have learnt to love myself the way I am because I did not choose to have this kind of body. I learnt to be open and never to be scared when doing something with my body' (B;2;12;45-47)* *'I liked identifying my physical body parts – it made me realise what I love about myself. I also realised my abilities (the things I'm good at). Now I know what I am capable of' (B;23;2;79-80).*	

5.5.1   Linking themes from the body-map drawings to career adaptability constructs

Participants commented on the value they saw in *self-discovery* (Theme 1). Participants who commented on the value of self-discovery must have experienced meaningful insight about themselves. They were not used to *'interact with themselves'* or realised the *'need to work on knowing myself'*. This theme linked with the construct of *career curiosity*. Curiosity is defined as gained career information and *self-knowledge* to fit the self in the world of work. Other themes that were also connected to career curiosity were *self-knowledge/awareness* (Theme 2) and *feedback from others* (Theme 4). Participants found value in identifying their strengths and gained a sense of self-efficacy as was clear from the theme *feedback from others* (4) during the body-map activity. Participants could only give positive comments on each other's body maps and they shared this positive feedback with one another. The quote from one participant says it all: *'I now know more about what other people think of me. It made you[me] appreciate your[my]self, more'*.

Another career adaptability construct that was influenced by the body-map drawings was *Confidence*. Participants indicated two themes that would probably influence their career confidence, namely *Appreciation of physical uniqueness* (3) and *Self-confidence* (6).

Several participants mentioned that they wanted to take more control and transform themselves, as mentioned under the theme, *Focus on strengths inspired growth (5).* Some of the quotes listed were as follows: *'I would love to improve on my abilities'; 'I know I can't change myself physically but I can change my negative emotions'; '… from today I will start loving myself and my body and the way I am.* Table 30 visually depicts the career adaptability constructs and their links with the themes as identified by participants, based on the body-map technique. The inclusion and exclusion criteria (Table 26) were taken into account as mentioned above.

Table 30: **Career adaptability constructs that link to the themes that were identified through the body-map reflections**

	Body-map reflection papers				
	Themes	**Concern**	**Control**	**Curiosity**	**Confidence**
1.	Realised the value of self-discovery	*	*	*	
2.	Self-knowledge/awareness	*	*	*	
3.	Appreciation of physical uniqueness		*		*
4.	Feedback from others	*		*	
5.	Focus on strengths inspired growth	*	*		
6.	Self-confidence	*	*		*

In the next section, I discuss themes that emerged from the reflections and feedback comments on the career construction genogram.

5.6   CAREER CONSTRUCTION GENOGRAM (CCG)

Both the body-map drawings and the CCG are narrative techniques that were implemented with the aim to elicit stories from participants. To create an opportunity to assist participants through these activities to tell their stories would bring meaning and purpose to their personal circumstances that would inform their careers – as illustrated in the following comment from a participant:

> '… I felt like not discussing my family matters but then realise that if I do not tell now, this family issue will kill me inside until I get stressed out and maybe have a stroke. So, now I thank her for giving me this opportunity to tell my story' (D;36;9;399-402).

Twenty-five reflections based on the career genogram were received. All the reflection papers were transcribed and after having read the text several times, I was able to clearly detect themes. Sub-themes inductively emerged from further readings of the text.

These themes and sub-themes are presented in Table 31.

The first theme (*Ambition*) frequently surfaced and can be linked to the fact that, through the activity (CCG), participants were inspired to realise that their family was an inspiration to them and encouraged to be ambitious about their own careers. Ambition was encouraged mostly through the positive example of family members (parents, siblings, aunt or uncles), but it was also sparked in some participants by the sheer lack of resources in their families to position themselves to be able to earn a better income. The second theme (*Appreciation*) combined participants' comments, thoughts and experiences of gratefulness and appreciation due to their family situation. The third theme (*Knowledge and insight*) was derived from the comments of participants on new knowledge, awareness and insights derived from doing the genogram, e.g. the fact the students realised that most of their family were in business and that this linked with their personal interest. Theme four (*Pain and disappointment*) connected with the pain and disappointment felt and experienced by participants because of their family situation. Participants directly stated that they it was painful to do the CCG because they had to face their family situation which they perceived as very personal and also shameful in certain cases. Some participants indicated that the painful events and circumstances within their families made them stronger and more resilient to face their own future. The fifth theme (*Differentiate self from family*) was based on comments from participant who realised that they could not control their families, and that they could not be held responsible for their families and the battles in which they found themselves (see Table 31).

Table 31: Themes that emerged from the reflections and feedback comments based on the career construction genogram

Theme 1: Ambition		
(Includes feedback from participants that portrays their drive and determination to change and improve the circumstances in which they were born)		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
1.1 Wanted to improve conditions	Any phrases, sentences or words that referred to participants who wanted to make or made deliberate changes to improve their life conditions.	Any phrases, sentences or words that did not refer to participants who wanted to make or made deliberate changes to improve their life conditions.
	Examples of participants' responses: *'I want to make a big change in my life and my generation' (C;9;1;39).* *'I broke from the statics of my family being domestic workers' (C;12;2;63).* *'But I believe a change can be made by working harder by changing people's mind sets in the family' (C;20;2;102).*	

	Sub-themes	Inclusion criteria	Exclusion criteria
1.2	Self-efficacy (SE)	Any phrases, sentences or words that referred to the belief of participants that they had the power in themselves to make future life changes.	Any phrases, sentences or words that did not refer to the belief that participants had the power in themselves to make future life changes.

Examples of participants' responses:

'And I believe that I have the power to create a new legacy starting with me, my brothers and sisters and then our children's grandchildren' (C;11;1;58-59).

'I am strong today because of my background. I can stand. I can smile. I can make choices and decisions for myself ... I was trapped by poverty ... but that doesn't keep me from leaving and smiling. Yes, it was really hard for me but I see myself as a blessing to my family (C;22;2;110-112).

Theme 2: Appreciation
(Includes the feedback from participants that portrays their gratitude for being part of their family)

	Sub-themes	Inclusion criteria	Exclusion criteria
2.1	Attitude of gratefulness	Any phrases, sentences or words that referred to an attitude of gratefulness towards their families.	Any phrases, sentences or words that did not refer to an attitude of gratefulness towards their families.

Examples of participants' responses:

'This exercise made me realise what occupations my aunts and uncles have – I didn't realise that before and I am now very grateful for them' (C;10;1;48-49).

'I grew up in a family where my parents intentionally pushed a child ... They ... encouraged their children to reach high (C;1;1;3-4).

'After I've drawn the family tree I realised how blessed I am [to be] following in their footsteps' (C;10;1;46).

	Sub-themes	Inclusion criteria	Exclusion criteria
2.2	Family as resource	Any phrases, sentences or words that referred to the family as a resource for life or future career.	Any phrases, sentences or words that did not refer to the family as a resource for life or future career.

Examples of participants' responses:

Family lessons:

'They believe that you need to learn from your mistakes ... my parents said when I was a teenager – I was not going to have a child at that age. The only thing I will never forget is that my mom told me that sleeping is not going to pay you – stop being lazy if you don't want to eat dirty things and have respect for everyone – old and young at all times' (C;7;1;25-27).

'[My mother] is the pillar of my strength' (C;24;3;144).

'I thank God for giving me a grandmother who taught me ... I am a strong lady now, I know how to handle situations ... I want to see myself being a professional nurse one day' (C;23;3;135-140).

	Sub-themes	Inclusion criteria	Exclusion criteria
2.3	Growth opportunity	Any phrases, sentences or words that referred to the fact that being part of their family provided an opportunity for growth.	Any phrases, sentences or words that did not refer to the fact that being part of a family was an opportunity for growth.
		Examples of participants' responses: *'It wasn't meant to break me but to build me' (C;22;2;118)* *'Be thankful for the challenging things in life for they open your eyes ...'(C;23;2;119)*	

Theme 3: Knowledge and insight
(Includes the feedback from participants that was linked with family interest, the similarity between their own interest and education opportunities and that of the family)

	Sub-themes	Inclusion criteria	Exclusion criteria
3.1	Family interest	Any phrases, sentences or words that referred to gained knowledge about their family's interests.	Any phrases, sentences or words that did not refer to gained knowledge about their family's interests.
		Examples of participants' responses: *'I realised that in my family from my mother's side there were many truck drivers and business men and women. From my father's side, they are domestic workers' (C: 14;2;68-70).* *'When drawing the family graph, I noticed that most of my family members are good at more physical jobs or being entrepreneurs' (C;19;2;95-96).* *'I have been born between farmers and pastors in my family' (C;9;1;31).*	
3.2	Similar interests as family	Any phrases, sentences or words that referred to similarity between own interest and that of the family.	Any phrases, sentences or words that did not refer to similarity between own interest and that of the family.
		Examples of participants' responses: *''I learnt that I inherited some of the characteristics [interests] that most of my family members have, e.g. the love for the ... industry, socialising and to learn new things. I wasn't aware that my family history can have such an impact on my life and career ...' (C;18;2;90-92).* *'Maybe that is why I have an artistic mind. I got breastfed that to me' (C;3;1;7).*	

	Sub-themes	Inclusion criteria	Exclusion criteria
3.3	Education and opportunities	Any phrases, sentences or words that referred to the education and opportunities their families had been exposed to.	Any phrases, sentences or words that did not refer to the education and opportunities that their families had been exposed to.
		Examples of participants' responses:	
		'I am of the picture that education was the main boundary and we as the generation now has the ability to change the title in our clan. Something new and attractive like a technician or a pilot and even more doctors are needed' (C;11;1;50-52).	
		'I learned that most of my family members have been unable to have bigger careers because of certain circumstances. They were also unable to study further and most of the children my age, have never been able to further their studies' (C;2;13;65-67).	
		'I was trapped by poverty and financially [deprived] ...' (C;22;2;112).	

Theme 4: Pain and disappointment

(Includes the feedback from participants who experienced pain and disappointment because of their families and their circumstances)

	Sub-themes	Inclusion criteria	Exclusion criteria
4.1	Too personal and painful	Any phrases, sentences or words that referred to pain and disappointment to deal with their family or even thoughts about their family.	Any phrases, sentences or words that did not refer to pain and disappointment to deal with their family or even thoughts about their family.
		Examples of participants' responses:	
		'I don't want to be part of this family because they are cruel, selfish and don't wish good things for other people ... (C;24;3;141-142).	
		'I never had a proper stable family. I was moved from one place to another during my childhood. Back then I never knew the importance of family and the influence it has on me now' (C;16;2;75-77).	
4.2	Resilience	Any phrases, sentences or words that referred to activated resilience due to family circumstances and dynamics.	Any phrases, sentences or words that did not refer to activated resilience due to family circumstances and dynamics.
		Examples of participants' responses:	
		'I broke from the statics of my family being domestic workers' (C;12;2;63).	
		'But I believe a change can be made by working harder by changing people's mind sets in the family. They say that everything happens for a reason and yes that is true. I am really glad for the way things have turned up with my life. I am strong today because of my background. I can stand. I can smile. I can make choices and decisions for myself because of how I grew up' (C;22;2;108-111).	

Theme 4: Differentiate self from family		
(Includes the feedback from participants who decided to separate or differentiate themselves from their families)		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
5.1 Cannot control the family	Any phrases, sentences or words that referred to the awareness of participants that they could not control their family or be held responsible for the lives of family members.	Any phrases, sentences or words that did not refer to the awareness of participants that they could not control their family or be held responsible for the lives of family members.
	Examples of participants' responses:	
	'My parents' battles/differences are not mine. I don't want to be caught up in sibling rivalry – I wasn't even born when it started' (C;8;1;27-28).	
	'I must say they should have distanced themselves long time ago and then I could have achieved a lot in my life' (C;1;2;104-105).	
	'I learned that a person can't choose their family' (C;12;2;64).	

5.6.1 Linking the themes from the career construction genogram (CCG) to career adaptability

The themes and sub-themes that emerged from the CCG can be linked to the four constructs of career adaptability. Taking Table 26 (see Coding system, Section 5.4.1) regarding the inclusion and exclusion criteria for the four career adaptability constructs into account, the themes and sub-themes that emerged from the CCG could be linked to at least one of the career adaptability constructs.

Table 32: **Linking the themes that emerged from the career construction genogram (CCG) to the four constructs of career adaptability**

	Career construction genogram reflections (CCGR)				
	Themes and sub-themes	**Concern**	**Control**	**Curiosity**	**Confidence**
1.	**Ambition**				
1.1	Wanted to improve conditions	*	*	*	*
1.2	Self-efficacy (SE)	*	*		*
2.	**Appreciation**				
2.1	Attitude of gratefulness	*	*	*	*
2.2	Growth opportunity	*		*	*
2.3	Family as resource		*	*	*
3.	**Knowledge and insight**				
3.1	Family interest	*	*	*	
3.2	Similar interests as family		*	*	
3.3	Education and opportunities	*	*	*	*
4.	**Pain and disappointment**				
4.1	Too personal and painful	*	*		*
4.2	Resilience	*	*	*	*
5.	**Differentiated self from family**				
5.1	Not in control of my family	*	*		*

The first theme, *Ambition,* grouped participants' motivations and desires to change their circumstances for the better and portrayed their belief in themselves that they could do that. The first sub-theme, *Want to improve conditions* represented career concern, confidence and control. The supporting quotes from participants confirmed that they were concerned about their future and engaged in planning to improve their current state. These participants indicated that they took agency (control) and expressed confidence that they could break through their circumstances (e.g. *'I broke from the statics of my family being domestic workers'; 'I want to make a big change in my life and my generation').* The second sub-theme, *Self-efficacy,* represented participants' belief in themselves, and that they had what was needed to make changes in their careers and family circumstances (e.g. '*We have the power ...; 'I have to be the change ...'; we have choices ...; '... I can still go for my dream'; I have a choice of making right decisions; I have the power to create a new legacy starting with me').* These participant remarks can be linked to career concern, control and confidence.

The second theme, *Appreciation,* emerged from participants' gratefulness and appreciation towards their families. Participants mentioned appreciation because they were proud of their families, their families were resources of strength to them, but they also created opportunities for them to learn in spite of difficult situations. The first sub-theme,

Attitude of gratefulness, can be linked to career curiosity and confidence. Participants came to acknowledge the value of having predecessors that were successful and encouraging (e.g. '*… how blessed I am following in their footsteps'; 'they encouraged their children to reach high'; 'I didn't realise ... I am now very grateful for them'; 'that [family] anyone can wish to have in life'*). The sub-theme, *Growth opportunity* can be linked to career confidence. Although their backgrounds were difficult, participants saw how these difficulties were opportunities for themselves to grow their lives and careers (e.g. '*It wasn't meant to break me but to build me'; 'Be thankful for the challenging things in life for they open your eyes ...'*). The sub-theme, *Family as resource* could be linked to career control and confidence as participants recalled lessons that they were taught – for example not to be lazy, to have respect for others and not to engage in sexual activity too early. Parents who encouraged participants to connect with God and siblings who supported them ignited confidence and control in participants.

The third identified theme was *Knowledge and insight,* and it involved new knowledge participants became aware of regarding the family careers. It also represented insight that they gained and that enhanced self-awareness, which explains trends on their own career paths. The first sub-theme, *Family interest,* was linked to career curiosity. Participants shared their realisation about the industries in which their family worked and in which they were interested (e.g. '*I have been born between farmers and pastors in my family'; 'I noticed that most of my family members are good at more physical jobs or being entrepreneurs'*). The second sub-theme, *Similar interests as family,* represented participants' comments and reflections on how they came to realise that they were interested in the same career fields as their families. A comment from one of the participants was in the typical African idiom, which I found to be a precious jewel: '*I come from a family of ... I got breast fed that to me'*.

The third sub-theme was *Education and opportunities.* This emerged from feedback from participants who realised that their families had had limited access to educational and job opportunities in the old South African regime but were deprived from education because of limited funding (e.g. '*... education was the main boundary ... and we as the generation now has the ability to change the title in our clan'; '... my family members have been unable to have bigger careers ... they were also unable to study further ...'*).

The fourth theme that emerged from the career construction genogram was *Pain and disappointment.* To face family circumstances brought pain and bad memories to some of the participants and they were not always ready to deal with them. Some participants used

the opportunity and took the risk to narrate their stories, but some did not want to do it. The first sub-theme, *Too personal and painful,* was linked to a lack of control in those participants who were not ready and had not yet worked through the pain that was caused by their family circumstances (e.g. *'I did not like doing my family tree because it was too personal'; '... it was too personal and brought back the same bad memories').* Some participants were bold and shared what it was that caused them pain *(e.g. 'There is no communication in the family – everyone is just minding their own business'; only a few people are supporting me and no one believe in me'),* which can be linked to confidence to face the sorrow that was caused by their family situations. The second sub-theme, *Resilience,* indicated an ability to push back and to recover from difficulties caused by family circumstances. Participants amazed me because some of them used these situations to motivate and encourage them to change their lives for the better (e.g. *'I also realised that in life there are people who will criticise you from achieving your goal but that does not mean to stop trying to achieve my goal ..., they motivate me that I must not give up'; 'I am strong today because of my [difficult] background. I can stand. I can smile. I can make choices and decisions for myself because of how I grew up').* These comments from participants moved me personally and gave me insight and eyes filled with compassion. I linked this theme with career concern, control and confidence.

The fifth theme, *Differentiate self from family,* represented feedback from participants who realised that they could not fully associate with what their family members were doing and how they organised their lives and careers. The sub-theme, *Not in control of my family,* linked with concern because participants were aware of the fact that they needed to plan their own future and could not rely on their families. It also linked with control because these participants believed that they were free to decide on their own about their futures. The sub-theme linked with career confidence by acknowledging that they ccould control themselves and did not need to be controlled by others (e.g. *'I realised that I didn't choose the situation I'm in or anything from my background'; 'I learned that a person can't choose their family. I can't control things out of my power').*

In the next section, I report on the themes that emerged from the FRP from participants that were completed at the end of the intervention.

5.7   FINAL REFLECTION PAPERS (FRP)

The FRP were the last qualitative data source where participants had the opportunity to comment on the intervention. This time they could mention any of the activities they found

meaningful and state the reason why they found them meaningful. Table 33 explains the coding system and the number of reflections received from participants.

Table 33: Number and coding of final reflections received

D. Final reflections	Number of final reflections			
Total	61			
Group	**Number per group**	**Participant number (e.g.)**	**Page number (e.g.)**	**Line number (e.g.)**
Group 1 (Hospitality)	11	1-11	1-3	1-118
Group 2 (Sewing)	15	12-25	3-7	119-288
Group 3 (Computer skills and office admin)	16	26-41	7-10	289-453
Group 4 (Computer skills and office admin)	19	42-61	10-13	454-608

Sixty-one final reflections were received. From the Hospitality group, 11 Final reflections were handed in, while the Sewing group handed in 15, and the two groups that did the Computer skills and office administration skills programme submitted 16 and 19 Final reflections respectively. Comments from the Final reflections on the Body-map exercise and the Career construction genogram were utilised as evidence in the previous two data sources' thematic analysis. Therefore, comments from the body-map and career construction genogram reflections were not utilised in this thematic analysis but used as part of the previous analysis. Table 34 represents the themes and sub-themes that emerged from the final reflections.

Table 34: Themes that emerged from the final reflections

Theme 1: Overall perspective or value of the intervention		
(Includes the feedback from participants who commented on the intervention globally)		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
1.1 Positive impression	Any phrases, sentences or words that referred to impressions from participants that the intervention in general was positive, encouraging and inspiring.	Any phrases, sentences or words that did not refer to impressions from participants that the intervention in general was positive, encouraging and inspiring.
	Examples of participants' responses: *'The lessons we attended impacted me in a good way' (D;2;1;22).* *'The course meant a lot to me in terms of it was a wake-up call for me. There were some things I have not thought of that I had time to think about after the programme' (D;17;4;182).* *'This course has helped me to realise my weakness and strengths and [inspired] me to be strong' (D;15;4;143-144).* *'This was a very inspiring time for me because of all the stuff we have learned' (D;25;7;283).* *'… was fun, educating and inspiring' (D;34;8;374).*	
1.2 Self-confidence	Any phrases, sentences or words that referred to the comments from participants that the intervention had built their confidence, self-esteem or self-beliefs.	Any phrases, sentences or words that did not refer to the comments from participants that the intervention had built their confidence, self-esteem or self-beliefs.
	Examples of participants' responses: *'The class made me see that I can do anything that I need to do' (D;6;2;59).* *'… increased my self-esteem as I became a person who now know that I can be the best no matter what the situation' (D;39;9;426-427).* *'Out of this programme, I have learned to be openminded, to have good self-esteem and to encourage myself to do good' (D;40;10;437-438).* *'I really enjoyed everything about work readiness because it made me believe in myself even if people are telling me that I can't do anything' (D;31;8;336-337).*	
1.3 Self-knowledge	Any phrases, sentences or words in which participants referred to the increase of self-knowledge and awareness.	Any phrases, sentences or words in which participants did not refer to the increase of self-knowledge and awareness.
	Examples of participants' responses: *'This course really helped me a lot … to know myself …' (D;16;4;164).* *'In the past few weeks, I learned a lot about myself' (D;17;4;171).* *'… I discovered many other parts of myself' (D;20;5;215-216).* *'It taught me to know my strengths and the real me' (D;22;6;239-240).*	

	Sub-themes	Inclusion criteria	Exclusion criteria
1.3	New perspective and future plans	Any phrases, sentences or words that referred to the awareness of participants that the intervention had an impact on their outlook on life and/or engagement in future plans.	Any phrases, sentences or words that did not refer to the awareness of participants that the intervention did not have an impact on their outlook on life and/or engagement in future plans.
		Examples of participants' responses: 'My view of life has changed, and it is positive' (D;5;2;50). 'It has changed my life in such a way that I can see beyond what my picture holds for me' (D;4;2;42-43). '... it has helped me to improve on my strengths in a way that I could know which way that I can see myself with a bright future' (D;28;7;313-314). 'It also influenced my perspective on how I see life, and that my obstacles have lower strengths than what I have' (D;41;10;452-453). 'Now I've learnt more about my journey ... I see where I'm going with my career' (D;9;3;95-96). '... now I know my future plans' (D37;9;407).	
1.4	Career dreams and goals	Any phrases, sentences or words that referred to participants' revival and engagement in career goals and dreams.	Any phrases, sentences or words that did not refer to participants' revival and engagement in career goals and dreams.
		Examples of participants' responses: 'I looked back at what I wanted to be and how and when I will become that person (D;6;2;82-84). 'The program forced me to relook and assess my life as to whether I am living my dreams and what excuses am I using for not reaching my goals. I had to stand up...' (D;6;2;70-72). 'I learnt how to follow my dreams even though there will be obstacles, I just have to jump over it and pass to reach my dreams' (D;22;6;249-250).	

Theme 2: Rap
(Includes feedback from participants that referred to the 'seven-habits rap' that formed part of the introduction to most sessions during the intervention)

	Sub-themes	Inclusion criteria	Exclusion criteria
2.1	Be pro-active	Any phrases, sentences or words that referred to participants' comments that related to pro-activity.	Any phrases, sentences or words that did not refer to participants' comments that related to pro-activity.
		Examples of participants' responses: 'I've learn a lot on how to ... be pro-active because being lazy won't get you where you want to be. How to be an achiever' (D;7;2;63-640). 'I really loved the BE PRO-ACTIVE RHYME. I do it at home also' (D;53;12;558). 'I also enjoyed the message: Be pro-active, begin with the end in mind ...' (D;18;5;199). 'I looked at my family's record of occupational history and realised that I have to be the change I want to see. And to encourage the same principle in my children' (D;6;2;77-79).	

	Sub-themes	Inclusion criteria	Exclusion criteria
2.2	Begin with the end in mind	Any phrases, sentences or words that referred to words related to the 'seven-habits rap', which included the phrase *'end in mind'* with regard to their careers.	Any phrases, sentences or words that did not refer to words related to the 'seven-habits rap', which included the phrase *'end in mind'* with regard to their careers.
		Examples of participants' responses:	
		'The programme helped me to develop/build my 'end in mind'-career' (D;41;10;449-449).	
		'I now have an end in mind and I know what I like and what or who I want to become' (D;40;10;440-441).	
		'...it was a bit challenging and it pushed me in terms of thinking [about] my 'end-in-mind' (D;17;4;180).	
2.3	Understand before you are understood	Any phrases, sentences or words that referred to the words of the 'seven-habits rap' that included *'understand before you are understood'*.	Any phrases, sentences or words that did not refer to the words of the 'seven-habits rap' that included *'understand before you are understood'*.
		Examples of participants' responses:	
		'I have learned to communicate with other people, listen carefully, understand before you are understood (D;11;3;106).	
		'I learned that you have to be a good listener and understand other people before they can understand you' (D;29;7;325-326).	

Theme 3: Communication
(Includes the feedback from participants that referred to communication skills and activities that formed part of the intervention)

	Sub-themes	Inclusion criteria	Exclusion criteria
3.1	Communi-cation skills	Any phrases, sentences or words that referred to comments from participants that they had benefited from getting to know more about communication.	Any phrases, sentences or words that did not refer to comments from participants that they had benefited from getting to know more about communication.
		Examples of participants' responses:	
		'How the workplace readiness changed my life? ... Being able to communicate well with people in every area' (D;4;2;48).	
		'The interesting part is when we were taught about communicating skills. That is the difficult part in my life ... but once we have done it, I felt like there is nothing nicer than it to do, and now I think I am able to work in a group' (D;16;4;166-169).	

	Sub-themes	Inclusion criteria	Exclusion criteria
3.2	Interview skills	Any phrases, sentences or words that referred to comments from participants regarding interview skills.	Any phrases, sentences or words that did not refer to comments from participants regarding interview skills.
		Examples of participants' responses: *'I enjoyed learning how to conduct myself in an interview (D;20;5;219).* *'I've learned how to conduct myself in an interview and also to introduce myself to someone who I do not know' (D;22;6;247-248).* *'Prepared me for interviews, how to handle myself in the interviews, the kinds of questions to expect and I mostly like the presentation on how I was taught to dress' (D;33;8;366-368).*	
3.3	Presentation skills	Any phrases, sentences or words that referred to the value of presentation skills as part of the intervention.	Any phrases, sentences or words that did not refer to the value of presentation skills as part of the intervention.
		Examples of participants' responses: *'I would like to thank everyone who came up with this idea of presentation. It really helps me in terms of building my confidence to stand in front of people ...' (D;13;3;130-;134).* *'Firstly, I was shy to talk in front of people when we were doing presentations but yeah now I am not! (D;45;11;482-483).* *'Recording of speeches helped me a lot because it was not easy to speak in front of people but today I can and I'm confident in what I am doing' (D;50;11;524-525).*	
3.4	Listening skills	Any phrases, sentences or words that referred to realising the impact of listening skills.	Any phrases, sentences or words that did not refer to realising the impact of listening skills.
		Examples of participants' responses: *'I've learned how to communicate with people, listen carefully ...' (D;1;1;3).* *'I finally understood that listening is not just about keeping quiet while the other person is talking, but you have to pay attention to them and ask questions to confirm that what they are saying is what you are actually hearing' (D;17;4;184-187).*	

Theme 4: *Career Interest Profile (CIP)*		
(Includes the feedback from participants that linked with the content of the *Career Interest Profile* (*CIP*, v5) (Maree, 2016)		

	Sub-themes	Inclusion criteria	Exclusion criteria
4.1	Interest	Any phrases, sentences or words that referred to personal knowledge gained through the *CIP*.	Any phrases, sentences or words that did not refer to personal knowledge gained through the *CIP*.
		Examples of participants' responses:	
		'... made me know the people who are a good influence in my life and through the CIP I learnt that I have interests that I did not know about (D;39;9;428-429).'	
		'... you also made me realise that being a psychologist has always been what I really loved, because the types of books I was reading and the types of shows and movies I was watching were working hand in hand with my career' (D;35;9;383-385'.	
		'These sessions taught me to know who I am and which career fields suit me' (D;14;4;138).	
4.2	Self-knowledge	Any phrases, sentences or words that referred to self-knowledge gained through the *CIP*.	Any phrases, sentences or words that did not refer to self-knowledge gained through the *CIP*.
		Examples of participants' responses:	
		'The CIP made me realise things I did not know about myself' (D;42;10;460).	
		'In that CIP exercise some questions were too deep to be answered but they helped me' (D;37;9;409-410).	
		'I feel there are many things I did not know about myself' (D;12;3;124).	

The collective impression of participants about the intervention was positive and was described as encouraging or motivational. There were a few negative comments such as '*I usually don't enjoy writing so the first part I didn't enjoy in this course ... too [much] writing' (D;20;5;312-214).* Some participants were not comfortable to talk about their families, because it brought them pain and memories they would rather choose to forget: '*The family genogram was too personal ... how many men my mother is having and how many women my dad is having (D;32;8;352-355).* '*I didn't enjoy writing my family tree because it was too personal and brought back the same bad memories' (D;27;7;305-306).*

Participants clearly gained self-confidence and self-knowledge from the activities during the intervention. Some participants became aware of their dreams as they could talk and write about their career goals and dreams in an environment where they could be individuals who are in control of their own futures. This instigated a new outlook on life in some participants (see Sub-themes 1.1-1.4 in Table 34 above).

The 'seven-habits rap' made an impression on some of the participants in that it gave

them the vocabulary to express career-related matters. Phrases such as *'understand before you are understood', 'be pro-active', 'how to begin with the end in mind', 'renew your energy'* often appeared in the final reflections. The phrase that most often surfaced was *'begin with the end in mind'*. It seems as if participants were moved to at least think and consider their end-goal and dream-careers (an end-in-mind). Remarks related to the rap were positive and spoke for themselves: *'I love[d] it so much, it makes my day better every time'* (D;27;7;307); *'I enjoyed the rap …. And don't think I will ever forget it'* (D;26;7;296).

Participants frequently commented on how much the exercises in communication skills (e.g. interview skills, presentations and the group work that formed part of the intervention) benefited them. Comments such as *'Communication skills have made a lot of impact in my life because now I apply the skills every day and I am able to have a proper conversation with people, and I practice to be a good listener and show enthusiasm in my identity and appearance'* (D;23;6;260-262).

The *CIP* (Maree, 2016) was the only career interest assessment that was administrated. Participants repeatedly commented on the value they experienced from the assessment regarding interest, self-knowledge and self-awareness. In some instances, this was possibly the first and only career interest assessment that was ever done by some of the participants because of the scarcity of career counselling expertise at schools in socio-economically challenged areas. In the next section, I link the identified themes from the *Final reflections* with the career adaptability constructs.

5.7.1   Linking the final reflections to career adaptability constructs

Based on the inclusion and exclusion criteria for the career adaptability constructs as previously established (see Table 29, Inclusion and exclusion criteria for career adaptability constructs, Section 5.4.1) as well as the identified themes that emerged from the *Final reflection papers*, the possible influence of the intervention on career adaptability constructs is indicated (see Table 35).

Table 35: Linking the themes that emerged from the final reflection papers (FRP) to the four constructs of career adaptability

	Final reflections				
	Themes and sub-themes	**Concern**	**Control**	**Curiosity**	**Confidence**
1.	**Overall value of the intervention**				
	1.1 Positive impression				*
	1.2 Self-confidence	*			*
	1.3 Self-knowledge	*			*
	1.4 New perspective and future plans	*	*	*	*
	1.5 Career dreams and goals	*	*	*	*
2.	**Rap**				
	2.1 Be pro-active	*	*	*	*
	2.2 Begin with the end in mind	*	*	*	*
	2.3 Understand before you are understood	*	*	*	*
3.	**Communication**				
	3.1 Communication skills	*	*		*
	3.2 Interview skills	*	*	*	*
	3.3 Presentation skills	*	*	*	*
	3.4 Listening skills	*	*	*	*
4.	***Career Interest Profile (CIP) (Maree, 2016)***				
	4.1 Interest	*	*	*	*
	4.2 Self-knowledge	*	*	*	*

Career concern was a trait that existed in most of the participants (as became clear from the *Biographical form* that was completed at commencement of the intervention). I linked the first theme, *Overall perspective/value of the intervention* and four of the sub-themes (*1.2 Self-confidence, 1.3 Self-knowledge, 1.4 New perspective and future plans,* and *1.5 Career dreams and goals*) with career confidence. Career confidence in individuals was portrayed as a sense of self-efficacy to overcome career difficulties and having the ability to implement career goals. Self-knowledge and self-confidence went hand in hand and served as building blocks to instil a new perspective to drive or instigate new career dreams and goals. Career control was also linked with the sub-theme of self-confidence as it would inspire participants to take action and be determined to control their own future – rather than to be passive or a victim of situations that they cannot decide on. The sub-themes *1.4 New perspective and future,* and *1.5 Career dreams and goals* were also linked with curiosity. Career curiosity included an attitude of inquisitiveness and active exploring of the self as well as possible occupations and opportunities. Both these sub-themes were expressions of

this attitude.

The three sub-themes (*2.1 Be pro-active, 2.2 Begin with the end in mind, 2.3 Understand before you are understood*) of the second theme *Rap*, first of all portrayed career control. Participants who engaged in pro-active behaviour and who had a vision for their future, demonstrated the ability to make decisions and could be assertive and act wilfully in volatile situations. These themes also demonstrated career confidence, participants' ability to apply what they had learnt in their lives and their willingness to cooperate with other people in this process.

The themes on *Communication* (Theme 3 from the *Final reflections*) came from feedback by participants who remarked on having gained skills and confidence to communicate with others – something that they previously had difficulty with. Sub-theme *3.1 Communication skills* related to career confidence, while Sub-themes *3.2 Interview skills, 3.3. Presentation skills,* and *3.4 Listening skills* related to new knowledge on how to conduct themselves in interviews and presentations. These themes could also be related to gaining confidence to actually engage with people in different settings – in a workplace situation and in other relationships. Participants stated that they were surprised and self-assured by the fact that they could actually practise their own ability to manage themselves in an interview situation and do a presentation in front of an audience. These remarks related to curiosity (they acknowledged new abilities within themselves) and career confidence.

The fourth theme *(Career Interest Profile)* involved participant comments on the value they found in doing the *CIP, version 5* (Maree, 2016). The first and second sub-themes (*4.1 Interest, 4.2 Self-knowledge*) both related to career curiosity and career confidence. Through the *CIP,* participants could actively explore themselves and possible occupations, and through the *CIP* they gained knowledge about their own interests, abilities and values. They were challenged in some ways to deeply explore themselves, and this could translate into career confidence to implement what they discovered within themselves.

5.8 SUMMARISED COMMENTS: QUALITATIVE RESULTS

Employability-enhancing strategies that were identified in the literature review of my study (see Section 3.5), related to the development of self-efficacy, self-esteem and confidence, a positive and pro-active attitude, interpersonal skills, career adaptability, and improved communication skills, among others. The themes that emerged from the four data sources strongly relate to these constructs as evidence of the development of such constructs over the period of the intervention. The strong relation between employability and career

adaptability (see Section 2.5) was optimised by consistently linking these themes to the four C's of career adaptability (career concern, career control, career curiosity and career confidence).

The themes from the BF, completed by participants at the beginning of the intervention related mostly with two career adaptability constructs, namely career concern and career control. The themes from the other three data sources (completed during and after the intervention) related comfortably with all four of the career adaptability constructs (concern, control, curiosity and confidence).

In the next section, I discuss the quantitative data of my study.

5.9   QUANTITATIVE RESULTS

In this section, I report on the quantitative results of my study. The results were derived from the administered pre- and post-tests in the form of the *Career Adapt-adaptabilities Scale (CAAS)* (Maree, 2012; Savickas & Porfeli, 2012). Sixty-four participants completed the *CAAS* at the start of the intervention and 54 of them completed the *CAAS* on the last day of the intervention. These participants are referred to as the experimental group. On the same day as the pre-test, a control group of 22 participants who did not take part in the intervention completed the *CAAS* and 18 of them again completed the *CAAS* on the same day that the post-test was conducted with the experimental group.

The participants and groups were described in Section 5.2. The descriptive statistics are discussed next.

5.9.1   Descriptive statistics

The *CAAS* consists of four sub-scales – concern, control, curiosity and confidence – which is each represented by six items each. A total score for each of these constructs was calculated by adding up the relevant six items. The 24 items combined (six items for each of the four different constructs) produced an overall score on career adaptability.

Table 36 presents the mean, standard deviation (sd), and median for each construct (concern, control, curiosity and confidence) per group (Group 1-5) with regard to the administration of the *CAAS* before (pre-) and after (post-) the intervention. The sample size is mentioned every time, as the numbers of participants who completed the pre- and post-tests were regrettably not the same, due to differing circumstances of participants. Some of the absenteeism occurrences were accidental, while others had to terminate their studies due to difficult circumstances.

Table 36: Descriptive statistics for the pre- and post-intervention scores on the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) **per group**

	Quasi-experimental [7]group		Group 1 Hospitality		Group 2 Sewing		Group 3 Computer, office admin		Group 4 Computer, office admin		Group 5 Control group	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
CONCERN												
Mean ($\bar{x}$)	26.02	27.28	25.21	26.80	26.42	28.11	26.33	27.0	26.05	27.37	25.23	26.44
Standard deviation (s)	2.42	2.26	2.86	2.04	2.06	2.97	2.56	1.96	2.21	2.31	2.81	3.22
Median (me)	26	28.0	26.0	26.50	26.0	29.0	26.50	26.50	27.0	28.0	25.5	27.0
Sample size (n)	64	54	14	10	12	9	18	16	20	19	22	18
CONTROL												
Mean ($\bar{x}$)	24.69	26.48	24.29	26.30	25.17	28.67	25.39	25.50	24.05	26.37	24.05	23.94
Standard deviation (s)	2.90	3.02	2.64	1.56	2.29	1.0	2.72	3.72	3.51	3.23	23.5	3.52
Median (me)	25.0	27.0	24.50	26.0	25.50	29.0	25.50	26.50	24.50	27.0	4.226	23.50
Sample size (n)	64	54	14	10	12	9	18	16	20	19	22	18
CURIOSITY												
Mean ($\bar{x}$)	23.39	25.24	22.36	23.60	25.08	27.11	23.44	24.94	23.05	25.47	22.23	21.94
Standard deviation (s)	3.37	3.37	2.89	3.02	3.65	3.37	3.48	3.25	3.26	3.40	4.407	4.05
Median (me)	24.0	26.0	22.0	25.0	25.0	28.0	23.50	26.0	23.0	26.0	23.0	22.00
Sample size (n)	64	54	14	10	12	9	18	16	20	19	22	18
CONFIDENCE												
Mean ($\bar{x}$)	24.59	25.85	22.71	23.80	26.67	27.56	24.94	25.88	24.35	26.11	23.77	22.56
Standard deviation (s)	3.27	3.24	3.42	2.53	2.22	3.94	3.53	2.80	2.83	3.23	4.275	4.853
Median (me)	25.0	26.0	23.00	24.50	26.50	29.0	24.50	26.0	24.50	26.0	24.0	22.50
Sample size (n)	64	54	14	10	12	9	18	16	20	19	22	18

---

[7] 'Quasi-experimental' group refers to all participants outside the control group (Group 1-4).

CAAS overall												
Mean ($\overline{\text{x}}$)	98.69	104.85	94.57	100.50	103.33	111.44	100.11	103.31	97.50	105.32	95.27	94.89
Standard deviation (s)	9.64	9.74	8.03	4.99	8.20	9.79	10.40	9.40	9.93	10.78	14.01	13.23
Median (me)	98.50	105.50	96.50	97.50	103.50	115.0	101.0	106.0	97.0	108.0	95.0	92.5
Sample size (n)	64	54	14	10	12	9	18	16	20	19	22	18

5.9.2 Internal consistency (reliability)

Cronbach alpha scores were calculated to measure the internal consistency of the responses that participants gave to the different items on each construct. Methodologists using *Cronbach's alpha* prefer a minimum coefficient of 0.65 to 0.8 and coefficients lower than 0.5 are usually regarded as low and maybe even potentially unacceptable (Goforth, 2017). Table 37 gives the *Cronbach alphas* (internal consistency) on each construct for all the groups (including the control group) before and after the intervention. The scores in Table 37 can be interpreted to imply that the test items are reliable and internally consistent for the full group.

Table 37: Cronbach alpha scores per construct for all participants (Groups 1-4, plus the control group (Group 5))

	All five groups	
	Pre-test	Post-test
Concern	0.526	0.642
Control	0.682	0.795
Curiosity	0.755	0.840
Confidence	0.772	0.836

The *Cronbach alphas* of the quasi-experimental group (Groups 1-4 combined) and control group are compared in Table 38. Although the pre-test coefficient on *concern* is small (close to 0.5), all the other alpha coefficients for the control and experimental groups are acceptable.

Table 38: Cronbach alphas of quasi-experimental group compared to the control group

	Quasi-experimental group (Groups 1-4)		Control group (Group 5)	
	Pre-test	Post-test	Pre-test	Post-test
Concern	.580	.658	.372	.576
Control	.637	.795	.783	.710
Curiosity	.767	.813	.743	.816
Confidence	.767	.813	.794	.881

5.10 HYPOTHESIS

The study hypothesis assumed that the quasi-experimental group would display improved results on the different constructs of career adaptability as measured by the *CAAS*

(Maree, 2012; Savickas & Porfeli, 2012) after the intervention. The control group (which was not part of the intervention) was expected not to display significant changes on the career adaptability sub-scales as measured in the post-test.

5.11 QUANTITATIVE RESULTS

Shapiro Wilk tests were performed and confirmed that the differences between the pre- and post-tests on the four career adaptability constructs come from a normal distribution. Therefore, parametric tests could be performed to measure the difference between the pre- and post-tests. The expectation was that the post-measurements on the total (overall *CAAS*) and the different constructs of the *CAAS* would have improved, therefore one-tailed (also called one-sided) paired t-tests (also named dependent t-tests) were performed to determine whether there were significant changes between the pre- and post-data on each career adaptability construct.

5.11.1 Results of the paired t-tests

Table 39 represents the p-value (exceedance probability that is used to judge the significance of the statistical result) between the pre- and post-tests in respect of career concern, control, curiosity and confidence per group. The outcomes of the calculation were firstly reported on the sub-scales of the *CAAS* for the quasi-experimental group (groups 1-4), then on the control group and lastly on each of the other groups individually.

Table 39: Paired t-test results reporting the differences between the pre- and post-test on each sub-scale of the *CAAS* per group

Quasi-experimental group (Groups 1-4)	t	df	p-value
Concern (Post score - Pre-score)	3.649	53	0.0005**
Control (Post score - Pre-score)	3.732	53	0.001**
Curiosity (Post score - Pre-score)	4.028	53	0.001**
Confidence (Post score - Pre-score)	2.885	53	0.003**
CAAS overall (Post score - Pre-score)	5.109	53	0.001**
Control group (Group 5)	**t**	**df**	**p-value**
Concern (Post score - Pre-score)	2.946	17	0.0045**
Control (Post score - Pre-score)	0.666	17	0.257
Curiosity (Post score - Pre-score)	0.503	17	0.3105
Confidence (Post score - Pre-score)	-0.446	17	0.330
CAAS overall (Post score - Pre-score)	1.468	17	0.080
Hospitality group (Group 1)	**t**	**df**	**p-value**
Concern (Post score - Pre-score)	1.678	9	0.064
Control (Post score - Pre-score)	1.824	9	0.0505
Curiosity (Post score - Pre-score)	1.090	9	0.152
Confidence (Post score - Pre-score)	0.719	9	0.245
CAAS overall (Post score - Pre-score)	1.844	9	0.049*
Sewing group (Group 2)	**t**	**df**	**p-value**
Concern (Post score - Pre-score)	2.502	8	0.0185*
Control (Post score - Pre-score)	4.346	8	0.001**
Curiosity (Post score - Pre-score)	2.042	8	0.0325*
Confidence (Post score - Pre-score)	1.082	8	0.1555
CAAS overall (Post score - Pre-score)	2.975	8	0.008**
Computer skill and office administration 1 (Group 3)	**t**	**df**	**p-value**
Concern (Post score - Pre-score)	0.929	15	0.184
Control (Post score - Pre-score)	-.080	15	0.4685
Curiosity (Post score - Pre-score)	1.554	15	0.0705
Confidence (Post score - Pre-score)	1.552	15	0.0705
CAAS overall (Post score - Pre-score)	1.409	15	0.0895
Computer skill and office administration 2 (Group 4)	**t**	**df**	**p-value**
Concern (Post score - Pre-score)	2.732	18	0.007**
Control (Post score - Pre-score)	2.941	18	0.0045**
Curiosity (Post score - Pre-score)	3.200	18	0.0025**
Confidence (Post score - Pre-score)	2.796	18	0.006**
CAAS overall (Post score - Pre-score)	4.112	18	0.0005**

**p -value < 0.01	Significant at the 1% level
	Convincing evidence of a significant difference between the pre- and post-test results.
* p -value < 0.05	Significant at the 5% level
	Strong evidence of a significant difference between the pre- and post-test results.

5.11.2 Effect size

Cohen's *d* was used to determine the effect size of the difference between the pre- and post-scores of the *CAAS* overall and on each of the four career adaptability constructs (concern, control, curiosity, confidence). The mean of the pre-score per construct was subtracted from the mean of the post-score on each construct and then divided by the standard deviation (sd). Table 40 represents the effect sizes on the *CAAS* overall and on each sub-scale for the four individual groups, the total quasi-experimental group, as well as the control group.

Table 40: Effect sizes per group on each sub-scale of the *CAAS*

Effect size (d) d = [mean (diff post -pre)]/ suggested						
	Hospitality group	**Sewing group**	**Computer skills and Office admin1**	**Computer skills and Office admin2**	**Quasi-experimental group**	**Control group**
Concern	0.53**	0.83***	0.23*	0.63**	0.50**	0.69**
Control	0.57**	1.45***	0.02	0.67**	0.50**	0.16
Curiosity	0.34*	0.68**	0.39*	0.73**	0.54**	0.12
Confidence	0.22*	0.36*	0.39*	0.64**	0.40*	0.10
CAAS (overall)	0.58**	0.99***	0.35*	0.94***	0.70**	0.35*

Magnitude of *d* (Cohen, 1988):
*d = 0.2 (Small effect; 0.2 - 0.5 = small to medium effect)
**d = 0.5 (Medium effect; 0.5 – 0.8 = medium to large effect)
***d = 0.8 (Large effect)

5.12   SUMMARY

In this chapter, I first reported the qualitative data that was obtained during my research. The four qualitative data sources were the biographical forms that participants completed on the first day of the intervention, the reflections from participants on the body-map drawings, the career construction genogram reflections, and the final reflection papers

that were completed by participants on the last day of the intervention programme. I tried to portray a picture of the impact of the intervention on participants based on their own feedback and their comments about the intervention programme and its activities. I discussed the results by connecting the themes and sub-themes that emerged from the four data sources to the four career adaptability constructs (concern, control, curiosity and confidence), based on inclusion and exclusion criteria on career adaptability (Del Corso, 2013).

Secondly, I reported the quantitative results. The descriptive statistics were stated, and internal consistency was confirmed with Cronbach's alpha. The paired t-tests that were performed, showed the p-values on the 1% and 5% significance levels. Lastly, the effect sizes were calculated with Cohen's *d* to state the magnitude of the difference between the pre- and post-tests on the sub-scales of the *CAAS* per group. Both sets of findings are discussed and triangulated in the next chapter and combined with literature control of the outcomes.

6. CHAPTER 6: DISCUSSION AND LITERATURE CONTROL

6.1 INTRODUCTION

The purpose of my study was to investigate (qualitatively and quantitatively) the enhancement of employability potential and the probable career adaptability development in young adults by exposing them to a career counselling intervention based on both life design and employability counselling principles, as was explored in the literature review of this study. Qualitative feedback from participants, based on the different aspects of the intervention, was reported on in Chapter 5 and subsequently discussed and linked to career adaptability development – which is an indisputable ingredient of being more employable (Coetzee et al., 2015; Maree, 2012). The quantitative data was reported on and discussed per sub-scale and group with regard to the significant difference between the pre- and post-test scores based on the *CAAS* (Maree, 2012, Savickas & Porfeli, 2012).

In this chapter, the quantitative results are discussed first. Next, the qualitative outcomes ('micro-stories') are discussed, followed by the triangulation of the quantitative results and qualitative outcomes to validate the results. The results and outcomes are linked to literature by conducting literature control of the thematic findings by using references that informed the literature review (Chapter 2) and the intervention (Chapter 3). Additional references not previously mentioned will also be used to detect possible unique trends and findings in the research. In order to objectively assess and critique the results, the following questions will serve as guidelines:

- Do previous findings concur with the findings of my study?
- Which of the findings do not concur with previous findings?
- Are there findings in my study that have never been reported before?
- Did specific trends emerge from the findings in my study?

6.2 QUANTITATIVE RESULTS DISCUSSION: PRE-TEST SCORES ONLY, ALL FIVE GROUPS

In this section, I briefly discuss the pre-test results based on the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) per group. The results for the hospitality group (Group 1), the sewing group (Group 2), the computer skills and office administration Group 1 (Group 3), and the computer skills and office administration Group 2 (Group 4) will be discussed separately and in this order. Next, the results for the *total* quasi-experimental group (Group 1-4) will be discussed. Lastly, it will be the turn of the pre-test results for the control group

(Group 5). The pre-test scores represent the levels of career adaptability with which participants entered the intervention, as the pre-test was administered on the first day of the intervention before any activities related to the intervention had started. The maximum raw score for any of the sub-scales was 30.

6.2.1 Pre-test results: Hospitality group (Group 1)

Hospitality group

	Concern	Control	Curiosity	Confidence	Overall CAAS score
Pre-test	25.21	24.29	22.36	22.71	23.64
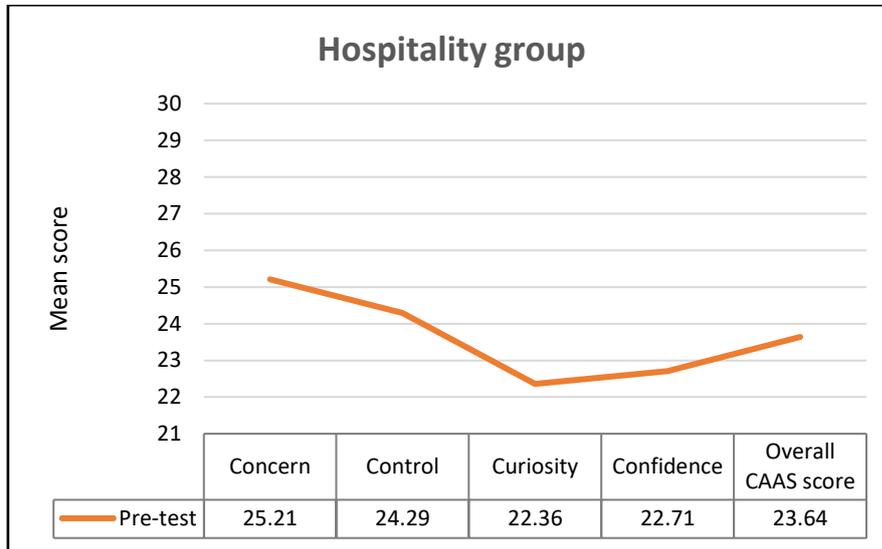
Figure 14: Hospitality group: Pre-test results, mean score on each *CAAS* construct

The hospitality group had 14 participants (11 female and 3 male) between 22 and 23 years of age. Their highest mean score involved career concern and career control (see Figure 14). The lowest score was for curiosity, followed by career confidence. The area that was least developed in this group was career curiosity. Curiosity comprises how occupational information and self-knowledge are gathered by individuals to fit themselves in the world of work (Savickas, 2005, 2008). Spurk, Kauffeld, Meinecke and Ebner (2016) consider career curiosity as identity formation and role integration. The absence of curiosity may bring about feelings of identity confusion (Del Corso, 2013) within individuals.

6.2.2 Pre-test results: Sewing group (Group 2)
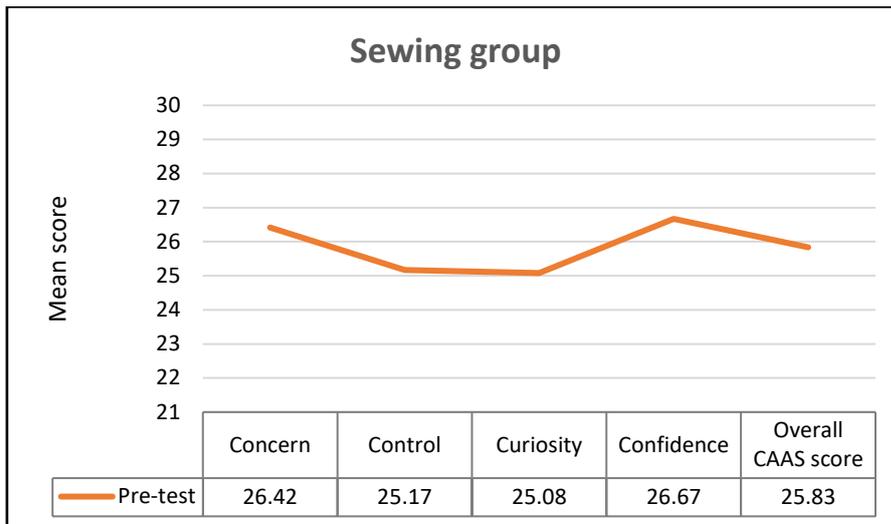
Figure 15: Sewing group: Pre-test results

The sewing group had 11 participants (9 females and 2 males) between the ages of 30 and 31 years old. Four of these participants had completed another tertiary diploma or certificate course before, and six of these participants had a Grade 12 certificate. The career confidence of this group was the highest for the four sub-scales with a score of 26.67. This can possibly be based on the study and work experience of the participants. Their levels of career concern were also high and just slightly lower than the levels of career confidence (see Figure 15). Career curiosity was the lowest sub-scale for the sewing group, with career control slightly higher than curiosity. Although their overall *CAAS* score was high (25.83 out of 30), this group could benefit from developing their curiosity and career control.

6.2.3 Pre-test results: Computer skills and office administration Group 1 (Group 3)
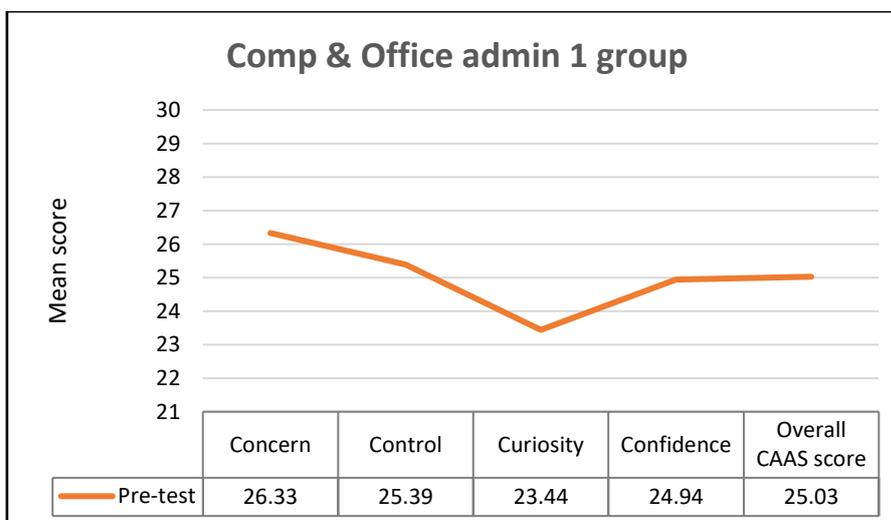
Figure 16: Computer skills and office administration Group 1: Pre-test results

The computer skills and office administration Group 1 obtained the highest scores on career concern and the lowest score on career curiosity (see Figure 16). Their second highest score was for career control, followed by career confidence. This group had the biggest number of school leavers (in Grade 12 the previous year) who did the skills programme as part of a 'gap' year before they were to take up formal studies. (At the time of the intervention, some of these students needed help to apply for bursaries to study at the University of South Africa (UNISA) in the following year). The students were between the ages of 22-23 years (13 female and 4 male), and 15 of the 17 participants in this group had a Grade 12 certificate. Their biggest area of development was career curiosity.

6.2.4   Pre-test results: Computer skills and office administration Group 2 (Group 4)
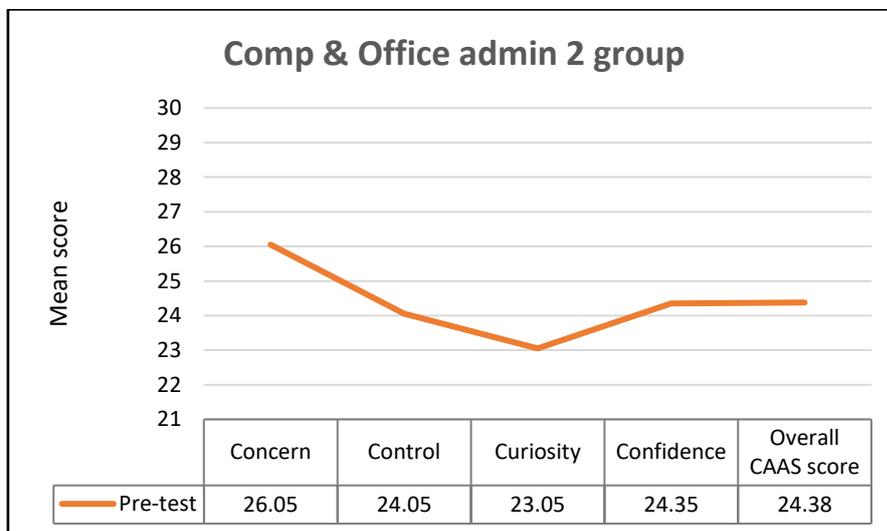
Figure 17: Computer skills and office administration Group 2: Pre-test results

Group 2 of the computer skills and office admin group consisted of 20 individuals between the ages of 23 and 24 years (17 female and 3 male participants). From these participants, 18 had completed Grade 12 successfully. Some of these participants reported unsuccessful attempts to study at other tertiary institutes (some of them started and failed, while others quitted due to circumstances). The lowest score in this group was on career curiosity, with the highest score on career concern. The scores on career confidence was somewhat higher than the score on career control. Career curiosity needed to be developed in this group to make them more career adaptable (see Figure 17).

The mean scores for the pre-test on the four *CAAS* sub-scales for the total (overall) quasi-experimental group are discussed next.

6.2.5 Discussion of pre-test results for total quasi-experimental group (Groups 1-4)

Quasi-experimental group

	Concern	Control	Curiosity	Confidence	Overall CAAS score
Pre-test	26.02	24.69	23.39	24.59	24.67
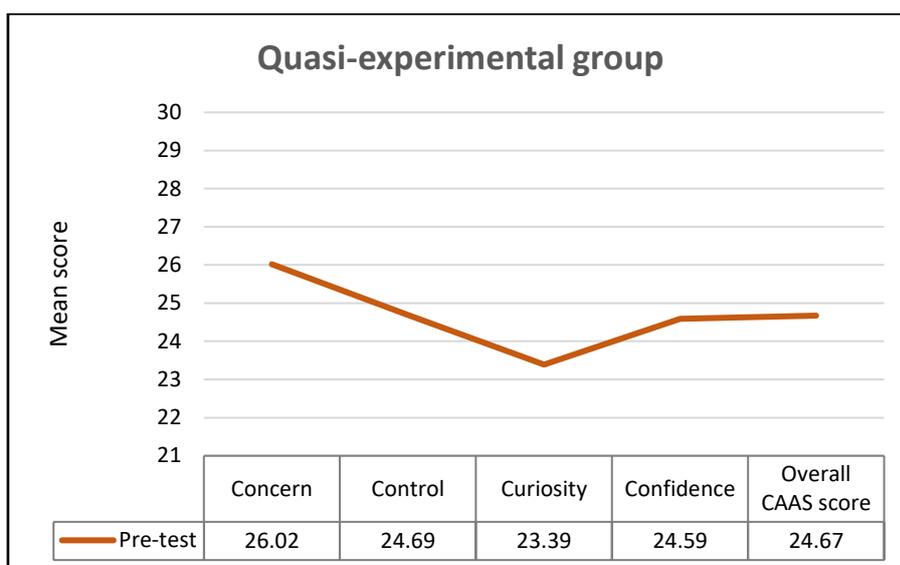
Figure 18: Total quasi-experimental group (groups 1-4): Pre-test results

Before they were exposed to the intervention, the total quasi-experimental group achieved an average score of 26.02 on career concern (see Figure 18), which is high as an average for 62 participants. Participants seemed to have been concerned about their careers before they started the intervention. Their high levels of career concern had probably motivated them to enrol for the skills programmes which they recently started at *POPUP* at the time. Between the four sub-scales, participants scored the highest for concern. According to Glavin and Berger (2010) and Savickas (2005), individuals who are concerned about their careers prepare themselves to make changing decisions in future as a result of thoughtful planning. Career concern is the ability to 'look ahead' (Koen, 2013, p. 155), having developed 'a positive optimistic attitude to the future' (Wright & Frigerio, 2015, p. 5) to link present career activities to a desired future (Koen, 2013; Savickas, 2005). Participants in the present study were likely to be hopeful and optimistic about their future careers while completing the *CAAS,* probably because they had recently been accepted into a skills training course of their choice (which could attest to their high score on concern). The lack of career concern contrarily also indicates absence of interest to explore the future and could result in feelings of hopelessness towards what they consider to be meaningful in the world of work (Del Corso, 2013).

The quasi-experimental group scored somewhat lower on control than on concern in the pre-test, with an average score of 24.69. Control requires decision-making abilities to manage a career and to work towards achieving career goals (Glavin & Berger, 2013).

Participants perceived themselves to have proximal control to achieve their career goals. Control demonstrates assertiveness, discipline and wilfulness to make career decisions in an unpredictable environment (Savickas, 2005). A lack of career control can result from the belief in participants that they are the victims in their own life stories (Del Corso, 2013).

The sub-scale with the lowest average score on the pre-test between all groups was curiosity (23.39 out of 30). Low scores on curiosity point to a lack of exploration of the self and/or the world of work (Glavin & Berger, 2013) and an aversion or perceived inability to gain new knowledge and experiences that would possibly lead to changed roles. Low scores on curiosity result in a lack of experimenting with possible other selves or their potential. Being curious involves an element of risk taking that would be motivated by an attitude of inquisitiveness (Savickas, 2005; 2008) to explore identity (Del Corso, 2013). Curiosity also involves having knowledge about personal ability, values and interest, but also knowing about the requirements, routines and rewards of different occupations (Savickas, 2005; 2008). The participants in my study came from schools and communities where they had not been exposed to vocational education and guidance or career counselling services. They came from homes where their parents in many cases did not have matric or a tertiary qualification that would have exposed them to a broader knowledge of the world of work. According to Mohale (2013), many children from black communities in South Africa are raised by a grandmother. It would therefore be likely that some of the grandmothers of this generation are not literate and able to properly guide their grandchildren in career-related matters.

The quasi-experimental group (groups 1-4 combined) achieved a mean score of 24.59 for career confidence at the start of the intervention. Career confidence involves a healthy self-esteem and SE levels to pro-actively learn skills for solving problems that may occur in their careers (Glavin & Berger, 2013). High confidence levels should help individuals to manage anxiety better and should help them to cooperate with others (Del Corso, 2013). The overall *CAAS* score (pre-test) for the total quasi-experimental group was 24.67, which seemed high as an average score for all 62 participants.

6.2.6   Pre-test results: Control group (Group 5)

Control group

	Concern	Control	Curiosity	Confidence	Overall CAAS score
Pre-test	25.23	24.05	22.23	23.77	23.8
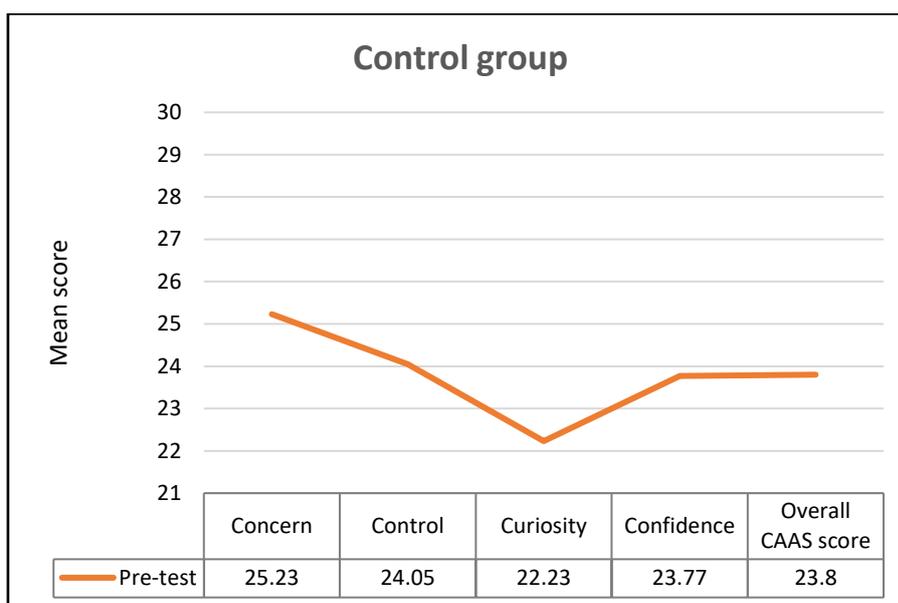
Figure 19: Control group: Pre-test results

The group that is referred to as the *control group* in my study cannot really be seen as a proper control group, due to the size of the group (22) compared to the size of the quasi-experimental group (61). The control group consisted of students at *POPUP* who had not yet been admitted to a skills programme because their numeracy and literacy levels did not comply with the minimum requirements for following a skills programme – even though most of these students had a Grade 12 certificate. This group of students followed a special course on the campus of *POPUP* to improve their numeracy and literacy levels so as to be admitted to a skills programme in the next intake, should they qualify. The control group was therefore a group of participants who completed the *CAAS* on the same day before and after the intervention as the quasi-experimental group, but they did not take part in the intervention programme.

The highest sub-scale score in the control group's pre-test was for career concern. This score mirrored the trend from the quasi-experimental group where career concern was also the highest score on the pre-test. Participants in the control group had recently been admitted to a training course that would upskill their numeracy and literacy levels and hopefully enable them to be admitted to a skills training programme. The fact they were engaged in a programme with future possibilities may have instilled hope (Del Corso, 2013) and belief in them that they had started the journey towards a more promising future (Koen, 2013). This probably resulted in their high ratings on concern. Career control scored slightly

higher than career confidence in this group, while career curiosity was the lowest scoring sub-scale for the control group. The pre-test results of the control group (see Figure 19) show a similar curve (pattern) to that of the quasi-experimental group (see Figure 18). The control group achieved the lowest results on curiosity (like the other groups) and the highest results on concern (also in line with the pre-test of the rest of the participants).

6.2.7   Comparison of the pre-test score results only for all six groups

The sub-scale that needed most development in all groups (based on the pre-test results) was career curiosity. All the groups scored lowest on career curiosity. The sub-scale in which participants rated their career adaptability as highest, was career concern. This was a similar pattern in all the groups.

Two groups (sewing (Group 2) and computer skills and office administration 2 (Group 4)) obtained a higher score on career confidence than on career control in the pre-test. The other three groups (hospitality (Group 1), computer skills and office administration 1 (Group 3), and the control group (Group 6)) had higher scores on career control than on career confidence.

The overall *CAAS* score (mean of the four sub-scales) was lowest in the hospitality and control groups, with scores below 24 (23.64 and 23.80 respectively) out of 30. The other groups had scores above 24 out of 30, with the sewing group that had the highest career adaptability levels with 25.83. A possible reason could be that the sewing group consisted of more mature individuals than the rest of the groups.

In summary, the pre-test for all participants revealed career curiosity to be the lowest career adaptability sub-scale. This means that participants needed development to explore and investigate the self (ability, interest and values) and the environment of the world of work around them (Del Corso, 2013; Glavin & Berger, 2013). Furthermore, all participants seemed to have been concerned about their careers already, as scores on career concern were the highest in all groups. This means that participants were ready to engage in the intervention and that they were prepared for change (Del Corso, 2013; Barclay, Stoltz & Chung, 2011). Putting these results into perspective, it seems as if participants were ready and open for the intervention once they could appreciate its benefit for their careers.

In the following section, I discuss the post-test score differences compared to the pre-test scores on the *CAAS*.

6.3   DISCUSSION OF QUANTITATIVE RESULTS: DIFFERENCES BETWEEN POST-TEST SCORES FOR ALL SIX GROUPS

In the following section, the differences between the pre- and post-tests are discussed. The p-values indicate the exceedance probability to judge the significance of the statistical difference between the pre- and post-tests. The effect size (stating the magnitude of the differences between the pre- and post-test) was calculated using Cohen's *d* and will be discussed per group. Only medium (*d* = 0.5 - 0.8) and large (*d* ≥ 0.8) effect sizes will be discussed. Small effect sizes (where Cohen's *d* was 0.2 - 0.5 or less) have been disregarded for the purposes of this study.

6.3.1   Post-test results: Hospitality group (Group 1)

The hospitality group scored the second lowest of all the groups on the overall *CAAS* score in the pre-test (see 6.2.1). The four sub-scales of the *CAAS* were not individually influenced statistically in the post-test, but the overall *CAAS* score reflected significant change after the intervention. On the overall *CAAS* score, a statistically significant difference was calculated between the pre- and post-test on the 5% level with a p-value of 0.049. The effect size of this difference was medium to large (0.58).

6.3.2   Post-test results: Sewing group (Group 2)

Of all the groups in the pre-test, the sewing group displayed the highest levels of career adaptability. As mentioned before, this group was on average older and more mature than the rest of the participants. They had clearer career goals and some of them were on their way to achieve what they envisioned for themselves – as can be seen by their high level of career confidence in the pre-test. There was a significant difference on the 5% level between the pre- and post-tests on career concern (0.02) and career curiosity (0.03) in the sewing group's results, with a large effect size on career concern (0.83) and a medium effect size on career curiosity (0.68). Career control was also significantly influenced on the 1% level by the intervention with a p-value of 0.001 (with large effect size between the pre- and post-tests). On the overall *CAAS* score, a p-value of 0.008 was calculated with large effect size. The career adaptability sub-scales that were affected by the intervention in the sewing group were career concern, control, curiosity and the intervention also had an impact on the overall *CAAS* score.

6.3.3   Post-test results: Computer skills and office administration Group 1 (Group 3)

No statistically significant (or practically meaningful) differences were found between the pre- and post-tests for this group. As previously mentioned, this group had the

largest number of school leavers who used the skills programme at *POPUP* to fill their time before they would proceed to apply for access to formal tertiary education. It is hard to explain the reason for the absence of statistically significant or practically meaningful behaviour for these participants. Perhaps the fact that this group was slightly less experienced than the sewing group and would therefore have experienced the pain of failure to a lesser extent, could have caused them to be less open to what the intervention could offer them.

6.3.4 Post-test results: Computer skills and office admin Group 2 (Group 4)

On all four sub-scales of the *CAAS*, the computer skills and office administration Group 2 showed significant differences on the 1% level, with a medium effect size on each of the sub-scales. The difference on the overall *CAAS* score was significant with a large effect size. This group was slightly more experienced than the previous group. Some of these participants had experienced the pain of failure which could have influenced them to be more open to and embracing of what the intervention could offer them.

6.3.5 Discussion of post-test results: Quasi-experimental group (total for Groups 1-4) (Group 5)

Although most participants were already concerned about their careers before the start of the intervention (as was demonstrated by the pre-test results), the score on career concern of participants in the quasi-experimental (Group 1-4) group increased significantly (p-value=0.001) on the 1% level in the post-test, with a medium effect size of 0.5. A significant difference was also detected on the sub-scale for career control, with a p-value of 0.001 and medium effect size of 0.5. Figure 20 graphically depicts the effect sizes between the pre- and post-test for the quasi-experimental group.
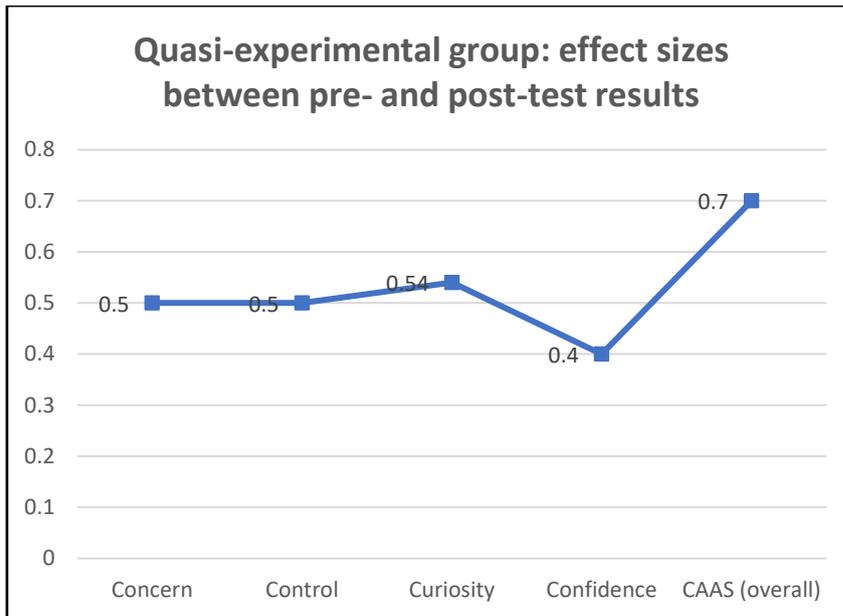
Figure 20: Graphical presentation of the effect sizes based on the pre-and post-test differences on the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) for the quasi-experimental group

In the pre-test, the quasi-experimental group scored the lowest on career curiosity, which indicates that participants lacked knowledge and skills on how to explore the world of work and did not know the self well enough to see themselves able to make a meaningful contribution. Low levels on curiosity are often a systemic symptom in developing countries. This was confirmed in a South African study, conducted in a rural community in the Eastern Cape province, which explored perceptions of youth who were not in education, employment or training (NEET) on factors that influenced their employability (Tele, 2016). The study revealed that unemployed young adults from rural areas did not have access to social networks and formal information systems, which excluded them from resources to explore the work environment. The lack of access to career counselling and no opportunity to get to know themselves and apply their skills within their communities, also led to low ratings on curiosity. According to Tele (2016), unemployment and the lack of resources negatively influence behaviour and the way individuals see themselves. The administration of the *Career Interest Profile* (Maree, 2016) as part of the intervention served not only to assist participants in formulating their micro-stories to create self-awareness, but also to expose them to different career fields and occupations so as to develop their curiosity.

In the post-test, significant change occurred in respect of curiosity. The change was significant with a p-value of 0.001 and a medium effect size of 0.54 on curiosity between the pre- and post-test. Koen (2013) confirms Savickas' theory (1997; 2005) on career

adaptability to be dynamic and a learnable competence rather than a static personality trait. This was confirmed in my study. Career adaptability constructs can indeed be influenced, as significant change was calculated on the 1% level in the overall *CAAS* score of the quasi-experimental group with a p-value of 0.001. The effect size was 0.7, which indicates a medium to large effect on the overall *CAAS* score. These results confirm that the intervention that aimed to enhance the participants' employability resulted in actively shaping their career adapt-abilities.

6.3.6 Post-test results: Control group (Group 6)

The scores of the control group showed a statistically significant and practically meaningful difference between the pre- and post-tests on the sub-scale of career concern, with a p-value of 0.005. Although no change was expected for the control group in the post-test on any of the sub-scales, there may be a logical explanation for this change. The campus of *POPUP* is small and students from the control group and other groups (which made up the quasi-experimental group) would have interacted before and after classes and during breaks. Members of the control group probably felt excluded from the employability intervention, which raised their career concern. This may well explain the medium effect size of 0.69 on concern. It was interesting to note that the career confidence levels of participants in the control group decreased, which strengthens the probability of their experiencing feelings of exclusion.

6.3.7 Comparison of the differences between post-test scores for all six groups

Figure 21 graphically depicts the effect of the intervention per sub-scale of the *CAAS* on the different groups that were investigated. The group that benefited most from the intervention was the sewing group. Participants in the sewing group showed large effect size differences between the pre- and post-tests on concern, control and curiosity, as well as on the overall *CAAS* score (see Figure 21). The effect size of the difference between the pre- and post-test for the overall *CAAS* score of the computer skills and office administration Group 2 was also large (see Figure 21). Medium effect size differences between the pre- and post-test of the computer skills and office administration Group 2 were calculated for concern, control, curiosity and confidence. The computer skills and office administration Group 2 seemed to have benefited second-most from the intervention. The hospitality group showed medium effect size differences between the pre- and post-test scores on career concern, career control and on the overall *CAAS* score. The control group obtained differences of a medium effect size between the pre- and post-test on concern.
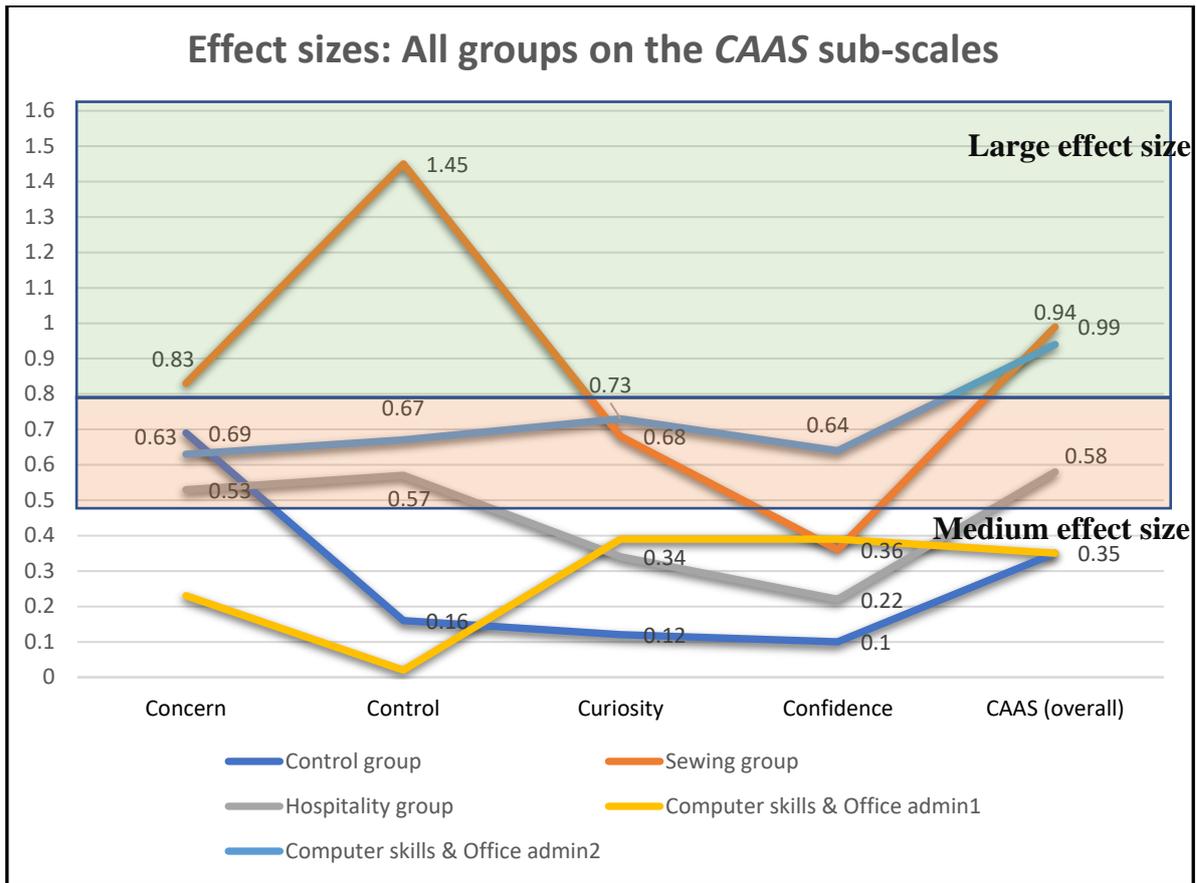
Figure 21: Graphical presentation of the effect size differences on the four sub-scales of the _CAAS_ per group

6.3.8   Discussion of quantitative results: Post-test scores differences

Career adaptability is regarded as preparation for establishing employability in individuals (Koen, 2013) and it enhances people's employability (Maree, 2015; Savickas, 2005). In the current turbulent employment climate, individuals need to focus on their capability to live and last in the job market and to be employable. "Employability, therefore, requires individuals to adapt to change – to develop 'career adapt-ability'" (Wright & Frigerio, 2015, p. 7).

The quantitative part of my study focused solely on detecting trends of career adaptability and I used the _CAAS_ (Maree, 2012; Savickas & Porfeli, 2012) to develop the employability skills of the participants. As discussed in the previous sections, all groups – except for the computer skills and office administration Group 1 (Group 3) – showed statistically significant score changes between the pre- and post-tests (see Figure 21). In the discussion that follows, I draw special attention to the effectiveness of the four career-adaptability sub-scales (concern, control, curiosity and confidence) in detecting the career adaptability needs of participants (before the intervention) and the extent to which each sub-

scale was influenced by the intervention.

6.3.8.1 Career concern

Career concern involves a positive and optimistic attitude towards the future (Wright & Frigerio, 2015), anticipates future career progress (Spurk et al., 2016) and implies awareness of, involvement in and preparedness (Savickas, 2005) for career development. Participants scored the highest on career concern in the pre-test, which suggests that they were already concerned about their career development. Nonetheless, the intervention significantly influenced the quasi-experimental group with a medium effect size difference as represented in Figure 21.

6.3.8.2 Career control

The sub-scale career control refers to engagement with the future career and the degree to which control is exerted to change this career (Savickas, 2005). Control involves taking personal responsibility and being persistent (Spurk et al., 2016). Decision making, determination and agency (Savickas, 2005) are portrayed by high scores on control in the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012). Sample items that measure control include "making decisions by myself" and "doing what is right for me" (Glavin, & Berger, 2013, p. 5). The quasi-experimental group showed medium effect size (0.5) differences on control, which indicates significant change (see Figure 21).

6.3.8.3 Career curiosity

Career curiosity, which gained the lowest career adaptability score in the pre-test for all participants, refers to taking the risk to broaden personal horizons and to explore social opportunities (Wright & Frigerio, 2015) for career development. Career curiosity is needed to be employable, as it suggests a lifelong eagerness to learn about the self and the work environment (Del Corso, 2013; Liu, Englar-Carlson & Minichiello, 2012). This area seemed to be in most need of development, and participants really needed to grow their career adaptability potential in order to counter the negative systemic influence that a lack of exposure to vocational guidance and career counselling may have. The post-test results of the quasi-experimental group on curiosity changed with medium effect (0.54) size results (see Figure 21), which attests to the fact that the intervention significantly influenced participants to be more adaptable in their careers.

These findings are in line with findings in the study that Koen (2013) conducted on re-employment in the Netherlands. Career control and career curiosity were positively influenced by a similar experiential intervention that assisted participants to find quality re-employment. Curiosity and persistence are distinguishers for career development in today's

knowledge economy (Watson, 2017). Watson represents former Stanford professor Sebastian Thrun's company *Udacity,* which aims to develop careers by offering free online courses in different technical fields – AI among others. Watson translates curiosity into the skills we learn, the knowledge we acquire and the experience we gain to be of value both to the self and to employers. He links curiosity to having a growth mindset (Dweck, 2006), being persistent and augmenting the idea of lifelong learning. It seems that higher curiosity ratings therefore translate into employability competence.

6.3.8.4 Career confidence

Career confidence was least influenced by the intervention (see Figure 21). Although the purpose was to achieve increased or improved career confidence ratings for the participants, the statistical significance of the effect of the activities (e.g. recorded one-minute speech, body-map exercise) was smaller than expected. The initial and unusually high pre-test score on career confidence of the quasi-experimental group (just below 25) could also serve to explain the smaller change in participants' career confidence results. Lower confidence levels are associated with unemployment and lower SES, as was found in the South African study by Tele (2016). A sense of inadequacy and loss of independence and self-reliance were found to be present in NEET (not in education employment or training) youth (Tele, 2016).

As mentioned in Section 5.2, all students at *POPUP* go through a 15-day life skills programme based on Christian principles before they start with their skills training programme. Participants had just completed their life skills programme a week before the intervention started and they sometimes referred to the meaning they found from the life skills programme regarding forgiveness and their personal connectedness with God. Scioli (2007) found hope (that is rooted in spiritual belief) to be a more important factor for life satisfaction than SES. Participants started to see their situations as less problematic and were hopeful to overcome their obstacles through their faith – which could translate into higher confidence levels.

Confident individuals have an attitude that they can and will succeed in new tasks (Glavin & Berger, 2013). It seemed that the confidence of participants in my study was not necessarily linked to their career curiosity but rather based on their hope and faith for a better future, as they were busy working on it. Overcoming adversity teaches individuals what they are capable of and builds SE. According to Spurk et al. (2016), this is directly related to individuals' self-evaluation. The increased confidence level that participants in the current

study demonstrated represents the degree of SE that would support them to implement career objectives (Savickas, 2005) in spite of stressors in the work or world of work (Del Corso, 2013). Low SES may also be a precursor of physical and mental illness (Caribbean Development Bank, 2015; Ryff, 2014; Koen, 2013; Paul & Moser, 2009). People who can find and sustain well-being despite existential life challenges appear to be physically and phenomenologically healthier (Ryff, 2014) than those who have lost their sense of well-being in similar challenges.

The overall *CAAS* score (mean of the four sub-scales) reflected a medium to large effect size (0.7) between the differences of the pre- and post-test. This change and its effect, as portrayed in the overall *CAAS* results, confirm that career adaptability is a malleable construct that entails behaviours that can be learnt (Savickas, 1997; 2005; Koen, 2013).

6.4   SUMMARISED COMMENTS ABOUT QUANTITATIVE RESULTS

Table 44 provides a summary of significant differences between the pre- and post-test on each sub-scale of the *CAAS* per group. In summary, all groups were significantly influenced on the sub-scale of career concern. Career control was significantly influenced in the hospitality group, the sewing group, and Group 4 (computer skills and office administration 2). The latter two groups also displayed significant changes on career curiosity, while only the computer skills and office administration 2 group (Group 4) showed differences on career confidence. The overall *CAAS* score of the hospitality group, sewing group, and computer skills and office administration 2 (Group 4) was significantly influenced by the intervention.

Table 41: Summary: influence of the intervention on the different groups per sub-scale of the CAAS

	Hospitality group (Group 1)	Sewing group (Group 2)	Computer skills and office admin 1 (Group 3)	Computer skills and office admin 2 (Group 4)	Total quasi-experimental group (Group 5)	Control group (Group 6)
Concern	*	*	*	*	*	*
Control	*	*		*	*	
Curiosity		*		*	*	
Confidence				*		
Overall *CAAS* score	*	*		*	*	
	Medium effect size difference	Large effect size difference				

6.5 DISCUSSION OF QUALITATIVE RESULTS

Aspects of vocational guidance and career education, but especially life design principles (Savickas, 2010b) and employability enhancing strategies (see Figure 11, Section 3.4), formed part of the intervention and aimed to enhance the employability potential of young adults from socio-economically challenged contexts. Aspects from all three career intervention models (see Figure 9, Section 3.3) were utilised because most of the participants had not previously been exposed to career counselling. Employability aspects (see Section 3.5, Table 14, and Figure 11) that were identified and seemed possible to influence by this intervention were self-awareness and confidence, a positive and pro-active attitude, lifelong learning awareness, interpersonal skills, good work ethic, adaptability and communications skills. Research has shown that adaptability is crucial to influence employability (Coetzee et al., 2015; Fugate et al., 2004; Koen, 2013; Savickas, 2005) and in the absence of an assessment to measure employability that would be of value in multiple contexts, career adaptability seems of substantial weight to develop employability skills in participants. Coetzee et al. (2015) found positive associations between employability aspects and career adaptability constructs in a South African study in a higher education context, as both employability and career adaptability relate to self-regulatory capacities (Coetzee et al., 2015).

Four qualitative data sources were utilised to identify themes and sub-themes to investigate the enhancement of employability potential in the participants. The four data sources were the BF completed by participants at the start of the intervention, FRP from

participants completed after the intervention, and two reflection papers based on narrative techniques (body-map drawings and a CCG) that were completed by participants during the intervention.

In discussing the qualitative results, themes that emerged from the BF are next discussed and linked to verify participants' employability and adaptability capacity at the start of the research intervention. Themes that emerged from the reflection papers based on the body-map drawings, the CCG and the FRP will subsequently be discussed and regarded as post-intervention results.

6.5.1 Themes from the biographical form (BF)

In the BF, participants had the opportunity to disclose their career situation prior to joining the skills programmes at *POPUP* and to tell more about their motivation for applying to join a skills programme. The main themes in the BF were Employment, Studies, Perception of self and attitude, and Coping (see Table 42). These themes and sub-themes are discussed next.

Table 42: Themes and sub-themes from the biographical form (BF)

	Biographical form (BF): Themes and sub-themes
1	**Employment**
1.1	Had a job but wanted to study further/needed more skills
1.2	Had a job but needed better conditions (income and/or working hours)
1.3	Retrenched. Work contract terminated
1.4	Did not have a job and could not find one
2	**Studies**
2.1	Wanted to study but finances were a problem
2.2	Failed at tertiary level
2.3	Could not get into a tertiary education course
3	**Perception of self and attitude**
3.1	Stuck/confused, with no plans
3.2	Lost hope, did not care
3.3	Addicted
4	**Coping**
4.1	Actively explored ways to improve my situation

6.5.1.1 Employment

Unemployment remains the biggest thief of hope amongst young people.

(Mampele Ramphele, 2015)

The employment situation of participants before they joined a skills programme at

POPUP is presented in the four sub-themes under the first theme, *Employment*. These sub-themes represent two basic situations, namely unemployment and underemployment, which are conditions that many young adults face, both in South Africa and globally.

Young adults are globally more vulnerable in respect of unemployment than older populations (ILO, 2016). Reasons for such vulnerability are that they are the biggest population group in numbers and they are less skilled and less experienced and more financially dependent on older populations. Disadvantaged youth are the most vulnerable as they are often the product of unemployed parents. They risk marginalisation and social exclusion (Fashoyin, 2011) due to the lack of opportunities and income that often stems from poverty.

The employment situation in South Africa is dire and the expanded unemployment rate is on 36.6% and the official unemployment rate on 27.7% (StatsSA, 2017). Participants confirmed that unemployment was part of the reality in South Africa and had a harsh effect on their lives. Some participants clearly stated that they did not have a job and also couldn't find one (BF, Sub-theme 1.4) while other participants had been retrenched (BF, Sub-theme 1.3): *My life was a blank page, just sitting at home, changing guys all the time and I was stuck because I did not have money … (A:13:1:37-39); I was spiralling out of control, I felt nothing good could happen in my future (A:4:1:52-55); My life was on a standstill because I was just at home doing nothing (D:13:3:160).* The South-African government acknowledged poverty, inequality and joblessness as major challenges (Pandor, 2016), as was stated at the beginning of my study. Despite these realities, the government struggles to provide job solutions to an ever-growing and more aggressive young black population (Merton, 2016). According to Cloete (2015, p. 513), 'unemployment is one of the most serious socio-economic challenges in South Africa'. Unemployment rates among the youth especially is a chronic dilemma. In the third quarter of 2016, 48% of South Africans between 15 and 34 years old were unemployed (Graham & De Lannoy, 2017). My study revealed that the main reasons why South African youth struggled were population growth, their lack of experience, erroneous ways of doing job searches, and a lack of career guidance in schools (Cloete, 2015).

Some participants had jobs but needed more skills to improve their work conditions. They were willing to leave a poor-quality job to gain extra skills for better eventual employment (BF, Sub-theme 1.1, 1.2). Entry-level jobs (e.g. working in a take-away shop or working as a picker in a store) often require from workers to work for long hours and low

salaries, was as portrayed in the feedback from participants: *'I didn't have time to focus on other things apart from my job' (A;10;1;29-30); 'I was working as a domestic worker and realised that the salary I'm earning was not enough to save money to further my education and to take my two daughters to further their education' (A;38;2;105-107).* These working conditions, referred to as underemployment (ILO, 2011), involve taking any job that is available even if the job requires a lower skill set than what the applicant has. Young adults in these types of jobs do not earn enough to lift themselves out of poverty (ILO, 2016).

By describing their employment situation, participants communicated their employment dilemmas and stated whether they were unemployed or underemployed. Their dilemmas represent a global trend among young adults and are augmented when a disadvantaged SES is present (Fashoyin, 2011; ILO, 2016). The same vulnerability in employment pertaining to young adults (unemployment and underemployment) that I found in my study were also reported in another South African study (Cloete, 2015) and these conditions are confirmed by national statistics (Stats SA, 2017).

Participants in my study experienced elevated career concern, therefore they applied to join the skills programmes at *POPUP* in an attempt to enhance their skills and gain hope for better employment. As stated by the following participant, '*I worked at KFC – very long hours. I came here to get a qualification' (A:20:1:57).* They deliberately tried to change their career situation by increasing their skills through education so as to be more employable and marketable.

6.5.1.2 Studies

Education will open doors where none seem to exist. It'll make people talk to you, listen to you, and help you; people who otherwise wouldn't bother. It will make you soar, like a bird lifting up into the endless blue sky, and leave poverty, hunger and suffering behind.
(From Kaffir Boy by Mathabane (1986, pp. 133-134))

The three sub-themes that emerged under studies (BF, Theme 2) relate to specific study dilemmas participants experienced before they joined *POPUP*, namely financial support, tertiary readiness (knowledge about being able to qualify), and academic failure (failing modules at tertiary level). Each of these sub-themes are discussed briefly.

Financial support (BF, Sub-theme 2.1) links to the unavailability of financial resources to study at tertiary level. Several participants wanted to study but did not have or could not find the funds to study further, e.g. *'I had lost hope because I planned on going to varsity so I stayed at home and I thought that life was over for me since I was the one taking care of my family' (C:3:2:76-78); 'I did nothing, and I also hoped that something could*

come up as I was disadvantaged to further my studies but I tried all in my power to overcome the situation' (C:4:2:79-82); 'When I finished matric, I didn't go on with my studies due to financial problems at home' (D:1:3:118-119). Participants came to *POPUP*, an organisation whose mission is to upskill people and put them in a better position to find employment. The skills development programmes are offered at a minimal entry fee and students are provided lunch daily, which made it possible for them to get a form of tertiary education. For many participants this was not their first choice; they wanted to study at a university after finishing Grade 12 but did not have the funds to pay the fees (as became clear in the sub-themes).

In their study that focused on youth in South Africa attempting to break the intergenerational transmission of poverty, De Lannoy, Leibbrandt and Frame (2015) confirmed that the majority of poor African youths have high aspirations and that they see higher education as a "main pathway to achieving their dreams" (p. 27). The realisation by some participants in my study that they were not able to study, left them without hope. The facts are however that there are government funds available for students from low SES on the *National Student Financial Aid Scheme (NSFAS)* to study further. Participants demonstrated through this sub-theme that they experienced a lack of control (*'I did nothing, and I also hoped that something could come up …'*) over changing their situation, but they also demonstrated inadequate levels of curiosity to explore possible options. My study confirmed the findings of De Lannoy et al. (2015) that young adults do not understand their role in taking responsibility as they are often not resilient enough to take agency to break the poverty cycle.

Numerous research studies have dealt with the struggle of students at university due to a lack of resources to continue, but not many were found to deal with the lack of funding and its effects as perceived by prospective students. Many participants in my study considered their training at *POPUP* as an in-between year before attempting other tertiary studies, and they believed that this training would help them to qualify as prospective students.

Other participants had a first **attempt at tertiary level studies but failed** (BF, Sub-theme, 2.2) and could therefore not continue. *'I was attending a college in 2012 here in Pretoria. Things did not go well so I went back home in … Ever since I've been struggling to get up and do my thing until I heard about POPUP' (A;15;1;42-43).* This sub-theme confirms the global trend as mentioned in the literature review, namely that students from socio-economically disadvantaged backgrounds generally have poorer academic outcomes

(Martin et al., 2012; Mullis et al., 2012; OECD, 2011; Sandoval-Hernandez & Cortes, 2012) than their wealthier peers (Erberber et al., 2015; Coleman et al., 1966; Crane, 1996; Sirin, 2005; Sutton & Soderstrom, 1999). In a South African study, Van Niekerk (2012) confirmed that the transition from school to tertiary institution often proved problematic in South Africa and blamed the poor quality of schooling at primary and secondary level. The inadequate school system especially affects black youth (see Section 2.3.3) from rural schools who attempt but fail their tertiary studies (Van Niekerk, 2012). The sub-theme 'failing at tertiary level' confirms the fact that black young adults are negatively influenced by failure at this young age and that they are left in despair because they do not know what their next step should be. It also confirms a lack of curiosity and control in participants, which leaves them with a low self-esteem to explore further.

Other participants reported on **not being able to get into a study course of their choice because they did not qualify** to get in (BF, Sub-theme 2.3). *'I applied for studies but was not accepted. I was just staying at home' (A;35;2;96-97); 'I was at home busy applying at universities and colleges but didn't get space' (A;53;3;154-155).* These participants apparently did not have access to career counselling or were not guided by teachers or counsellors at school on subject choices and admission requirements for tertiary studies, despite the fact that they aspired to study further. Mhlanga (2011) blames the lack of information on how to quality for specific degrees and qualifications on no access to career information in rural areas. Maree (2009) (see Section 2.3.4) confirms that a lack of career counselling at school would disqualify individuals who passed matric to enrol at a tertiary institution because they would not have a clear sense of their prospective career potential (Maree, 2011). This sub-theme confirms both findings of Mhlanga (2011) and Maree (2009; 2011) on the importance of career guidance and counselling at school level to prevent disappointment at a later stage.

In summary on the theme of studies – it is advantageous to have tertiary education to be employable (Sin & Neave, 2014) (see Table 8, Section 3.5). Due to apartheid, the black and coloured population felt left out from opportunities to attain proper education. Affluent black families sent their children overseas and politicians in exile studied at foreign universities. Potential students from socio-economically challenged situations still find it hard to get into formal tertiary education because they do not have sufficient information on study options and admission requirements, which points back to a lack of career counselling services in schools. The families from most of the participants in my study were blue-collar

workers without formal qualifications themselves. My impression from the themes relating to studies (BF, Theme 2) is that there is immense pressure on the offspring of families and communities from socio-economically challenged and previously disadvantaged groups to study at a university. However, the general perception is that there are no funds available for tertiary study, which often relates to a lack of information as found by Cloete (2015). A university degree is seen to be the only solution or option for future success (and prosperity), which also implies inappropriate career information and a lack of curiosity. These themes revealed to me what challenges pertaining to studies the participants had grappled with before the intervention.

6.5.1.3 Perception of self and attitude

This theme portrays the consequences of unemployment, underemployment and the feeling of being deprived of study opportunities. Several participants reported 'loss of hope' (BF, Sub-theme 3.2) and 'wanting to give up' because they were confused and stuck (BF, Sub-theme 3.1) in their career and personal situation. Some participants also reported addiction (BF, Sub-theme 3.3) to 'dagga' (marijuana) and alcohol to escape their hopeless situation, e.g. '*My life was not good at all. I had stumbling blocks in my life in such a way that I lost [track] of being me. Life was too tough' (A:5:1:14-17); 'I was a drop-out and I smoked weed a lot (B:7:2:59-60); 'I've been struggling to get up and do my thing' (B:1:2:44-45); 'My life ... was just life without hopes, low self-esteem and without values and vision' (C:2:2:73-75).*

Mental health risk such as increased anxiety, pessimism, alcoholism, apathy and suicide – to mention a few – are associated with unemployment (Carr & Sloan, 2003; Cloete, 2015; Paul & Moser, 2009). Psychosomatic disorders are also related to unemployment and reveal themselves in headaches, stomach ulcers, dermatitis, bronchitis and heart disease (De Witte, Rothmann & Jackson, 2012). Psycho-social risks are also associated with unemployment. Having a job brings structure and routine in people's days; it also provides an income and social status, which instigate a sense of self-worth and a sense of belonging (to a work community) that make people feel wanted and needed (Cloete, 2015). Unemployment on the other hand brings isolation, powerlessness and meaninglessness (Cloete, 2015; Fagin & Little, 1984).

Research on the consequences of unemployment in the Caribbean conducted by the Caribbean Bank (2015) confirmed the consequences of unemployment as demonstrated in these sub-themes. The study portrays the consequences of unemployment and

underemployment on three levels (Caribbean Bank, 2015). Firstly, on a personal level, unemployment and underemployment do not only leave the young adult unable to support the self, but also increase participation in negative behaviours so as to gain income. These negative behaviours are a consequence of social exclusion, low self-esteem, hopelessness and ambivalence. Secondly, the consequences of un(der)employment are demonstrated on the household level. It leaves households with a reduction in disposable income to support unemployed youth and places a greater burden on caregivers and other household members. Un(der)employment thirdly influences the larger community and nation by causing youth crime, poor health, poverty and community degradation (e.g. graffiti, vandalism, unsafe environments). Countries suffer from un(der)employment through the loss of revenue from employment taxes, the loss of national financial output and higher public expenditure to address these causes and consequences (Caribbean Bank, 2015).

The countries in the Caribbean are also developing Third World countries, as is South Africa. Participants in my study confirmed the findings from the Caribbean study regarding the consequences of unemployment for themselves. Some of the participants admitted to having become addicted and being hopeless in their difficult circumstances. Participants reported consequences on the household level, in that they had to care for family members, which made them unsuited for further study. They also confirmed experiencing the burden of caregiving themselves, which deprived them of opportunities to improve the economic situation of the household. Regarding the consequences of un(der)employment on a national level, the South African government is expected to spend more than R 175 billion on social grants by 2020 because of the dynamics of intricacies pertaining to unemployment. These figures on the consequence of unemployment on national level confirm the findings of the Caribbean study, namely that unemployment costs the country a huge amount of money.

6.5.1.4 Coping

A handful of participants were resilient and could stay upbeat, despite their difficult circumstances (BF, Sub-theme 4.1). '*I spent most of my time writing music, exploring ways to improve my self-esteem' (A:6:1:18-19); 'Before POPUP I was a volunteer at 'Lovelife' (D:4:3:131).* These participants displayed career resilience by adapting in situations that they could not change. In a study researching the link between career adaptability and resilience, Bimrose and Hearne (2012) found career resilience and career adaptability to strongly complement each other. They referred to career resilience as being the ability to survive change once it happens, whereas career adaptability has a more proactive dimension

(Bimrose & Hearne, 2012). My study focused on career adaptability to prepare young adults for the world of work by enhancing their employability. In exploring their career adaptability competence before the intervention, a few participants demonstrated career resilience – which signifies adaptive behaviour that is needed to survive difficult economic times in the labour market. The coping behaviour of participants could also be linked to career concern, because they made plans to keep themselves constructively busy despite the fact that they could not study or work. Participants also practised career control by engaging in purposeful activities that could enhance their sense of self. My study confirmed the findings of Bimrose and Hearne (2012), namely that career adaptability and career resilience are complementary.

In her study on human resilience, Ryff (2014; 2017) formulated six dimensions of psychological well-being to understand the nature and scope of people's functioning in the face of life challenges. These dimensions are self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery and autonomy. Morozink, Friedman, Coe and Ryff (2010) found that educational status is associated with a marker of inflammation (Interluekin-6) that is a precursor to multiple diseases, such as cardiovascular, rheumatological and Alzheimer's diseases. People who were educationally disadvantaged showed a higher risk of this biological factor. Among the participants with only high school education and less, those who showed high levels of well-being on any of the six mentioned dimensions did not show elevated levels of inflammation. These participants found purpose against the adverse effect of low SES (Morozink et al., 2010).

The ways in which participants in my study demonstrated career resilience and well-being confirmed these findings. They demonstrated resilience and coping behaviour in difficult situations of un(der)employment and poverty by finding purpose in for instance composing music and taking part in activities that could raise their self-regard (visiting the library daily and volunteering (to serve others)). My study also confirmed the findings of Ryff (2014; 2017) regarding resilience, in that well-being can be sustained during hardship through self-acceptance, having purpose and operating autonomously. It is important to state that the research conducted by Ryff (2014; 2017) was part of the MIDUS project that explored the enhancement of well-being of people in mid-life (45-65 years) in the United States (US), while the participants in my study were young adults (18-35 years) in South Africa.

The ability to cope despite difficult circumstances requires an attitude of optimism to be able to stay positive and carry on. A positive attitude is described as the key foundation

of employability (CBI/NUS, 2011) based on a study involving the views of academics and business decision makers in the UK (see Figure 5). The few participants who reported that they were coping in some way despite their career situations reflected optimism, which confirms the link between adaptive competencies and employability. For individuals to be career resilient in an impermanent and volatile work environment, their career adaptability needs to be developed. Maree (2016) promotes cooperative efforts between career counselling theorists, practitioners and researchers to improve career adaptability and enhance employability in their clients.

Themes from reflections on the body-map drawings will be discussed next.

6.5.2   Themes from the body-map drawing reflections (BMDR)

The body-map drawings allowed participants to visually represent aspects of their lives, their bodies and the world they live in (Gastaldo et al., 2012). The reflections on their body maps gave participants the opportunity to verbalise what they have learnt by drawing their own body on a piece of paper. The reflections that participants wrote after having drawn the body maps, gave me (as researcher) some insight into how it was to live inside their bodies (Cornwall & Welbourn, 2002) and made me share in their life stories. Table 43 lists the themes from the body-map reflection papers, which will be discussed afterwards.

Table 43:   Themes from the body-map reflection papers

	Body-map reflection papers: Themes
1.	Realisation of the value of self-discovery
2.	Self-knowledge/awareness
3.	Appreciation of physical uniqueness
4.	Feedback from others
5.	Focus on strengths inspired growth
6.	Self-confidence

6.5.2.1   Realisation of the value of self-discovery

Many participants commented on the worth of discovering more about themselves (BMDR, Theme 1) by drawing their own body maps. '*It made me realise that looking deep inside is a great thing and it has given me a chance to see and feel great about myself. I saw all my potential. It feels great to visit internal me' (A;8;1;32-34).* As mentioned in the discussion of the BF, most of the participants had never before had the opportunity to learn about themselves objectively through career guidance or counselling of a sort. The next comment from a participant expressed appreciation for getting to know the self: '*Being*

drawn [on paper] and seeing my image was also very interesting because I got to know my strengths and weaknesses' (D:16:4:143-144). These comments as represented by the first theme, confirmed the original purpose that Solomon (2002) set out for using the body-map technique, namely that it should be therapeutic for participants in that they will gain fresh insight into themselves and that this will assist them in exploring their identity. Participants in my study confirmed their exploration of personal strengths and weaknesses and reported finding value in discovering more about the 'internal me'.

As mentioned in the literature review, the original use of body mapping was to offer an opportunity for people with HIV/AIDS to tell their personal stories by discussing the imperfections and scars on their bodies because of illness (Gastaldo et al., 2012; Solomon, 2002) and thus to disclose their life-stories. Although I did not use the technique in a health environment (as was meant originally), the body maps served as a narrative instrument to assist participants to talk about themselves. Through hearing and listening to themselves, they could gather new insights about the self. By using the body-map technique in a career development situation, my study confirmed the findings of Vasquez (2004), namely that body mapping empowers people from stigmatised and isolated backgrounds and circumstances. Participants were empowered by exploring and discovering more of themselves. They could identify strengths about themselves and shared these with their group members, thus strengthening their sense of self.

6.5.2.2 Self-knowledge/awareness

The second theme (BMDR, Theme 2) was similar to the first in that the body-map drawings brought about self-awareness and self-knowledge for participants. Their career curiosity and awareness of the value of knowing themselves were increased through the body-map exercise, as is shown by their comments: '*I felt that I didn't know myself very good [well]. I now know that I need to work on knowing myself. I thought I know everything about myself. I felt I owe myself some time and learn who I really am (B;5;1;20-22).* For participants to see the value of engaging in self-exploration links with their development of career curiosity, as curiosity links to the exploration of the self and the opportunities for the self, as they present themselves in the world of work (Del Corso, 2013).

6.5.2.3 Appreciation of physical uniqueness

The idea of attractiveness and beauty is synonymous with body image. Body image relates to individuality because every person is different from any other. The National Eating Disorders Association (NEDA) defines body image as 'how you see yourself when you look

in the mirror or when you picture yourself in your mind'. Attractiveness differs from culture to culture and is linked to time (Tshegofa, 2014). Every culture in a specific time and context has core beliefs as to how people (and especially women) should present themselves physically according to the standards of society to be viewed as attractive. Failure to meet these standards creates dissatisfaction and easily leads to, for instance, eating disorders when failing to meet the body ideal (Tshegofa, 2014). Participants from different culture groups are programmed differently about what it means to be attractive. Their idea of the kind of physical attractiveness that is acceptable, is partly developed through this cultural lens. People's picture of themselves is often distorted because they are not objective about how they look and any negative feedback from others about their body can potentially cause them harm.

The reason for including the body-map drawings in a career intervention to enhance employability was to give participants the opportunity to view themselves afresh, with the purpose to increase their self-confidence and SE when reflecting on their body images. Because the group was multi-cultural, the different perceptions of body image in each culture were observed. Participants were not allowed to criticise themselves or others but were encouraged to rather appreciate and celebrate their assets. Physical dissatisfaction with body image results from social construction, culture, peers and the media (Tshegofa, 2014), who often idealise an ideal body image for all. The white and coloured girls with a Westernised mindset and upbringing especially struggled to see and comment on their assets, rather than to focus on body imperfections, which confirmed Tshegofa's (2014) findings on the socio-cultural influence of body image. The following feedback examples from participants made me realise that some participants understood the purpose of the exercise: '*If we were to look the same it would be boring. We must appreciate how we look and we must try not to be or look like the other person*' *(B;20;2;71-72)*; '*When we did the body map it made me to appreciate who I am [and] how I look like*' *(D;1;3;105)*. Some of the participants could break the stereotype that tries to mirror the 'perfect' fashionable image of the time. By drawing their body maps, an opportunity was created where participants could view themselves objectively. This exercise opened their eyes to be grateful for being unique and the way they look.

6.5.2.4 Feedback from others

Participants could comment on one another's body map by writing positive comments on it. In this way participants could learn from each other and from the **feedback of their class mates** (BMDR, Theme 4). Skultans (2000) alludes to the value of narrative techniques and comments on its value to bring about self-awareness, as well as awareness of others, by recognising and identifying vulnerabilities and strengths in one another. '*It was very fruitful to [know] how I see myself and how other people see me, so I had to view myself as a person I want to be*' (D;17;4;175-176). Several students commented on the value of the feedback they received from their peers with regard to their physical appearance. Solomon (2002) confirms this statement in that body-map drawings can create opportunities for communication to build trust and understanding, e.g. '*I loved the exercise because it made me realise that I have physical strengths that other people love and that I'm proud of*' (B;3;1;12-14). This theme confirms the finding of Skultans (2000) that the body map can assist in improving communication and understanding.

6.5.2.5 Inspired to grow

Participants made several comments on being **inspired to grow and develop by realising their personal strengths** (BMDR, Theme 5): '*I know I can't change myself physically, but I can change my negative emotions*' (B;7;1;30-31); *I love my emotional strengths especially the loving happy strong and caring strengths. I would love to improve on my abilities (B;3;1;11); It also taught me that I can take time to notice other people and know how they live (B;4;1;17-18).* In a recent South African study at the North-West University, Botha (2017) used body mapping as a narrative technique with second-year B Ed students to develop teacher identity in students who aspire to be teachers. By drawing one body map per group exploring teacher identity, the use of the body map assisted group members to talk about their perceptions and to concretise (draw) their ideas and widen their views on the multiple roles and functions teachers can hold. As in the current study, the body-map technique was used to teach participants about identity. In my study it was used to explore personal identity that linked to an individual's physique, and in Botha's study (2017) participants explored teacher identity and how they could personally identify with that. The body-map drawings are therefore both a therapeutic and a teaching technique as confirmed by Griffen (2016). Griffen used body mapping as a teaching technique to assist music teachers in training to build their self-confidence to teach music to young children.

6.5.2.6 Self-confidence

The main reason for including the body-map drawings in the intervention was to create self-awareness and to install self-confidence by exploring personal identity in participants through telling and hearing their personal life stories. Participants commented on the value of the intervention to lift their esteem, e.g. *'The body-map exercise gave me courage as a person and lifted my self-esteem' (B;11;1;43-44).* Having an opportunity to tell their personal stories through a narrative intervention (such as the body-map drawing) enabled participants "to achieve a clear self-image and a stable sense of self" as previously reported by Di Fabio and Maree (2013, p. 6). Del Corso (2013, p. 126) confirms that confidence in individuals can increase once they "find the language to narrate their skills and abilities", which is what happened in the administering of the body-map technique. Griffen (2016) confirmed the development of self-confidence in her study with potential music teachers by administering the body-map technique as part of their training.

In the *USEM* model of employability (see Figure 3), which was developed in a higher education context, SE beliefs make it possible for students to develop and grow (Knight & Yorke, 2003; Cole & Tibby, 2013). From this point of view, participants' potential employability skills were positively influenced. Themes from the career genogram reflections are discussed next.

6.5.3   Themes from the career construction genogram reflections (CCGR)

In the literature review (Chapter 3), the role of the family in career development (Section 3.7.6.1), the influence of family resources on career development (Section 3.7.6.2) and relationships and attachment with family members (Section 3.7.6.3) were explored. In Chapter 2 (Section 2.8.3.1) different cultures and customs in South African families were touched on. Family members and influential people from the community can clearly put much pressure on individual career decisions (Bimrose, 2013). Restricted, inflexible or overly attached systems would make young adults feel that they do not have decision-making power and control over their future careers. The themes and sub-themes that emerged from the CCGR (see Table 44) are discussed next. They are also linked to the literature review and confirmed or critiqued against new literature.

Table 44: **Themes and sub-themes from the career construction genogram reflections (CCGR)**

	Career construction genogram (CCG): Themes and sub-themes
1.	**Ambition**
1.1	Trying to improve conditions
1.2	Self-efficacy (SE)
2.	**Appreciation**
2.1	Attitude of gratefulness
2.2	Family as resource
2.3	Growth opportunity
3.	**Knowledge and insight**
3.1	Family interest
3.2	Similar interests as family
3.3	Family education and opportunities
4.	**Pain and disappointment**
4.1	Too personal and painful
4.2	Resilience
5.	**Differentiate self from family**
5.1	Not in control of my family

6.5.3.1 Ambition

Ambition was sparked in several participants to improve and outlive the conditions they had been born into and brought up in (CCGR, Sub-theme 1.1), e.g. '*I want to make a big change in my life and my generation' (C;9;1;39); 'I broke from the statistics of my family being domestic workers' (C;12;2;63).* By constructing a career genogram, some participants realised that they had broken away from the low-paid and unskilled jobs their parents occupied. Others realised that they were determined to transform from the struggling pattern their family had lived out in the past generations and that they had the ambition to improve their current family situation. In a study by Curry and Milsom (2017), the development of ambition and determination was also found in participants to change their family and personal career situations after doing a CCG as part of a career intervention. Curry and Milsom (2017) stated that senior students in schools are often not familiar with the employment and educational history of their family members and that the CCG facilitated a process to reflect on family careers. The knowledge that participants in the study on career readiness in P-12 schools in the US gained from their CCG, inspired some of them to pursue tertiary studies. This decision was based on new insights about their predecessors who had been educated, of which participants were not aware. Although the participants in my study had finished Grade 12 and the participants in the study of Curry and Milsom (2017) were

still at school, this sub-theme confirmed that doing a CCG can spark ambition and aspiration in individuals to change both their futures and the legacy of their families. Both my study and the study of Curry and Milsom (2017) showed that after doing a construction genogram, participants were determined to "write a new chapter of the family story" (Di Fabio & Palazzeschi, 2013, p. 143) by upskilling themselves to outperform their family history.

Another sub-theme in the theme on ambition was SE (CCGR, Sub-theme 1.2). Participants perceived themselves able and confident to make future life changes, which became evident from the reflection by one of the participants: *'I am strong today because of my background. I can stand. I can smile. I can make choices and decisions for myself ... I was trapped by poverty ... but that doesn't keep me from leaving and smiling. Yes, it was really hard for me, but I see myself as a blessing to my family (C;22;2;110-112).* SE in individuals denotes belief and confidence in their own capacity to exert control over personal motivation, behaviour and their social environment (Bandura, 1995; Carey & Forsyth, 2017). In a study with African American and Asian American students, Grier-Reed and Ganuza (2011) reported an increase in career decision SE after doing CCGs as part of a constructivist career course at an American university. The increase in career SE directly links with career control and career confidence. In my study, participants also showed ambition to improve their career situation despite difficulty. They perceived themselves able to change their family history and found new possibilities by doing the CCG as part of the intervention.

6.5.3.2 Appreciation

The second sub-theme firstly portrayed participants' appreciation and gratitude (CCGR, Sub-theme 2.1) to be part of their family. *'This exercise made me realise what occupations my aunts and uncles have – I didn't realise that before and I am now very grateful for them' (C;10;1;48-49); 'I grew up in a family where my parents intentionally pushed a child ... They ... encouraged their children to reach high (C;1;1;3-4); 'After I've drawn the family tree I realised how blessed I am [to be] following in their footsteps'(C;10;1;46).* As mentioned earlier, young people are often ignorant of the employment and education history of their ancestors (Curry & Milsom, 2017) as was confirmed by comment C;10;1;48-49. The realisation and knowledge about their families prompted gratitude in some of the participants. They were grateful for what their families did regarding their careers by setting an example for them and encouraging them to be ambitious. By drawing their family genograms, participants had an opportunity to narrate events of the past and the present, and this provided them with direction for the future.

The next sub-theme portrayed the family as a resource (CCGR, Sub-theme 2.2) to build a future career. Participants recalled life lessons from parents and grandparents and the examples that these family members had set to inspire them, e.g. *'They believed that you need to learn from your mistakes … The only thing I will never forget is that my mom told me that sleeping is not going to pay you – stop being lazy if you don't want to eat dirty things … (C;7;1;25-27); '[My mother] is the pillar of my strength' (C;24;3;144); 'I thank God for giving me a grandmother who taught me … I am a strong lady now, I know how to handle situations … I want to see myself being a professional nurse one day' (C;23;3;135-140).* This sub-theme confirmed the theory of Palos and Drobot (2010) (see Section 3.7.6.2) that the human capital (skills and abilities) of family members are readily available to the children in a family. If parents and family members are available, make time and have communications skills, these skills and abilities ('capital') are transferred to their children. In the case of the participants in my study there was often only limited financial capital available in the households, but they indicated that they benefited much from the human capital their parents and grandparents had passed on to them – as was demonstrated by this sub-theme. Chavis (2004) found the family genogram that stretches over three generations useful to depict family and cultural strengths in African American families. My study involved African participants and confirmed Chavis' findings that the use of family genograms can serve as a strategy to create awareness and reinforce family strengths in participants. Being more aware of the resources and strengths in the family serves as inspiration for future career planning in participants.

In a case study that used the CCG in an Italian context for career counselling, Di Fabio and Palazzeschi (2013) obtained similar findings on the value of life lessons conveyed from one generation to the next. The CCG also facilitated a process that reminded the client of the wisdom that her mother had shared with her and that inspired her success in the work environment. The findings of Di Fabio and Palazzeschi (2013) concur with this sub-theme in my study, namely that the family is a resource from which individuals can draw strength and wisdom to inspire them to achieve success in their careers.

The third sub-theme under Appreciation refers to growth and development that can be inspired by families and coincides with the value that families bring in the lives of individuals. There was great appreciation from participants for the opportunity to develop via their families, as it served to instigate personal growth (CCGR, Sub-theme 2.3) in them: *'It wasn't meant to break me but to build me' (C;22;2;118); '[You should] be thankful for*

the challenging things in life for they open your eyes ...' (C;23;2;119). This sub-theme dovetails with the theme *coping* in the BF (BF, Sub-theme 1.4) (see Section 6.5.1.4). Participants could learn lessons from the tough times they experienced in family situations. These hard times warned them to prevent similar mistakes/unfortunate happenings in future. Several participants had insight to see the challenging times as opportunities to develop personally. Facing hard and difficult times made them stronger to face life at that time. As pointed out before, career resilience and career adaptability are complementary (Bimrose & Hearne, 2012) and the participants in my study progressively showed increased career adaptability by reflecting on their personal growth.

6.5.3.3 Knowledge and insight

The third theme involved how participants could link with their family's interests and deals with the similarity between their own interests and those of the family. The first two sub-themes were about acknowledging trends of interest in the family (CCGR, Sub-theme 3.1) and the fact that the participant and his/her family shared these interests (CCGR, Sub-theme 3.2): *'When drawing the family graph, I noticed that most of my family members are good at more physical jobs or being entrepreneurs' (C;19;2;95-96); 'I have been born between farmers and pastors in my family' (C;9;1;31).* This sub-theme confirmed the fact that young adults were often unaware of the career background of their family members as confirmed by Curry and Milsom (2017). Drawing a career genogram is a way to organise family facts and details (Di Fabio & Palazzeschi, 2013) in a way that individuals can be informed to reflect on the careers and interests in families. By creating an opportunity for participants to draw a CCG, I assisted them to become cognisant of the type of careers and occupations their families held or had held.

The third sub-theme was about the educational exposure and opportunities (CCGR, Sub-theme 3.3) of family members of participants: *'I am of the picture that education was the main boundary and we as the generation now has the ability to change the title in our clan. Something new and attractive like a technician or a pilot and even more doctors are needed' (C;11;1;50-52); 'I learned that most of my family members have been unable to have bigger careers because of certain circumstances. They were also unable to study further and most of the children my age, have never been able to further their studies' (C;2;13;65-67).* As mentioned in Section 3.7.6.2, families owned three types of 'capital' that influenced the educational and career development of their children. The sub-themes here portrayed human capital (skills and abilities of family members) (Palos & Drobot, 2010) that

families of participants inherently have, and which are passed on to the children of that family because of their exposure to the resources – merely by being part of that family. The education of parents, caregivers and significant community members would directly influence younger family members. In a longitudinal study, Dubow, Boxer and Huesmann (2009) investigated the role of parents' educational levels in contributing to their children's educational and occupational success. They found the effects of parental education to be indirectly influential. Higher parental education led to higher levels of educational aspirations in adolescence and to more prestigious occupational status in adulthood (Dubow et al., 2009). Participants in my study became cognisant of the deprived educational background of their parents and family, which gave them insight to re-direct their future family situation. My findings therefore concur with the study of Dubow et al. (2009) that the educational levels of parents have an influence on the careers of their descendants. The difference in my study was that the absence of education in parents inspired participants to study further and aspire to future career success. The fact that their parents and other family members from the previous generation did not have opportunities to study or be in professional careers actually encouraged and motivated participants to aim higher.

The theme on knowledge and insight (CCG, Theme 3) demonstrated that participants became more aware of the family interests and showed that participants were not always aware that these interests were shared between them and their families. Theme 3 also demonstrated that participants became aware of the lack of educational background and opportunities of their families. Career curiosity was possibly positively influenced in that participants became more aware of the vocational interests and education of the family and how this affected them.

6.5.3.4 Pain and disappointment

The fourth theme that resulted from the feedback on the CCG deals with participants' experiences of pain and disappointment (CCGR, Theme 4 and Sub-theme 4.1) because of their families and dire circumstances within the family. In several cases, participants complained about having been reminded of these negative family situations by doing the genogram. It was uncomfortable for these participants to do a family genogram, e.g. *'I don't want to be part of this family because they are cruel, selfish and don't wish good things for other people' ... (C;24;3;141-142); 'I never had a proper stable family. I was moved from one place to another during my childhood. Back then I never knew the importance of family and the influence it has on me now' (C;16;2;75-77).* These participants were exposed to

difficult family circumstances from an early age, which would affect their perception and sense of control over their life circumstances. Pain and disappointment could stem from the family structure (see Section 3.7.6.1), e.g. a single-parent household or a child-headed household, or from family relationships and attachment. Palos and Drobot (2010) found attachment in families more important for career development in children than family structure or form. Secure attachment and caring relationships from a young age influence vocational exploring, self-worth and interest development as was clear from the literature review (Section 3.7.6.3).

Participants in my study stated that they did not have secure attachments with their parents and caregivers and that they had experienced pain and disappointment because of that. According to the findings of Palos and Drobot (2010), the career development of young adults can be expected to be influenced by the insecure attachment they had with family and caregivers. Participants in my study probably had less experience of career exploration, learning and their environment, which put them at risk for having low levels on career curiosity. They would probably have difficulty to make decisions and suffer from low confidence to execute career goals (agency) due to their insecure attachment (Palos & Drobot, 2010) to family and caregivers at an early age. Their career control and career confidence would also be influenced negatively, and they might be at risk for low scores on career control and confidence. Del Corso (2013) confirms that career control is affected by the psychological and sociological systems (e.g. families) in which clients function. The 'pain and disappointment' theme accounted for low career control and low confidence in participants.

Much of the value for participants in doing the career genogram lay in the fact that they could tell and express their family stories, and that they could see the effect their family situations had on them. Telling their life stories created self-understanding and initiated meaning construction (Hartung, Porfeli, & Vondracek, 2005; Rottinghaus, Miller, Eshelman & Sahai, 2015), as reported by a participant: '… *I never knew the importance of family and the influence it has on me now' (C;16;2;75-77)*. This confirms the healing value of telling personal stories to a valued audience (Maree, 2013b) – something that was possible through the group work during the intervention.

My study confirmed the value of using a CCG because it does not only work in combination with the family as a system and employ a storied approach, but it also accommodates and respects cultural differences (McMahon & Watson, 2015) and customs.

The familiar concept of black children in South Africa being raised by their grandmothers (Mohale, 2013) (see Section 6.2.5) is confirmed by the following comment: *'I thank God for giving me a grandmother who taught me ... '(C;23;3;135-140).* Being raised by a grandparent may affect attachment in early childhood years because the mother is often available for a short time only after the birth of her child. She then needs to work away from the home to earn an income, which results in children often not attaching securely to the parent(s) unless a huge effort is put in. This may obviously have a negative influence on career development in later years (Palos & Drobot, 2010). Some participants commented on becoming more resilient (CCGR, Sub-theme 4.2) because of difficult circumstances and dynamics within the family. *'I broke from the statics of my family being domestic workers' (C;12;2;63); 'They say that everything happens for a reason and yes that is true. I am really glad for the way things have turned up with my life. I am strong today because of my background. I can stand. I can smile. I can make choices and decisions for myself because of how I grew up' (C;22;2;108-111).* These participants actively mastered what they had passively suffered (Savickas, 1997, p. 11). They displayed career adaptability through being concerned about their lives and career, and demonstrated control because they showed a willingness to commit to a new way of life by making decisions. They also showed self-efficacy (confidence) to overcome obstacles (Del Corso, 2013) encountered through their painful family situations. This sub-theme coincides with the previous mentioning of findings on resilience in the research of Ryff (2014; 2017). Well-being is sustained in hardship through self-acceptance once individuals have purpose and are able to operate autonomously (Ryff, 2014; 2107). Some participants deliberately tried to operate more autonomously by making decisions by themselves, rather than involving the family – because of negative previous experiences.

6.5.3.5 Differentiate self from family

Some participants deliberately decided to separate/differentiate themselves (CCGR, Theme 5) from their families. These participants realised that they couldn't control the problematic behaviour of their families (CCG, Sub-theme 5.1) and its effect on them: *'My parents' battles/differences are not mine. I don't want to be caught up in sibling rivalry – I wasn't even born when it started' (C;8;1;27-28); 'I must say they should have distanced themselves long time ago and then I could have achieved a lot in my life' (C;1;2;104-105).* Participants who could differentiate themselves probably realised the value of taking control of their own lives and careers by 'being assertive, disciplined and wilful' (Bimrose, 2013;

Savickas, 2005). They displayed SE to act on their decisions and take control of their own careers. Career control implies that individuals would believe that they have the future in their hands. This attitude indicates an internal locus of control, opposed to being dependent on others, e.g. their families. My study confirmed that career control can prompt separation of the self from the family of origin and start a process of individuation (Del Corso, 2013).

Participants started the process to individualise themselves by moving away from the traditional approach of mirroring the way their family lives and behaves: '*Out of this programme, I have learned to be openminded, to have good self-esteem and to encourage myself to do good' (D;40;10;437-438).* I found this participant's statement profound as it speaks of growth and development towards independence from a previously harming situation.

In summary, themes from the CCG demonstrated participants' improvement on SE by becoming aware of their family legacy. Participants were grateful for what they could learn from their families and were proud to be part of them despite certain difficulties. Participants reflected on their enhanced self-awareness by recognising and acknowledging their families' interests and educational history. Pain and disappointment were unfortunately also part of the reflection on their families and some participants communicated their separation from their families to find personal direction. The value of a narrative (storied) approach facilitated from a systemic perspective was demonstrated in this part of my study. My study confirmed the value of combining clients' stories with a systemic orientation in that it accommodated and respected culture (McMahon, 2015). It also worked on multiple levels of the systems that individuals belong to. Themes from the FRP are discussed next.

6.5.4 Themes from the final reflection papers (FRP)

In the last reflection papers, participants were invited to spontaneously write about their impressions of the intervention. They could highlight what they enjoyed and what was meaningful to them but also had to state what they did not enjoy or find helpful. Table 45 contains a summary of the themes and sub-themes that emerged from the FRP. These themes will be discussed next.

Table 45: Themes and sub-themes from the final reflection papers (FRP)

	Final reflection papers (FRP): Themes and sub-themes
1.	**Overall value of the intervention**
1.1	Positive impression
1.2	Self-confidence
1.3	Self-knowledge
1.4	New perspective and future plans
2.	**Rap**
2.1	Being pro-active
2.2	Begin with the end in mind
2.3	Understand before you are understood
3.	**Communication**
3.1	Communication skills
3.2	Interview skills
3.3	Presentation skills
3.4	Listening skills
4.	***Career Interest Profile (CIP)* (Maree, 2016)**
4.1	Interest
4.2	Self-knowledge

6.5.4.1 Theme 1 (FRP): Overall value of the intervention

The first theme in the FRP deals with the feedback from participants on their views regarding the overall value of the intervention (FRP, Theme 1) as expressed at the last session of the intervention: *'The course meant a lot to me in terms [that] it was a wake-up call for me. There were some things I have not thought of that I had time to think about after the programme' (D;17;4;182); 'This course has helped me to realise my weakness and strengths and [inspired] me to be strong' (D;15;4;143-144); '... was fun, educating and inspiring (D;34;8;374).* Participants mostly expressed **positive impressions** (FRP, **Sub-theme 1.1**) about the intervention, as it encouraged them and they found it thought provoking. The intervention furthermore activated self-awareness in many participants and they found the intervention educational: *'This was a very inspiring time for me because of all the stuff we have learned' (D;25;7;283)* and it instigated change in some participants: *'My view of life has changed, and it is positive' (D;3;1;29-32).*

The **second sub-theme** (FRP, Sub-theme 1.2) that revealed participants' value judgement of the intervention was **self-confidence**, which related to comments from participants that the intervention had built their self-esteem and sense of self: *'... increased my self-esteem as I became a person who now know that I can be the best no matter what*

the situation' (D;39;9;426-427); 'I really enjoyed everything about work readiness because it made me believe in myself even if people are telling me that I can't do anything' (D;31;8;336-337)'; '... my obstacles have lower strengths than what I have' (D;41;10;452-453). As mentioned before, one of the goals of education and career counselling is to help individuals to reach their potential (Christie, 2008). The culture – in the broad sense of the word (see Section 2.10) – that participants in my study shared was that they were socio-economically challenged, which influenced their social standing, and hence their educational level, income and occupation (APA, 2017). Poverty, a lack of opportunities and low social standing cause complexities in identity and self-esteem and may even damage the immune system (Gallaghar, 2016; Morozink et al., 2010). The history of apartheid in South Africa and the remnants of its consequences are still alive in today's young people. It has become easy for previously disadvantaged groups to adapt a victim mentality that hinders them from fulfilling their potential. Such a mentality, which is a symptom of deep-rooted feelings of insecurity and a need for acceptance (see Section 2.3.3), prevents individuals to take agency of their own lives and encourages them to blame external causes. A person with this mentality blames circumstances and past events for his/her current circumstances rather than adopts an internal locus of control to confidently take responsibility for matters that can be controlled (Van Niekerk, 2012). Despite their 'culture' and environment, it seems as if a shift occurred in the sense of self of participants.

The BF was completed by participants before the start of the intervention. Theme 3 of this form reflected the self-perception and attitude of participants at the start of the intervention. Its sub-themes demonstrated confusion, feelings of being stuck, loss of hope, ignorance and addiction, all of which were related to their 'culture' of socio-economic deprivation that could result in feelings of being a victim and not being able to control their lives. The sub-theme 'self-confidence' (FRP, Sub-theme 1.2) demonstrated the opposite attitude in participants, namely confidence and SE: *'The class[es] made me see that I can do anything that I need to do' (D;6;2;59).* These comments from participants testified that the self-perception of participants changed during the intervention and that participants shed some of the traces of being a victim of their context.

To be confident in your career, you need to believe in yourself and your ability to achieve your goals. According to Del Corso (2013, p. 126), one way to increase confidence is to assist individuals to "find the language to narrate their skills and abilities". In my study, participants had the opportunity to find their voice and tell their stories during the

intervention (by using the body-map technique, CCG, the *CIP*, and the one-minute speech). My study confirmed that career confidence could be enhanced by participants' telling their stories and discussing their capabilities (Del Corso, 2013).

Another way of enhancing self-confidence is by being encouraged by others (Del Corso, 2013). When those who are in similar situations or who are in the same career field 'support, encourage and validate' each other's skills, self-confidence grows (Del Corso, 2013). The group work that formed part of the intervention in my study created a space for participants to be encouraged by one another when they had the opportunity to give positive feedback in the body-map drawing exercise (see BMDR, Theme 4) and in the CCGR. These were formally arranged narrative activities that could help to increase SE and confidence in participants. Self-confidence was one of the themes that emerged from the body-map reflections (BMR, Theme 6) (see Section 6.5.2.6) and SE was a sub-theme in the CCGR (CCGR, Sub-theme 1.2) (discussed in Section 6.5.3.1). The emergence of these themes served as testimonials to my study and confirmed that it enhanced career confidence by allowing individuals the opportunity to share their stories with a supportive and encouraging audience.

Del Corso (2013) proposed a third method to encourage self-confidence in career counselling, namely by getting to know (being cognisant of) how others responded to challenges similar than their own. In administering the *CIP* (Maree, 2016) in my study, participants had the opportunity to name and discuss their role models. They could also inform fellow participants how the people they admired (and who had been in similar situations), responded to those challenges. By identifying and discussing their role models, participants could learn how and who they wanted to become. They could also understand that what they had dreamt about, could be constructed by exploring their role models. My study furthermore confirmed that the exploration of role models (or people you admire who had dealt with similar challenges as yourself) enhanced SE and confidence.

In their *CareerEDGE* model of employability (Section 2.4.1.1), Dacre Pool and Sewell (2007) link SE and self-confidence to the enhancement of self-esteem. They found students who believe that they can get a job and be successful in that job to be more successful than students or graduates with low SE beliefs. The enhancement of their self-confidence and self-esteem also affected the employability of participants. My study showed that career confidence (an integral part of career adaptability and employability as stated by Dacre Pool & Sewell, 2007) of participants was positively influenced by the intervention.

The **third sub-theme** (FRP, Sub-theme 1.3) was **self-knowledge**. This sub-theme captured participant responses that related to their increased self-knowledge and self-awareness because of the intervention: *'This course really helped me a lot … to know myself …' (D;16;4;164); 'In the past few weeks, I learned a lot about myself' (D;17;4;171); '… I discovered many other parts of myself' (D;20;5;215-216); 'It taught me to know my strengths and the real me' (D;22;6;239-240).* To be able to make informed initial study and career choices, individuals need knowledge of their abilities, interests and values (Del Corso, 2013). As discussed in the BF (BF, Theme 2.3), participants had not been exposed to career counselling at school to inform them about study requirements and provide them with self-knowledge to make informed career decisions and manage their career development. Mhlanga (2011) and Maree (2009; 2011) stress the benefits of career counselling to gain self-knowledge and awareness before entering the world of work. The career counselling techniques that were used during the intervention increased participants' self-knowledge.

Similar themes (development of self-knowledge and self-awareness) also emerged in the body-map reflection papers and in the CCGR. Participants communicated increased self-awareness (BMDR, Theme 2, see Section 6.5.2.2) in the BMDR, and self-knowledge and insight (CCG, Theme 3, see Section 6.5.3.3) in the CCGR, which testifies that participant's self-knowledge was positively influenced by the intervention as repeatedly communicated by participants. My study therefore confirmed the importance of career counselling to increase self-knowledge and self-awareness as argued by Maree (2009; 2011) and Mhlanga (2011). To gain information about the self and the work environment forms part of career curiosity as a sub-construct of career adaptability. This theme testified that career curiosity and confidence had been positively influenced by the intervention.

The **fourth sub-theme** (FRP, Sub-theme 1.4) that described participant's value judgements of the intervention, related to participants' comments on an enhanced outlook on life to engage in future career plans, namely **new perspective and future plans**: *'My view of life has changed, and it is positive' (D;5;2;50); 'It has changed my life in such a way that I can see beyond what my picture holds for me' (D;4;2;42-43); '… it has helped me to improve on my strengths in a way that I could know which way that I can see myself with a bright future' (D;28;7;313-314); 'It also influenced my perspective on how I see life …' (D;41;10;452-453).*

As stated in the literature review on employability, human resources practitioners and line managers perceive a positive attitude as one of the five most important attributes of

a talented employee (CIPD, 2016). It seems as if the intervention enabled participants to see possibilities in themselves for the future and to see what they can offer, rather than to be lost without plans for a career. In the BF (BF, Theme 3) participants stated their perception of themselves and their attitude prior to the intervention. Sub-theme 3.1 (BF) demonstrated that participants were *stuck, confused with no plans* and sub-theme 3.2 (BF) indicated that participants had *lost hope,* and *did not care*. The attitude of participants changed drastically during the course of the intervention. Sub-theme 1.4 demonstrated a positive attitude with a much brighter future vision. Chamorro-Premuzic (2015) confirms the value of a positive outlook by remarking that smarter, nicer and more hard-working people will always be in demand. In developing a new positive perspective, participants grew their own employability and increased their potential to find employment. The feedback confirmed that employability attributes of participants had grown through the intervention.

Participants also stated that they had found direction and could see where they should be in future: *'Now I've learnt more about my journey ... I see where I'm going with my career' (D;9;3;95-96); '... now I know my future plans' (D37;9;407).* Narrative career counselling is subjective, idiographic (Maree, 2010), and involves meaning making (McIlveen & Patton, 2007) and sense making (Savickas, 2015). The development of a narrative assists with career decision making, which can productively direct the future of clients (Cochran, 1997). The methodology of the intervention was based on narrative career counselling techniques and employability theory. Based on Sub-theme 1.4 (new perspective and future plans), my study confirmed that narrative career counselling had assisted participants in making a future representation (Cochran, 1997) of their careers. The comments from participants revealed that the intervention had been of decent value to participants' projection of their future careers.

Participants confirmed that their future was now more promising as they could make sense (Savickas, 2015) of their stories and could use them to construct their future: *'The program forced me to relook and assess my life as to whether I am living my dreams and what excuses am I using for not reaching my goals. I had to stand up...' (D;6;2;70-72).* Participants were influenced by their new perspective to the extent that they had to actively apply their insights. This theme in my study confirmed the theory of McIlveen and Patton (2007), namely that narratives have an interdependent relationship with taking meaningful action and serve to make clients more adaptable to their career situations. These comments confirmed the usefulness of narrative career counselling for modifying mistaken ideas and

making alterations to enhance their SE (Abkhezr & McMahon, 2016, Savickas, 2015).

6.5.4.2 Theme 2 (FRP): Rap

It don't mean a thing, if it ain't got that swing.
Irving Mills

The rap (see Figure 10) was meant to serve as an ice-breaker at the start of the intervention during the first encounter with participants. The goal was to create a positive atmosphere at the commencement of the sessions, and this indeed happened. In fact, the students initiated the rap song after the third session by themselves when walking into the classroom where the intervention took place. The participants were familiar with the rap genre, moved comfortably on the rhythm and wanted to do it over and over. In their experience of working with rap and hip-hop music in therapeutic settings, Hadley and Yancy (2012) described rap as a culturally sensitive tool for engagement with other cultures. My study confirmed their findings, as was evident from a student's response: '*I really loved the BE PRO-ACTIVE RHYME. I do it at home also'(D;53;12;558).* It was clear that participants were at home with the genre as they excitedly engaged in the off-beat rhythms and rhythmic dialogue on the beat. The rap was eventually not only an ice-breaker – it became a ritual between me and the participants every time we met for a next session of the intervention.

The lyrics of the rap dealt with conducive habits to be a successful and effective person (Covey, 2006). What gave me great joy was that reciting this rap would become part of each participant's memory (as confirmed by the comments of participants below) and it seemed as if they had actually internalised some (at least three) of the seven phrases. Gardstrom (1999) found that the lyrics of rap music had an impact on the feelings of participants and the comments of participants in my study confirmed this finding: *'I also enjoyed the message: Be pro-active, begin with the end in mind ...' (D;18;5;199).* The rhythm made it easier for the words to be remembered and hopefully the students would also apply the principles in the content in real life. My study confirmed participants' emotional engagement with the rap lyrics as agreed by Gardstrom (1999).

In a study with African American adolescents who had been imprisoned because of homicide, DeCarlo (2013) found rap to be a way to communicate understanding and give acknowledgement of the 'culture' of young individuals 'at risk'. The rap in my study became a method to connect with the participants who were not directly at risk (as in the study of DeCarlo, 2013) but came from disadvantaged contexts – another form of being at risk. Every time before the activities of the intervention started, participants wanted to do the rap which to me confirmed its value to establish a connection between the participants and me. The rap

in my study was different from those used in the studies of Gardstrom (1999) and DeCarlo (2013). In both their studies, participants created their own raps as part of a therapeutic process to treat delinquency. The rap in my study was at first recreational and served to establish connection, but it later evolved and became educational.

Three themes emerged from participants' reflections on the rap. They often used the word 'pro-active' in the final reflection papers (FRP), and the rap was a direct link to the concept of pro-activity (FRP, Sub-theme 2.1): *'I've learnt a lot on how to … be pro-active because being lazy won't get you where you want to be. How to be an achiever' (D;7;2;63-640).* Del Corso (2013) remarks that individuals are more adaptive when they are pro-active (and not passive) participants/characters in their life stories. By internalising the content of the rap (successful habits) and by applying these concepts, participants would be conditioned to grow the habits by engaging with the rap twice on a weekly basis. No literature could be found on using rap music as a genre to increase pro-active behaviour, career adaptability or employability. Although it was not a direct aim of the intervention, the content of the rap was internalised by the participants in my study.

The phrase that stuck and was often spoken about was, '*Begin with the end in mind'* (FRP, Sub-theme 2.2). This phrase informally became the mantra for the intervention, as reflected by the comments that came from participants who had never before been exposed to career counselling. Every student wanted to keep his/her own end (goal) in mind, e.g. '*The programme helped me to develop/build my 'end in mind'-career' (D;41;10;449-449); 'I now have an end in mind and I know what I like, and what or who I want to become' (D;40;10;440-441); '…it was a bit challenging and it pushed me in terms of thinking [about] my 'end-in-mind' (D;17;4;180).* Career construction theory (CCT) (Savickas, 2005) and life design counselling (Savickas, 2011) explore life themes to utilise career plans and integrate them into the "individual's psychosocial dynamics to become one of the dimensions in which the self is projected into the future" (Cardoso, Gonçalves, Duarte, Silva &, Alves, 2016, p. 58). Formulating their end goal and what they want to achieve career-wise was also the theme of the last session's activity (personal presentation) which was recorded and played back to the participants: '*I learnt how to follow my dreams even though there will be obstacles, I just have to jump over it and pass to reach my dreams' (D;22;6;249-250).* Preparing for and then watching the video recordings in the last session together with their fellow class mates made a strong impression on participants, as they had to publicly state what their future plans (end-in-mind) are, based on what they had learnt during the

intervention. The habit to '*begin with the end in mind*' that participants came to know through rap rhythm gave them the necessary language to formulate their stories for their future careers. Their interest was triggered and they wanted to know more about themselves. This phrase in the rap most probably sparked participants' career curiosity.

The third phrase that several participants commented on was '*Understand before you are understood*' (FRP, Sub-theme 2.3): '*I have learnt to communicate with other people, listen carefully, [and] understand before you are understood*' (D;11;3;106); '*I learned that you have to be a good listener and understand other people before they can understand you*' (D;29;7;325-326). According to Covey (2006), to understand before you are understood is the fifth habit of highly effective people and it was part of the rap. This sub-theme corresponded strongly with what Hogan et al. (2013) found to be one of the most important attributes to be recruited, namely interpersonal skill and social competence. This also related to empathy, which is a crucial characteristic for being emotionally intelligent (Bar-on, 2004). The *CareerEDGE model* (Dacre Pool & Sewell, 2007) of graduate employability regards emotional intelligence as essential for being employable. Social and human capital is viewed as the goodwill that characterises social networks (Fugate et al., 2004) and partly defines employability from a psycho-social perspective. For participants to internalise the skill to try and understand others and to be able to empathise with others, would be a strong advantage in making them employable. Sub-theme 2.3 testified that (the rap in) my study inspired growth in participants to become more employable.

In summary on Theme 2 – the rap, participants highlighted only three of the seven habits to inform their career development, namely *be proactive*, *begin with the end in mind*, *understand before you are understood*. My study confirmed effective employability enhancement by the use of rap as genre (based on the seven habits of Covey (2006)). It also confirmed the value of a rap as group technique to create a connection with participants who have been disadvantaged or at risk (see DeCarlo, 2013). My study lastly corroborates the findings of Gardstrom (1999), namely that participants form emotional connections with the lyrics of the rap to activate them. In the case of my study, it prompted them to take agency of their lives.

6.5.4.3 Theme 3 (FRP): Communication

Some people talk to animals. Not many listen though. That's the problem.

Winnie the Pooh

Communication stems from the demand-side of employability (Jonck & Minnaar, 2017; Sin & Neave, 2014) as outlined in the literature review. From the three employability

perspectives (higher education, industrial and individual perspective) that were explored in the literature review, communication was found to constitute one of the core competencies that individuals need in order to be employable and that can be taught. Since communication skills are crucial to being human, the ability to work in a team and to communicate well are regarded as some of the crucial skills for being employed (Dhiman, 2012). Communication is also indicative of level of employability (Reitemeier, 2016; Dhiman, 2012; CBI/NUS, 2011). Matic and Agusaj (2012) confirm communication skills and interpersonal skills as being part of the gap between what employers want and what new recruits can offer. The first sub-theme (FRP, Sub-theme 3.1), communication skills, was frequently mentioned by participants as necessary to increase in themselves during the intervention: '*How the workplace readiness changed my life? ... Being able to communicate well with people in every area*' (D;4;2;48); '*The interesting part is when we were taught about communicating skills. That is the difficult part in my life ... but once we have done it, I felt like there is nothing nicer than it to do, and now I think I am able to work in a group*' (D;16;4;166-169). One of the activities in the intervention that could influence participants' communication skills was the fact that they frequently worked in groups. The group work occurred more on a subjective level, when participants could narrate personal stories by discussing their body-map drawings, their family genogram and the qualitative part of the *CIP* (Maree, 2016) within their small groups. There were also activities that exposed participants to objective communication skills, such as the role-plays for interviews, class discussion on communication skills, and doing the one-minute presentation speech in front of their class. This theme portrayed the development of a participant's ability to communicate in a team. Bob Reitemeier, CEO of the charity *I Can,* rates communication skills and the ability to work in a team as the most important skills for young people to be employable (Burns, 2016). He stresses the importance of communications skills and states that language and communication is the basis of all 'soft skills' in the workplace for getting and keeping a job (employability) in industry. In my study, participants' testimonies of increased confidence to communicate confirmed that their communication skills had improved, which would directly influence their employability potential. Employability in participants was therefore enhanced by the intervention.

Interview skills (FRP, Sub-theme 3.2) were discussed and role-played during the intervention. Participants were placed in a mock interview situation to experience and learn from the experience, and they afterwards commented on the value they found in the

simulated interview situations: *'I've learned how to conduct myself in an interview and also to introduce myself to someone who I do not know' (D;22;6;247-248); 'Prepared me for interviews, how to handle myself in the interviews, the kinds of questions to expect and I mostly like the presentation on how I was taught to dress' (D;33;8;366-368).* Some of the participants will probably be the first generation in their families to formally apply for a job or need to go for a formal interview in a company. Sage (2005) found social disadvantage to be a risk for undetected communication difficulties and warned that these could put young people at risk to become NEET (not in employment, education of training). My study confirmed that the employability potential of participants was enhanced, and that the intervention positively influenced their interview and communication skills and prepared participants for successful recruitment.

Participants prepared a one-minute speech in which they introduced themselves and shared their career goals ('end-in-mind goals') with their group. The fact that the short presentations were recorded gave a sense of importance to participants. Their comments regarding this learning experience were recorded under the theme 'presentation skills' (FRP, Sub-theme 3.3): *'I would like to thank everyone who came up with this idea of presentation. It really helps me in terms of building my confidence to stand in front of people ...' (D;13;3;130-;134); 'Firstly, I was shy to talk in front of people when we were doing presentations but yeah now I am not!' (D;45;11;482-483); 'Recording of speeches helped me a lot because it was not easy to speak in front of people but today I can and I'm confident in what I am doing' (D;50;11;524-525).* In a South African study (Knobbs et al., 2014) that aimed at preparing final-year engineering students for the transition between student life and the workplace, students were exposed to an experiential intervention. Simulated interview situations and student presentations were used to develop their soft skills for workplace readiness. Knobbs et al. (2014) report on feedback from the perception of student participants to increase their confidence and ability to work in small and larger teams through a similar experiential learning intervention. My study confirmed that the exposure of participants to experiential public communication situations (such as mock interviews and presentations) increased participants' self-confidence to communicate and endorse themselves in public situations.

The intervention furthermore employed a narrative approach by providing opportunities for participants to listen to themselves and others in sharing their career and life stories. Sub-theme 3.4 of the FRP, namely listening skills revealed participants'

realisation of the importance of listening as part of communication: '*I've learned how to communicate with people, listen carefully ...*' (D;1;1;3); '*I finally understood that listening is not just about keeping quiet while the other person is talking, but you have to pay attention to them and ask questions to confirm that what they are saying is what you are actually hearing*' (D;17;4;184-187). In their model of employability (as discussed in the literature review), the collaborative initiative of *CBI* (a Royal Charter company in the UK) and Universities United Kingdom (UUK) published their insights from a higher education perspective combined with industry perspectives (*CBI/NUS*, 2011). They confirmed communication as one of the key competencies in their hybrid model of employability and also highlighted listening and questioning skills as part of the core abilities to be able to communicate well within a company situation. My study confirmed the improvement of listening skills in participants as part of communication, which implied that employability had been positively influenced because of the intervention.

Presentation skills and interview skills were selected as public communication competencies to increase participants' self-confidence and communication skills. Participants were exposed to possible future situations to prepare them to 'sell' themselves in recruitment situations to find a job. From an educational perspective on employability, both interview and presentation skills were found to be key (Hillage & Pollard, 1998; Hogan et al., 2013; University of Kent, n.d.) to being marketable. By obliging the participants to *do* what they would be expected to do at a later stage allowed them to learn in an experiential way (learning by doing). Experiential learning (Kolb & Kolb, 2005) is a constructivist theory of learning that underwrites learning as a process of adaptation to the world and that involves the holistic person (thinking, feeling, perceiving and behaving) – which results in better learning and retention.

In summary, increased confidence to communicate in smaller and larger groups was achieved in my study. The communication skills that had reportedly been positively influenced were listening, interview and presentation skills, all of which are vital competencies for the workplace. It can therefore be affirmed that employability of participants as such was enhanced.

The last theme in the FRP was the *Career Interest Profile (CIP)* (Maree, 2016) and it is discussed next.

6.5.4.4 Theme 4 (FRP): Career Interest Profile (CIP)

The first sub-theme associated with the *CIP* (Maree, 2016) was interest (FRP, Sub-theme 4.1). As mentioned previously, participants had not been exposed to career counselling before this intervention and the *CIP* was the only formal career assessment used in the intervention. A comment such as *'These sessions taught me to know who I am, and which career fields suit me' (D;14;4;138)* demonstrates that participants got to know themselves better and learnt how to apply that self-knowledge in the world of work. My study confirmed the outcomes of the study by Di Fabio and Maree (2013b), namely that the *CIP* constructively contributed in assisting participants to find more specific life and occupational roles from a group intervention based on the *CIP*. Participants in my study envisioned a place for themselves in the workplace, based on the knowledge they had gained about themselves and different career fields through the *CIP*.

The *CIP* (Maree, 2016) is a life design assessment that can build a 'biographical bridge' (Di Fabio & Maree, 2013b, p. 11) to shape individuals' self-concept. Participants commented on the exploration of their role models: *'... [it] made me know the people who are a good influence in my life and through the CIP I learnt that I have interests that I did not know about (D;39;9;428-429).* Participants found the short personal narratives useful: *'... you also made me realise that being a psychologist has always been what I really loved, because the types of books I was reading and the types of shows and movies I was watching were working hand in hand with my career' (D;35;9;383-385).* As mentioned in Section 3.7.8, the *CIP* (Maree, 2016) has proved itself as an assessment to elicit a wealth of information from clients, which enables counsellors to be useful to clients (Gerryts, 2013). The *CIP* was administered in such a way that participants could share the qualitative part with fellow class mates in a small group of two to four participants. The *CIP* has been used in group settings nationally and internationally with success (Di Fabio & Maree, 2013b). My study confirmed the *CIP* to be a meaningful narrative assessment to assist clients from different cultures to explore their interest and life themes.

FRP Sub-theme 4.2, self-knowledge, relates to comments from clients who mentioned that the *CIP* (Maree, 2016) had provided them with self-knowledge and self-insight that they did not have before: '*The CIP made me realise things I did not know about myself' (D;42;10;460); 'In that CIP-exercise some questions were too deep to be answered but they helped me' (D;37;9;409-410); 'I feel there are many things I did not know about myself' (D;12;3;124).* This theme coincided with Theme 2 of the body-map drawing

reflections (BMDR) and Sub-theme 1.3 of the FRP. Participants demonstrated the increase in self-knowledge and self-awareness at three different occasions in the reflection papers. The *CIP* contributed to increased self-knowledge of the participants in my study, as well as awareness of the self on a deep level. The *CIP* proved itself to be an assessment that is unbiased and just to people from all spectrums of life.

6.5.4.5 Summary of results from the final reflection papers (FRP)

It became clear from the themes based on the FRP and the other two post-intervention reflection papers that career development, and adaptive behaviour and attitude (which would lead to enhanced employability in the behaviour of participants) had been enhanced. Aspects of employability such as communication skills, collaborative partnership and presentations skills were also positively influenced.

The significant findings on the combined quantitative and qualitative results are discussed next.

6.6   INTEGRATION (MERGING) OF RESULTS

As mentioned in Chapter 4, the data sets (qualitative and quantitative) in a convergent mixed methods study are integrated in the data analysis phase (Ivankova et al., 2016). In mixed method designs, triangulation ("a means mutual of measures and validation of findings") (Nieuwenhuis, 2016, p. 122) is used as a 'dialectical' process (Mertens & Hesse-Biber, 2012) between the data sets (qualitative and quantitative) for better understanding of the findings and to clarify incongruent results between the data sets. Triangulation is used in the analysis stage of mixed methods research by combining or converting the qualitative and quantitative data (Fielding, 2012). Fielding (2012, p. 4) describes the data analysis stage as the "heart of mixed methods" design.

6.6.1 Career adaptability

In the current study, the theory of career adaptability is the shared denominator between the quantitative and qualitative data. The quantitative data contains numbers and statistics about participants' responses on the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) before and after the intervention. The qualitative data, on the other hand, contains themes from four data sources, namely the BF, the BMDR, the career construction genogram reflections (CCGR) and the FRP. The BF was completed prior to the intervention and the other reflections were written as responses to activities that formed part of the intervention. The themes were linked throughout to the constructs of career adaptability to be able to

compare the data sets constructively.

The strategy that was followed to compare the data sets is based on the two parts of the hypothesis for the study. Firstly, significant findings in the pre-test data sets (quantitative: pre-test of *CAAS* and qualitative: biographical form) were discussed. Then significant findings in the post-test data sets (quantitative: post-test of *CAAS* and qualitative: other three reflection papers) are compared to explore outcomes on the difference between the pre- and post-test results and to determine whether the intervention did make a difference to the career adaptability and employability potential of the participants. Secondly, the four constructs of career adaptability as measured by the *CAAS* (concern, control, curiosity and confidence) are explored per construct (qualitatively and quantitatively) to determine to what extent the constructs were influenced during the intervention. Lastly, significant findings on employability are discussed.

6.6.1.1 Pre-test outcomes

The biographical form (qualitative) and the pre-test *CAAS* (quantitative) were completed before the intervention. These two sets of results resembled the situation in which participants found themselves before the intervention could affect them. Figure 22 graphically depicts the pre-test outcomes.
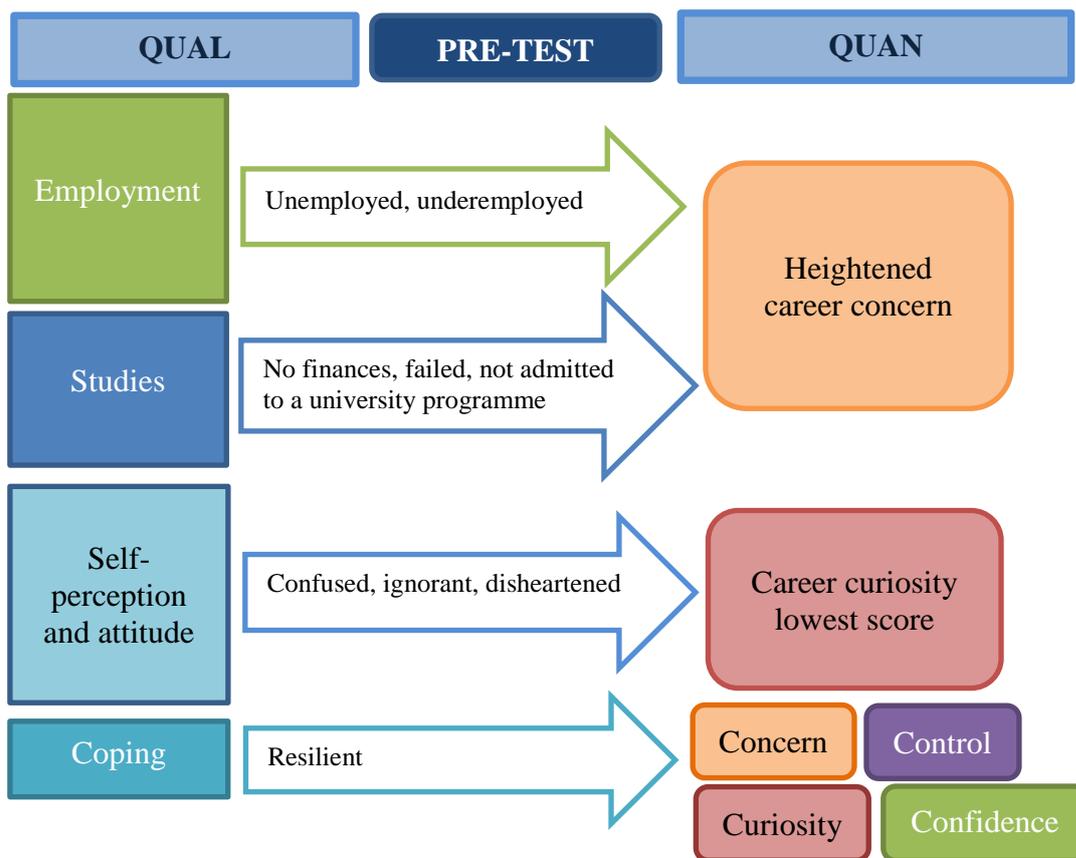
Figure 22: Outcomes of the pre-test results

Firstly, significant findings from the pre-test results indicated that the employment status and study ambition of participants caused heightened career concern. Participants were mostly underemployed, and some were unemployed. Several participants had made an attempt to take control of their situation and tried to study further but were disappointed as they did not meet the requirements for tertiary study (historical lack of career counselling). Others did not have enough financial support, while a small number of participants had actually had the opportunity to study but failed.

Secondly, before they joined *POPUP*, many participants found themselves in a place of confusion which could cause them to experience a fragmented identity. They did not know where they fitted in, which resulted in lower scores on career curiosity (Del Corso, 2013). Among the career adaptability constructs on the *CAAS,* career curiosity was the construct that obtained the lowest score.

Thirdly, and to my personal surprise, some participants coped and displayed resilient behaviour – despite difficult career and personal circumstances. Then, the scores on all four career adaptability constructs were quantitatively higher than I expected them to be. The fact

that participants were enrolled in a skills training programme and the fact that they recently went through the life skills programme (presented by *POPUP* at entering the organisation) could also have influenced the quantitative results. The quantitative results of the 'control group' displayed a similar pattern as the quasi-experimental group with slightly lower scores on each construct. The qualitative results painted a different picture though. It was as if participants could open the door slightly to their real circumstances in describing their positions and circumstances before they joined *POPUP* and before the intervention.

The integration of the qualitative and quantitative results delivers a more complete understanding of the research problem and outcomes (Ivankova et al., 2016; Creswell & Plano Clark, 2011). The results on the *CAAS* alluded to the self-perception of participants from an objective perspective. The real dilemmas that participants were struggling with at the time were named and participants could also reveal certain feelings that were generated in their circumstances. The created outcomes were more holistic coming from both results sets and created a wider and more profound scenery.

6.6.1.2 Post-test outcomes

The post-test results comprised and discussed the themes from three reflection papers (body-map drawings, the career construction genogram and the final reflection papers) qualitatively, and the results of the post-test *CAAS* quantitatively. There was significant growth in career concern after the intervention, despite the high score on career concern before the intervention. The fact that participants were already engaged in a skills programme portrayed their activated awareness (concern) of the importance to plan and prepare for their future careers, and they developed an ongoing sense of the importance to increase their career concern. Hopefully this activated sense of career awareness would last and spill over in lifelong learning awareness.

The significant change in career control quantitatively was confirmed qualitatively with themes relating to growing ambition, grown sense of self, decisions to differentiate/separate the self from their family, SE beliefs, pursuing career dreams and goals, and a new perspective on future goals and plans. Career curiosity was the construct with the lowest score in the pre-test and the one that developed the most after the intervention. Participants had access to life design principles and narrative career counselling through the *CIP*; they narrated their stories and explored their interest, and they built self-awareness through the body-map drawings and the CCG. Themes such as self-knowledge, self-discovery and physical uniqueness testified to their identity and individual growth but

also to their view on the self to fit into the world of work – which qualitatively confirmed their career curiosity development.

Based on the qualitative themes before the intervention, I personally expected that the overall group confidence would be lower than was measured in the *CAAS* before the intervention. The intervention did not bolster confidence to the extent that it was intended to, probably due to the already higher score before the intervention. Career confidence only developed significantly in one group quantitatively, although participants mentioned increased confidence and SE in all three post-intervention reflection papers. The overall career adaptability results increased significantly (quantitatively), to a larger extent than any of the constructs increased individually, which means that the intervention enhanced career adaptability in participants as a core element of employability.

The computer skills and office administration Group 1 benefited least from the intervention. This group had the largest number of school leavers who had plans to study elsewhere the next year. As reported, they used the skills training at *POPUP* as a gap-year opportunity. This group was perceived as overly confident, but more dependent on me as facilitator to do things for them or to tell them what to do. The group that benefited most from the intervention was the sewing group. They were a smaller class of young women and two young men who appreciated the fact that they could gain sewing skills, which they knew was their passion. The so-called control group developed concern, which was unexpected, and they exhibited decreased confidence levels in the post-test.

6.6.2 Other employability skills

Career concern, control, curiosity, and confidence represent career adaptability (Savickas & Porfeli, 2012) as was measured both quantitatively and qualitatively in my study. Apart from the central role that career adaptability plays in equipping people to be employable, other aspects that influenced employability in participants were self-awareness and confidence, attitude, communication and interpersonal skills, lifelong learning awareness and work ethic. These aspects were assessed qualitatively.

Communication skills such as listening, interviewing and self-presentation were reported to increase in participants. Participants grew in confidence to assert themselves in these situations, although this was not confirmed across all groups quantitatively. Participants reported on the benefits of group work in building their confidence to interact and communicate with their fellow class members by dealing with the *CIP*, body maps and career genograms. Participants gained insight into new perspectives on their personal future,

which served as inspiration to change their attitude towards life.

6.6.3 Life design: Career plans

In conclusion, I want to share what I perceived to be the 'cherry on top' regarding the results. I am aware of the probable existence of experimenter bias in this study, because of the relationship that developed over time between myself and the participants. By the time they did the one-minute speeches, I was aware of several of their life stories and I was struck by the resilience in many of them. This could very well contribute to the halo effect and my making certain assumptions about participants because of one perceived attribute (Sarniak, 2015). However, I need to state that there was no time for one-on-one sessions with participants. By the time of the presentations, participants could also portray social desirability bias (Dodou & De Winter, 2014) and try to present themselves in the best possible light, because the presentations were recorded and because they presented in front of an audience of peers.

Participants had to prepare a one-minute speech to present their 'end-in-mind' career goals in the penultimate session of the intervention and these presentations were video recorded. In the last session, the recordings were played back to them in the different groups, and this formed the highlight of the intervention. Participants formulated their acquired vision for their careers and had an opportunity to demonstrate their acquired confidence to publicly state their personal findings. Career curiosity (getting to know themselves and how to fit themselves into the world of work) was corporately their biggest need prior to the intervention and they reportedly were confused and without hope. Eventually they were able to formulate what they wanted to do in future and thus they were confident and in control. Through the statements in their one-minute speeches, they verbally presented their constructed goals and plans. Participants communicated the core of life design theory: they actively mastered the challenges that they had passively suffered (Savickas, 1997, p. 11). Figure 23 provides visual glimpses of some of these recordings (not quoted verbatim but summarised). Most participants dressed up in the characteristic colourful African way for which I have great appreciation. It would have been first prize to share their exquisite appearances in this document, but because of my ethical respect for their anonymity and kind but confidential participation in the study, it was not possible.

The visual 'recordings' were not listed to be a data source but only showed participants' reflections on these experiences as used and incorporated into the themes. The recordings gave me deep satisfaction on the one hand, since the intervention seemed so

useful to most participants. However, they also concerned me, because I am aware that the biggest challenge lies in the follow-through of these statements.

Then again, a small number of participants still could not clearly present their life career goal or suggest a plan to realise that purpose. It was clear that they needed individual career counselling, which was not possible in the circumstances.

I want to become a most famous TV-presenter to show young people that nothing is impossible.

I am currently in the hospitality programme but my dream is to become a flight attendant.

I am in the beautician but currently doing the sewing programme. I want to employ single mothers in my business. I will help them to learn new skills and grow them. I will be happy if I make a difference in their lives.

I learning to make dresses and bags for women, but my dream is to have a home for women and children to have a safe place to stay.

I'm a graphic designer doing the sewing skills training. I want to buy land and design my own fabric to start a clothing line and shop. I want to employ and teach people skills to sew and cook to accommodate homeless people in a shelter.

I want to own a bakery one day and to give job opportunities to other people.

I'm doing the computer skills and administration course at POPUP to become a receptionist in an engineering firm. Next year I plan to further my studies.

I want to become a clinical psychologist. I'm doing the computer skills and office administration course now to find an admin job to study part time at the UNISA

I want to become a social worker. I will find an admin job for me to get money to study. One day I'll open a centre for children and women.

My end in mind is to become an accountant. How I will go about is to work as an admin officer in a bank and learn how accounting works while I study part time.

I learnt to be a pastry chef in a previous job. I'm at *POPUP* to learn how to serve people and prepare different food to get a better job. My dream is to have a bed and breakfast business of my own.

I want to own my own events company doing catering and weddings. My goals s to give customers a good quality product.

I'm passionate about writing short stories and novels. I can't wait to see myself as a teacher one day … teaching children.

My end in mind is to become a nurse to help the community. I use the POPUP programme as a stepping stone to earn money to be able to study at *Medunsa*.

My dream is to become a businessman who owns a big recording studio.

Figure 23: Excerpts from one-minute speeches communicating the career outcomes of participants

6.7   CONCLUSION

This chapter was devoted to the results of my study. First, the quantitative results were discussed, followed by the qualitative results, and then both result sets were compared with the literature mentioned in the literature review and with other similar studies. The result sets were subsequently integrated to formulate the main findings.

In Chapter 7 the research questions are reviewed, and ethical considerations and limitations of the study are explored. The final findings and recommendations conclude the chapter.

7.   CHAPTER 7: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1   INTRODUCTION

I start the final chapter of my study by sharing the musical analogy used by Silverman (2000) and Lynch (2014), which I found fresh and most inspiring (p.55).

> Classical symphonies typically end with a fast movement marked *allegro* or *presto*. Rather than a mere recapitulation of earlier themes, they take them up and develop them still more. As such, they seem designed to provide listeners with some of the most stimulating material in the composition. So, your final chapter is, indeed, necessary. But it should function to stimulate your readers by demonstrating how your research has stimulated you.

Thus, I provide an overview of my study per chapter and then attempt to answer the research questions, explore ethical considerations, reflect on the strengths and limitations of the study, reflect on my experience of this journey, state what I would have done differently and recommend ideas for further research, before finally concluding.

7.2   SYNOPSIS

7.2.1   Chapter 1: Orientation

My study was introduced by stating the severity of the unemployment crisis in South Africa and how it affects the mental and physical health of people. The understanding and application of employability was stated as a countermeasure against unemployment and its consequences, because it encourages the individual to take control of his/her circumstances rather than to experience an overwhelming consciousness of victimisation and failure that results in passivity. Career adaptability as an intrinsic driver of employability was defined and linked to career counselling, which is defined in relation to vocational guidance and career education.

The rationale to embark on the study was discussed first, which set the background for the purpose of the research: the enhancement of employability potential and the development of career adaptability in unskilled and unemployed young adults who have had no access to tertiary education before. The primary research question was stated as: How can the employability of young, unskilled and unemployed South-African adults be enhanced? Four secondary research questions supported the investigation. These questions will finally be answered in this chapter.

Brief reference was made to career construction theory and the construct of career

adaptability and its dimensions, which formed the theoretical foundation of my study. I presented the conceptual framework that guided the literature review and touched on the paradigms that formed the foundation of the enquiry. The research design was announced and briefly discussed as being a mixed methods quasi-experimental pre-test, post-test group design. The participants and data collection plan were briefly referred to as part of the research methodology section. Data analysis was referred to, and precautions to ensure reliability and validity of the quantitative data and trustworthiness of qualitative data were discussed. Considerations to make the research ethically justifiable were mentioned and finally the outline of the chapters was stated.

7.2.2   Chapter 2: Literature review

To explore the playground of employability, the global transformed world of work and its four major drivers, namely worker demographics, digitalisation, the fast pace of change, and changed contracts between employers and employees were explored. The world of work in South Africa regarding unemployment and poverty, skills shortages, education and the lack of career counselling were also highlighted.

The multi-dimensional nature of employability as the core of my study was then explored from three positions: from a higher education, industry and individual perspective respectively, and I attempted to explain the meanings and needs attached to the concept. Supported by the repeated emphasis of scholars on the crucial role career adaptability plays in the development of employability, I investigated career adaptability and how to develop career adaptability competencies to work out a meaningful intervention that may positively influence the employability potential of participants.

Young adulthood and emerging adulthood as the life stage of participants in my study were investigated, as well as the influence of culture and specifically the South African cultural manifestation of coming to age and families. The influence of SES on development and on students (young adults) in tertiary education was then explored. Lastly, the focus fell on career counselling and how to conduct career counselling with young adults from diverse populations (e.g. exposed to poverty).

7.2.3   Chapter 3: Intervention

In Chapter 3, the intervention and the reasons for incorporating the assessments and activities that formed part of the intervention were discussed. Career development techniques and employability-enhancing strategies based on the literature study were justified and explained for being used as part of the intervention.

7.2.4 Chapter 4: Research design and methodology

Here I introduced the study paradigm that was mainly interpretive with elements of pragmatism. The interpretive nature of my study determined that individuals had to construct reality themselves (constructivist) and create meaning through their contact with others in social contexts (social constructivist). A narrative approach was central to the study as participants had several opportunities to tell their stories in order to construct themselves and develop their careers through a future story. The study also incorporated pragmatic elements, as the intervention was built on life design principles in career counselling and practical employability theory of what industry requires, and what educators could implement to deliver employable individuals.

My study used a mixed methods research design: quan + QUAL (UPPERCASE denotes the preference given to the style of analysis). A quasi-experimental, pre-test/post-test comparison group design was used to indicate if the planned career intervention had a positive effect on the career adaptability of participants. I discussed the selection criteria for participants, the data collection plan and how I planned to answer the research questions.

A discussion of the data analysis plan followed. A convergent parallel design where both sets of data (qualitative and quantitative) are analysed simultaneously was discussed. For the quantitative data analysis, possible statistical procedures and comparisons were mentioned which would have been determined by the data once it was available. The qualitative analysis process was described according to the six steps suggested by Creswell (2003; 2008). The process was described as interpretive and inductive, which implied that data was simultaneously and iteratively collected and analysed. The integration by means of triangulation and crystallisation of the analysed data were subsequently discussed.

Quality assurance for both data sets was discussed. Reliability and the validity measures for the quantitative data were examined, followed by criteria to ensure trustworthiness in the qualitative data (credibility, transferability, dependability and conformability) and how they were applied. The ethical guidelines by Emanuel et al. (2004) as they were applied in my study, followed next. Lastly, possible ethical dilemmas that were foreseen at the time were mentioned.

7.2.5 Chapter 5: Research results

The demography of participants and the skills programme groups as they functioned during the intervention were described at the beginning of the fifth chapter. Next, the qualitative results were reported on. Each data source (biographical form, reflections from

the body-map drawings, reflections from the career genogram, and the final reflection papers) was discussed and explained according to a coding system. Themes that emerged from each data source were discussed and qualified according to inclusion and exclusion criteria. Once the themes had been identified, they were linked to career adaptability constructs, also based on inclusion and exclusion criteria, as corresponding with literature. Each set of themes per data source was briefly explained.

In the second part of Chapter 5, the focus was on the quantitative results. The *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) was used as the pre- and post-test and the descriptive statistics were reported on per group. The *Cronbach alphas* confirmed that the internal consistency of participant responses was acceptable in all groups. The hypothesis that was set predicted that the post-test results on the *CAAS* would exceed the scores of the pre-test *CAAS* per group and that the post-test results of the quasi-experimental group would exceed the results of the 'control group'.

The results on the performed paired t-tests portrayed the p-values on the 1% and 5% levels. Lastly, the effect sizes that were calculated by using Cohen's d stated the magnitude of the differences on the four constructs of the *CAAS* between the pre-and post-tests.

7.2.6   Chapter 6: Discussion and literature control

Here, the data sets were discussed separately and linked to the literature study as well as new literature sources that confirmed or contested the outcomes. The results were subsequently integrated to formulate the main findings.

7.3   REVISITING THE RESEARCH QUESTIONS

The primary research question of my study was: *How can the employability of young, unskilled and unemployed South African adults be enhanced?* To satisfactorily answer the main question, the secondary questions were addressed first of all.

7.3.1   Secondary research questions

What are the main career counselling-related challenges faced by the majority of unskilled and unemployed young South African adults in my study?

The common denominator between participants in my study was their culture of low SES. Young adults from socio-economically challenged contexts are usually more exposed to being unskilled and unemployed and are at risk to stay unskilled and un(der)employed. The unskilled and unemployed young adults in my study demonstrated concern about their career prospects.

Although career concern is a necessary attribute for employability, participants from both the quasi-experimental group and the 'control group' (not a proper control group due to its size in comparison to the quasi-experimental group) achieved above-average high scores prior to the intervention. I became aware of the reason for this once I analysed the qualitative results: the young South African adults in my study were finding themselves in un(der)employed career situations. They were, to a large extent, the 'products' of unemployment and poverty. They had unemployed family members (or parents) and experienced its consequences. They formed part of the daunting unemployment statistics mentioned in the introduction of my study. Some of these unemployed young South Africans had poor-quality jobs that kept from the street and starvation, but that were insufficient to lift them out of poverty and make a decent living – not dependent on social grants. In other words, **the participants in my study were un(der)employed**.

Furthermore, these young unskilled and unemployed South Africans (according to the outcomes of my study) experienced career vulnerability and concern because of their perceived **inability to access tertiary education due to financial difficulties and academic unsuitability**. Many young adults held the misconception that a university degree was the only way to alleviate their poverty-stricken situation, but then they struggled to cope academically in the tertiary system due to inadequate secondary education (as alluded to in the literature review). They further lacked knowledge regarding entrance requirements and suitable subject choices for admission to tertiary programmes of their choice. This linked to a dire need for improved and accessible career counselling services in schools in the country.

The young adult South African population from socio-economically disadvantaged contexts often **perceive life to be confusing and they do not demonstrate hopeful prospects** (as was portrayed by participants in my study). Some of these young people are disheartened and easily fall prey to addictions and corrupt influences – which often form part of their family and community systems.

Their negative self-perceptions resulted in low career curiosity levels (as demonstrated in my study), which meant that participants in my study were **not self-aware** (did not know their own abilities, interest and values) and this resulted in low self-efficacy beliefs. Participants commented on the inspiring effect of being able to explore themselves – which in some cases were perceived as a culturally foreign concept to African young adults.

They were further not aware of the career opportunities in their environment and

lacked knowledge about what it meant to be employed. They found it difficult to find available opportunities or to create such opportunities for themselves (e.g. in the form of entrepreneurship). Again, this was an indicator of the need of young adults for career education and vocational guidance and counselling, which is not sufficiently available in South African schools.

A small number of unskilled and unemployed young South Africans are **resilient** despite their difficult situations and the unemployment rate in the country. They take control of their own situations, are curious to explore their environments for prospects (e.g. to enrol for a skills programme at *POPUP*) and display career confidence by teaching themselves new skills and embarking on opportunities to change their situation for the better. These young adults in my study adopted an optimistic mindset and developed a shy but healthy sense of self.

The second secondary research question is addressed in the following section.

What are the employability needs of unskilled and unemployed young adults (UUYA) in my study?

UUYA in the South African context (as explored in my study) live in one of the most unequal societies globally (Maree, 2013) and are vulnerable because they come from situations of low SES. The outcomes of my study confirmed the effect that systemic factors (e.g. family) had on careers and employability. A large component of the development of employability skills stemmed from the deprived system young adults belong to and were born into. Their parents, the school that young adults attended, the teachers who taught them, the location of their homes (e.g. rural area or city) were examples of systemic factors (among many others) that would affect their employability development.

The employability needs of UUYA in my study related to career curiosity (lowest measured career adaptability construct in participants) that stemmed from the deprived system young adults belonged to and had been born into. Systemic factors such as unemployed parents, badly equipped schools with underqualified teachers, and physical location (e.g. rural area or city) – to name a few – negatively affected their employability development. Their deprivation with regard to these systemic factors created a measured lack of career curiosity, which translates into employability needs. The employability needs in UUYA are skills that spontaneously develop in young adults from privileged contexts because of their employed parents, well-equipped schools with competent teachers and the addresses they occupy (as examples of systemic privileges).

The employability needs of UUYA are the skills that they need to acquire to become employable. On the one hand there is a need for self-knowledge and awareness and on the other, there is a need for occupational (job and career) knowledge to know how and where to fit into the labour market. The exploration and gathering of information on both these components enable the building of a cohesive sense of self to form career identity (Del Corso, 2013,) which is part of the individual's employability (Fugate et al., 2004). Thus, there is also a need for career identity building in UUYA to make them more employable. The young adults who took part in my study are part of the global trend, namely that this generation takes longer to master the challenges regarding identity building (see Chapter 2).

Table 46 was based on the findings of my study on the employability needs of participants, my experience during the intervention, and information from the HRDC (1998) on what was referred to as employment counselling. The employability needs (seated in career curiosity) are organised according to the two main elements, namely self-development needs and occupational needs.

Table 46: **The employability needs of unskilled and unemployed young adults (UUYA) in South Africa**

Employability needs of unskilled and unemployed young South African adults	
Self (self-development needs)	Job and career (occupational needs)
Self-knowledge • Interest • Values • Abilities and strengths **Skills and qualifications** **Self-presentation skills** • Professional conduct • Communication: Presentation and interview skills, CV writing **Self-management** • Attitude • Time management • Work-life balance	**Occupational-knowledge** • Knowing about career options **Job exploration skills** • How to search for available opportunities **Job management skills** • Work ethic: discipline, productivity, quality • Complying with what is expected • Emotional and social intelligence • Collaboration **Career management skills** • Career adaptability skills • Pro-actively exploring new possibilities • Lifelong learning

My study found that unskilled and unemployed young adults (UUYA) in South Africa lacked *self-knowledge* (the ability to know and think about the self: interests, values, abilities). These young adults also lacked *occupational knowledge* about different occupations, and they were in need of *skills and qualifications*. Information and knowledge

about requirements, applications to obtain qualifications, plus academic skills to succeed were part of these needs. They lacked *job exploration skills* to know where, when and how to search for jobs. Another employability need that was identified in UUYA related to *self-presentation skills* (e.g. for recruitment and in the workplace). Professional conduct, communication skills and the participants' digital footprint on social and professional media were applicable here. UUYA also lacked skills for *job management.* The simplest definition of employability refers to finding and keeping a job, while job management concerns the skills needed to be successful in a job and to keep that job. A good work ethic (discipline, productivity and quality), adapting to the company culture, compliance with management's expectations, emotional and social intelligence, and collaboration with fellow workers are needed to keep a job. The intergenerational cycle of poverty in which UUYA in my study found themselves deprived of developing these skills.

Self-management is another employability need of UUYA and has to do with honing a positive attitude. As mentioned in both the higher education and the industry perspective on employability, a positive attitude is a basic ingredient for being employable. As reported by the handful of participants in my study who displayed resilience despite being unskilled and not in employment, they stayed optimistic and hopeful while working out a solution. The majority of UUYA in my study struggled to stay upbeat and manage their personal well-being. In a work situation, UUYA would need skills for work-life balance and for maintaining health and personal care to sustain their work energy and stay employed.

The last employability need of UUYA that I could detect in my study, involved *career management skills*. Many UUYA in my study were still under the wrong impression that one needed to obtain a qualification and then you will find a job that will secure your future. Career management is about being adaptable in the workplace to stay in demand, but also to be more autonomous. This means to pro-actively stay concerned and keep control of your development and opportunities to grow your personal career identity – not to leave it to policy makers and the company you work for. A value in employable people that also forms part of career management is lifelong learning, thus to stay relevant and in demand.

As stated earlier, the needs as discussed are the skills that UUYA must acquire to become employable. The needs as stated in Table 45 can be used as information on how to build these career curiosity skills to enhance career adaptability and employability in young adults from socio-economically disadvantage contexts. The intervention in my study touched on most of these needs. However, the intervention did not cover the full range

because of time constraints in the curriculum of the *POPUP* skills training programmes. A follow-up with participants six months later would have made it possible to address especially their job and career management needs and skills in a more comprehensive way.

How can career adaptability be fostered and developed in unskilled and unemployed individuals?

Based on evidence (Bimrose et al., 2011, Coetzee et al., 2015; Koen, 2013) that career adaptability drives, complements and extends employability, I undertook and executed this study as was explained in the previous chapters. My intervention aimed to enhance employability by implementing aspects of three career intervention models – vocational guidance, career education and life design (Savickas, 2010) (see Figure 9) – as well as employability-enhancing strategies (see Figure 11).

Having realised that few (if any) participants had previously been exposed to career counselling, vocational guidance formed a substantial part of the intervention and I implemented qualitative assessments to develop self-knowledge and awareness. Body-map drawings, the CCG, and the *CIP* of Maree (2016) were qualitative assessments implemented with this purpose. The lecture on career adaptability and feedback in parts two and three of the *CIP* (Maree, 2016) provided occupational information. As previously mentioned, career curiosity (knowledge and awareness about self, and occupational information) was the lowest-scoring construct for all participants prior to the intervention, but it was the most affected of the four career adaptability constructs. The overall *CAAS* score and three career adaptability constructs (concern, control, and curiosity) were significantly influenced, which testifies to the effectivity of the intervention to influence career adaptability and therefore employability.

The implementation of the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) was useful from a career education point of view to assess the development status of career adaptability of participants before and after the intervention. The *CAAS* provided a breakdown of the career adaptability competence per individual on each of the four constructs, namely career concern, career control, career curiosity and career confidence. Once participants had engaged with the theory of career adaptability in the lecture on career adaptability in the first session, they became aware of the need to develop adaptability in their careers.

Life design principles in the *CIP* (Part 4) assisted participants to narrate their life stories and build career identity, and this helped participants to plan and see a better future for themselves (as reported in the results). The post-test made it possible to compare the two

sets of results and gave an indication of the usefulness of the intervention. The overall *CAAS* score of the group was significantly influenced, which indicated that the intervention promoted career adaptability in all participants.

Career counselling was an unfamiliar practice to many of the participants. Apart from not having been in schools and regions with access to qualified career counsellors, the field of psychology can still be seen as a Western practice from an African culture perspective. Participants had questions about my background once they started to see patterns from their families and life themes that informed their future careers. They were amazed by the meaning it brought them.

The role of counsellors would be to introduce knowledge about career adaptability and its role in the career development of unskilled and unemployed young adults to become and stay employable. Career adaptability skills, which are a driver for employability (Bimrose et al., 2011), serve to move young adults from being vulnerable to fluctuations in the labour market and having no buffer, to being protected by skills that would help them survive by having a career identity with a footprint in the labour market. The outcomes of my study have shown that it is possible to positively influence career adaptability because it is a malleable construct (Koen, 2013; Savickas, 1997; 2005) that entails behaviours that can be learnt to enhance employability.

How is employability enhanced by improving the career adaptability of unskilled and unemployed individuals in the African context?

Employability is a multi-faceted concept and was explored from different entrance angles (higher education, industry, individual perspectives) in my study to grasp the priorities and needs from each perspective regarding employability. By studying the key concepts of employability from each perspective, I realised that adaptability was required across all three of these perspectives. The focus of my study was from the individual perspective to increase participants' career adaptability and autonomy, rather than to fall prey to challenges posed by the volatile present-day labour market and even boosting negative unemployment statistics.

Career adaptability as a major driver of employability was assessed before and after the career and employability-counselling intervention. Career concern, control and curiosity significantly improved in participants. The overall (combined) measurement of career adaptability improved most. Other aspects of employability that were reportedly influenced were communication skills (e.g. listening, interview skills), self-presentation skills,

participants' interpersonal competence to work in groups and their attitude.

The outcomes of my study show it was possible to positively influence the career adaptability and employability skills of the young adults in socio-economically disadvantaged contexts through career and employability counselling. Once these skills had been more developed, the participants displayed confidence to publicly present the first steps on their new-found career identity path as developed through the intervention.

7.3.2 Primary research question

The different aspects of answering the primary research question were addressed in the responses to the secondary research questions (see Sections 7.3.1.1 to 7.3.1.4). I therefore formulated the answer to the primary question by giving a synopsis of the answers to the secondary questions.

How can the employability of young, unskilled and unemployed South African adults be enhanced? The young unskilled and unemployed young South African adults in my study were systemically deprived from opportunities to develop employability skills, especially with regard to career curiosity. The outcomes of my study showed that individual employability skills can be enhanced through career counselling that focuses on improving career adaptability. Career adaptability was significantly influenced after my intervention that utilised qualitative (narrative) career-counselling techniques and employability aspects such as communication, attitude and interpersonal skills.

7.4   ETHICAL CONSIDERATIONS

I confirm that the ethical considerations that were mentioned in Chapter 1 were adhered to in conducting this study. The following procedures were put in place:

- Transparency was ensured by informing all role players about the purpose of the study, the procedures that would be followed and their rights regarding participation in the study. Participants were informed verbally and in writing about the voluntary nature of their participation and that they could withdraw from the study without penalty at any stage. Although they had to attend the intervention sessions as part of the workplace readiness module to meet the requirements of their skills training certificate (mentioned in Section 4.10.9 as a possible ethical dilemma), they were informed verbally and in writing that the use of their data was voluntary.

- Written informed consent was obtained from the leadership and management team of *POPUP* (Addendum B) and from the participants, who were all over 18 years old and

legally permitted to give consent (Addendum A).

- Confidentiality was maintained throughout the research process to ensure that individual identity could not be traced based on the data.

- Counselling services were arranged with a psychologist for participants who demonstrated emotions and behaviour that needed psychological services in response to the research. This arrangement was to ensure that my roles as researcher and psychologist would not become integrated and confused during the intervention.

- I adhered to the ethical guidelines in the statements of the Ethical Committee of the University of Pretoria and the Health Professions Council of South Africa (HPCSA).

7.5   STRENGTHS OF THE STUDY

I found the following factors to be strengths of my research study:

- The life stage and average age of participants were perceived as two of the strengths of my study or factors that contributed to its positive outcomes. The groups that benefited more were participants who had experience of the world of work and who perhaps had experienced the complications in the labour market for socio-economically deprived young adults before. The group that was least affected by the intervention was the computer skills and admin Group 1, which mostly consisted of school leavers for whom the skills programme at *POPUP* was seen as a gap year. Young adults who had some experience of the labour market seemed to respond better to career and employability counselling in my study.

- The use of a mixed-methods design allowed for a deeper, full rounded understanding of the research outcomes. Answers to both the 'what' and 'why' (Ivankova et al., 2007) questions could be addressed. For example, the quantitative outcomes based on the *CAAS* (Maree, 2012; Savickas & Porfeli, 2012) pinpointed the career development needs because of socio-economic deprivation and the qualitative outcomes confirmed and explained what socio-economic deprivation entails and why young adults struggle to be accommodated in the labour market.

- The implemented intervention aimed to be culturally appropriate as the assessments and activities that had been used were unbiased regarding race, religion and gender.

- POPUP allowed this study to be conducted as part of their *Work readiness* module. It was beneficial for my research that participants were students in an already established programme at an established organisation. It made the logistics easier to reach this

population group, but it also empowered the participants, as they already had access to the campus and were enrolled for their different skills programmes. As mentioned earlier, this could potentially have created an ethical dilemma as the students could be perceived as a captive audience, but the necessary precautions were taken to preclude this (see Section 7.4 on ethical considerations).

7.6   LIMITATIONS OF THE STUDY

The following factors limited the study and need to be mentioned:

- The size of the 'control group' was too small (see Section 6.2.6). Although this group was valid in respect of similarity (age, background, Grade 12 certificates) to the quasi-experimental group, the size of the control group (22) versus the size of the quasi-experimental group (61) was too small to be considered a valid control group.

- The participants were selected as a purposive (non-random) sample and therefore the data cannot be generalised.

- The subjective nature of the data sources (e.g. reflection papers) also impeded the generalisability of the data.

7.6.1   Recommendations

7.6.1.1 Recommendations for improved practice

Based on the knowledge gained through this study, practitioners can develop a programme in an appropriate format for the required context to formally teach employability skills, for instance as part of a tertiary education skills programme or an undergraduate module at a university.

7.6.1.2 Recommendations for policy makers

- **School-to-work transition:** There is a need in schools to assist school leavers pro-actively for their transition to the labour market. There is a similar need in higher education institutions to practically assist graduates with employability skills in their undergraduate years by directing and preparing them for the labour market. Programmes to assist and guide students in career development as part of their study curriculum would ease their transition to the labour market. Higher education institutions and industry partners should work together to ensure better contact with the industry as part of the curriculum. The solution to this often lies in the way the curriculum is presented and not necessarily in adding new modules to existing, generally full curriculums.

- **Employability – a responsibility of society:** I do not consider the enhancement of

employability as an issue that can only be solved by career counsellors. It should be addressed on all levels of society because of the contribution of systemic factors to employability. Parents, teachers, lecturers, community leaders and even (for example) sports coaches must be aware of their role in enhancing employability in young people from an early age onwards.

- **Career counselling:** The need for career counselling in South African schools was emphasised throughout my study. Thus, I want to echo the voice of Maree (2013b; 2015) about the need for appropriate career counselling that accommodates the local needs in the country. Unless this is addressed, money will be wasted, young people will be disheartened, and South African society as a whole will suffer the consequences.

7.6.1.3 Recommendations for further research

- **South African emerging adulthood**: More research is needed to explore the changes in young adults across cultures and socio-economic contexts, based on the South African environment.

- **Analysis of available career information:** Based on the identified needs of participants for career and job-related knowledge, it would be beneficial to young adults if research was done on the available and existing job and career portals, and to explore the most effective ways in which such knowledge can be communicated to reach youths in socio-economically disadvantaged contexts.

- **Assessment to measure employability:** In exploring employability, I came across the assessment of dispositional employability by Fugate and Kinicki (2008). A South African study (Jonck & Minnaar, 2015) on this topic was also found in the field of Management Sciences. Research to explore dispositional employability with the aim to develop young unskilled and unemployed adults seems beneficial to verify results in my study on the enhancement of employability of unskilled and unemployed young adults.

7.7   WHAT WOULD I HAVE DONE DIFFERENTLY?

Firstly, I regret the fact that I could not meet the participants six months after the intervention for a follow-up session to explore the effect of the intervention over a longer term. I would have liked to assess their employability needs against their new experience in industry, but all participants were in a temporary position by then – as arranged for them by *POPUP*.

Secondly, it was only after the data collection phase of my study that I encountered

the *CAAS+C* (*CAAS – Cooperation scale*) (Savickas & Porfeli, 2015). Administering the Cooperation scale as an addition to the *CAAS* (which I used in my study) could have been useful to assess the intrapersonal dimension to enhance employability in participants.

7.8 PERSONAL REFLECTION ON THE STUDY

I found the views of people (often outside of academia) that unless a PhD was original, they would question its value and purpose, quite daunting. Doing this study made me humble to the contributions of the academic giants and I became aware of my inability to create what they had done. What inspired me, was the music metaphor (see Section 7.1) that Silverman used as quoted in a research context by Lynch (2014) on music composition about the final movement in symphonies.

Having been an undergraduate student in music made me understand this metaphor. We used to do form analysis as a subject in music where the structure and architecture of a musical piece is analysed. Each musical piece, e.g. the sonata, symphony or concerto has a traditional structure that was used as a foundation by the masters in composition. These musical forms developed over time (over decades and centuries through the musical periods such as the Baroque, Classical, Romantic, Impressionistic, Modern/Contemporary eras). Listeners expect beautiful melodies and harmonies performed in some recognisable pattern, which serves as a point of reference to guide their listening. What attracts the listener is not the structure or form of the piece, but the rhythm, melody and harmony (which is original to that piece) and the way it is performed. The music is listened to because of its ambience and the emotive meaning it carries, which connects the music and the listener.

Bringing this back to my research study, I was initially intimidated by the overwhelming rationality of the research process demonstrated by the strict form/structure of research methodology and especially quantitative designs. The meaning of my research and its connection with real people – created by the qualitative nature of research – carry the tone (mood) or meaning (beauty) of the message. My better understanding of poverty and its effect on young people, and my experience of seeing their dreams come back and unfold themselves in a workable plan … this is where I found the beauty and meaning of research. This musical metaphor gave me a fresh appreciation for research. As the universal language in music, research has universal language qualities that I want to explore further.

7.9   CONCLUSION

I introduced my research report by making the following statement: *A profound understanding and application of employability may contribute to relieve the economic challenge of unemployment in South Africa* (Section 1.3). Looking back, this is an acknowledgement of the autonomy of individuals' ability to rise above the systemic deprivation of employability and contribute to the economy. The intervention introduced in my study resulted in un(der)employed individuals envisioning themselves as sufficiently employ*able* to withstand the pressures of the volatile labour market.

My study aimed to enhance the employability of the young adults from socio-economically challenged contexts by developing their career adaptability awareness and skills. My findings showed that individual employability skills can be enhanced through career counselling that focuses on improving career adaptability. Participants' career adaptability did indeed improve significantly after the career and employability counselling intervention, which utilised qualitative (narrative) career-counselling techniques. As seen in my study, this process brought hope and meaning to these young adults and hopefully some of this will trickle down to change in their communities.

I wish to end off by quoting Anais Nin (who quoted Otto Rank) who significantly describes the process of developing career adaptability and employability from an individual point of view – as was confirmed by my study:

> Just as the deep-sea diver carries a tank of oxygen, we have to carry the kernel of our individual growth with us into the world in order to withstand the pressures, the shattering pressures of outer experiences. But I never lost sight of their interdependence, … Whatever we achieve inwardly will change outer reality.[8]

---

[8] https://quoteinvestigator.com/category/anais-nin/2018/09/01

8. REFERENCES

Abkhezr, P., & McMahon, M. (2016). Narrative career counselling for people with refugee backgrounds. *International Journal for the Advancement of Counselling 39*(2), 99–111. https://doi.org/10.1007/s10447-017-9285-z.

Adapt. (n.d.). In *Merriam-Webster's online dictionary*. Retrieved from http://m-w.com /dictionary.

Allan, A. (2008). *Law and ethics in psychology: An international perspective.* Somerset West, South Africa: Inter-Ed Publishers.

American Psychological Association (APA). (2017). *Children, youth, families and socioeconomic status.* Retrieved from http://www.apa.org/pi/ses/resources /publications/children-families.aspx.

Amoateng, A.Y., & Richter, L.M. (2007). Social and economic context of families and households in South Africa. In: A. Y. Amoateng, & T. B. Heaton, (Eds.). *Families and households in post-apartheid South Africa: socio-demographic perspectives* (pp. 1–26). Cape Town, South Africa: HSRC Press.

Amundson, N. E. (2003, November 17-18). Career development: Employability dimensions. *Food for Thought*, (1), p. 1–3. Retrieved from http://sks.karabuk.edu.tr/kariyer /belgeler/CAREER_DEVELOPMENT.pdf.

Anderson, C. B., & Smart, J. F. (2010). Improving transition outcomes for culturally and linguistically diverse VR consumers. *Journal of Applied Rehabilitation Counseling, 41*, 3–10.

Aspinwall, L. G., & Taylor, S. E. (1997). A stitch in time: Self-regulation and proactive coping. *Psychological Bulletin, 121,* 417–436.

Armitage, A. (2007). Mutual research designs: Redefining mixed methods research design. Paper presented at the *British Educational Research Association Annual Conference*, Institute of Education, University of London, 5-8 September 2007. Retrieved from http://www.leeds.ac.uk/educol/documents/167799.html.

Arnett, J. J. (1997). Young people's conceptions of the transition to adulthood. *Youth & Society, 29,* 1–23.

Arnett, J. J. (1998). Learning to stand alone: The contemporary American transition to adulthood in cultural and historical context. *Human Development, 41,* 295–315.

Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469–480.

Arnett, J. J. (2004). *Emerging adulthood: The winding road from the teens to the twenties*. NY: Oxford University Press. Retrieved from http://www.http://ir.nmu.org.ua.

Arnett, J. J. (2010). *Adolescence and emerging adulthood: A cultural approach (4th ed.)*. Prentice Hall, Upper Saddle River, NY: Pearson Education, Inc.

Artess, J., Hooley, T., & Mellors-Bourne, R. (2017). *Employability: A review of the literature 2012 to 2016*. York: Higher Education Academy. Retrieved from http://hdl.handle.net/10545/621285.

Arthur, M. B. (1994). The boundaryless career: A new perspective for organizational inquiry. *Journal of Organizational Behavior,15*, 295–306. doi:10.1002/job .4030150402.

Athanasou, J. A., Mpofu, E., Gitchel, W., & Elias, M. J. (2012). Theoretical-conceptual and structural aspects of thesis writing. In J. G. (Kobus) Maree (Ed.), *Complete your thesis or dissertation successfully: Practical guidelines* (pp. 40–55). Cape Town, South Africa: Juta.

Attwell, D. (2011, August 19). *Educational transitions and career adaptability* [Blog post]. Retrieved from http://deirdrehughes.org/2011/08/educational-transitions-and-career-adaptability/.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1–14). Cambridge, UK: Cambridge University Press.

Barclay, S. R., Stoltz, K. B., & Chung, B. Y. (2011). Voluntary midlife career change: Integrating the trans-theoretical model and the life-span, life-space approach. *Career*

Development Quarterly, 59, 386–399. doi: 10.1002/j.2161-oo45.2011.tb0096.x.

Belsey, M.A. (2005). *AIDS and the Family: Policy Options for a Crisis in Family Capital.* New York: United Nations.

Benson, R., Hewitt, L., Devos, A., Crosling, G. and Heagney, M. (2009). Experiences of students from diverse backgrounds: The role of academic support, in *The Student Experience*. Proceedings of the 32nd HERDSA Annual Conference, Darwin, 6-9 July 2009, 545–550.

Berger, J.B. (2000). Optimizing capital, social reproduction, and undergraduate persistence: A sociological perspective. In J. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 95-124), TN: Vanderbilt University Press.

Berk, L. E. (2007). *Development through the lifespan (4th ed.).* Boston, MA: Allyn and Bacon.

Bimrose, J. (2010). Adapting in a changing world: dealing with repeated career transitions. In K. Maree (Ed.), *Career counselling: methods that work* (pp. 118–127). Cape Town, South Africa: Juta.

Bimrose, J. (2013). The theory of career adaptability. In A. Di Fabio, & J. G. Maree (Eds.), *Psychology of Career Counselling: New challenges for a new era* (pp.117–130). Hauppauge, NY: Nova Science Publishers, Inc.

Bimrose, J., Brown, A., Barnes, S., & Hughes, D. (2011). *The role of career adaptability in skills supply*. UK Commission for employment and skills, Evidence report 35. Warwick Institute for Employment Research: University of Warwick.

Bitter, J. R. (2009). *Theory and practice of family therapy and counselling.* Belmont, CA: Brooks/Cole.

Blustein, D. L., Schultheiss, D. E. P., & Flum, H. (2004). Toward a relational perspective of the psychology of careers and working: A social constructionist analysis. *Journal of Vocational Behavior*, *64*, 423–440. doi:10.1016/j.jvb.2003.12.008.

Botha, C. S. (2017). Using metaphoric body-mapping to encourage reflection on the developing identity of pre-service teachers. *South African Journal of Education 37(*3), 1–12.

Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000). *Generic capabilities of*

ATN university graduates. Available from: http://www.clt.uts.edu.au/ATN.grad.cap. project.index.html (15 February 2013).

Bowden, M. P., & Doughney, J. (2011). The importance of cultural and economic influences behind the decision to attend higher education. *The Journal of Socio-Economics, 41,* 95–103.

Bowen, M. (1978). *Family therapy in clinical practice.* New York: Aronson.

Brackett, M. A., River, E., & Salovey, P. (2011). Emotional intelligence: implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass 5*(1), 88–103.

Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research & Development 28*(1), 31–44.

Brooks, R. (2004). 'My mum would be as pleased as punch if I actually went, but my dad seems a bit more particular about it': Paternal involvement in young people's higher education choices. *British Educational Research Journal 30*(4), 495–515.

Brooks, D. (2007, October, 9). The odyssey years. *The New York Times*. Retrieved from http://www.caroddoapclasses.com/sitebuildercontent/sitebuilderfiles/theodysseyyear sarticle.pdf.

Brown, P., Hesketh, A., & William, S. (2003). Employability is a knowledge-driven economy. *Journal of Education and Work, 16*(2), 107–126.

Bryant, M. (2011). *20 Years ago the world wide web opened to the public.* Retrieved from http://thenextweb.com/insider/2011/08/06/20-years-ago-today-the-world-wide-web-opened-to-the-public/.

Bryant, B. K., Zvonkovic, A. M., & Reynolds, P. (2006). Parenting in relation to child and adolescent vocational development. *Journal of Vocational Behavior, 69*(1), 149–175.

Buckley, P., Viechnicki P., & Barua, A. (2015). *Issues by the numbers. A new understanding of millennials: Generational differences re-examined*. Deloitte University Press. Retrieved from https://dupress.deloitte.com/dup-us-en/multimedia/infographics /understanding-millennials-generational-differences.html.

Burns, M. (2016). Skills for work, skills for life. *I CAN Talk*, 8. Retrieved from

https://slidex.tips/queue/skills-for-work-skills-for-life-i-can-talk-8-2nd-edition?
&queue_id=-1&v=1521745310&u=NDEuMTMuODguMTAy.

Burr, V. (1995). *An introduction to social constructionism*. London, UK: Routledge.

BusinessTech (2015). South Africa unemployment: 1994 – 2015. Retrieved from http:
//businesstech.co.za/news/general/77737/south-africa-unemployment-1994-015/.

Busque, G. (1995). Measurement model for employment counselling. *ERIC Digest.*
Retrieved from https://www.ericdigests.org/1998-2/model.htm.

Cardoso, P., Gonçalves, M. M., Duarte, M. E., Silva, D. R., &, Alves, J. (2016). Life Design
Counseling outcome and process: A case study with an adolescent. *Journal of
Vocational Behavior 93*, 58–66.

Career. (n.d.) In *Merriam-Webster's online dictionary*. Retrieved from http://m-
w.com/dictionary.

Careers New Zealand (2012). Donald Super: Developmental self-concept. Retrieved from
https://www.careers.govt.nz/assets/pages/docs/career-theory-model-super.pdf.

Carey, M. P., & Forsyth, A. D. (2017). Teaching tip sheet: Self-efficacy. *American
Psychological Association.* Retrieved from http://www.apa.org/pi/aids/resources
/education/self-efficacy.aspx.

Caribbean Development Bank (2015). *You are the future. The Imperative of youth
employment for sustainable development in the Caribbean.* Retrieved from
http://www.caribank.org/wp-content/uploads/2015/05/Youth-Study-Imperative-of-
Employment-CDB-2015.pdf.

Carr, S. C., & Sloan, T.S. (2003). *Poverty and psychology: From global perspective to local
practice.* NY: Plenum Publisher.

Castells, M. (2015). *The impact of the internet on society: A global perspective.* Open Mind.
Retrieved from https://www.bbvaopenmind.com/en/article/the-impact-of-the-
internet-on-society-a-global-perspective/?fullscreen=true.

CBI/NUS, (2011). *Working towards your future: making the most of your time in higher
education.* CBI: London. Retrieved from: http://educationandskills.cbi.org.uk
/reports/.

Challenged [Def 1]. (n.d.) *Merriam-Webster Online.* In Merriam-Webster. Retrieved November 11, 2017, from http://www.merriam-webster.com/dictionary/citation.

Chamorro-Premuzic, T. (2015). Three emerging alternatives to traditional hiring methods. *Harvard Business Review* (June 26, 2015). Retrieved from https://hbr.org/2015/06/3-emerging-alternatives-to-traditional-hiring-methods.

Charlesworth, S.J., Gilfillan, P., & Wilkinson, R. (2004). Living inferiority. *British Medical Bulletin, 69*, 49–60.

Charmaz, K. (2008). Constructionism and the grounded theory. In J. A. Holstein & J. F. Gubrium (Eds.), *Handbook of Constructionist Research* (pp. 397–412). NY: The Guilford Press.

Chavis, A. M. (2004). Genograms and African American families: Employing family strengths of spirituality, religion, and extended family network. *Michigan Family Review, 09*(1), 30–36.

Chen, G., Kanfer, R., DeShon, R. P., Mathieu, J. E., & Kozlovski, S. W. J. (2009). The motivating potential of teams: A test and extension of Chen and Kanfer's (2006) model. *Organisational Behavior and Human Decision Processes, 110*, 45–55.

Chope, R. C., & Van Velsor, P. (2010). The role of the family in career interest development. In K. Maree (Ed.), *Career counselling methods that work* (pp. 95–100). Cape Town, South Africa: Juta.

Christie, P. (2008). *Opening the doors of learning: changing schools in South Africa.* Johannesburg, South Africa: Heinemann.

CIPD. (2016). *Attitudes to employability and talent, Research report, September 2016. Chartered Institute of Personnel and Development.* London, UK: The Broadway.

Clark, M. K. (2007). Africa: The rise of African hip hop. *All Africa.* Retrieved from http://allafrica.com/stories/200710011449.html.

Cloete, A. (2015). Youth Unemployment in South Africa: A theological reflection through the lens of human dignity. *Missionalia, 43*(3), 513–515.

Cloosterman, A. (n.d.). Carl Jung: individuation process. *Mindstructures: about mind vs matter and collective and personal development.* Retrieved from https://www

.mindstructures.com/carl-jung-individuation-process/.

Cochran, L. (1997). Career counselling a narrative approach. Thousand Oaks, CA: Sage.

Coetzee, M., Ferreira, N., & Potgieter, I. L. (2015). Assessing employability capacities and career adaptability in a sample of human resource professionals. *SA Journal of Human Resource Management, 13*(1), 1–9. http://dx.doi.org/10.4102/sajhrm .v13i1.682.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge/ Falmer**.**

Cole, D., & Tibby, M. (2013). *Defining and developing your approach to employability, a framework for higher education institutions.* York, UK: The Higher Education Academy.

Collier, P. J., & Morgan, D. L. (2008). 'Is that paper really due today?' Differences in first generation and traditional college students' understandings of faculty expectations. *Higher Education, 55(*4), 425–446.

Collins, J. (2011). Language, globalisation, and the state: Issues for the New Policy Studies. In T. L. McCarthy (Ed.), *Ethnography and language policy* (pp. 128–135). New York and London: Routledge.

Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). *Equality of educational opportunity.* Washington, DC: US Department of Health, Education & Welfare. Office of Education (OE-38001 and supp.).

Conklin, A. M., Dahling J. J., & Garcia P.A. (2013). Linking affective commitment, career self-efficacy, and outcome expectations: A test of social cognitive career theory. *Journal of Career Development, 40,* 68–83.

Cornwall, A., & Welbourn, A. (2002). *Realizing rights. Transforming approaches to sexual & productive well-being*. NY: Zed Books.

Covey, S. (2006). *The 6 most important decisions you'll ever make: A guide for teens.* Greenwich, CT: Touchstone.

Covey, S. R. (2004). *The 7 habits of highly effective people. Powerful lessons in personal change.* London, UK: Simon & Schuster.

Covey, S. R. (2008). *The leader in me.* London, UK: Simon & Schuster.

Crane, J. (1996). Effects of home background, SES, and maternal test scores on mathematics achievement. *Journal of Educational Research, 89*(5), 305–314.

Crant, J. M. (2000). Proactive behavior in organizations. *Journal of Management, 26,* 435–462.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.).* Upper Saddle River, NJ: Pearson Education.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research (2nd ed.).* Thousand Oaks, CA: Sage.

Crous, S. (2011). *Possibility and limits of life design counselling with an abandoned adolescent.* (Master's dissertation). Pretoria, South Africa: University of Pretoria.

Crozier, G., et al. (2008). Different strokes for different folks: diverse students in diverse institutions–experiences of higher education. *Research Papers in Education, 23*(2), 167–177.

Cook, A. (2016). Exploring learners' management of career-related transitions through self-construction (PhD proposal). In K. Maree (Ed.), *First steps in research (2nd ed)*. (pp. 338–377). Pretoria, South Africa: Van Schaik.

Crowell, S. (2015). *The Stanford encyclopedia of philosophy.* Retrieved from http://plato.stanford.edu/archives/spr2015/entries/existentialism/.

Curry, J. R., & Milsom, A. (2017). *Career and college readiness counseling in P-12 schools.* NY: Springer.

Dacre Pool, L., & Sewell, P. (2007). The key to employability: Developing a practical model of graduate employability, *Education and Training, 49*(4), 277–289, https://doi.org/10.1108/00400910710754435.

David, M., Crozier, G., Hayward, G., Ertl, H., Williams, J. & Hockings, C. (2010). Institutional practices and pedagogies for social diversity. In M. David (Ed.),

Improving learning by widening participation in higher education, Improving Learning Series, Chapter 7, Routledge, London, pp. 180–201.

Dearing, R. (1997) *Higher education in the learning society*. Report of the National Committee of Enquiry into Higher Education. London: HMSO.

De Grip, A., Van Loo, J., & Sanders, J. (2004). The industry employability index: taking account of supply and demand characteristics. *International Labour Review, 14* (3), 211-233.

DeCarlo, A. (2003). RAP Therapy: A group work intervention method for urban adolescents. *Social Work with Groups, 26*(3), 45–59. DOI: 10.1300/J009v26n03 _06.

De Lannoy, A., Leibbrandt, M., & Frame, E. (2015). A focus on youth: An opportunity to disrupt the intergenerational transmission of poverty. In A. De Lannoy, S. Swartz, L. Lake, & C. Smith (Eds.), *South African Child Gauge 2015* (pp. 15–35) Cape Town: Children's Institute, University of Cape Town.

Del Corso, J. J. (2013). The theory of career adaptability. In A. Di Fabio, & J. G. Maree (Eds.). *Psychology of career counselling: New challenges for a new era* (pp. 117–130) Hauppauge, NY: NOVA.

Deloitte. (2016). *The 2016 Deloitte Millennium survey.* Retrieved from https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey .html.

Denzin, N. K., & Lincoln, Y. S. (Eds). (2005). *Handbook of qualitative research.* (3rd edition). Thousand Oaks, CA: Sage.

Devlin, M., & McKay, J. (2011). *Inclusive teaching and support of students from low socioeconomic status backgrounds: A brief discussion paper.* Higher Education Research Group, Deakin University, Australia.

Department of Social Welfare & Development, Government of South Africa (October 2012). *White paper on families in South Africa.* Retrieved from http://www.dsd .gov.za/index.php?option=com_docman&task=cat_view&gid=33&Itemid=39.

De Witte, H., Rothmann, S., & Jackson, L.T.D. (2012). The Psychological consequences of unemployment in South Africa. *SAJEMS, 15*(3), 247.

Dhiman, M.C. (2012). Employers' perception about tourism management employability

skills. *Anatolia – An International Journal of Tourism and Hospitality Research, 23*(3), 359–372.

Di Fabio, A. (2010). Life designing in the 21st century: Using a new strengthened career genogram. *Journal of Psychology in Africa 20,* 381–384.

Di Fabio, A. (2012). Evaluation of the effectiveness of the Career Construction Genogram. *Cypriot Journal of Educational Sciences, 7*(4), 287–297.

Di Fabio, A., & Maree, J. G. (Eds.) (2013). *Psychology of Career Counselling: New challenges for a new era. Festschrift in honour of Prof. Mark Savickas*. New York: Nova Science.

Di Fabio, A., & Palazzeschi, L. (2013). Investigating the usefulness of the career construction genogram for the 21st century: A case study. In A. Di Fabio, & J. G. Maree (Eds.). *Psychology of career counselling: New challenges for a new era* (pp. 131–147) Hauppauge, NY: NOVA.

Di Fabio, A., & Maree, J. G. (2013b). Effectiveness of the career interest profile. *Journal of Employment Counseling, 50*(3), 110–123.

Dix, J. E., & Savickas, M. L. (1995). Establishing a career: Developmental tasks and coping responses. *Journal of Vocational Behavior, 28*, 120–138.

Dodou, D., & de Winter, J. C. F. (2014). Social desirability is the same in offline, online and paper surveys: A meta-analysis. *Computers in Human Behavior, 36*, 487–495.

Douglass, J. A., Roebken, H., & Thomson, G. (2007). *The immigrant university: Assessing the dynamics of race, major and socioeconomic characteristics at the University of California*. Berkeley: Center for Studies in Higher Education, University of California.

Dries, N., Forrier, A., De Vos, A., & Pepermans, R. (2014). Self-perceived employability, organization-rated potential, and the psychological contract. *Journal of Managerial Psychology*, *29* (5), 565–581.

Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *PubMed Central,* 55(3): 224–249. doi: 10.1353/mpq.0.0030.

Dweck, C. (2006). *Mindset: The new psychology of success.* New York: Ballantine Books.

Easter, M., Davis, A., & Henderson, G. (2004). Confidentiality: More than a linkage file and a locked drawer. *Ethics and Human Research, 26*(2), 13–17.

Eloff, I. (2002). Narrative therapy as career counselling. In K. Maree, & L. Ebersöhn (Eds.), *Lifeskills and career counselling* (pp. 129–138). Sandton, South Africa: Heinemann.

Eloff, J. H. P., Eloff, M. M., Dlamini, M. T., & Zielinski, M. P. (2009*). Internet of People, Things and Services-The convergence of security, trust and privacy.* Retrieved from http://researchspace.csir.co.za/dspace/bitstream/10204/4409/1/ Eloff_2009.pdf.

Emanuel, E., Wendler, D. Killen, J., & Grady, C. (2004). What makes clinical research in developing countries ethical? The benchmarks of ethical research. *Journal of Infectious Diseases, 189,* 930–937.

Erberber, E., Stephens, M., Mamedova, S., Ferguson, S., & Kroeger, T. (2015, March). Socioeconomically disadvantaged students who are academically successful: Examining academic resilience cross nationally. *IEA's Policy Brief Series, No. 5*, Amsterdam, IEA, http://www. iea.nl/policy_briefs.html.

Erikson, E. H. (1968). *Identity, youth, and crises*. New York: Norton.

Esser, I., & Dekker, A. (2008). The dynamics in corporate governance in South Africa: Broad-based black economic empowerment and the enhancement of good corporate governance principles. *Journal of International Commercial Law and Technology, 3*(3), 157–169.

Evans, S. (2015, August 05). Patel: SA's mining industry 'in trouble'. *Mail & Guardian*. Retrieved from http://mg.co.za/article/2015-08-05-g.

Fagin L., & Little M., (1984). *The forsaken families.* Harmondsworth, London, UK: Penquin.

Fashoyin, T. (2011). The youth employment challenge: An introduction. In T. Fashoyin, & M. Tiraboschi (Eds.), *Productivity, investment in human capital and the challenge of youth employment* (pp. 3–16). Newcastle, UK: Cambridge Scholars Publishing.

Ferreira, L. (2015). Factsheet: Social grants in South Africa – separating myth from reality. *African Check.* Retrieved from https://africacheck.org/factsheets/separating-myth-from-reality-a-guide-to-social-grants-in-south-africa/.

Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research 4*(1), 6–16.

Fielding, N. G. (2012). Triangulation and mixed methods designs: Data integration with new technologies. *Journal of Mixed Methods Research, 6* (2), 124–136. doi: https://doi.org /10.1177/1558689812437101.

Fin 24 (2015). *Shortage of skilled workers in South Africa*. Retrieved from https://businesstech.co.za/news/it-services/87740/shortage-of-skilled-workers-in-south-africa/.

Firestone, M. (2013). *Constructivism in psychology: Definition, theories & approaches*. Retrieved from http://study.com/academy/lesson/constructivism-in-psychology-definition-theories-approaches.html.

Fitzgibbon, K., & and Prior, J. (2006). Students' early experiences and university interventions: A timeline to aid undergraduate student retention. *Widening Participation and Lifelong Learning, 8*(3), 17-27.

Forrier, A., & Sels, L. (2003). The concept employability: a complex mosaic. *International Journal of Resources Development and Management, 3*(2), 102–124.

Fourie, F. C. V. N. (2011). The South African unemployment debate: three words, three discourses. *Working paper series 63*, 84.

Fourie, F. C. V. N. (2012). *The South African unemployment debate: three worlds, three discourses? (Revised version).* Paper presented at the Towards Carnegie III Conference, University of Cape Town, 4 September 2012.

Fugate, M., & Kinicki, A. M. (2008). A dispositional approach to employability: Development of a measure and test of implications for employee reactions to organizational change. *Journal of Occupational and Organizational Psychology, 81*(3), 503–527.

Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behaviour 65*, 14–38.

Gallaghar, J. (2016). 2016 November, 25. *Low social status 'can damage immune system'*.

Retrieved from http://www.bbc.com/news/health-38092146.

Gardstrom, S.C. (1999) Music exposure and criminal behavior: Perceptions of juvenile offenders, *Journal of Music Therapy 36*, 207–210.

Gastaldo, D., Magalhães, L., Carrasco, C., & Davy, C. (2012). *Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping.* Retrieved from http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping.

Gay, L. R., Mills, G. E., & Airasian, P. W. (2014). *Educational research: Competencies for analysis and applications, 10th ed.* Essex, England: Pearson.

Gergen, K. J. (1999). *An invitation to social construction.* Thousand Oaks, CA: Sage Publications Inc.

Gergen, K. J. (2001). Psychological science in a postmodern context. *The American Psychologist, 56*, 803–813.

Gerryts, E. W. (2013). *Using a narrative approach to develop the sense of self of a young engineer.* (Masters' dissertation). Pretoria, South Africa: University of Pretoria.

Given, L. M. (2008). *The SAGE Encyclopaedia of Qualitative Research Methods, Vol. 2.* Thousand Oaks, CA: Sage.

Glavin, K. (2013). Career Adaptability. In M. Savickas (Ed.), *Ten ideas that changed career development* (p. 6). Broken Arrow, OK: National Career Development Association.

Glavin, K., & Berger, C. (2013). Assessing career adaptability using the career adapt-abilities scale. In *Psychology of career counseling: New challenges for a new era* (pp. 207–220). Hauppauge, New York: Nova Science Publishers, Inc.

Goforth, C. (2017). Using and Interpreting Cronbach's Alpha. *Research data services and sciences.* University of Virginia Library. Retrieved from http://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/.

Goleman, Daniel. (1998). *Working with emotional intelligence*. New York: Bantam/Doubleday/Dell.

Good work Foundation (2017). *Professor of Education has a dream for South-Africa.* Retrieved from http://www.goodworkfoundation.org/professor-of-education-has-a-

dream-for-south-africa/.

Graham, L., & De Lannoy, A. (2017 February, 14). What South Africa can do about unemployment in the short run. Retrieved from www.sowetanlive.co.za.

Greenbank, P. (2006). Institutional admissions policies in higher education: A widening participation perspective. *International Journal of Educational Management, 20*(4), 249-260, https://doi.org/10.1108/09513540610665379.

Greene, J. C. (2007). *Mixed methods in social inquiry.* San Francisco, CA: John Wiley & Sons.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed method evaluation designs. *Educational Evaluation and Policy Analysis, 11*, 255-274.

Grier-Reed, T., & Ganuza, Z. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling and Development*, *89*(2), 200–205.

Griffen, S. M. (2016). Shifting from fear to self-confidence: Body mapping as a transformative tool in music teacher education. *Alberta Journal of Educational Research, 61(*3), 261–279.

Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries, *Educational Communication and Technology Journal, 29* (2), 75–91.

Guba, E.G., & Lincoln, Y.S. (2005) Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. S. Lincoln, (Eds.), *The sage handbook of qualitative research*, (3rd ed., pp.191–215). Thousand Oaks, CA: Sage.

Guilbert, R., Bernaud, J., Gouvernet, B., & Rossier, J. (2016). Employability: review and research prospects. *International Journal for Educational and Vocational Guidance, 16* (1), 69–89.

Hahs-Vaughn, D. (2004). The impact of parents' education level on college students: An analysis using the beginning postsecondary students longitudinal study 1990–92/94. *Journal of College Student Development, 45(*5), 296–316.

Hall, D. T. (1996). Protean careers of the 21st century. *The Academy of Management Executive, 10*, 8–16.

Hall, D. T. (2002). *Careers in and out of organisations*. Thousand Oaks, CA: Sage Publications Inc.

Hall, R. (2012). Mixed methods: In search of a paradigm. *Vortrag*. Download (am 10.01. 2013) unter: http://www. auamii. com/proceedings_Phuket_2012/Hall. pdf.

Hadley, S., & Yancy, G. (2012). (Eds.). Therapeutic uses of rap and hip-hop. New York: Routledge.

Hartung, P. J. (2005). Integrated career assessment and counseling: Mindsets, models, and methods. In W. B. Walsh & M. L. Savickas (Eds.), *Handbook of vocational psychology: Theory, research, and practic*e (3rd ed., pp. 371-395). Mahwah, NJ: Lawrence Erlbaum.

Hartung, P. J. (2010). Practice and research in career counselling and development-2009. *The Career Development Quarterly, 59*, 98-142.

Hartung, P. J. (2011). Career construction: Principles and practice. In J. G. Maree (Ed.), *Shaping the story: A guide to facilitating narrative career counselling* (pp. 103-119). Rotterdam, The Netherlands: Sense.

Hartung, P. J. (2013). The life-span, life-space theory of careers. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 83-113). Hoboken, NJ: John Wiley.

Hartung, P. J. (2015). Life design in childhood: Antecedents and advancement. In L. Nota & J. Rossier (Eds.), *Handbook of life design: From practice to theory, and from theory to practice* (pp. 89-101). Göttingen: Hogrefe.

Hartung, P. J., Porfeli, E. J., & Vondracek, F. W. (2005). Child vocational development: A review and reconsideration. *Journal of Vocational Behavior*, 66, 385-419.

Hartung, P. J., & Santili, S. (2018). My Career Story: Description and initial validity evidence. *Journal of Career Assessment*, 26, 308-321.

Hartung, P. J., & Vess, L. (2016). Critical moments in career construction counselling. *Journal of Vocational Behavior*, 97, 31-39.

Harvey, E.D. (1994). *Social change and family policy in South Africa, 1930 to 1986.* Pretoria; Human Sciences Research Council.

Harvey, L. (2001) Defining and measuring employability. *Quality in Higher Education, 7,* 97-109. http://dx.doi.org/10.1080/13538320120059990.

Hayden, M., & Long, M. (2006). A profile of part-time undergraduates in Australian universities. *Higher Education Research and Development, 25*(1), 37–52.

Henderson, R., Noble, K., & De George-Walker, L. (2009). Transitioning into university: 'Interrupted' first year students problem-solving their way into study. *Studies in Learning, Evaluation, Innovation and Development, 6*(1), 51–64.

Henig, R. M. (2010, August 18). What is it about 20-somethings? Why are so many people in their 20's taking so long to grow up? *The New York Times Reprints.* Retrieved from http://www.nytimes.com/2010/08/22/magazine.

Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). Career guidance and 240ounselling through the lifespan – Systematic approaches (6ᵗʰ ed.). *Canadian Journal of Counselling and Psychotherapy/Revue 240ounsellin de 240ounselling et de psychothérapie 38*(2). Retrieved from http://cjc.synergiesprairies.ca/cjc/index.php/rcc/article/view/830.

Hillage, J., & Pollard, E. (1998) *Employability: developing a framework for policy analysis*. Research Brief No. 85. London: Department for Education and Employment.

Hogan, J., & Brinkmeyer, K. (1994). *What do employers want?* Tulsa, OK: Hogan Assessment Systems.

Hogan, R, Chamorro-Premusic, T., & Kaiser, R. B. (2013). Employability and career success: Bridging the gap between theory and reality. *Industrial and Organisational Psychology 6,* pp. 3–16.

Hooker, J., & Whistance, J. (2016). Embedding key transferable employability skills for lifelong success through blending an innovative portfolio to complement traditional assessment. *Practitioner Research in Higher Education Journal*, *10*(1), 156–175.

Ilieva-Trichkova, P., & Boyadjieva, P. (2014) Dynamics of inequalities in access to higher education: Bulgaria in a comparative perspective. *European Journal of Higher*

Education, 4 (2). Retrieved from http://www.tandfonline.com/doi/citedby /10.1080 /21568235.2013.857946?scroll=top&needAccess=true.

International Labour Organisation (ILO) (2016). *World employment social outlook: Trends for youth 2016.* Executive summary. Retrieved from http://www.ilo.org/wcmsp5 /groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms _513741.pdf.

Ivankova, N., Creswell, J. W., & Plano Clark, V. L. (2007). Foundations and approaches to mixed methods research. In K. Maree (Ed.), *First steps in research* (pp. 256–284). Pretoria, South Africa: Van Schaik.

Ivankova, N., Creswell, J. W., & Plano Clark, V. L. (2016). Foundations and approaches to mixed methods research. In K. Maree (Ed.), *First steps in research, 2nd ed.* (pp. 306–336). Pretoria, South Africa: Van Schaik.

Janssen, J., Hale, H., Sanders, V., Boon, J., Van der Klink, M., & Stoyanov, S. (2015, 16-18 November). Design and development of a cross-European employability training for older jobseekers. In *Proceedings of the 8th International Conference of Education, Research and Innovation (ICERI2015),* Seville, Spain. http://iated.org/iceri /publications.

Johnson, R. B., Onwuegbuzie, J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research, 1*, 112–134.

Jonck, P., & Minnaar, R. (2017). Employability skills indicators as perceived by employers in the Free State Province of South Africa. In A. Goujon, M. Haller, & Muller Kmet, B. (Eds.), *Higher Education in Africa: Challenges for development, mobility and cooperation,* (pp.107–129). Newcastle, UK: Cambridge Scholars Publishing.

Kirk, K. (2008). Diversity and achievement: Developing the learning of non-traditional higher education students. In G. Crosling, L. Thomas, & M. Heagney (Eds.), *Improving student retention in higher education: The role of teaching and learning,* (pp. 150–159). Oxford: Routledge.

Knight, P., & Yorke, M. (2003). *Assessment, learning and employability*. Buckingham, UK: Open University Press.

Knobbs, C. K., Gerryts, E. W., Kagogo, T., & Neser, M. (2014). The Sasol Engineering

Leadership Academy. *The Journal of The Southern African Institute of Mining and Metallurgy, 114,* 979–986.

Koen, J. (2013). *Prepare and pursue: Routes to suitable (re-)employment* (PhD thesis). Amsterdam, The Netherlands: University of Amsterdam. Retrieved from http://hdl .handle.net/11245/2.120347.

Kroger, J. (2007). *Identity development: Adolescence through adulthood.* Thousand Oaks, CA: SAGE Publications.

Kruger, N. (2016). South Africa has a skills shortage: How so we fix it? *World Economic Forum.* Retrieved from https://www.weforum.org/agenda/2016/05/south-africa-skills-shortage-how-do-we-fix-it/.

Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design.* Ohio: Merrill Prentice Hall.

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance [Monograph]. *Journal of Vocational Behavior, 45*, 79–122.

Leyh, R., Heinisch, C., Kungl, M., & Spangler, G. (2016). Attachment representation moderates the influence of emotional context on information processing. *Frontiers in Human Neuroscience.* Retrieved from https://doi.org/10.3389 /fnhum.2016.00278.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage Publications.

Liu, Y., Englar-Carlson, M., & Minichiello, V. (2012). The role of narrative in career construction theory. *Journal of Vocational Behaviour, 79*, 334–339. doi: 10.1016j.jvd.2011.04.003.

Lloyd, C. B. (2005). *Growing up global: The changing transitions to adulthood in developing countries.* Washington, DC: The National Academies Press.

Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research, 16*(2), 193–205. Retrieved from http://www.iier.org.au/iier16/mackenzie.html.

Mahoney, M. J. (2003). *Constructivist psychotherapy: a practical guide.* New York:

Guilford Press.

McAdams, D. P., & Olson, B. D. (2010). Personality development: Continuity and change over the life course. *Annual Review of Psychology, 61*, 517–542.

McMahon, M., & Patton, W. (2006). *Career counselling: constructivist approaches.* London: Routledge.

McMahon, M., & Watson, M. (2015).Qualitative career assessment: future directions. In M. McMahon and M. Watson (Eds.), *Career assessment: Qualitative approaches* (pp.257–262). Rotterdam, The Netherlands: Sense Publishers.

Mainiero, L. A., & Sullivan, S. E. (2005). Kaleidoscope careers: An alternative explanation for the opt-out revolution. *The Academy of Management Executive*, *19*, 106–123.

Maree, J. G. (2009). Career counselling in the 21st century: South African institutions of higher education at the crossroads. *South African Journal of Higher Education, 23,* 436–458.

Maree, J. G. (2010). Career story interviewing using the three anecdotes technique. *Journal of Psychology in Africa, 20*, 369–380.

Maree, J. G. (2010b). *Manual for Career Interest Profile (CIP).* Pinegowrie, South Africa: Jopie van Rooyen & Partners.

Maree, J. G. (2011). Career counselling in South Africa institutions of higher learning in the 21st century: Re-discovering the potential of qualitative approaches. *Call for Papers: Special Issue of SAJHE, 25*(6), December 2011.

Maree, J. G. (2012). Career Adapt-Abilities Scale-South African Form: Psychometric properties and construct validity. *Journal of Vocational Behaviour, 80(3),* 730–733.

Maree, J. G. (2013). Latest developments in career counselling in South Africa: towards a positive approach. *South African Journal of Psychology 43* (4), 409–421.

Maree, J. G. (2013b). *Counselling for career construction: Connecting life themes to construct life portraits: Turning pain into hope*. Rotterdam, The Netherlands: Sense Publishers.

Maree, J. G., & Di Fabio, A. (2015a) *Exploring new horizons in career counselling: Turning*

challenge into opportunities. Rotterdam, The Netherlands: Sense Publishers.

Maree, J. G. (2015b). Poverty and life design. In L. Nota, & J. Rossier, (Eds.), *Handbook of life design: From practice to theory and from theory to practice* (pp. 233–248). Toronto, Canada: Hogrefe Publishing.

Maree, J. G. (2016). *Career Interest Profile (CIP) version 5.* Pinegowrie, South Africa: JvR Psychometrics.

Maree, J. G. (2016b, August) "What lessons can we learn on the topic from the 2015 Florence conference? Career and Life Design interventions for sustainable development and decent work. Retrieved from http://www.kobusmaree.org/wp-content/uploads/2016/06/1.JGMareeDecentWork.Wroclaw.RoundTable.20160606.1145-1315.Mon1_.pdf.

Maree, K. (2004), Theoretical Approaches in Psychology. In I. Eloff, & L. Ebersöhn, (Eds.), *Keys to educational psychology* (pp. 387–411). Cape Town, South Africa: UCT Press.

Maree, K. (Ed). (2008). *First steps in research*. Pretoria, South Africa: Van Schaik.

Maree, K. (2010). *Career counselling: Methods that work.* Cape Town, South Africa: Juta.

Maree, K., Ebersőhn, L., & Molepo, M. (2006). Administering narrative career counselling in a diverse setting: Trimming the sails to the wind. *South African Journal of Education, 26*, 49–60.

Maree, K., & Van der Westhuizen, C. (2007). Planning a research proposal. In K. Maree (Ed.), *First steps in research* (2nd ed., pp. 23–45). Pretoria, South Africa: Van Schaik.

Maree, K., & Van der Westhuizen, C. (2009). *Head start in designing research proposals in the social sciences*. Cape Town, South Africa: Juta.

Maree, K., & Taylor, N. (2014). *Manual for the Maree Career Matrix (MCM).* Pinegowrie, South Africa: JvR Psychometrics.

Maree, K. (2016c, July). Why career counselling is more valuable now than ever before. *The Conversation, Edition Africa.*

Martin, M. O., Mullis, I.V.S., Foy, P., & Stanco, G.M. (2012). *TIMSS 2011 international results in science.* Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Matic, J. L., & Agusaj, B. (2012). The Alignment of hospitality education with industry needs in transitional countries: The case of Croatia. *Revista de Turism – Studii si Cercetari in Turism, 14*, 19–27.

McMillan, J. H., & Schumacher, S. (2001). *Research in education: a conceptual introduction, 5th ed.* NY: Addison-Wesley Longman.

McIlveen, P., & Patton, W. (2007). Narrative career counselling: theory and exemplars of practice. *Australian Psychologist, 42*(3), 226–235.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Merten, M. (2016). The great reversal: Stats SA claims black youth are less skilled than their parents. *Daily Maverick.* Retrieved from http://www.dailymaverick.co.za/article/2016-04-18-the-great-reversal-stats-sa-claims-black-youth-are-less-skilled-than-their-parents/#.V3GOIjV5LZ8.

Mertens, D. M., & Hesse-Biber, S. (2012). Triangulation and mixed-methods research: Provocative positions. *Journal of Mixed-methods Research 6*(2), 75–79.

Mhlanga, P. M. (2011). The significance of career guidance for high school learners. NGO News and Views at quarter to nine. Sunday 06 February 2011, 08:44. Retrieved from: http://www.ngopulse.org/article/significance-career-guidance-high-school-learners.

Ministry of Higher Education and Training. (2016). Draft Policy: Building an effective and integrated career development services system for South Africa. *Government Gazette* No. 40041:621, 3 June.

Mohale, N. F. (2013). *The burden of grandparenting: caring for AIDS-orphaned grandchildren in Lephalale, South Africa.* Masters dissertation, University of Limpopo, Turfloop campus, Limpopo.

Moreau, M., & Leathwood, C. (2006). Balancing paid work and studies: Working (-class) students in higher education. *Studies in Higher Education, 31*(1), 23–42.

Morrow, W. (2009). Entitlement and achievement in education (reprint of 1994 article published in Studies in Philosophies of Education). In *Bounds of democracy*: Epistemological access in higher education, 13. Human Sciences Research Council.

Morgan, K. L. (2014). Self-efficacy and social support: An application of social cognitive career theory. Counselor Education Master's Theses. Paper 169.

Morozink, J. A., Friedman, E. M., Coe, C. L., & Ryff, C. D. (2010). Socioeconomic and psychosocial predictors of interleukin-6 I the MIDUS national sample. *Health Psychology 29*(6), 626–635.

Mouton, J. (2012). *How to succeed in your Masters and Doctoral Studies: A South African guide and resource book*. Pretoria, South Africa: Van Schaik.

Mullis, I. V. S., Martin, M. O., Foy, P., & Arora, A. (2012). *TIMSS 2011 international results in mathematics*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Munsey, C. (2006). Emerging adults: The in-between age. *Monitor Staff, 37*(6), 68. The American Psychological Association. Retrieved from http://www.apa.org/monitor /jun06/emerging.aspx.

Murphy, J. (2009). Closing achievement gaps: Lessons from the last 15 years. *Phi Delta Kappan, 91*(3), 8–12.

National Planning Commission (2012). *National Development Plan 2030: Our future - make it work.* Retrieved from http://www.gov.za/issues/national-development-plan-2030.

Nieuwenhuis, J. (2007). Introducing qualitative research. In K. Maree (Ed.), *First steps in research* (2nd ed., pp. 47–68). Pretoria, South Africa: Van Schaik.

Nieuwenhuis, J. (2016). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (2nd ed., pp.71–102). Pretoria, South Africa, Van Schaik.

Niles, S. P., & Harris-Bowlsbey, J. (2009). *Career development interventions in the 21st century* (3rd ed.). NJ: Pearson Education.

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (1994). *Human Resources Management.* Burr Ridge, II: Richard D. Irwin.

Northedge, A. (2003). Rethinking teaching in the context of diversity. *Teaching in Higher Education, 8*(1), 17–32.

O'Boyle, E. H., Forsyth, D. R., Banks, G. C., & McDaniel, M. A. (2012). A meta-analysis

of the dark triad and work outcomes: A social exchange perspective. *Journal of Applied Psychology, 97,* 557–579.

Online Business Dictionary. Retrieved from http://www.businessdictionary.com/definition /employment.html.

Orellana, N. (2015). Extending the scope: career guidance in higher education. *Global University Network for Innovation (GUNI).* Retrieved from http://www.guninetwork .org/articles/extending-scope-career-guidance-higher-education.

Palos, R., & Drobot, L. (2010). The impact of family influence on the career choice of adolescents. *Procedia social and behavioral sciences, 2*(2), 3407–3411.

Pandor, N. (2016). All hands-on deck to enhance quality of life for all South Africans. *DST News Bulletin*, Department of Science and Technology.

Patrick, H. A., & Kumar, V. R. (2012). *Managing workplace diversity: Issues and challenges.* SAGE Open, doi: 10.1177/2158244012444615.

Patsula, P. (1992). *The assessment component of employment counselling.* Ottawa, Canada: Human Resource Development Canada.

Patton, W (2011). Theoretical underpinnings and practical application of constructivist approaches to career counselling. In K. Maree (Ed.), *Shaping the story. A guide to facilitate narrative career counselling,* (pp. 121–131). Pretoria, South Africa: Van Schaik.

Paul, K. I., & Moser, K. (2009). Unemployment impairs mental health: Meta-analyses. *Journal of Vocational Behavior, 74* (3), 264–282.

Perna, L. (2000). Racial and ethnic group differences in college enrolment decisions. In A. Cabrera, & S. La Nasa (Eds.), *Understanding the college choice of disadvantaged students,* (pp. 65–83). San Francisco: Jossey-Bass.

Phares, E. J. (1992). *Clinical psychology: Concepts, methods and profession.* Pacific Grove, CS: Brooks/Cole.

Philliber, S. G., Schwab, R., & Sloss, G.S. (1980). *Social research.* Itasca, IL: F.E. Peacock.

Pope, M. (2015). Career counselling with underserved populations. In K. Maree, & A. Di Fabio (Eds.), *Exploring new horizons in career counselling,* (pp. 297–312).

Rotterdam, The Netherlands: Sense.

Reber, A. S., & Reber, E. S. (2001). *The penquin dictionary of psychology* (3rd ed.). London: UK, Penquin Books.

Reitemeier, B. (2016). I Can chief executive looks back on 2016. *I Can Communicate: A blog from I Can, the children's communication charity.* Retrieved from http://blog.ican.org.uk/2016/12/i-can-chief-executive-bob-reitemeier-looks-back-on-2016/.

Richardson, L. (2000). Writing: A method of enquiry. In N. K. Denzin, & Y. S. Lincoln (Eds.) *Handbook of qualitative research,* (2nd ed., pp. 923–943). Thousand Oaks, CA: Sage.

Roberts, S. (2011). Traditional practice for non-traditional students? Examining the role of pedagogy in higher education retention. *Journal of Further and Higher Education, 35*(2), 182–199.

Rosenberg, J. E. (2016). Could an insecure childhood have a big effect on your career? *The Washington Post.* Retrieved from https://www.washingtonpost.com.

Rothwell, A., Herbert, I., & Rothwell, F. (2008). Self-perceived employability: Construction and initial validation of a scale for university students. *Journal of Vocational Behavior, 73,* 1–12. doi: 10.1016/j.jvb.2007.12.001.

Rottinghaus, P. J., Miller, A. D., Eshelman, A., & Sahai, N. (2015). In Maree, K., & Di Fabio, A. (Eds.) *Exploring new horizons in career counselling: Turning challenge into opportunities* (pp. 25–42). Rotterdam, The Netherlands: Sense publishers.

Ryff, C. (2014). Psychological well-being revisited: Advances in Science and Practice. *Psychother Psychosom 83*(1), 10–28. doi:10.1159/000353263.

Saini, N. (2015). Internet of Services: *The ultimate goal of the Internet of Things.* Retrieved from https://www.linkedin.com/pulse/internet-services-ultimate-goal-things-narendra- k-saini.

Sandoval-Hernandez, A., & Cortes, D. (2012). *Factors and conditions that promote academic resilience: A cross-country perspective.* Paper presented at the annual meeting of the 56th Annual Conference of the Comparative and International Education Society, Caribe Hilton, San Juan, Puerto Rico.

Sarniak, R. (2015). Nine types of research bias and how to avoid them. *Quirk's Marketing Research review. August 2015.* Retrieved from https://www.quirks.com/articles/9-types-of-research-bias-and-how-to-avoid-them.

Savickas, M. L. (1994). Overview of career development. In M. L. Savickas, & R. W. Lent (Eds.), *Convergence in career development theories* (pp. 139–154). Palo Alto, CA: CPP Books.

Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly, 45,* 247–259.

Savickas, M. L. (1997b). The spirit of career counselling: Fostering self-completion through work. In D. Bloch, & L. Richmond (Eds.), *Connections between spirit and work in career development: New approached and practical perspectives.* (pp. 3–26). Palto Alto, CA: Davies-Black Publishing.

Savickas, M. L. (2002). Career construction: A developmental theory of vocational behaviour. In D. Brown (Ed.), *Career choice and development* (4th ed., pp. 149–205). San Francisco: Jossey-Bass.

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown, & R. W. Lent (Eds.), *Career development and counselling* (pp.42–70). Hoboken, NJ: Wiley.

Savickas, M. L. (2008, December). *Life-design international research group: Career adaptability project*. Paper presented at Humbold Universitat, Berlin, Germany.

Savickas, M. L. (2009, July). *The role of values in careers: Meaning and mattering in life-design*. Keynote address at the Biennnial Society for Vocational Psychology Conference, University of St Louis, Missouri.

Savickas, M. L. (2009b). Pioneers of the vocational guidance movement: A centennial celebration [Special Issue]. *The Career Development Quarterly, 57*, 194–288.

Savickas, M. L. (2009c). Revitalising vocational psychology and energising the study of career: A way forward. In A. Collin, & W. Watson (Eds.), *Vocational psychological and organisational perspectives on career: Towards a Multidisciplinary dialogue* (pp. 197–208). Rotterdam, The Netherlands: Sense Publishers.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., ... Van

Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behaviour*, doi: 10.1016/j.jvb.2009.04.004.

Savickas, M. L. (2010, July). *Life designing: Framework and introduction*. Paper presented at the 27th International Congres of Applied Psychology, Melbourne, Australia.

Savickas, M. L. (2010b). Foreword: Best practices in career intervention. In K. Maree (Ed.), *Career counselling: Methods that work* (pp. xi-xii). Cape Town, South Africa: Juta & Company.

Savickas, M. L. (2011). *Career Counseling*. Washington, DC: American Psychological Association.

Savickas, M. L. (2013). The theory and practice of career construction. In S. D. Brown, & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 147−186). 2nd ed. Hoboken, NJ: Wiley.

Savickas, M. L. (2013b). Larios International Conference Life Designing and Career Counseling: Building Hope and Resilience, June 20-22 2013. Retrieved from https://www.youtube.com/watch?v=uqz-5ny8T-s.

Savickas, M. L. (2015). *Life design counseling manual.* Retrieved from http://www.vocopher.com/.

Savickas, M. L. (2015b). Career counseling paradigms: Guiding, developing, and designing. In P. J. Hartung, M. L. Savickas & W. B. Walsh (Eds.), *APA Handbook of Career Intervention: Vol. 1. Foundations* (pp. 129-142). Washington, DC: APA Press.

Savickas, M. L., & Hartung, P. J. (2013). *Career construction interview.* Retrieved from http://www.vocopher.com/CSI/CCI.pdf.

Savickas, M. L., & Porfeli, E. J. (2010, July). Adaptability: Psychological readiness and psychosocial resources. Paper presented at 27th Congress of Applied Psychology Symposium, Melbourne, Australia.

Savickas, M. L., & Porfeli, E. J. (2012). *Career Adapt-Abilities Scale*. Retrieved from http://www.vocopher.com/ms/caas/CAAS%20master.pdf.

Scioli, A. (2007). Hope and spirituality in the age of anxiety. In *R.J. Estes (Ed.), Advancing Quality of Life in a Turbulent World* (pp. 135–152). NY: Springer.

Shallcross, L., & Hartley, J. (2009). A step out of poverty: Aspirations, retention, and transformation. Paper presented at the EOPHEA conference 2009.

Schultheiss, D. E. P. (2005). Qualitative relational career assessment: a constructivist paradigm. *Journal of Career Assessment, 13*(4), 381–394.

Schultheiss, D. E., & Wallace, E. (2012). Social constructionism in vocational psychology and career development. In P. McIlveen, & D. E. Schultheiss (Eds.). *An introduction to social constructionism in vocational psychology and career development* (pp. 1–48). Rotterdam, The Netherlands: Sense Publishers.

Schwab, K. (2016). The Fourth Industrial Revolution: what it means, how to respond. *World Economic Forum.* Retrieved from: https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/.

Schwab, K., & Samans, R. (2016). The future of jobs. Employment, skills and workforce strategy for the Fourth Industrial Revolution. *World Economic Forum.* Retrieved from http://www.nmi.is/media/338436/the_global_competitiveness_report_2016-2017.pdf.

Sefotho, M. M. (2015). A researcher's dilemma: Philosophy in crafting dissertations and theses. *Journal of Social Science 42*(1), 23–36.

Selvam, T., & Rozario, H. J., (2016). Employability skills of students from management studies in rural colleges of Tirupattur Taluk, Vellore District, Tamil Nadu, India. *Journal of Academia and Industrial Research, 5*(4), 58–60.

Setterson, R. A., & Ray, B. (2010). What's going on with young people today? The long and twisting path to adulthood. *The future of children, 20*(1), 19–33.

Sharf, R. S. (2010). *Applying career development theory to counseling* (5th ed.). Belmont, CA: Brooks/Cole.

Sheer, S. D., Unger, D. G., & Brown, M. (February, 1994). *Adolescents becoming adults: Attributes for adulthood.* Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego, CA.

Simister, J. (2011). Elitism and meritocracy in UK Universities: the UK needs investment in

its labour force. *Higher Education Quarterly, 65*(2), 113–144.

Sin, C., & Neave, G. (2014). Employability deconstructed: perceptions of Bologna stakeholders. *Studies in Higher Education 41*(8), 1447–1462.

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, 75*(3), 417–-453.

Skultans, V. (2000). Narrative, illness and the body. *Anthropology and Medicine*, *7*(1), 5–13.

Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. *Graduate Journal of Counseling Psychology 1*(2), 139–147.

Solomon, J. (2002). "*Living with X": A body mapping journey in time of HIV and AIDS. Facilitator's Guide.* Psychosocial Wellbeing Series. Johannesburg: REPSSI. Retrieved from http://www.repssi.org/index.php?option=com_content&view=article &id=46&Itemid=37.

South African Early Childhood Review (2016). Retrieved from http://ilifalabantwana .co.za/wp-content/uploads/2016/05/SA-ECD-Review-2016-low-res-for-web.pdf.

Spaull, N. (2013). South Africa's Education Crisis: The quality of education in South Africa 1994-201. *Centre for Development & Enterprise.* Retrieved from http://www .section27.org.za/wp-content/uploads/2013/10/Spaull-2013-CDE-report-South-Africas-Education-Crisis.pdf.

Spurk, D., Kauffeld, S., Meinecke, A. L., & Ebner, K. (2016). Why do adaptable people feel less insecure? Indirect effects of career adaptability on job and career insecurity via two types of perceived marketability. *Journal of Career Assessment 24*(2), 289–306. Retrieved from http://journals.sagepub.com/doi/abs /10.1177/1069072715580415.

Statistics South Africa (Stats SA). (2016). *Quarterly Labour Force Survey.* Retrieved from www.statssa.gov.za.

Steyn, L. (2015). SA's skills deficit has a negative effect on employment. *Mail & Guardian 18 May 2015.* Retrieved from http://mg.co.za/article/2015-05-18-sas-skills-deficit-has-a-negative-effect-on-employment.

Super, D. E. (1951). Vocational adjustment: Implementing a self-concept. *Journal of Counselling and Development 30*(2), 88–92.

Super, D. E. (1976). *Career education and the meaning of work.* Washington, DC: Office of Education.

Super, D. E. (1981). A developmental theory: Implementing a self-concept. In D. H. Montross, & C. J. Shinkman (Eds.), *Career development in the 1980's: Theory and practice* (pp. 28–42). Springfield, IL: Thomas.

Sutton, A., & Soderstrom, I. (1999). Predicting elementary and secondary school achievement with school-related and demographic factors. *Journal of Educational Research, 92*(6), 330–338.

Tashakkori, A. and Teddlie, C. (1998). *Mixed methodology: Combing qualitative and quantitative approaches.* London, England: Sage.

Tashakkori, A., & Teddlie, C. (Eds.). (2003). Handbook of mixed methods in social and behavioral research. Thousand Oaks, CA: Sage.

Tele, A. (2016). *Exploring the perceptions of rural youth not in education, employment or training (NEET) on factors that influence their employability.* Masters Dissertation. University of Cape Town, Cape Town.

Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice.* Cape Town, South Africa: University of Cape Town Press.

Tett, L. (2004). Mature working-class students in an 'elite' university: Discourses of risk, choice and exclusion. *Studies in the Education of Adults, 36*(2), 252–264.

The Guardian. (2006). Employers fail to find enough graduates with social skills. February, 7. Retrieved from https://www.theguardian.com/money/2006/feb/07/graduates .highereducation.

The World Bank (2016). *The World Bank in South Africa.* Retrieved from http://www.worldbank.org/en/country/southafrica/overview.

Titus, M. A. (2006). Understanding college degree completion of students with low socioeconomic status: The influence of the institutional financial context. *Research in Higher Education, 47*(4), 371–398.

Tshegafo (2014). Notions of beauty and attractiveness. *Open Society Initiative for Southern Africa (OSISA).* Retrieved from http://www.osisa.org/buwa/regional/notions-beauty-and-attractiveness.

Unemployment (2016) *South African Reserve bank.* Retrieved from http://www2.resbank.co .za/internet/Glossary.nsf/0/9028ea9be02366d342256b43002f51f5?OpenDocument.

UNESCO (2002). *Handbook on career counselling. A practical manual for developing, implementing and assessing career counselling services in higher education settings.* Follow-up to the World Conference on Higher Education (Paris, 5-9 October, 1998). Paris: UNESCO.

University of Kent (n.d.) *Tips on making presentations.* Retrieved from https://www.kent. ac.uk/careers/presentationskills.html.

Vaillant, G. E., & Milofsky, E. (1980). Natural history of male psychological health: IX. Empirical evidence for Erikson's model of the life cycle. *American Journal of Psychiatry, 137,* 1348–1359.

Valle, R., & King, M. (1978). An introduction to existential-phenomenological thought in psychology. In R. Valle, & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 6–17). New York, NY: Oxford.

Vasquez, G. (2004). *Body perceptions of HIV and AIDS: The Memory Box Project. CSSR working Paper, No. 64.* South Africa: Centre for Social Science Research,University of Cape Town. Retrieved from http://www.uct.ac.za/depts/cssr/pubs.html.

Van Niekerk, P. (2012). Past and present ideologies in South African schooling: towards a framework of ethics. *Acta Academica, 44*(4), 134–162.

Vithal, R., & Jansen, J. (2004). *Designing your first research proposal.* Lansdowne, South Africa: Juta.

Vondracek, F. W., Ford, D. H., & Porfeli, E. J. (2014). *A living systems theory of vocational behaviour and development.* Rotterdam, The Netherlands: Sense Publishers.

Walpole, M. (2008). Emerging from the pipeline: African American students, socioeconomic status, and college experiences and outcomes. *Research in Higher Education 49*(3), 237–255.

Walsh, F. (2012). *Normal family processes, growing diversity and complexity (4th ed.).* NY: The Guilford Press.

Wassenaar, D. R. (2006). Ethical issues in social science research. In M. Terreblanche, K. Durrheim, & D. Painter (Eds.), *Research in practice: Applied methods for the social*

sciences (pp. 60–79). Cape Town, South Africa: UCT Press.

Watts, A. G. (2006). Career development learning and employability. Learning and Employability series 2. *The Higher Education Academy.* Retrieved from https://www .qualityresearchinternational.com/esecttools/esectpubs/watts%20career.pdf.

Watts, T. (2003). *Why career development matters.* Retrieved from https://career.ibu .edu.ba/assets/userfiles/career/why_career_development_matters.pdf.

Warhurst, C., & Nickson, D. (2001). *Looking good, sounding right: Style counselling and the aesthetics of the new economy.* London, England: Industrial Society.

Watson, C. (2017). The Importance of persistence and curiosity in a knowledge economy. udacity. Retrieved from https://blog.udacity.com/2017/06/persistence-curiosity-knowledge-economy.html.

Watson, W., & McMahon, M. (2004). The systems theory framework of career development and counselling: Connecting theory to practice. *International Journal for the Advancement of Counselling, 28*(2), 153–166.

Wedekind, V., & Mutereko, S. (2016). Work integrated learning for engineering qualifications. *Journal of Education and Work, 29*(8), 902-912.

White, S. (2006). Who will look after the kids? The practicalities faced by a group of mothers participating in pre-service teacher education in New Zealand. *Widening Participation and Lifelong Learning 8*(3), 7–16.

Willis, J. W. (2007). *The foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage.

Winn, S. (2002). Student motivation: A socioeconomic perspective. *Studies in Higher Education, 27* (1), 445–457.

World Economic Forum (2016). Human Capital Report. Retrieved from http://reports .weforum.org/human-capital-report-016/economies/#economy=ZAF.

World Economic Forum Report (2017). Retrieved from https://www.weforum.org/events /world-economic-forum-on-africa-2017.

Wright, T., & Frigerio. G. (2015). *The Career Adapt-ability Pilot Project.* York, England: The Higher Education Academy. Retrieved from https://www2.

warwick.ac.uk/study/cll/about/cllteam/gfrigerio/career_adapt-ability_pilots _project _0.pdf.

Yin, R. K. (2003). *Case study research.* Thousand Oaks, CA: Sage.

Yorke, M. (2006). Employability in higher education: what it is – what it is not. *York: Higher Education Academy Online*. Retrieved from: http://www.employability.ed.ac.uk /documents/Staff/HEA-Employability_in_HE(Is,IsNot).pdf.

Yorke, M., & Knight, P. (2006). *Embedding employability into the curriculum.* York, England: Higher Education Academy.

Young, R. A., & Collin, A. (2004). Introduction: Constructivism and social constructionism in the career field. *Journal of Vocational Behavior, 64*, 373–388. doi:10.1016/j.jvb .2003.12.005.

9. ADDENDUMS

9.1 ADDENDUM A

Dear *POPUP* student

Participation in research project

I am busy with a PhD in career counselling, titled: *Enhancing the employability of young adults from socio-economically challenged contexts.* The aim of the study is to test an intervention which is part of the module, Workplace readiness at POPUP where you do a skills programme. The intervention is developed with the purpose to enhance your employability skills by focusing on career adaptability principles.

Being accepted in a skills programme at POPUP implies that you will also take part in the Workplace readiness module. We are going to explore your future career. You will get to know how adaptable /employable you are and what you can do to develop your employability should you wish to.

- You will gain insight into yourself regarding who you are and what you want to achieve in future.
- You will gain insight into what is the best industry/environment for you to work in.
- You will gain insight into what is possibly holding you back to fulfil your career dreams.
- You will be able to formulate plans for the way forward.

I'm asking your permission to utilise the information that will be part of this intervention such as reflection papers, your completed *Career Adapt-Adaptabilities Scale (CAAS)* (SA Form) (Maree, 2012) before and after the intervention, the attached career historical information form and your completed *Career Interest Profile (CIP)* (Maree, 2016) for research purposes.

The following ethical principles will apply:

1. Your participation is voluntary.
2. You may withdraw from this part of the module at any stage if you wish to do so.
3. Information you provide will be treated confidential and anonymous.
4. The intention of this study is to cause you no harm or risk of any kind.
5. In the report following this study, no reference will be made to information that could

convey personal or identifiable information.

6. You have the right to gain access to any information that was collected during the research process at any time.

7. You have the right to withdraw any data or information you wish not to be released for publication.

8. All information will be kept confidential.

9. I will never use your name and undertake to destroy any traces that may lead to your identification.

The findings of this study may be published in an accredited journal but confidentiality and anonymity will be honoured.

Some of the planned sessions may be audio/or video-recorded for research purposes. The recordings will not be made available, but the results of the sessions will be submitted to the University of Pretoria in the form of a dissertation for me to fulfil the requirements of a PhD in Educational Psychology.

This project will be free of charge. Should you have any enquiries, you are welcome to make contact with me (Mrs Erna Gerryts, gerryts.erna@gmail.com) or my supervisor (Prof Kobus Maree, kobus.maree@up.ac.za). If you choose not to sign the letter of consent, nobody apart from the researcher will know about it and it will bring you no harm. You will still be welcome to participate in all lectures and activities that form part of this module and you will not be discriminated against.

I thank you in advance!

Erna Gerryts

(Educational Psychologist)

_____

By signing this letter of informed consent, I am giving permission for the following sources of data to be released (kindly indicate your agreement to each statement by ticking in front of the appropriate statement with X.

___ The analysis, interpretation and reporting of the content as recorded during the sessions.

___ Notes and reflections made by the researcher and participants throughout the research process.

_____   _____

Name: Student (*POPUP*)   Signature

9.2 ADDENDUM B

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi

30 September 2016

Dear Ms Wood and Leadership team of *POPUP*

Thank you for the opportunity to present you with the information of a possible intervention which might be of value to the students in *POPUP* but also of value to myself with regard to my post-graduate studies.

I am an Educational Psychologist in private practice (specialising in career counselling) and a PhD student at the University of Pretoria in the Department of Educational Psychology. My supervisor is Prof Kobus Maree, well known for his research in career counselling but also for his heart to benefit the poorest of the poor to have access to education. My study is about career adaptability and is titled:

Enhancing the employability of young adults from socio-economically challenged contexts

The study entails a pre-test and a post-test quasi-experimental design to evaluate the efficacy of an intervention programme for young adults to become more adaptable in the complicated world of work we are currently facing in the country. Of particular importance are the unemployment rate, job loss and retrenchments even graduates have to face. I hope to influence the students at *POPUP* with the proposed intervention in the following ways:

- **Career concern:** Young adults need to be aware, involved and prepared for the future. They often ask: 'Do I have a future?'.
- **Career control:** Engaging in their career by taking control through decision making and agency. They often ask: 'Who owns my future?'
- **Career curiosity:** Having sufficient self-knowledge to fit themselves in the world of work, knowing what they want to do with their future. They often ask: 'What do I want to do with my future?'
- **Career confidence**: Being confident to believe that they can overcome obstacles to

implement their career goals. They often ask: 'Can I do it?'

The intervention plan requires six weeks (depending on the number of participants) for two one-hour sessions a week per group of 10-20 learners. I understood that *POPUP* runs a workplace readiness programme and it seems as if the intervention could dovetail with the current work you are already doing with regard to career readiness.

The nature of the study is such that the success (or not) will be portrayed through the pre- and post-test of the study. The *Career Adapt-Ability Scale* (SA form) (*CAAS*) (Maree, 2012) will be used as the pre- and post-test. The above-mentioned constructs of career adaptability (concern, control, curiosity and confidence) will be assessed and hopefully have a positive influence on the *POPUP* students to improve their employability. The test was validated for the South African context.

Any person (staff or volunteer at *POPUP*) is welcome to participate and attend the programme to have first-hand knowledge of the intervention. (May I ask to present and test this intervention at *POPUP* at a time that is suitable to both you and the learners of *POPUP*.) Be sure that I plan to follow strict ethical guidelines based on principles as prescribed by the HPCSA. These principles include confidentiality, privacy and anonymity; informed consent, voluntary participation, and protection from harm. I will respect the privacy and identity of all participants throughout the intervention. The research findings based on the data gathered during the research process will be presented to the leadership of *POPUP* and feedback will constantly be given to participants during the research process.

Your kind consideration of this request will be highly appreciated.

Yours sincerely

_____   _____

Erna Gerryts (Mrs)   Prof Kobus (J.G.) Maree (supervisor)

9.3 ADDENDUM C – BIOGRAPHICAL FORM (BF)

Name & surname ………

POPUP **programme**………………………………………………………………………………………………………..

Male …………. **Female ………….** **Age** …………………………… **Birthdate** …………………………………….

a. Can you tell me a little about your life before you started at *POPUP*? (What did you do before *POPUP*?)

………

………

………

b. What type of education do you have?

………

………

c. What kind of work experience do you have?

………

………

d. Do you receive unemployment benefits from government?

………

………

e. What prompted you to apply at *POPUP*?

………

………

f. How did you hear about POPUP?

………………………………………………………………………………………………,…………………………………

……

g. How did you get here? (Who made you aware of this possibility? What happened after that?)

………

………

h. What was your reason to apply at POPUP?

………

………

i. Why do you think you were selected for the programme at POPUP?

………

………

9.4   ADDENDUM D – SLIDES: LECTURE CAREER ADAPTABILITY

Emerging adulthood

- Identity exploration
- Self-focus
- Feeling in between
- Age of possibilities
- Optimistic mind set

"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change".

Charles Darwin
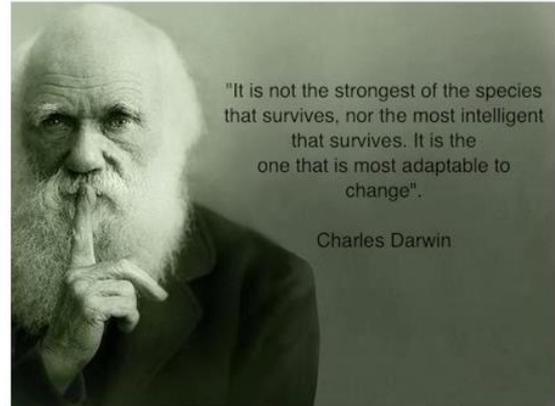
The bamboo that bends is stronger than the oak that resists

Adaptable

- Versatile
- Well rounded
- Adjustable
- Modifiable
- Pliable
- Changeable

Adaptability

Career

- 'carrus' that means *wheeled vehicle*
- career as the course of events constituting a life (Super 1976)
- total constellation of roles played over the course of a life time (Herr, et al. , 2004)
- Constant interplay between the person and the environment (Niles & Harris-Bowlsby, 2009).
- lifestyle concept (Niles & Harris-Bowlsby, 2009)
- Determine social status (Super, 1976) and self-concept
- 'career' as 'care' and not as 'path'

Career Adaptability

'the capability of an individual for making a series of successful transitions where the labour market, organisation of work and underlying occupational and organisational knowledge bases may be all subject to constant change

(Bimrose, 2011)

YESTERDAY I WAS CLEVER, SO I WANTED TO CHANGE THE WORLD. TODAY I AM WISE, SO I AM CHANGING MYSELF.

Career Adapt-Adaptabilities Scale

Scoring
- Concern: Q1-6
- Control: Q7-12
- Curiosity: Q13-18
- Confidence: Q19-24
- Total
- Total per construct

Concern	Control
Do I have a future?	Who owns my future?

Career Adaptability
4 C's

Curiosity	Confidence
What do I want to do with my future?	Can I do it?

Career Concern

- Being aware, involved and prepared for the future (Savickas, 2005).

- **Attitude and belief**
  - Future perspective and engage in planning

- **Absence of Career Concern**
  1. Alternatives to full-time employment
  2. Financial support: government, family, illegal activities offer more incentives
  3. Short term focus
  4. Mental illness or trauma
  5. Having difficulty to think about upcoming change, e.g. new job, retirement, retrenchment.

Career Control

- The degree to which an individual engages and exerts control over their future through decision making, determination, and agency (Savickas, 2005)

- **Attitude and belief**
  - I can decide my own future
  - I demonstrate an ability to make decisions
  - I am assertive, disciplined, and wilful (Savickas, 2005) in an unpredictable environment.

- **Absence of Career control**
  1. System of influence in which the individual functions.
  2. Self-defeating thoughts, external locus of control or mental impairments.
  3. Family members (e.g. parents, spouses, influential members in the community) in a rigid, constricted or fused family system that make it difficult to pursue one's own goals.

Career Curiosity

- How individuals gather *occupational information* and *self-knowledge* in attempting to fit themselves in the world of work (Savickas, 2005; 2008).

- **Attitude and belief**
  - inquisitive
  - engage in exploration through experimenting, risk-taking, and inquiring
  - Who am I? Self knowledge: Having *information* about own abilities, interests, values
  - Where am I? : *knowledge* about the requirements, routines and rewards of different occupations.

- **Absence of Career curiosity**
  1. Struggle to build **cohesive self** moving through various jobs, tasks, responsibilities and work roles.
  2. **Identity** feels fragmented and they feel confused about who they really are

Career Confidence

- The degree to which individuals feel a sense of self-efficacy to overcome obstacles as they work to implement their career goals (Savickas, 2005).

- **Attitude and belief**
  - Ability to manage anxiety
  - Think rationally through complex problems
  - Make difficult choices
  - Cooperate with others (dealing with personal emotional reactions (grief process) in unexpected situations of change)

- **Absence of career confidence**
  1. Mistaken beliefs within 'private logic': social roles, self-worth, gender, race or age result in limitations to implement career goals.
  2. Response to stressors in the work environment (Del Corso, 2013).

My system of career influences

- **Culture:** gender roles, influence on behaviour, attitude & goals
- **Community:** primary, secondary, tertiary schools, involvement
- **Family:** Who are they, Educational background, Influence on me, relationships between you and family, your attitude toward family members
- **Parents and Siblings**
- **Self**

Activity: genogram

## 9.5   ADDENDUM E – AN EXAMPLE OF A BODY MAP
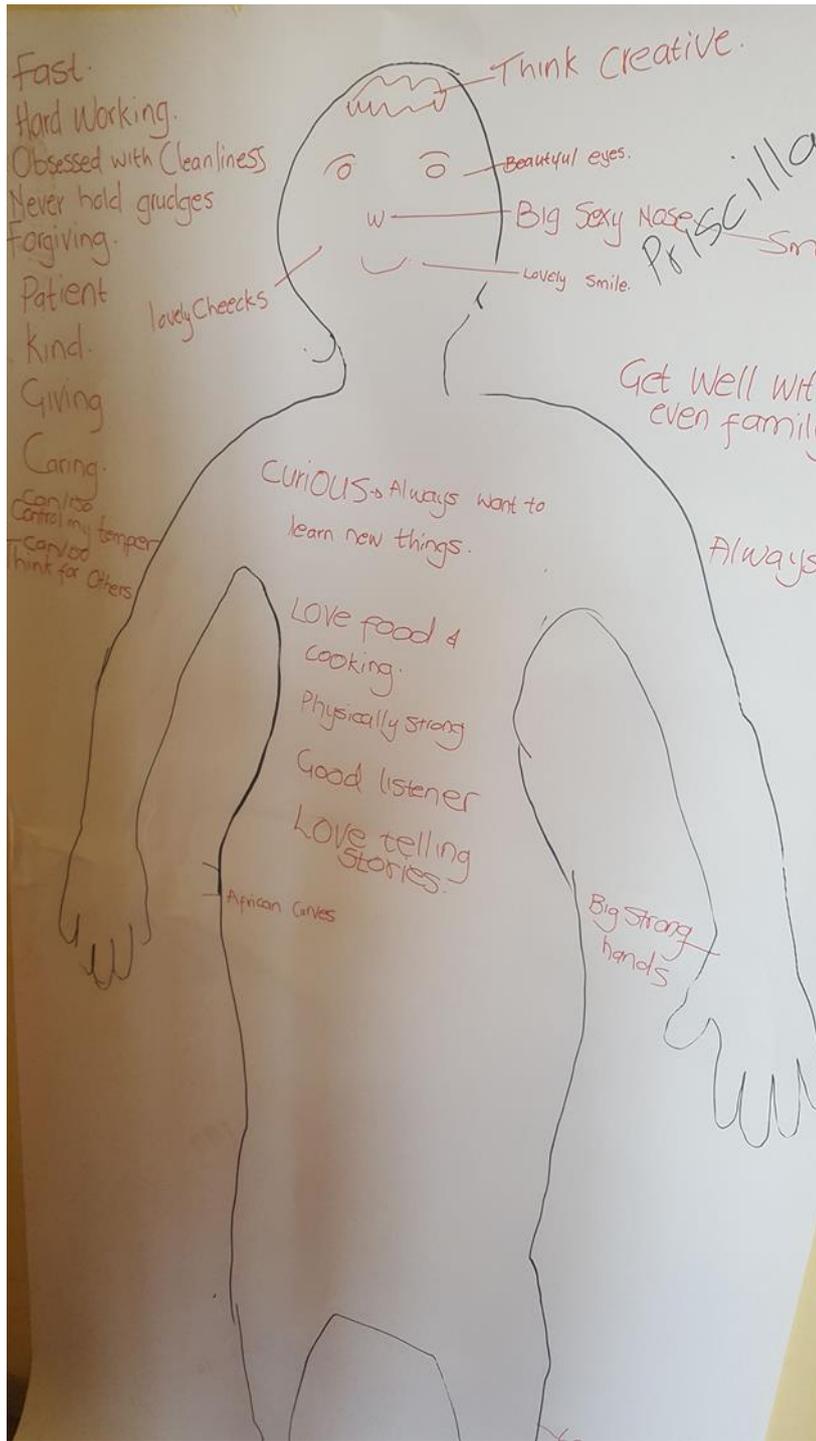
9.6   ADDENDUM F – INTERVIEW QUESTIONS

1.   What were your best subjects in school?

2.   Why did you choose to study _____?

3.   Which parts of you course did you like best?

4.   Do you grades accurately reflect your ability?

5.   Tell me about any jobs you had in school. What did you learn from these experiences?

6.   What is your overall career goal?

7.   What are your objectives in this job?

8.   What do you want from your next job that you are not getting in your present job?

9.   How do you think a former supervisor would describe you work?

10.   How did you pay for your education?

11.   What job-related skills have you developed?

12.   How did your education prepare you for the job you are seeking?

13.   What are your weaknesses and how are do you plan to turn them into strengths?

14.   What are your strengths and how do you plan to use them to your advantage?

15.   Where do you see yourself in five [and ten] years' time?

16.   What can you bring to this company?

17.   How will you motivate people to do their work to the best of their ability?

18.   Tell me about your last job.

19.   If you could choose to have one super power, what would it be? Why?

20.   How do you feel about working overtime?

21.   Are you willing to travel? Are you willing to relocate?

22.   What kind of boss do you prefer?

23.   What is your salary expectation?

24.   Why should I hire you?

25.   Tell me one thing you would change about your last job?

26.   Tell me about yourself.

27.   What would the person who likes you least in the world say about you?

28.   What is the biggest risk you have ever taken? What was the outcome?

29.   What is your biggest achievement?

30.   What is important to you in terms of job satisfaction?

31.   What are you passionate about?

32. What are your salary requirements?

33. What is your ideal working environment?

34. What makes you uncomfortable?

35. Do you enjoy team work?

36. What do you like to do outside of work?

37. Do you have any questions for us?

38. If you were an animal, which one would you want to be?

39. Would you rather be liked or feared?

40. Describe one or more accomplishments you are really proud of.

9.7   ADDENDUM G – QUALITATIVE THEMES

Body-map reflections	
1.	Realise the value of self-discovery
2.	Self-knowledge/awareness
3.	Appreciation of physical uniqueness
4.	Value the feedback from others
5.	The focus on strengths inspired growth
6.	Self-confidence
Career construction genogram reflections (CCGR)	
7.	Ambition: Want to improve conditions
8.	Ambition: Self-efficacy (SE)
9.	Appreciation: Attitude of gratefulness
10.	Appreciation: Growth opportunity
11.	Appreciation: Family as resource
12.	Knowledge and insight: Family interest
13.	Knowledge and insight: Similar interests as family
14.	Knowledge and insight: Education and opportunities
15.	Pain and disappointment: Too personal and painful
16.	Pain and disappointment: Resilience
17.	Differentiate self from family
18	Not in control of my family
Final reflections	
19.	Positive impression of intervention
20.	Self-confidence
21.	Self-knowledge
22.	New perspective on future plans
23.	Career dreams and goals
24.	Rap: Be pro-active
25.	Rap: Begin with the end in mind
26.	Rap: Understand before you are understood
27.	Communication skills
28.	Interview skills
29.	Presentation skills
30.	Listening skills
31.	Interest
32.	Self-knowledge

9.8   ADDENDUM H

		Definition	Higher Education supply	Industry demand	Individual Psycho-social attributes
Individual, person-centred, psycho-social competencies					
	Self-management of personal circumstances	Family External factors	Cole & Tibby (2013) Bridgestock (2009)		
	Adaptability attitude	Readiness to cope Willingness to explore personal career possibilities Readiness for change Willingness to adapt to change		Hogan et al. (2013)	Fugate et al. (2004) Savickas & Porfeli (2012) Del Corso (2013)
	Concern				
	Control	Autonomy, Pro-active: new opportunities	Sin & Neave (2014)		Wedekind & Mutereko (2016)
	Curiosity	Sustain employment appropriate to qualification level (Quality)			Rothwell, Herbert & Rothwell (2008)
	Confidence	Pro-active improvement of situation	Dacre Pool & Sewell (2007)		Fugate et al. (2004)

		Definition	Higher Education supply	Industry demand	Individual Psycho-social attributes
DEMAND from industry perspective					
	Positive attitude	Readiness to take part Openness to new activities A desire to achieve results	Cole & Tibby (2013) CBI/NUS (2011)	CIPD (2016) Chamorro-Premuzic (2015)	
	Work drive and ethic	Going above and beyond the job		Hogan et al. (2013) CIPD (2016) Chamorro-Premuzic (2015)	
	Interpersonal skills	Emotional Intelligence Communication Rewarding to deal with Considerate and well mannered	Dacre Pool & Sewell (2007) CBI/NUS (2011)	Hogan et al. (2013) Jonck & Minnaar (2017) Chamorro-Premuzic (2015)	
	Social compatibility Collaboration	Team work 'Corporate sense' Sense for diversity	CBI/NUS (2011) Dacre Pool & Sewell (2007)	Hogan et al. (2013) Chen et al. (2009) National Research Council (2001)	
	Expertise	Subject understanding and knowledge Discipline specific skills	Knight & York (2003) Cole & Tibby (2013) Dacre Pool & Sewell (2007) Bridgestock (2009)	Chamorro-Premuzic (2015)	
	Application of numeracy skills	Know how to work with numbers	CBI/NUS (2011)		
	Application of IT skills	Basic IT skills, Familiarity with commonly used programmes	CBI/NUS (2011)		

		Definition	Higher Education supply	Industry demand	Individual Psycho-social attributes
	Experience	Work and Life Organisational knowledge	Dacre Pool & Sewell (2007) Knight & York (2003) CBI/NUS (2011)		
SUPPLY: Developmental challenges: SKILLS & QUALIFICATIONS					
	Tertiary qualification	Relevant and transferable to workplace	Sin & Neave (2014)		
	Sense of self	Self-awareness Efficacy beliefs Self-esteem	Knight & York (2003) Dacre Pool & Sewell (2007)		
	Lifelong learning	See possibilities for development	Cole & Tibby (2013) Knight & York (2003)		
	Know how to learn and solve problems	Academic skill, Metacognition, Reflection	Knight & York (2003) CBI/NUS (2011)	Jonck & Minnaar (2017)	
	Literacy skills	Written and verbal skills Proficiency in English	CBI/NUS (2011) Bridgestock (2009)		